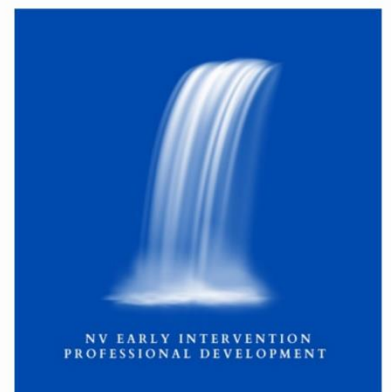




**Nevada Early Intervention
Professional Development Center**

PROGRAM CATALOG 2023-2024



Cover Photo

King’s Canyon waterfall is a 25-foot cascading treasure located in Carson City, Nevada. The King’s Canyon waterfall flows most abundantly during spring.

Nevada Early Intervention Professional Development Center

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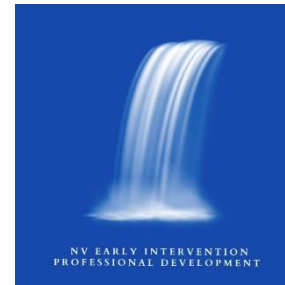


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Introduction

During 2022, the State of Nevada IDEA Part C Office and the Nevada Early Intervention (EI) Services System performed strategic planning to address critical personnel shortages through an additional option to traditional academia in order to retain employees by assisting them in meeting their professional requirements. The Nevada EI Professional Development Center was created to facilitate a retention initiative of professional development options, the first being a Developmental Specialist Core Series (DS Series) that will be provided at no cost to EI professional learners. The DS Series will be comparably rigorous to current, traditional paths of 18 course credits to educator licensure, and will meet federal requirements for the Developmental Specialist position. The EI system continues to acknowledge and encourage traditional paths to licensure such as through universities, however this EI alternative option will provide relief to professional learners during this post-COVID era of hardship which many are experiencing, and will potentially be a viable long-term option in the future alongside traditional routes to licensure.

This 2023-2024 Program Catalog serves as a program handbook and reference for Learners, Instructors, Stakeholders and anyone interested in Nevada's Early Intervention Services system. While the target audience is Nevada's EI workforce, the Nevada EI Professional Development Center recognizes and allows that these system efforts may have broad application for other EI systems who may wish to borrow from or duplicate this work.

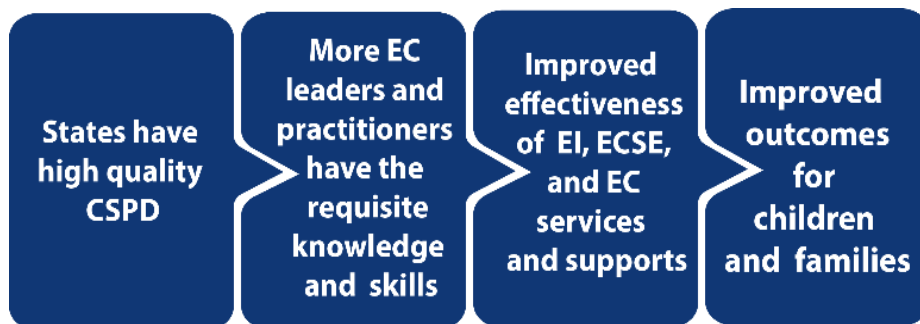
Mission

The Nevada EI Professional Development Center will support the Nevada Early Intervention Services system in having a robust, well supported, qualified work force such that there are no wait lists for families in need of services. This correlates to achievement of individual family and child outcomes for eligible families and children, and the prevention of any poorer health, developmental and education outcomes for children and families.

According to the Early Childhood Personnel Center (ECPC, 2022), which is a Technical Assistance center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP), here below is the expected framework of outcomes with a quality, evidence-based comprehensive system of personnel development (CSPD), such as through Nevada's EI Professional Development Center, that applies to the fields of Early Intervention (EI), Early Childhood (EC) and Early Childhood Special Education (ECSE).

For information on ECPC's graphic below, along with evidence-informed resources on personnel retention, please see ECPC's website at: [Our Framework | The Early Childhood Personnel Center \(ecpcta.org\)](https://ecpcta.org)

How Improved Comprehensive System of Personnel Development (CSPD) Leads to Improved Outcomes:



Program of Study

DS Series Course Titles

- DS Series 1.0 Orientation to DS Series
- DS Series 1.1 Foundations and Development in Early Intervention
- DS Series 1.2 Partnering with Families in Early Intervention
- DS Series 1.3 Assessment in Early Intervention
- DS Series 1.4 Curriculum in Early Intervention
- DS Series 1.5 Strategies in Early Intervention
- DS Series 1.6 Advanced Strategies in Early Intervention
- DS Series 1.7 Service Coordination in Early Intervention
- DS Series 1.8 Professional Capstone in Early Intervention

The DS Series will encompass an Orientation (1-time class) and 8 five-week courses that will meet virtually 1 time a week for 90 minutes each week. The courses will typically span across an approximately 18-month schedule as follows:

5 weeks of class per course, followed by approximately 2-3 weeks of break/no class.

Therefore, a new course would start approximately every 2 months. To ensure a comparable course experience to traditional university routes to licensure, Learners will be required to devote approximately 35 hours per one 5-week course, or at least 7 hours of time per week, toward their studies during course weeks as follows:

Class time with Instructors and other Learners:

90 min class time via Teams class meetings (1 time per week during late afternoon; work release time allowed at discretion of program's management).

On own time:

90 min research of evidence-informed practice (professional academic platform to be provided)

90 min literature reviews (documentation of research)

90 min practicum (data collection and review of cases already on your caseload)

60 min reflective practice (documenting connections of course content to actual practice)

Weekly time: 420 min or 7 hours per week across 5 weeks

Total course time: 35 hours

Course Content: 7 of 8 courses in the DS Series will cover the required Early Childhood Special Education areas according to the Nevada Department of Education, including: Foundations/Development, Family

Engagement, Assessment, Curriculum, Strategies, Advanced Strategies/electives i.e., Language, Physical Disabilities, Social-Emotional development, Behavior and Service Coordination. The 8th course in the DS Series will be a required Professional Capstone Course where learners will develop an original project that will add value to the EI system, and that will be evaluated for competency.

