Early Childhood Personnel Center

Guide to Intensive Technical Assistance

This is a product of the Early Childhood Personnel Center (ECPC) awarded to the University of Connecticut Center for Excellence in Developmental Disabilities and was made possible by a grant from the US Department of Education, #H325B120004 and a Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. 263 Farmington Avenue, Farmington, CT 06030-6222 • 860.679.1500 • infouced@uchc.edu *© 2022 University of Connecticut Center for Excellence in Developmental Disabilities Education, Research and Service. All rights reserved.*

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YOUR TA PROVIDER:

Name:

Email:

Phone:

INTRODUCTION

- The Early Childhood Personnel Center (ECPC) was established in 2013 to provide Knowledge Generation, Technical Assistance (TA) & Dissemination, and Leadership & Coordination for states in addressing concerns and challenges of an Early Childhood (EC) workforce.

- ECPC is designed to facilitate the development, implementation, and evaluation of an integrated and comprehensive system of personnel development (CSPD) for the EC workforce providing services to infants & young children (age birth to five) and families participating in Part C and Part B (619) programs under the Individuals with Disabilities Education Act (IDEA).

YOUR INTENSIVE TA PARTNERSHIP

- **Your Purpose:** To develop a CSPD using strategies that are evidence-based, relevant, useful, and cost-effective to strengthen and sustain an EC workforce that provides meaningful outcomes for the children and families they serve.

- **Your Goals:** To build a state capacity that fosters professional development of the EC workforce in:
  - Enhancing knowledge & skills of practitioners, administrators, or other EC faculty
  - Supporting the implementation and sustainability of evidence-based practices
  - Increasing the size of the workforce skilled in providing inclusive intervention practices

This guide's purpose is to provide an implementation framework manual that describes the processes, procedures, and resources required to successfully implement a state CSPD.

The CSPD framework is outlined in more detail in the following section.

More information on ECPC, including our mission and values, can be found at www.ecpcta.org, or by contacting Dr. Mary Beth Bruder, Director at bruder@uchc.edu.
Thank you for choosing ECPC as your TA center!

WHAT IS CSPD?

- **Comprehensive System of Personnel Development** (CSPD) is a system designed to address the challenges faced in the Early Childhood (EC) workforce, including:
  - Shortages of personnel.
  - Lack of training at both the pre-service and in-service levels.
  - Discrepancies with state adherence to national competencies and standards.
  - Challenges faced by EC personnel due to the diversity of needs of young children served.
  - Inequities of preparation and compensation among those providing services.

- An effective system must:
  - Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required.
  - Acknowledge the coordination between pre- and in-service personnel development (PD) to ensure consistency of practice.
  - Stay informed through ongoing evaluation via multiple sources (stakeholder, consumers, etc.) and monitor the results and capacity to implement child and program quality standards.

WHY DO WE NEED IT?

- A CSPD is the primary mechanism by which a state ensures that infants, toddlers, and young children with disabilities and their families are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.

- An effective CSPD is key to promoting both effective practices and the implementation of legal requirements as determined by the IDEA.

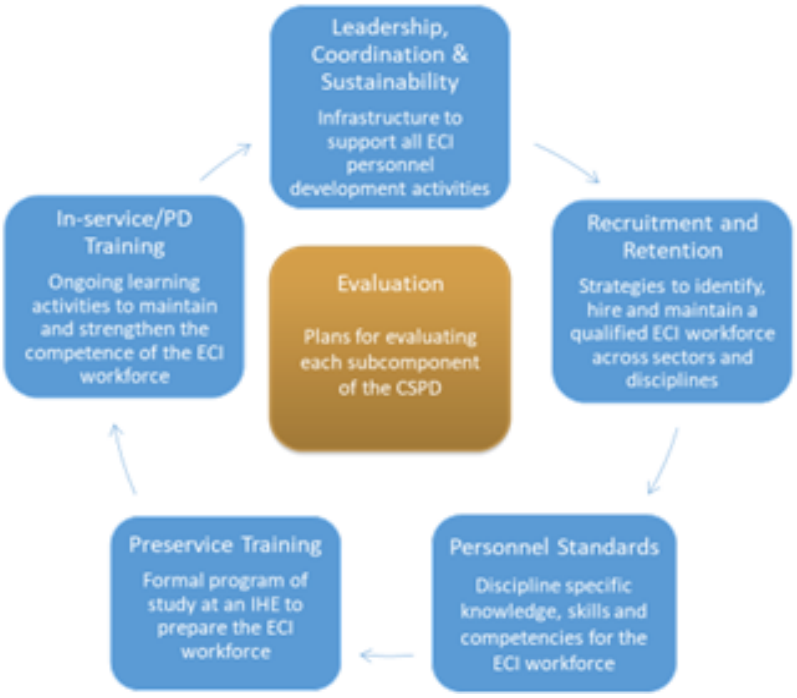
The CSPD is a statutory requirement for Part C. Although no longer a mandate for Part B, we continue to use the terminology because a CSPD has a lengthy and prominent history in the Individuals with Disabilities Education Act (IDEA).

HOW ARE CSPDs DEVELOPED?

- The ECPC collaborated on the development of the **Personnel/Workforce Component** of the ECTA Early Childhood System Framework (www.ectacenter.org) to create this system.

- The ECTA EC System Framework design assigns subcomponents to every component, and quality indicators to each subcomponent. This framework ensures the main component is being addressed successfully at every level.

- A **CSPD has six subcomponents**:
  1) Leadership, Coordination, and Sustainability
  2) Recruitment and Retention of Personnel
  3) Personnel Standards
  4) Pre-Service Personnel Development
  5) In-Service Personnel Development
  6) Evaluation of the System



These subcomponents and their associated quality indicators are described on the next page.
More detailed descriptions of each subcomponent and quality indicator can be found in the glossary and Phase 1 Self-Assessment Form, respectively.

