<table>
<thead>
<tr>
<th>Key Strands of Action</th>
<th>If</th>
<th>Then</th>
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<tbody>
<tr>
<td><strong>GOVERNANCE</strong></td>
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<tr>
<td>Adopts policies and procedures for systemic and systematic implementation of Assessments to address and support functional communication skills of young children.</td>
<td>...service providers can screen and monitor progress expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child’s...</td>
<td>...all infants and toddlers entering and exiting EI services will be assessed in expressive language abilities and functional communication skills.</td>
<td>...each child will have a Early Literacy &amp; Language profile of their growth and progress in the areas of expressive language and functional communication skills.</td>
<td>All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child’s functional communication plan based on the Early Literacy Language Checklist.</td>
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<td><strong>PROFESSIONAL DEVELOPMENT</strong></td>
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<td>Provides professional development on how to collect, analyze and use evidence-based strategies from multiple sources.</td>
<td>...all service providers can accurately and systematically assess and support infants’ and toddlers’ expressive language and functional communication skills.</td>
<td>...all service providers will be able to systematically use the data to report growth and progress and plan specialized instruction based on individual needs of the child.</td>
<td>...families will gain confidence to engage with their child during typical daily routines.</td>
<td>...all children will have purposeful opportunities to gain the age expected skills in expressive language and functional communication skills.</td>
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<td>Provides professional development on the Division of Early Childhood (DEC) Recommended Practices in the essential components of instructional strategies</td>
<td>...families and service providers will be knowledgeable in evidence based processes such as the coaching and mentoring model.</td>
<td>...families and service providers will have increased their competence to support families build their capacity to promote their child’s development through daily routine activities.</td>
<td>...all children will have purposeful opportunities to work on communication skills.</td>
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<td><strong>COLLABORATION</strong></td>
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<tr>
<td>...implements the use of evidence-based processes such as Early Childhood Coaching, Early Start Denver Model, and Expressive Language and Functional Communication strategies and resources.</td>
<td>...families and service providers can identify priorities and develop goals together using a systematic process to determine barriers that may prevent the child/family from being able to address the Expressive Language and Functional Communication skills.</td>
<td>...children will have purposeful opportunities to work on communication skills.</td>
<td>...children will be provided with appropriate assistive devices that will promote and enhance communication abilities.</td>
<td>...families can support their child’s Expressive Language and Functional Communication Skills.</td>
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<tr>
<td><strong>AMTA</strong></td>
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<td>...provides targeted on-going technical assistance based on performance data and infrastructure needs on specific topics to meet the needs of the family.</td>
<td>Service providers can plan and target strategies for Expressive Language and Functional Communication and integrate the DEC recommended strategies that can be embedded in the family’s daily routine and are culturally accepted.</td>
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<td>...families can support their child’s Expressive Language and Functional Communication Skills.</td>
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</table>

*As of September 16, 2021*
CNMI: Part C Logic Model

**Leadership Governance**

**Professional Development**
- Conduct needs assessment to identify enhanced evidence-based strategies to support expressive language and functional communication skills.
- Identify, align, and train EI/EC providers evidenced-based practices (EBPs) to enhance the expressive language abilities and functional communication skills.
- Provide training for parents and EI/EC providers on coaching and mentoring strategies in implementing EBPs to support child and family interactions.

**Accountability & Monitoring**
- Expand on the battery of assessment tools and monitor progress.
- Conduct needs assessment to identify enhanced evidence-based strategies to support expressive language and functional communication skills.
- Expand and implement policies and standard operating procedures for assessing and monitoring functional communication skills for the child and their family to included providing technical assistance as needed.
- Update the Interagency agreement and PSS EC to support Tier of Intervention (TOI).
- Expand, implement, and train EI/EC providers and their family to included providing technical assistance as needed.
- Update the MOA/Directive to include verbal, non-verbal, or augmentative alternative communication to support the child’s functional communication plan based on the Early Literacy & Language Child Profile.

**Outcomes**
- **Intermediate**
  - EI/EC providers will implement the MOA/Directive with fidelity.
  - EI/EC providers will demonstrate and document the TOI progress monitoring effectively.
- **Long**
  - EI/EC providers and families will demonstrate skills and competencies in implementing EBPs that enhances their child’s expressive language and functional communication skills.
  - Families will demonstrate their confidence and competence and skill sets to support their child’s expressive language and functional communication skills.
  - EI/EC providers and families will have increased knowledge and skills on child development including expressive language and functional communication skills.
  - EI/EC providers and families will have increased knowledge and skills on child development including expressive language and functional communication skills.

**Activities**
- EI/EC providers will acquire the knowledge of and skills sets for implementing the TOI.
- EI/EC administrators and providers will acquire knowledge of the SOP for monitoring and assessing children’s progress in all developmental domains including SH skills in dressing, feeding, and toileting.
- EI/EC administrators and providers will know and prioritize the needs of families that will support and assist in improving their expressive language and functional communication skills.
- EI/EC providers will have increased Knowledge and skills on EBPs.
- Parents and EI/EC providers will have increased knowledge and skills on child development including expressive language and functional communication skills.
- EI/EC providers and families will acquire the knowledge and skill to implement a CQI process.
- EI/EC administrators and providers will have increased knowledge and skills on the TOI process.
- EI/EC providers will conduct the data collection process to monitor the child, family, and providers progress.
- EI/EC providers will implement CQI recommendation that will result in program improvement to promote the expressive language and functional communication skills of children in the Program.
- EI Providers will conduct the assessment tools.
- EI Director will report annually on the progress of the child, family, and providers.