Credential: Successful completion of the DS Series will meet the Alternative Certification requirements with the IDEA Part C Office according to State of Nevada IDEA Policy Manual and federal IDEA law: C1.2. (34 CFR 303.118) – *Comprehensive System of Personnel Development: An appropriate certification is one which is approved at the discretion of the IDEA Part C Office through an approved course of comparable study, licensure and/or experience and is deemed to be equivalent to an Endorsement for Early Childhood Developmentally Delayed.*

Calendar

Cohort 1 (Tuesdays, 2:30 pm – 4:00 pm)

2023

Orientation: March 28

Course 1: April 4, 11, 18, 25; May 2

Course 2: June 6, 13, 20, 27; July 11

Course 3: August 1, 8, 15, 22, 29

Course 4: October 3, 10, 17, 24; November 7

2024

Course 5: January 9, 16, 23, 30; February 6

Course 6: March 5, 12, 19, 26; April 2

Course 7: May 7, 14, 21, 28; June 4

Course 8: July 9, 16, 23, 30; August 6

Graduation: September 10

Cohort 2 (Wednesdays, 2:30 pm – 4:00 pm)

2023

Orientation: July 26

Course 1: August 2, 9, 16, 23, 30

Course 2: October 4, 11, 18, 25; November 8

2024

Course 3: January 10, 17, 24, 31; February 7

Course 4: March 6, 13, 20, 27; April 3

Course 5: May 8, 15, 22, 29; June 5

Course 6: July 10, 17, 24, 31; August 7

Course 7: September 11, 18, 25; October 2, 9

Course 8: November 6, 13; December 4 (continued)

2025

Course 8: (continued) January 8, 15

Graduation: January 29

Cohort 3 (Thursdays, 2:30 pm – 4:00 pm)

TBD: January 2024 – June 2025



DS SERIES CALENDAR
Nevada EI Professional Development Center

Oct-Dec 2022	Jan-Mar 2023	Apr-Jun 2023	Jul-Sep 2023	Oct-Dec 2023	Jan-Mar 2024	Apr-Jun 2024	Jul-Sep 2024	Oct-Dec 2024	Jan-Mar 2025	Apr-Jun 2025	Jul-Sep 2025
CURRICULUM BUILD				CURRICULUM BUILD							
RECRUIT INSTRUCTORS											
	ENROLL LEARNERS COHORT 1	ENROLL LEARNERS COHORT 2		ENROLL LEARNERS COHORT 3					ENROLL LEARNERS NEXT CYCLE	ENROLL LEARNERS NEXT CYCLE	
		COHORT 1 April 2023 – Sept 2024									
		COHORT 2 Aug 2023 – Jan 2025									
					COHORT 3 Jan 2024 - June 2025						
									Cohort cycle repeats	APRIL 2025	
										AUG 2025	
										JAN 2026	

DS Series Calendar 10.09.2022

Expectations

Attendance

Learners enrolled in the DS Series are required to attend the Cohort Orientation and all 5 classes per course. Missing even 1 class may result in an Incomplete grade for the course, which may affect the completion of certification requirements. If missing a class, Learners are responsible for communicating with their course Instructors and are required to provide a note from their health care professional or supervisor. Learners are responsible for any possible make up coursework.

Participation

Learners enrolled in the DS Series will need to utilize internet connectivity to participate in virtual Teams class sessions. Participation requirements will be advised by the course instructor and course syllabus. Participation may entail audio and visual screen participation, discussion, breakout group work, chat posts, short presentations, interviews of colleagues/professionals and uploading assignments to Teams folders. Learners are responsible to communicate with their course Instructors for any challenges or barriers to participation.

Learners and individuals interested in the DS Series will have opportunities for Open House/Office Hours to connect with the PD Work Group and Instructors.

Grading

Course assignments within the DS Series will be transparently evaluated according to rubric expectations set by course instructors as outlined in the course syllabus, e.g., For criteria of clarity and organization, rating scales may include Above average, Sufficient, Developing, or Needs Improvement.

Overall course grades will be based on a binary grading system of Pass/Fail.

Evaluation

For continuous improvement, Learners will have the regular opportunity to evaluate courses and Instructors. The DS Series will also be evaluated by the EI Professional Development Center and evaluation may include PD stakeholders external to the EI system, such as Institutions of Higher Education (IHEs). Data will be forthcoming during future DS Series cohorts.

Application

Application for April 2023 DS Series Cohort 1 opened: January 5th, 2023.

Deadline to apply by January 31st, 2023.

Applicants notified of Cohort 1 selection no later than February 15th, 2023.

Applicant and program management to be informed.

Application for August 2023 DS Series Cohort 2: TBD, expected to open May 2023

Application for January 2024 DS Series Cohort 3: TBD, expected to open October 2023

Learner Application link and QR Code

<https://forms.office.com/Pages/ResponsePage.aspx?id=5kCj5J64aE6OqhVE0nA5gHNSL5i8QqBBiWR8Uh4K8DNUQIc0Q1E5MlpJOTNOWFZOWUINRjJYR1pLQy4u>



Application Approvals

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgment regarding application approvals:

I understand that my program management must approve my enrollment in the DS Series and must approve any practicum work. I understand that work release time or flex time for participation in DS Series coursework will be approved at the discretion of my program's management.

Should I not be selected for this Cohort, and if I am interested in applying for a future Cohort, I understand I must re-apply with the appropriate application links for the future Cohort. (Signature documented on electronic application). **Note:** As of February 15, 2023, applicants do not need to reapply.

Code of Conduct

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Code of Conduct.