Component: Comprehensive Systems of Personnel Development (CSPD)			
Subcomponent	**Description**	**Quality Indicator 1**	**Quality Indicator 2**
Leadership, Coordination, & Sustainability	*Develop a state team that is diverse in representation from all aspects of the system; advocate for resources, make decisions & set priorities for PD; solicit feedback; monitor efficiency & effectiveness of CSPD.*	A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.	There is a written multi-year plan in place to address all sub-components of the CSPD.
Recruitment & Retention of Personnel	*Information on position vacancies and those filled by qualified personnel, by discipline and region.*	Comprehensive recruitment and retention strategies are based on multiple data sources and revised as necessary.	Comprehensive recruitment and retention strategies are being implemented across disciplines.
Personnel Standards	*Establish and maintain high standards of knowledge, skill, & competencies of the ECI workforce.*	State personnel standards across disciplines are aligned to national professional organization personnel standards.	The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.
Pre-Service Personnel Development	*Ensures IHEs prepare individuals to meet state and national personnel standards in a specific discipline.*	Institution of Higher Education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.	Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.
In-Service Personnel Development	*Ensure on-going training to maintain/extend existing skills and knowledge, with a focus on evidence-based practice (EBP) and adult learning principles.*	A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.	A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.
Evaluation of the System	*The plan for evaluating each subcomponent of the system*	The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents.	The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources

IMPLEMENTATION INSTRUCTIONS FOR YOUR CSPD

- The implementation model used by ECPC uses four distinct and sequential phases, featured on the next page.

- Each phase consists of a set of 3 to 5 objectives that must be obtained by your state's leadership team (unless otherwise stated that ECPC staff will facilitate) in order to continue establishing and/or maintaining the framework of your CSPD.

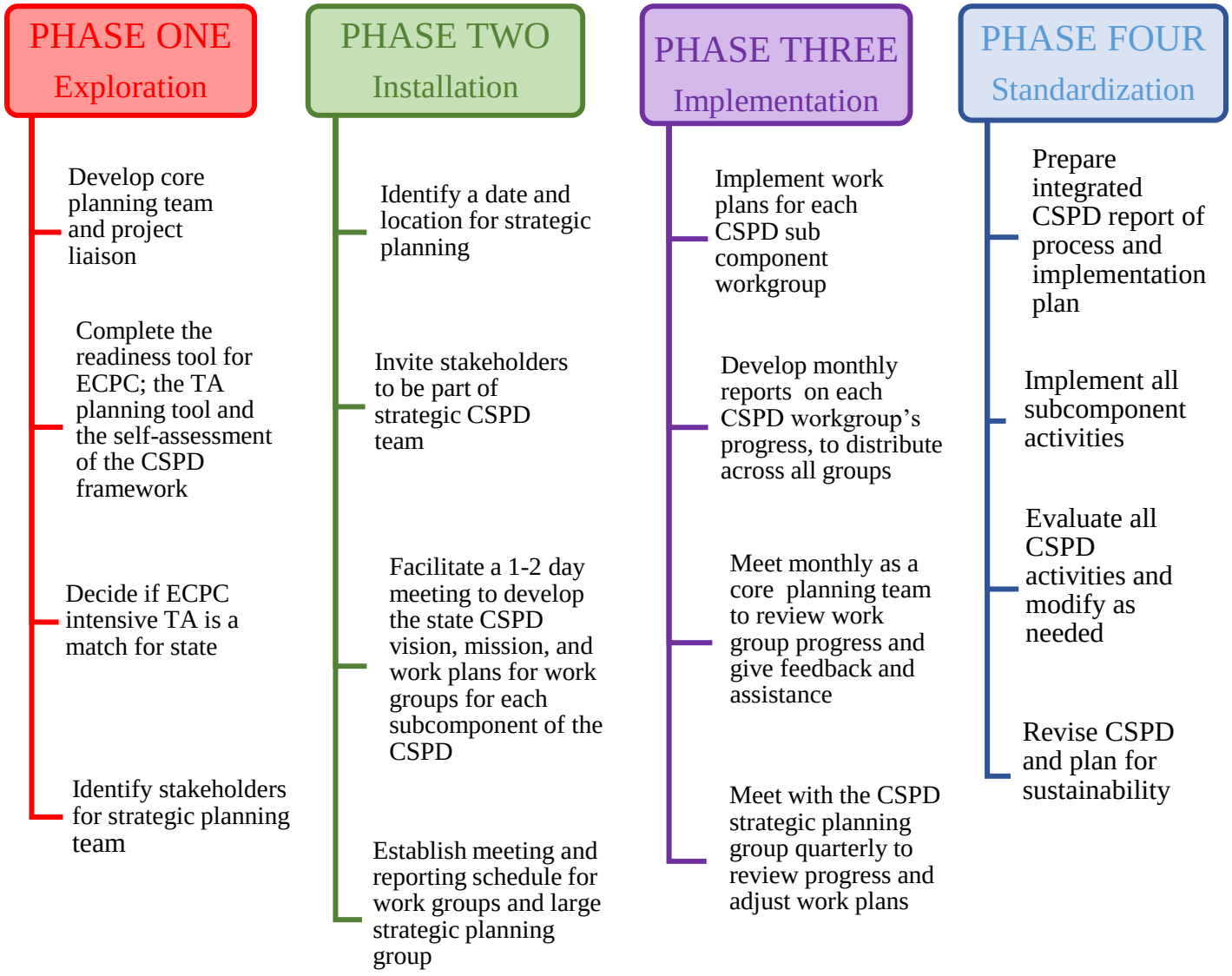
- **Within each Phase are sets of documents you must complete and submit to ECPC at the address listed below**. These forms are included chronologically in the Appendix directly following the Phase instruction pages.