The Early Intervention Professional Development Center policies are intended to promote an effective teaching and learning environment. The following is not an all-inclusive list:

1. No participant has the right at any time to behave in a manner that will disrupt the learning activity of others, or that will cause physical or emotional harm.
2. Participants will conduct themselves in a courteous and considerate manner towards each other, including Learners, instructors, guest speakers, and all members of staff and visitors to the learning environment.
3. The Personnel Center will contact a program's management regarding concerns should a participant be in violation of the Code of Conduct, with every effort made to resolve any issues at the lowest level possible.
4. Language or activities that are seen as pejorative, discriminatory or racist are prohibited.
5. Participants will respect the beliefs, culture, dignity, and rights of others, as well as their right to privacy and

confidentiality.

6. Disruptive, unruly, rude and/or offensive behavior will not be tolerated.

7. Academic honesty is paramount, and any form of plagiarism will not be tolerated. Any act of cheating in class work, homework, informal and formal tests, or internal or external examination is prohibited. Furthermore, copying of and/or borrowing another learner's work or entity's work without permission and/or appropriate citation/reference is prohibited.

8. Any participant who is in a position of authority will conduct themselves in a manner befitting someone in authority, respecting the rights of other participants and will not abuse such authority bestowed upon themselves through their position.

9. Should a Learner be absent from class for a period of 1 day or longer, this leave of absence must be supported by a letter from a supervisor or health professional. Missing even 1 class per one 5-week course may result in delayed completion of a course and completion of eventual certification.

10. A Learner may be removed from the learning environment at any time at the discretion of the Instructors or administrative support.

11. A Learner may remove themselves at any time from the learning environment and must communicate with the course Instructors as soon as possible.

12. A Learner may request for support as needed regarding any questions, concerns and complaints being resolved at the lowest level possible with the Instructors, followed by the PD Center administration and the Learner's program management.

I have read and understand the Code of Conduct. I will abide by the Code of Conduct along with work performance standards and policies from my program. (Signature documented on electronic application).

Materials Use

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Materials Use requirements:

I am responsible for pick up, proper care and handling, and drop off to my program re: any loaned items, such as PD Center textbooks, etc., so that these materials will be available to other Learners and Instructors.

I am responsible for materials provided to me, including promotional PD Center materials and any materials developed as a part of my Capstone project. I will use these materials in a responsible and professional manner to benefit the EI system which includes families, such as in building the available knowledge of the system and promoting workforce retention to the benefit of families and staff. As the DS Series is grant funded and will be provided to all participants at no cost, I will not sell any materials nor allow anyone else to sell any materials provided to me or developed as a result of participation in the PD Center. (Signature documented on electronic application).

Accessibility and Accommodation

All Learners and Instructors participating in the DS Series are required to complete a formal application to the EI Professional Development Center with acknowledgement regarding the following Accessibility and Accommodation requirements:

The PD Center's DS Series will largely take place virtually via Microsoft Teams meetings. Assignments will require internet access that is required for class participation, conducting online research and literature reviews. Access to a professional academic online research platform will be provided by the PD Center. Participants are responsible for access to a computer device/laptop and internet connectivity to engage in coursework.

Practicum work is also a required part of coursework and will involve reflective practice regarding face-to-face services with your de-identified caseloads of families with infants and toddlers with disabilities.

Will you require any accommodations to access the DS Series? (Enter Yes or No)

If yes, please describe any accommodations you may need to access the DS Series: (information and signature documented in electronic application).

APPENDIX A.

Infrastructure for the EI Professional Development Center

System Needs Assessment

During 2022, the Nevada Early Intervention (EI) Services system had confirmed that workforce shortages stemming from the COVID-19 pandemic were occurring statewide. Addressing these staffing shortages with staff retention strategic planning was necessary in order to prevent any subsequent delays to EI services needed by Nevada's infants and toddlers with disabilities and their families.

Post-pandemic Landscape

During this post-pandemic era, rising costs have been observed within many industries nationwide such as skyrocketing housing prices, food prices, gas/fuel prices (Martin 2022). Nevada has been hit especially hard, with two Nevada cities ranking in the top 10 of cities nationwide with rapid rent increases (Bond, 2022; Girus, 2021). Due to these negative economic impacts, an alarming trend in staff shortages was noted to have been simultaneously occurring, specifically in the field of early childhood special education and early intervention, where personnel in Nevada who were already highly educated with related degrees were exiting the EI field to take jobs that did not require additional out of pocket schooling. Current and previous personnel were experiencing and continue to experience challenges for basic life sustenance, e.g. needing to choose between steep 35% or more increases in rent prices and paying high gas prices to get to work verses jeopardizing employment requirements for those who were unable to pay for specialized university coursework across multiple semesters of graduate studies.

The IDEA Part C Office began preparations to enact emergency, appropriate certification options within a retention initiative framework of 'Grow Your Own' efforts as evidenced in states who have also been hit hard with critical staff shortages, namely Oklahoma, Arizona, Iowa, Michigan and Tennessee (Heubeck, 2022; Tennessee Department of Education, 2022). These programs partner with organizations and institutions to develop comparable, rigorous programs of study that will meet professional requirements at no cost to learners. Nevada's PD Work Group began development of comparable curriculum according to the evidence-informed practices and resources provided by the Early Childhood Personnel Center (ECPC, 2022) with alignment to Nevada Department of Education standards for the Endorsement in Early Childhood Developmentally Delayed, Birth to 7 years, as applicable to the Developmental Specialist position.

Rigorous curriculum, syllabi, rubrics, competency measurement and evaluation are in development according to advising on evidence-informed practices from experts in the field of Early Intervention, namely Early Childhood Personnel Center (ECPC 2022) and University of Illinois (2023). The EI system continues to acknowledge and encourage traditional paths to licensure such as through universities, however this alternative option approved by the IDEA Part C Office will provide relief during this post-COVID landscape of hardship which many are experiencing and will potentially be a viable long-term option in the future alongside traditional routes to licensure.

Historical Efforts

While the approach for this retention initiative has been allowed since Nevada IDEA Part C Policy Manual's initial development in 2014, no other concentrated efforts for such a "Grow Your Own" approach toward meeting professional licensure requirements have actualized. During 2016, Fatima Taylor, Clinical Program Manager II with Nevada Early Intervention Services proposed to PD stakeholder work groups her idea to develop a DS series that would be a viable option to obtain required coursework for the Developmental Specialist position. No forward movement occurred on Fatima's proposal then, likely due to the timing and availability of resources and needs at that time, e.g., professionals who would be willing and available to devote time to receive technical assistance and to develop a rigorous, comparable program. Further, the extent of any critical staff shortages which may have existed at that time was unknown as there did not appear to be a driving force to bring such a proposal to light. IDEA Part C and the PD Work Group have theorized that had Ms. Taylor's proposal been acted upon, the current state of the EI system's personnel shortage may not have been as heavily impacted during COVID-19 and during this post-pandemic era. During 2022, Ms. Taylor's original DS Core Series proposal was utilized as the foundational groundwork for the current DS Series retention initiative which is set to launch during April 2023.

Advising at Local, State and National levels

During May to June 2022, IDEA Part C Office partnered with the Aging and Disability Services Division (ADSD) Nevada Early Intervention Services and ADSD Quality Assurance to explore solutions for retention. On July 14th, 2022, managers from all EI programs including State and Community Partner (CP) programs were invited and attended a statewide virtual meeting regarding the critical staff shortage in EI. These program managers relayed their concerns for barriers to the current traditional routes for licensure, namely for cost and content as many staff were experiencing financial hardship during this post-pandemic era. Additionally, management and Learners reported that the curriculum content for most university level coursework focused on early childhood special education topics for children ages 3 to 8 years rather than the target ages of birth to 3 years for this field of EI.

On August 22nd and 23rd, 2022, the Nevada IDEA Part C Coordinator received invaluable technical assistance on evidence-informed practices for successful professional development systems, including strategies for infrastructure, curriculum frameworks, gaining buy in and planning for sustainability as advised by the OSEP-funded technical assistance center Early Childhood Personnel Center. Examples were shared from other states that recently formed their own Comprehensive Systems of Personnel Development. ECPC's director invited Nevada to provide a brief presentation during the August 23rd conference session. Nevada's Part C Coordinator shared how incredibly helpful the ECPC curriculum, syllabi, resources and overall technical assistance were toward Nevada's development of the EI Professional Development Center.

On Tuesday, September 13th, 2022, IDEA Part C received technical assistance on additional evidence-informed strategies for professional development from national advisors representing the Early Childhood Technical Assistance (ECTA) Center and Center for IDEA Data Systems (DaSy). On September 29th, 2022, IDEA Part C participated in a Division for Early Childhood International Conference session with the University of Illinois, Department of Special Education, College of Education, receiving evidence-informed resources that will be used for professional development rubrics and EI content in the DS Series.

Collaborations and Consultation

On July 27th, 2022, consultation was received at the State level by Nevada's Department of Administration's Human Resource Management personnel who had developed the original Certified Public Manager program for State employees. Advising included the need to track data across 2 years so that the EI system may reflect during the following biennium regarding the impact of the PD Center and DS Series. These data may inform future requests at the legislative level for additional state positions to meet program needs for facilitation and sustainability. Advising also covered collaboration with IHEs and potential interlocal agreements for curriculum building. Correspondence and meetings with IHEs have occurred, with potential discount and scholarship options being explored that may be available for Learners. Further, Learners are encouraged to explore programs of study that are the best fit for each individual, such as an alternate route to licensure with discounts offered by the University of Nevada, Las Vegas or flexible online options and online tuition scholarships for Master of Education degrees with Grand Canyon University, GCU and the University of Nevada, Reno (UNLV 2023, GCU 2023, UNR 2023). These opportunities with IHEs will remain a part of the information provided to Learners regarding available options to meet professional licensure requirements.

Collaboration with the Nevada Department of Education (NDE) Office for Educator Licensure occurred during August 2022. On August 15th, 2022, NDE informed IDEA Part C regarding PD Assurances and PD courses from the DS Series would count toward the Endorsement and Licensure renewal. Upon completion of all course curriculum, IDEA Part C will provide curriculum information to NDE to confirm that the DS Series coursework will be applicable to NDE licensing.

Based on limited availability of potential Instructors, the IDEA Part C Office expected originally that an initial build for the retention initiative would have the first cohort of Learners participating from April 2023 to September 2024, and that a second cohort would follow during October 2024. During August 2022, the Part C Coordinator received a recommendation from a U.S. servicemember with administrative experience in planning short term and long-term professional development, who had advised regarding the efficiency of multiple staggered but simultaneously occurring cohorts that would allow the system to accommodate more widespread needs of Learners. Upon assessing the capacity for available and willing potential volunteer Instructors, the PD Workgroup boldly embraced the multiple cohort perspective and implemented a phase plan that would encompass three 18-month cohorts to start within 9 months of each other during April 2023 (Tuesdays), August 2023 (Wednesdays) and January 2024 (Thursdays). The PD Workgroup began recruiting for volunteer Instructors and received an outpouring of support from licensed and experienced staff who committed to partnering in the retention initiative. Data will be forthcoming to ensure the ongoing efficiency and sustainability of scheduling for simultaneously occurring cohorts in meeting the needs of Nevada's EI system.

Governance

IDEA Part C Office is designated by Nevada Department Health and Human Services (DHHS) as the Lead Agency overseeing Nevada's Early Intervention (EI) Services system including the Comprehensive System of Personnel Development (CSPD) according to IDEA Part C regulations, 34 CFR 303.118 as follows:

- 1. Training personnel to implement innovative strategies and activities for the recruitment and retention of EIS providers;*
- 2. Promoting the preparation of EIS providers who are fully and appropriately qualified to provide early intervention services under this part.*

The DS Series aligns with State of Nevada IDEA Policy Manual and federal IDEA law as follows:

C1.2. (34 CFR 303.118) – *Comprehensive System of Personnel Development: An appropriate certification is one which is approved at the discretion of the IDEA Part C Office through an approved course of comparable study, licensure and/or experience and is deemed to be equivalent to an Endorsement for Early Childhood Developmentally Delayed.*

Fiscal Infrastructure

During July 2022, the IDEA Part C Office submitted to the Department of Health and Human Services (DHHS) Director's Office a proposal for additional federal American Rescue Plan Act (ARPA) Fiscal Recovery Funds from the Governor's Finance Office to provide funding for development of an Early Intervention Personnel Center. The proposal was submitted with the intent of developing a new personnel center that would provide a credible and comparable alternative option for personnel to meet to meet their licensure requirements. This retention initiative was planned to be a no cost option for personnel, with all costs to be covered by the ARPA grant and/or the IDEA Part C Office.