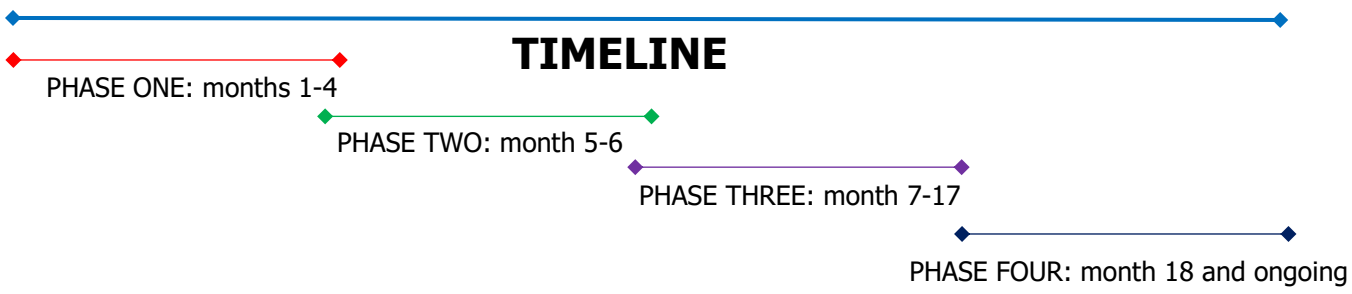
- In addition to the documents that coincide with each Phase, **the following must also be submitted to ECPC at the beginning of every new Phase, if applicable**. There are no templates provided for these documents.
  - ***Agendas & Minutes****:* The agenda for a meeting can be sent through email or as a Word document. These should be submitted on an ongoing basis, prior to meetings.
  - ***Strategic Planning Team (SPT) Meeting Documentation***: This should include: invitation letter, agenda, Powerpoint (if used), SPT meeting minutes, etc. and be submitted within 2 weeks of the SPT meeting.
  - ***Documents developed or completed as part of participation in ECPC***: These could be templates developed by ECPC completed by the state or they could be new products that were created by the state as a result of involvement with ECPC and CSPD development (e.g., standards alignment, surveys). Usually these will not be created until after the SPT meeting and after the workgroups have begun their work.

Please Submit Documentation To:

UConn Health – UCEDD
ATTN: Dr. Mary Beth Bruder
263 Farmington Avenue
Farmington, Connecticut 06030
OR
bruder@uchc.edu