With a statewide Professional Development Work Group of stakeholders, the IDEA Part C Office resolved that the retention initiative would be developed regardless of the outcome of the proposal being approved. Without approval, the work to develop the personnel center would be achievable but very slow going, however the hope was that approval for additional funding would expedite funds for materials (i.e., textbooks), resources (a research-based platform) and for a contractor to assist with curriculum development and implementation.

On October 20, 2022, the State of Nevada's Legislative Counsel Bureau Interim Finance Committee approved the IDEA Part C Office's proposal for \$368,100.00 in ARPA funding toward a new Nevada Early Intervention Personnel Center, which was named the Nevada EI Professional Development (PD) Center. The ARPA funding allocated to the Nevada EI PD Center will cover costs for materials and resources that will be used by Instructors and Learners, such as textbooks, webinars and a professional academic research platform, as well as costs to hire a contractor that will facilitate curriculum and instruction. The ARPA subaward funding is available to IDEA Part C through December 31, 2026. Should any other additional funds be needed for the EI PD Center, IDEA Part C will utilize annual formula grant funds.

Stakeholder Engagement

Since May 2022 to present, an EI Professional Development (PD) Work Group has convened monthly to perform strategic planning, including curriculum development toward professional "Grow Your Own" options and incentives for the EI work force. The PD Work Group has grown steadily to 16 individuals as of February 1st, 2023, with diverse representation statewide among highly qualified professionals with expertise in Early Intervention (see Acknowledgments, page 3). Participation in the PD Work Group is open to all EI programs and interested stakeholders.

During October 20th, 2022 and January 30th, 2023, the IDEA Part C Office presented DS Series professional development plans for discussion with the Interagency Coordinating Council (ICC) which is comprised of

stakeholders who advise the EI system on a quarterly basis. During the October 20th, 2022 ICC meeting, additional stakeholders were invited to join the PD work group. Stakeholders with ongoing invites to participate in providing feedback or participating in planning include families/parents, IHE's, Department of Education, local advocacy groups, local child care/preschool representatives, tribal liaison, military liaison and legislative representative. Further, collaboration, technical assistance, consultation and informational participation for Nevada's EI strategic retention initiative have occurred with the IDEA Part C Office at national, state and local levels with the following entities:

National

U.S. Department of Education, Office of Special Education Programs (OSEP)
Early Childhood Personnel Center
Early Childhood Technical Assistance Center
Center for IDEA Early Childhood Data Systems
Center for IDEA Fiscal Reporting
Infant and Toddler Coordinator's Association
University of Illinois, Department of Special Education, College of Education

Statewide

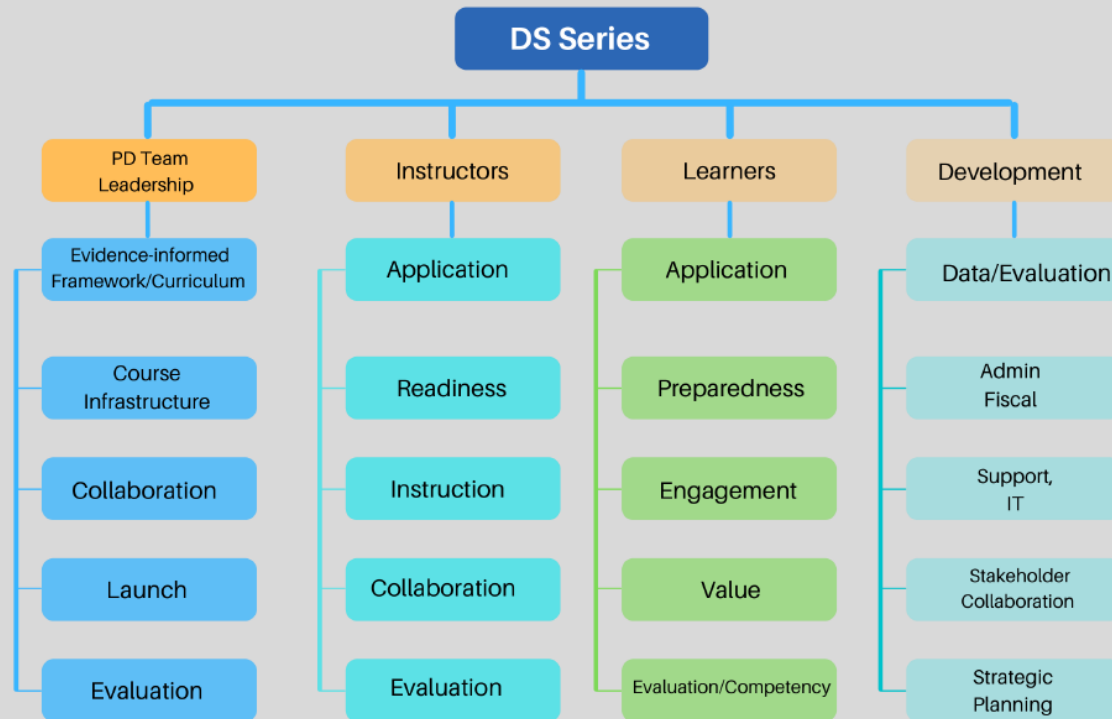
Nevada Department of Education, Office of Educator Development, Licensure and Family Engagement
Nevada Interagency Coordinating Council (ICC)
Aging and Disability Services Division (ADSD) and Nevada Early Intervention Services Programs
ADSD Quality Assurance
Nevada Department of Administration Division of Human Resources and Management
Nevada Department of Health and Human Services (DHHS) Director's Office Fiscal Unit
DHHS Director's Office/Division of Public and Behavioral Health Office of Information Technology (OIT)
Nevada Early Childhood Advisory Council (NECAC)

Regional/Local

Early Intervention Programs
University of Nevada, Las Vegas
University of Nevada, Reno



Nevada EI Professional Development Center Waterfall Infrastructure



"We have to change so we can help others."
~ Bridgett Eure

APPENDIX B.