IMPLEMENTATION MODEL FOR CSPD

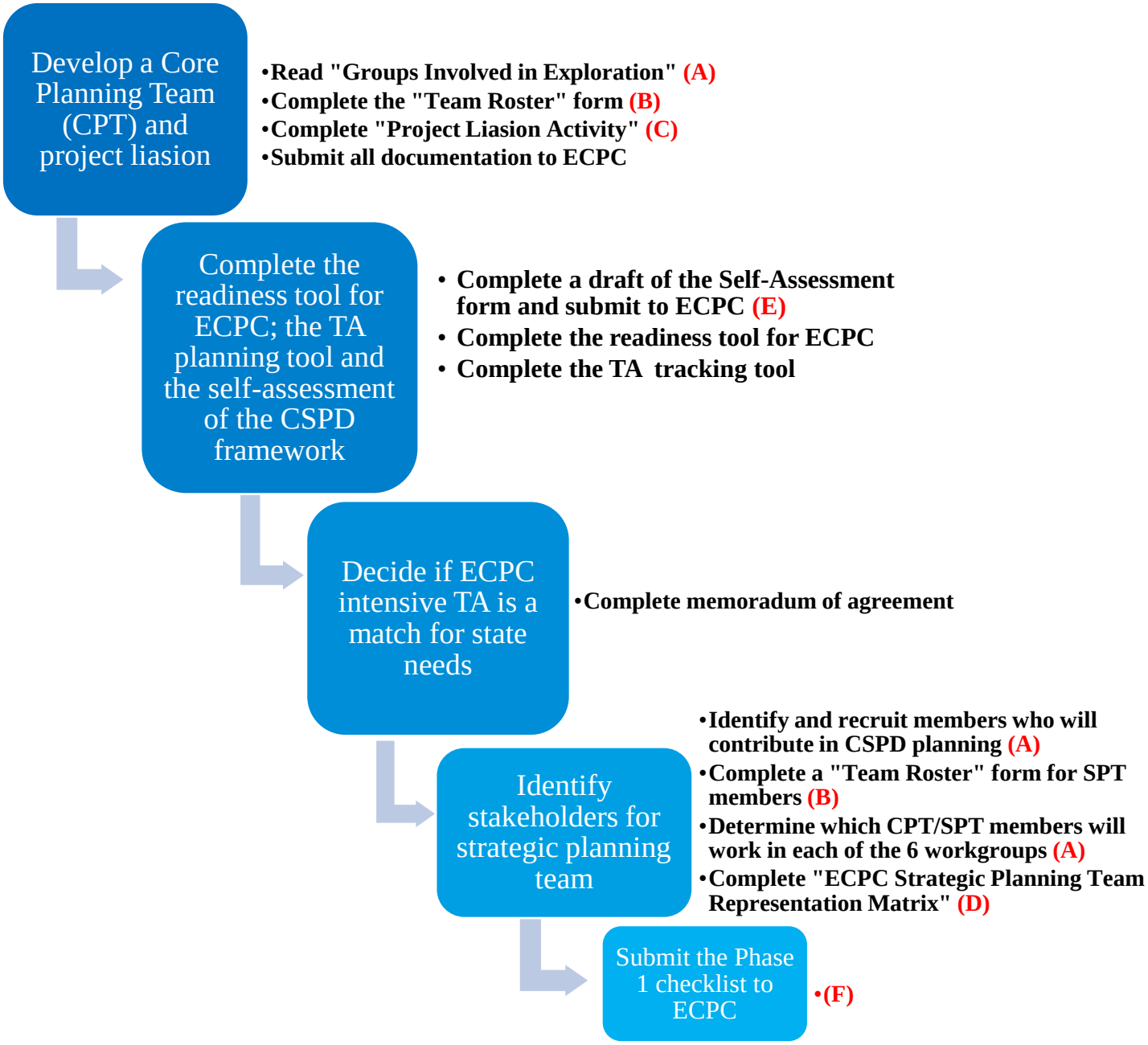




PHASE 1: EXPLORATION

- **Goals**: To examine readily available data in order to:
  - Identify the need for change.
  - Explore innovations, system structures, & sets of practices/models that address the need.
  - Identify leadership and assess support for the initiative.
  - Arrive at a decision about whether or not to proceed with the initiative.

- Complete the steps below:

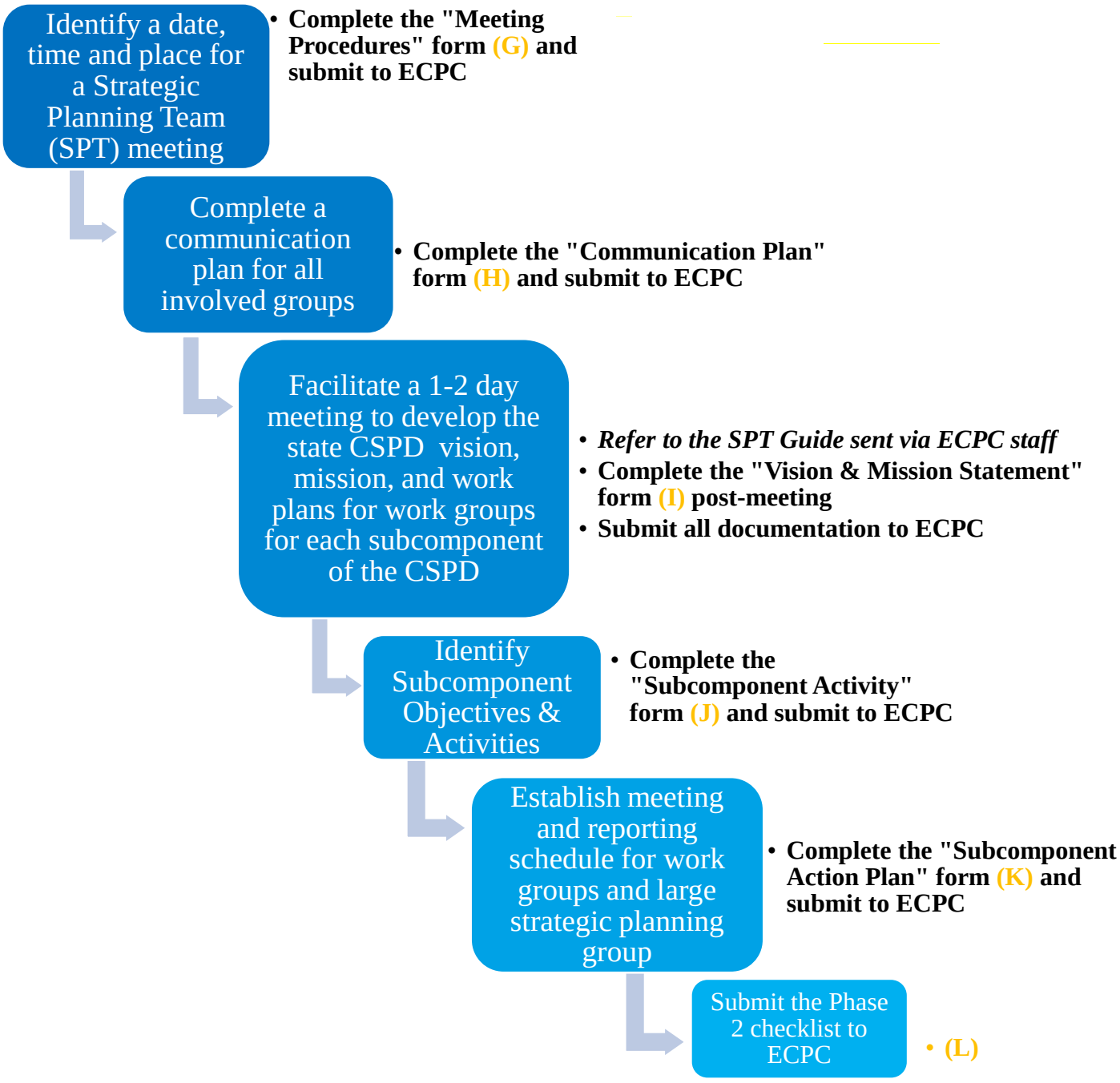


PHASE 2: INSTALLATION

- **Goal**: To further examine and build the system capacity to support the development and implementation of a CSPD.

- Complete the steps below:

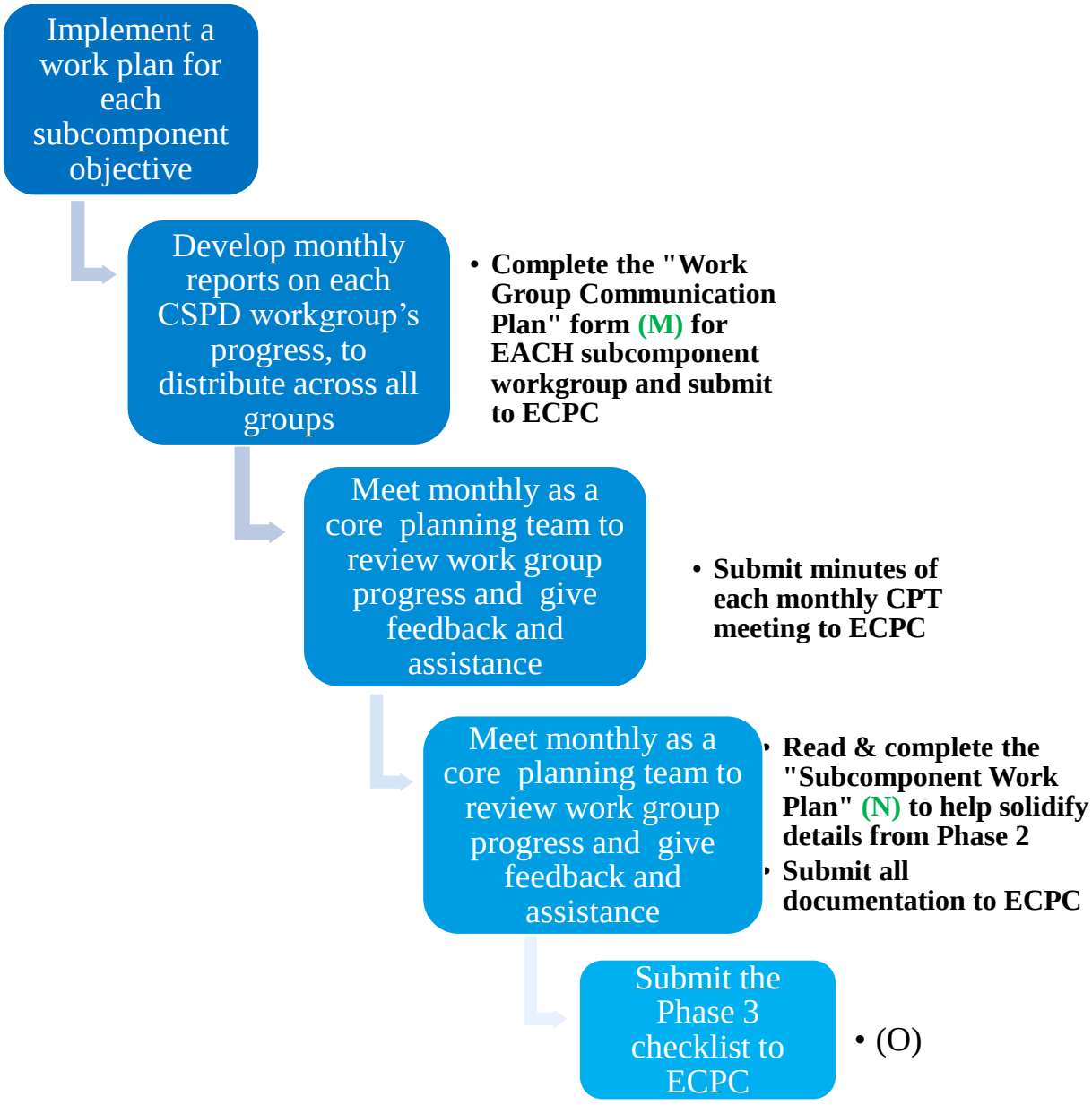
**During this phase, your previously identified CPT & SPT (Phase 1) will conduct a SPT meeting.*



PHASE 3: IMPLEMENTATION

- **Goal**: To implement the action plans developed by the subcomponent work groups and institute the changes to state's personnel structures, systems, and practices.

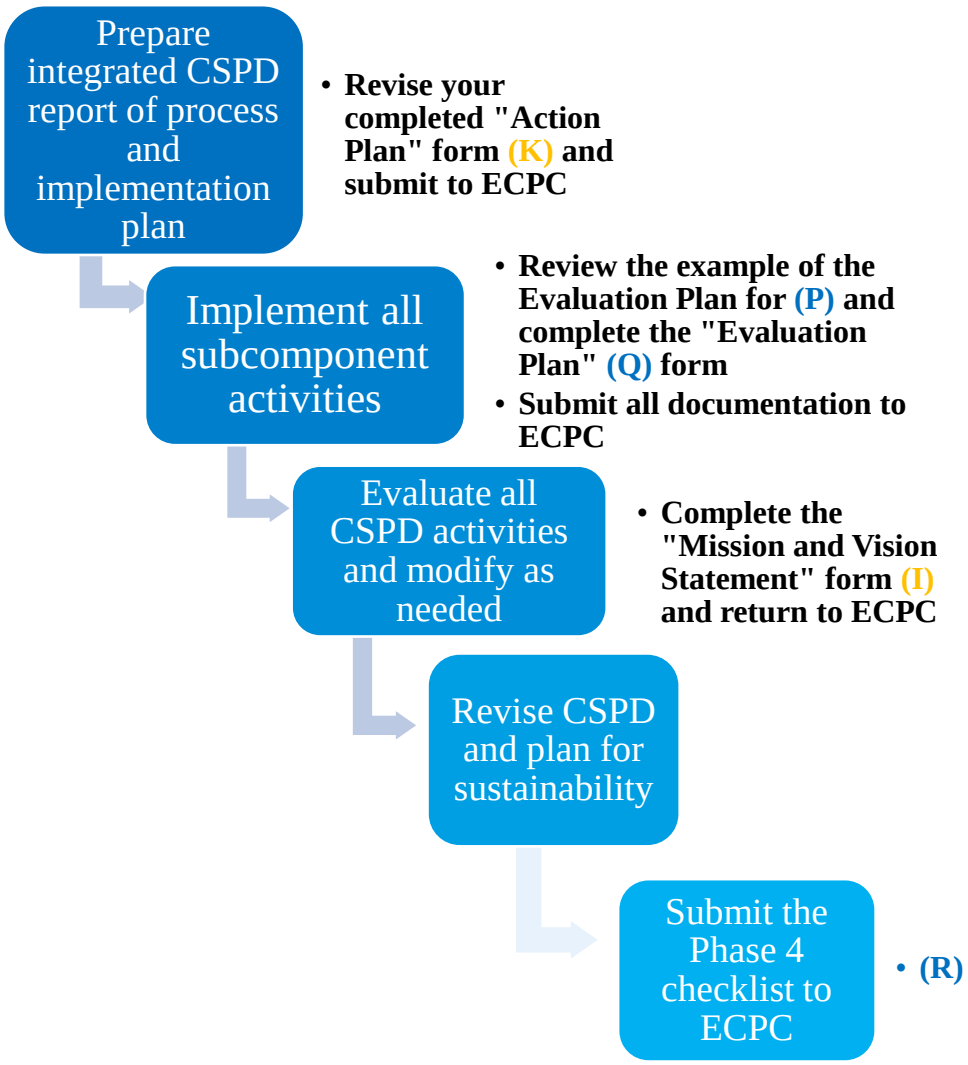
- Complete the steps below.