Data and Ongoing Evaluation

Data: Critical Personnel Shortage

In light of these events, Nevada Early Intervention System leadership performed strategic retention efforts which have included data collection from personnel regarding their ability to meet position requirements for additional schooling according to federal regulations for highly qualified professionals working with young children with disabilities (34 CFR 303.118, 119). During July 2022, Nevada Early Intervention Services reported that a total of 16 Developmental Specialists statewide (11 from Las Vegas, 1 from Reno and 4 from Carson City) had resigned due to these professionals reportedly finding or transferring to other positions with salaries that were equivalent or higher within other organizations that do not require continuing academic coursework. Additionally, 3 other Developmental Specialists were released from their positions, with their employment having been terminated due to not meeting licensure requirements.

State EI Programs	Number of Staff that left or transferred due to endorsement requirement	Number of staff released due to not meeting endorsement requirements
Las Vegas	11	3
Reno	1	0
Carson	4	0
Elko	0	0
Total	16	3

Management from all 12 EI programs (100%) statewide met with the IDEA Part C Office during July 2022 to express their growing concerns with traditional licensure routes during a severe personnel shortage. Licensure requirements, especially for the Developmental Specialist series position within state and community Early Intervention (EI) programs were reportedly becoming increasingly difficult to impossible for personnel to attain given the aforementioned rising living costs which were coinciding with rising tuition costs at local universities or Institutions of Higher Education (IHE). For example, UNLV annual tuition 2021-22 for graduate learners was \$6,716, and was expected to rise during 2023-24 when annual tuition would be \$6,869 (UNLV 2022). Similarly, UNR's 2021-22 tuition graduate rates of \$305.50 per credit were set to increase during 2023-24 to \$321.75 per credit (UNR 2022). While some scholarships and tuition discount programs exist toward IHEs (UNLV 2023; GCU 2023), EI personnel and management expressed barriers still existed regarding early

childhood special education course content as non-applicable and disconnected to the day-to-day service needs for the EI target population of infants and toddlers ages birth to 3 years.

Data: Program Challenges

Delayed services lists for EI services began occurring in August 2022 within 2 of 12 EI programs (16%), and delayed services were projected to widen as well as affect other EI programs should DSs continue to leave the EI system. When families are kept waiting for supports and services, not only are programs out of compliance with IDEA federal law, but optimal periods of developmental growth are missed, and families can never get that time back. The quality of services is also impacted in that supervisory staff must carry caseloads, leaving less time for supervision of direct line staff.

The IDEA Part C Office submitted federally required state performance plan/annual performance report (SPP/APR) information to the U.S. Department of Education Office of Special Education Programs (OSEP) regarding Nevada’s EI system has experienced surges in case numbers (e.g., Dec 1st count FFY 2020: 2,953 children compared to Dec 1st count FFY 2021: 3,181 children). Incidentally, this upward trend is observed in recent preliminary data (e.g., Dec 1st count FFY 2022: 3,285 children). These child count data appear to correlate to increases in state population size as well, which has been outpacing the availability of personnel to provide EI services to the growing population. Data will be forthcoming during future DS Series cohorts.

Federal Fiscal Year (FFY) December 1st Reporting	Child Count (point in time)
2020	2,953
2021	3,181
2022 (preliminary)	3,285

Data: Statewide DS Survey

Statewide survey provided during October 2022 by the IDEA Part C office provided compelling data affirming that system efforts to develop a new personnel development center with a no cost DS Series was on the right track. The survey reflected the DS Series professional development would meet the EI system’s needs as 91% of respondents indicated keen interest in the DS Series. Notably, more than a quarter of respondents (27%) indicated that challenges to licensure would be a primary reason to consider leaving their positions.

DS Series Statewide Survey October 2022	Result
Number of individuals which responded	86
Number of individuals with professional licensure	39 of 86
Number of individuals without professional licensure	47 of 86
Number of individuals who indicated they are very interested or extremely interested in the no cost DS Series	43 of 47 (91%)
Number of individuals who have considered leaving their DS position due to licensure challenges	24 of 86 (27%)

Data: Cohort 1 Selection

As of February 2023, a total of 44 individuals applied for the first cohort of the April 2023 DS Series. With each cohort planned to accommodate approximately 25 learners, and in consideration of a 5% attrition rate (1 to 2 Learners) as well as exceptions for individuals that may need 1 to 2 courses (2 Learners), a total of 29 Learners (65.9% of applicants) have been admitted for the first cohort. The remaining 15 individuals (approx. 34.09% of total applicants) will be placed on a priority selection wait list for Cohort 2 which will begin during August 2023.

Equitable Considerations: Selection was made by the IDEA Part C Office with advising from the PD Work Group. Selection was primarily based on an initial sorting by date of hire for individuals with older hire dates being prioritized due to the requirement that Developmental Specialists must complete their required licensure coursework within 3 years from date of hire. Other factors taken into consideration to ensure an equitable selection process included geographical location of EI program, representation of public and private sector programs between State and Community Partner (CP) programs respectively and ethnicity and gender of applicants.

When considering for date of hire, Cohort 1 applicants were sorted according to hire dates, with a majority of selection occurring during and prior to August 2022 (when Cohort 2 will begin) and according to whether the individual was an EI Developmental Specialist or held another non-EI or non-DS position. These 29 individuals received priority selection for assistance in meeting their professional licensure requirements by their 3-year requirement. Notably, any applicants who may be at risk for missing their licensure timelines may, at manager's discretion as directed by IDEA Part C, work under an extension for extenuating circumstances as long as good faith efforts are being made toward licensure.

The remaining 15 individuals not selected for Cohort 1 had recent hire dates from September 2022 through January 2023, or were personnel employed with the State's Autism Treatment Assistance Program (ATAP). These new hires were selected for Cohort 2 as they are currently focused on gaining experience in these recent months and ATAP staff would also be considered for priority selection for Cohort 2 as the retention initiative for Cohort 1 must primarily provide support for retention of current EI Developmental Specialists.

Notwithstanding, the EI PD Center recognizes that during the upcoming professional development, ATAP personnel will add rich perspectives to the DS Series and these personnel will also experience professional growth and positively impact their program and the families they serve. Therefore, the EI PD Center is looking forward to welcoming personnel from ATAP to join the DS Series in Cohort 2.

Regional representation reflected that more than half of the 29 selected participants are from EI programs in the Southern region of Nevada (18 Learners or 62.0%), followed by the Northwest region (9 Learners or 31%) and the Northeast region (2 Learners or 6.8%). Overall, regional representation correlates to the actual count of the EI population being served in terms of regional caseloads occurring across the state. During February 2023, preliminary data reflect that the southern region holds approximately two-thirds of total EI cases (2,256 children or 66.4%), followed by Northwest case counts (998 children or 29.3%) and Northeast caseloads (143 children or 4.5%).

Results per sector reflect 51.7% of Cohort 1 is comprised of individuals from State EI programs while 48.2% of individuals are from CP programs. Data reflected that for Cohort 1 there is representation for all sectors and regions in Nevada. The EI PD Center's decision to admit new hire dates past August 2022 was necessary for 4 individuals in sectors or programs that would not have had representation without this consideration.

All 44 applicants (100%) were female and there were no male applicants during this round of applications.

Ethnicity is depicted in the tables below to present somewhat similar representation, and yet some varying distribution among applicants, with the majority of applicants presenting respectively for Cohorts 1 and 2 as White (48.2% and 40.0%). The next highest numbers of selected applicants for Cohorts 1 and 2 included, respectively, Hispanic (20.6% and 33.3%) and Black (20.6% and 6.6%). The least amount of ethnicity representation for Cohorts 1 and 2 were, respectively, Two or more/Other ethnicities (6.8% and 6.6%) and Hawaiian/Pacific Islander (0% and 13.3%). As the distribution of ethnicity across all employed Developmental Specialists existing across EI program is unknown, an accurate comparison may be observed upon having a total set of Cohort 2 applications upon the future closing date of Cohort 2 applications by August 2023. Data will be forthcoming, and the EI PD Work Group will partner with EI programs to ensure that all Developmental Specialists and interested individuals are provided information and support to apply for the DS Series.

EI programs and stakeholders, which includes families, are encouraged to provide feedback regarding the PD selection process or on any PD matters. Questions or comments may be emailed to the Nevada EI Professional Development Center at Email: dhhsnevadaeipdcenter-ideapartcoffice@health.nv.gov

Cohort selection according to EI Program and Region, February 2023

EI Program Sector and Regions	South	Northwest	Northeast	Total	Percent (approx.)
State – Cohort 1 Learners	11	2	2	15 of 29	51.7% Cohort 1
CP – Cohort 1 Learners	7	7	NA	14 of 29	48.2% Cohort 1
Regional representation Cohort 1 Learners	18 (62.0%)	9 (31.0%)	2 (6.8%)	29	NA
Regional Caseload (Prelim case counts) In correlation with Learners per region	2,256 (66.4%)	998 (29.3%)	143 (4.2%)	3,397	NA
State – Cohort 2 (Preliminary data)	0	2	0	2/15	13.3% Cohort 2
ATAP – Cohort 2	3	NA	0	3/15	20% Cohort 2
CP – Cohort 2 (Preliminary data)	6	NA	4	10/15	66.6% Cohort 2
Regional Representation Cohort 2 (August 2023 data will be forthcoming)	9 of 15 (6.0%)	2 of 15 (13.3%)	4 of 15 (2.6%)	NA	NA

Cohort selection according to ethnicity, February 2023

Ethnicity	Cohort 1	Percent	Cohort 2 (Preliminary data)	Percent
White	14	48.2%	6	40.0%
Hispanic	6	20.6%	5	33.3%
Black	6	20.6%	1	6.6%
Asian	1	3.4%	0	0%
Hawaiian/Pacific Islander	0	0%	2	13.3%
Two or more/Other	2	6.8%	1	6.6%
Total	29	NA	15	NA

APPENDIX C. Branding Story

The creation of the new Nevada Early Intervention Professional Development Center within the IDEA Part C Office and Nevada’s Early Intervention Services system brought opportunities for national technical assistance from the Early Childhood Personnel Center (ECPC) and other Part C States that had recently developed their own Personnel Centers. On August 22nd and 23rd, 2022 at the national Improving Data, Improving Outcomes Conference in Washington D.C., the ECPC and these other States advised the State of Nevada and those in attendance regarding many strategies to successfully build an effective Comprehensive System of Personnel Development (CSPD). One strategy included the importance of thoughtfully implementing branding to promote buy in and system cohesion for professional development opportunities. This notion of branding was advised to include simple applications of a logo and unified, consistent graphics and color themes. In consideration of this advising, IDEA Part C Office found inspiration and meaningful correlations within one of Nevada’s naturally occurring waterfalls: The Lost Creek Canyon Falls located in Southern Nevada’s Red Rock National Conservation Area.