PHASE 4: STANDARDIZATION

- **Goal**: To fully implement evaluation activities that are systematically used to identify modifications and/or additions and highlight successes and achievements of the fully implemented state CSPD.

- Complete the steps below.



APPENDIX

- This appendix contains all the supplemented documentation and/or forms to guide state teams through the steps of Phase 1 through 4 of Intensive Technical Assistance.

- Do not forget to submit any additional documentation outlined on page 7!

FORM A: Groups Involved in Exploration

- **Directions**: This form provides a resource for understanding the descriptions of the size, representation, and responsibilities of teams and workgroups.

Groups	Size	Representation	Responsibilities
Core Planning Team (CPT)	6 to 8	State Part C coordinator, State 619 Coordinator, Head start, Pre-K, Childcare, IHE representative, family representative	• Obtain leadership approval across agencies for development and implementation of a CSPD • Establish SPT and workgroups for subcomponents of CSPD • Present information to and gather information from the SPT • Conduct self-assessment • Oversee development, implementation, and evaluation of the CSPD
Strategic Planning Team (SPT)	20 to 25	Parents, Institutes of Higher Education, In-service training providers, Licensure, Data managers, Local Program Administrators, Direct service providers	• Create vision and mission of the CSPD initiative • Provide information on current practices and concerns • Give feedback on proposed initiatives and changes
Workgroups (Leadership, Personnel Standards, Pre-service, In-service, Recruitment/Retention, Evaluation)	4 to 6	Institutes of Higher Education, Licensure, Part C / 619, Parents, TA providers, Direct service administrators, other stakeholders	• Collect necessary information to fully understand existing system for respective subcomponent • Use information from the self-assessment to develop action plan objectives and activities • Establish operational procedures • Set timeline for completion of activities • Develop action plans for respective subcomponent

FORM B: ECPC TA Team Roster

- **Directions:** This is the ECPC form that provides contact information for the individuals within a state who participate in activities related to ECPC & CSPD development. Once finalized, updates should be sent as needed.

State: Choose an item.

Date: Click or tap to enter a date.

Name (Last, First)	CPT	SPT	Workgroups	**Title/Organization**	**E-mail**	**Phone Number(s)** 000-000-0000
Click or tap here to enter text.	☐	☐	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐	☐	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐	☐	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	☐	☐	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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[1]Note: Workgroups include: 1=Leadership, 2=Personnel Standards, 3=Pre-service, 4=In-service, 5=Recruitment and Retention, 6=Evaluation

FORM C: Project Liaison

- **Directions:** Identify a project liaison who is responsible for communication with the ECPC staff person.

Who will this be? _____

Determine communication loops and processes for CPT.

a. Clarify the needs and issues

b. Understand the state context

c. Include diverse perspectives and stakeholders

d. Establish and build on effective partnerships

e. Communicate frequently and effectively

FORM D: ECPC Strategic Planning Team Representation Matrix

- **Directions**: Place a checkmark under each team member's representation. This is the form that supports decision making in the development of the SPT composition by assuring that there is cross disciplinary representation on the SPT. Once finalized for the SPT meeting, updates should be sent as needed.

State: Choose an item.

Date: Click or tap to enter a date.

[1]Note: Workgroups include 1 = Leadership, 2 = Recruitment and Retention, 3 = Personnel Standards, 4 = Pre-service, 5 = In-service, 6 = Evaluation

Name (Last, First)	CPT	SPT	Workgroup[1]	**Role**	Part B/619	Part C	State EC	Head Start	Oher EC	Child Care	Family Member	Administrators	Practitioner	TA, In-service	IHE/Pre-service	Political Linkage	Budget Linkage	Data Systems	Licensure	Other:
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	☐	☐			☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
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FORM E: Self-Assessment

ECPC-CSPD ASSESSMENT

State Name:	Assessment Date:	Completed By:
Choose an item.	Click or tap to enter a date.	

State systems reflected in the assessment: Choose an item.
This assessment guides States in the planning, development, implementation and evaluation of a CSPD. Drafts can be submitted at any time, but a completed self-assessment must be submitted after the Strategic Planning Team (SPT) meeting reflecting input from the stakeholder group. It is also completed as a post assessment at the end of TA participation.