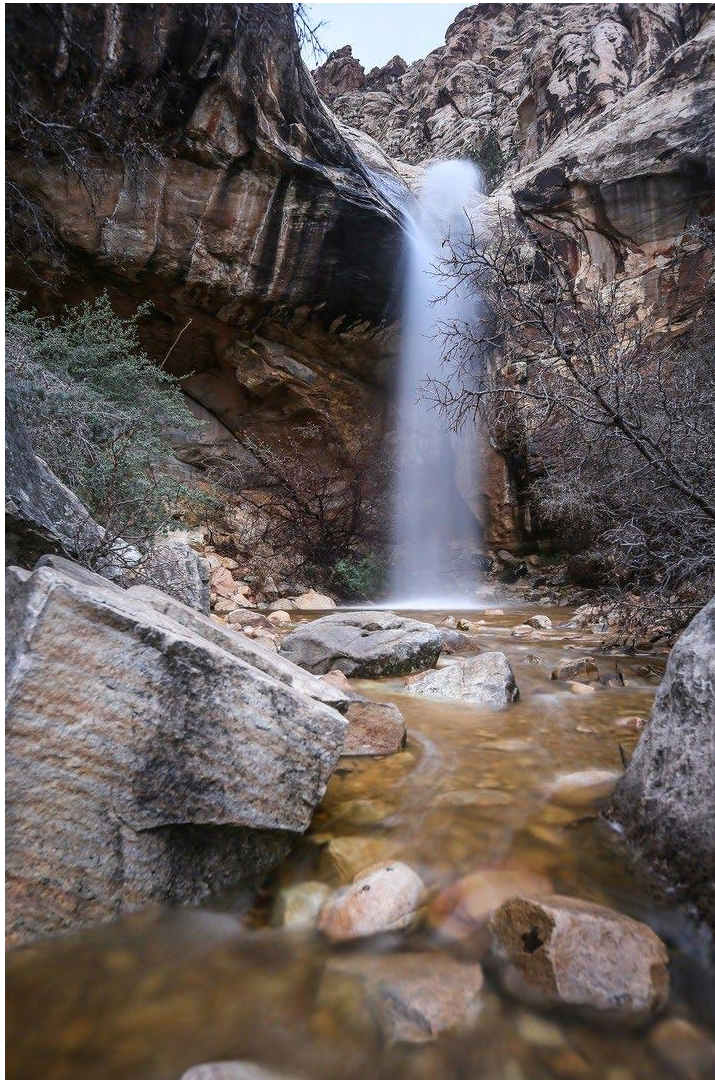


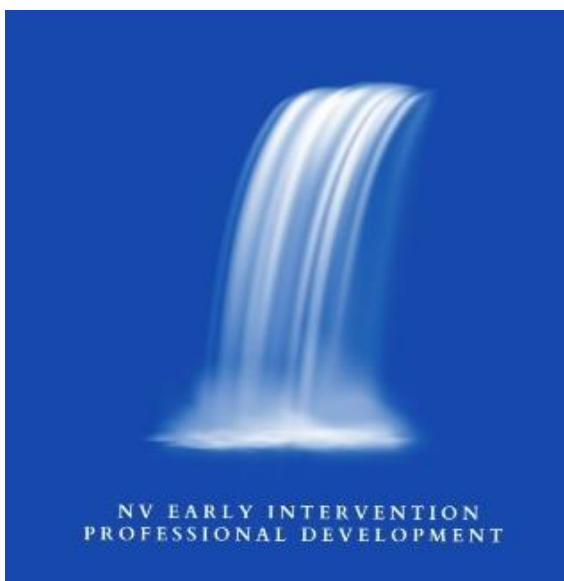
Photo courtesy of: Lost Creek Canyon Falls | Outdoor Project

Inspiration

- The name Lost Creek Canyon Falls first brought to mind that families in early intervention may at times feel lost or uncertain as they navigate how to best help their child with disabilities. Similarly, the staff serving these families may too be on a journey of gaining additional knowledge to understand how to best support caseloads of families with diverse needs.
- Another insight gained from the Lost Creek Canyon Falls included that the optimal time to view this cascading waterfall is annually during the months of December to April, or after a storm. Apart from these months, the Falls area usually slows to a trickle or remains dry. Likewise, children in early intervention have optimal periods of development which require supports and services. Missing these opportunities will likely impact families as they can never get that time back for their child's optimal periods of developmental growth.
- Lastly, within the Lost Creek Canyon Falls area is a Children's Discovery Loop. The connecting notion and vision here is that Nevada's Early Intervention PD Center will provide quality professional development opportunities flowing to all learners for the discovery and application of evidence-informed practices. Participation in the PD Center will yield treasures of best practices including innovative evidence-informed professional projects that will add value to the larger EI system at local, regional, and statewide levels and beyond. Other waterfalls throughout the State of Nevada will also be pictured to the extent possible throughout professional development materials, e.g., Kings Canyon Waterfalls in Carson City, Nevada is featured in this 2023-2024 Program Catalog.

Logo

In the search for a simple but esthetically pleasing image that would capture the inspiration from Nevada's Lost Creek Canyon Falls for PD materials, the IDEA Part C Office designed the waterfall logo below within the Canva app, with a royal blue background in honor of the Nevada State flag. The colors from Nevada's flag which may be commonly seen in the Nevada EI Professional Development Center's materials will include shades of blue, white, gold and green.



Infographics

Sample Infographic to Recruit Learners

NV Early Intervention PD Option

DS SERIES

No Cost Option 

Earn professional DS certification at no cost for courses and materials. Primarily for Nevada EI personnel.

 **Flexible schedule**

Work release time for eight 5-week courses within 18 months.

Distance Learning 

Save time on commuting with virtual learning options.

Capstone 

Capstone project required to measure competency and add value to the EI system.

Next Level 

Opportunities for career building and collaboration!

PD Instructor Incentives

- 1

Instruction hours count as PD hours toward licensure renewal with NV Dept of Ed and IDEA Part C Office


- 2

Flex time off or work release time may be approved for instruction and prep hours.


- 3

Opportunity to gain professional experience in working with adult learners to ultimately benefit families with diverse needs.


- 4

Creative outlet and legacy building:
Use your expertise and creativity to benefit others and give back to the field.


- 5

Promotional Materials:
Receive Instructor Only items as a thank you.



FULFILL DS PROFESSIONAL QUALIFICATIONS
WITH A NO COST COMPARABLE OPTION

Join the Nevada EI Professional Development Team
for our first DS Series virtual ~

OPEN HOUSE

Thursday 12/01/2022 | 1:30 pm -3:00 pm

Via Teams Meeting. For more information, contact your
program management or the Nevada EI PD Center at
dhsnevadaeidcenter-ideapartcoffice@health.nv.gov



Can't make this meeting?
Join future virtual
Open House / Office Hours
the 1st Thursday
of every month between
1:30 pm - 3:00 pm



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