An introduction to the System Framework: http://ectacenter.org/sysframe

Directions:
For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator Rating	Description
1	The state has none this element in place
2	The state has some of this element in place
3	The state has this element in place

Guidance for Conducting and Scoring

For a State's participation in intensive technical assistance with the Early Childhood Personnel Center (ECPC), with the intended outcome of implementing a comprehensive system of personnel development (CSPD), this document should be used to assess the status of the personnel/workforce component on a periodic basis. It is recommended that the assessment reflect, at a minimum, both Part C and Section 619. Other sectors (e.g. general early childhood) may also be included at the State's discretion. The systems/sectors represented in the assessment should be noted on the top of this page.

Each Element of Quality should be assessed by one or two individuals who represent each sector/system included in the assessment. These individuals should be well acquainted with the system/sector in the state that they represent, with knowledge that is both broad and deep. The score assigned to each element of quality should represent the consensus of those individuals. For convenience, a rubric for scoring the Elements of Quality is provided at the end of each section of the component framework. In addition to assigning a consensus score, information that provides evidence and if appropriate, qualification (e.g. System X has but System Y does not) for the score should be provided below each item.

Subcomponent 1: Leadership, Coordination, and Sustainability

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.

Elements of Quality *QI PN1 Score: _____*	
a. The composition of the leadership team represents key partners from cross-sector early childhood systems, technical assistance programs, institutions of higher education, parent organizations as well as any other relevant stakeholders across disciplines. *State evidence (state discussion):*	Choose an item.
b. Additional stakeholder input, including from families, is actively solicited and considered by the leadership team in setting priorities and determining governance decisions. *State evidence (state discussion):*	Choose an item.
c. The leadership team members are aware of other related early childhood and school-age personnel development systems and align efforts when appropriate. *State evidence (state discussion):*	Choose an item.
d. The leadership team develops an overall vision, mission, and purpose for the CSPD and makes decisions and implements processes that reflect these. *State evidence (state discussion):*	Choose an item.
e. The CSPD vision, mission and purpose are aligned with the overall early intervention and preschool special education systems. *State evidence (state discussion):*	Choose an item.
f. The leadership team examines current policies and state initiatives (e.g. quality rating and improvement systems, educator effectiveness frameworks) to identify opportunities for collaboration and the coordination of resources, including ongoing and sustained funding across cross-sector early childhood systems. *State evidence (state discussion):*	Choose an item.
g. The leadership team advocates for and identifies resources for cross-sector priorities and activities. *State evidence (state discussion):*	Choose an item.
h. The leadership team disseminates information on the CSPD plan to relevant public and private audiences. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 1: Leadership, Coordination, and Sustainability

- **Directions:** For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN2: There is a written multi-year plan in place to address all sub-components of the CSPD.

Elements of Quality *QI PN2 Score: _____*	
a. The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD. *State evidence (state discussion):*	Choose an item.
b. The CSPD plan is aligned with and informed by stakeholder input, national professional organization personnel standards, state requirements, and the vision, mission, and purpose of the cross-sector early childhood systems involved in the CSPD. *State evidence (state discussion):*	Choose an item.
c. The CSPD plan articulates a process for two way communication between stakeholders and the leadership team for soliciting input and sharing information on the implementation of activities. *State evidence (state discussion):*	Choose an item.
d. The CSPD plan includes strategies for engaging in ongoing formative and summative evaluation of the activities. *State evidence (state discussion):*	Choose an item.
e. The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan. *State evidence (state discussion):*	Choose an item.
f. The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 2: State Personnel Standards

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN3: State personnel standards across disciplines are aligned to national professional organization personnel standards.

Elements of Quality *QI PN3 Score: _____*	
a. State personnel standards are based on core knowledge and skills needed for working with young children and their families in cross-sector early childhood systems. *State evidence (state discussion):*	Choose an item.
b. State personnel standards are specified, accessible, and used by program administrators and staff. *State evidence (state discussion):*	Choose an item.
c. State certification or licensing boards have a mechanism for assessing the degree to which state personnel standards are demonstrated by graduates of pre-service programs across disciplines. *State evidence (state discussion):*	Choose an item.
d. State personnel standards are reviewed annually and updated, when appropriate, to reflect state personnel needs, changes in legal requirements, changes in national professional organizations personnel standards, evaluation data, and updated knowledge on evidence-based practices. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 2: State Personnel Standards

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table.

Quality Indicator PN4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.

Elements of Quality *QI PN4 Score: _____*	
a. A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines. *State evidence (state discussion):*	Choose an item.
b. The criteria and requirements for attaining certification, licensure, credentialing and/or endorsement are specified and accessible for personnel across disciplines. *State evidence (state discussion):*	Choose an item.
c. The criteria and requirements for a system of certification, licensure, credential and/or endorsement are competency or skill based. *State evidence (state discussion):*	Choose an item.
d. Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of certification, licensure, credential and/or endorsement. *State evidence (state discussion):*	Choose an item.
e. The system criteria and requirements are reviewed and updated, as appropriate to reflect state personnel needs, changes in legal requirements, changes in national professional organization personnel standards, evaluation data, and updated knowledge on evidence-based practices. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 3: Pre-service Personnel Development

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.

Elements of Quality *QI PN5 Score: _____*	
a. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards. *State evidence (state discussion):*	Choose an item.
b. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with national professional organization personnel standards. *State evidence (state discussion):*	Choose an item.
c. IHE program competencies are operationalized and defined by example. *State evidence (state discussion):*	Choose an item.
d. IHE programs and curricula for each discipline are aligned with state and local program quality initiatives and evaluation systems (e.g., QRIS, educator effectiveness frameworks, licensing). *State evidence (state discussion):*	Choose an item.
e. IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet current and future personnel needs. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 3: Pre-service Personnel Development

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.

Elements of Quality *QI PN6 Score: _____*	
a. IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities. *State evidence (state discussion):*	Choose an item.
b. IHE programs and curricula across disciplines contain evidence-based practices that reflect the learning needs of children with and at-risk for developmental delays and disabilities and their families. *State evidence (state discussion):*	Choose an item.
c. IHE programs and curricula provide relevant field experiences such as internships, observations, and practicums in a variety of inclusive early childhood settings. *State evidence (state discussion):*	Choose an item.
d. IHE programs and curricula are reviewed, evaluated, and updated to reflect current intervention evidence and revised state personnel standards and national professional organization personnel standards. *State evidence (state discussion):*	Choose an item.
e. IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to teach and supervise adult learners. *State evidence (state discussion):*	Choose an item.
f. IHE faculty collaborate and plan with in-service providers to align pre-service and in-service personnel development so there is a continuum in the acquisition of content from knowledge to mastery. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 4: In-service Personnel Development

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.

Elements of Quality *QI PN7 Score: _____*	
a. A statewide system for in-service personnel development is aligned to national professional organization personnel standards across disciplines. *State evidence (state discussion):*	Choose an item.
b. A statewide system for in-service personnel development is aligned to state personnel standards across disciplines. *State evidence (state discussion):*	Choose an item.
c. The statewide system for in-service personnel development provides a variety of technical assistance opportunities to meet the needs of personnel. *State evidence (state discussion):*	Choose an item.
d. The in-service personnel development component of the CSPD plan is guided by updated needs assessments of the capability of the workforce in relation to the desired knowledge and skill competencies. *State evidence (state discussion):*	Choose an item.
e. In-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate. *State evidence (state discussion):*	Choose an item.
f. In-service personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring. *State evidence (state discussion):*	Choose an item.
g. In-service learning opportunities are individualized to the needs of the participants and the objectives of the personnel development. *State evidence (state discussion):*	Choose an item.
h. Families and/or parent organization participate in the design and delivery of in-service personnel development. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 4: In-service Personnel Development

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN8: A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.

Elements of Quality *QI PN8 Score: _____*	
a. The content for in-service personnel development is based on evidence-based practices. *State evidence (state discussion):*	Choose an item.
b. Faculty from IHEs and in-service staff meet on a quarterly basis to plan for, coordinate, and collaborate on in-service content. *State evidence (state discussion):*	Choose an item.
c. Content for in-service personnel development extends the depth of core knowledge and skills acquired in pre-service programs and addresses updated knowledge on evidence-based practices and changes in state policies and initiatives. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 5: Recruitment and Retention

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.

Elements of Quality *QI PN9 Score: _____*	
a. Strategies are based on data, current research, and stakeholder input. *State evidence (state discussion):*	Choose an item.
b. Strategies target discipline-specific shortages. *State evidence (state discussion):*	Choose an item.
c. The effectiveness of strategies is tracked, reviewed annually, and updated as appropriate based on data, current research, and stakeholder input. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 5: Recruitment and Retention

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN10: Comprehensive recruitment and retention strategies are being implemented across disciplines.

Elements of Quality *QI PN10 Score: _____*	
a. Strategies include opportunities for advancement through a variety of processes such as articulation between two- and four-year institutions of higher education and access to career pathways/ladders. *State evidence (state discussion):*	Choose an item.
b. Strategies focus on induction, improving administrative supports, and using a variety of mentoring models to support and retain personnel. *State evidence (state discussion):*	Choose an item.
c. Strategies include incentives and recognition programs such as financial compensation, scholarships, service obligations, loan reimbursement and/or tuition reimbursement to improve access to pre-service and in-service personnel development. *State evidence (state discussion):*	Choose an item.
d. Strategies address alternative routes to certification. *State evidence (state discussion):*	Choose an item.
e. Strategies address the usefulness of designing and/or participating in online recruitment systems. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 6: Evaluation

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents.

Elements of Quality *QI PN11 Score: _____*	
a. Decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan. *State evidence (state discussion):*	Choose an item.
b. Multiple processes, mechanisms, and methods to collect data are identified and established based on the need for the information, usefulness of potential findings, and burden on respondents and systems. *State evidence (state discussion):*	Choose an item.
c. The state has the capacity to support data collection, management, and analysis for personnel qualifications, needs assessment, pre-service and in-service personnel development, and personnel supply and demand. *State evidence (state discussion):*	Choose an item.
d. Quality review processes for data collection, verification, storage and management, and analysis are defined and implemented regularly. *State evidence (state discussion):*	Choose an item.
e. Personnel data are linked to child and family outcomes. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Subcomponent 6: Evaluation

- **Directions**: For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator PN12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.

Elements of Quality *QI PN12 Score: _____*	
a. The implementation of the evaluation plan results in data or data summaries and analysis that are useful for decision-making and are accessible across cross-sector early childhood systems. *State evidence (state discussion):*	Choose an item.
b. Data are used to inform decisions, monitor progress, and make program improvements. *State evidence (state discussion):*	Choose an item.
c. Data are collected on personnel variables, such as personnel development participation, acquisition of content, and performance of competencies and those data are examined in relation to relevant child and family outcomes. *State evidence (state discussion):*	Choose an item.
d. Data are collected on personnel development variables, such as units of personnel development, type and amount of support (e.g. observational feedback, coaching, practicums), and content and those data are examined in relation to relevant child and family outcomes. *State evidence (state discussion):*	Choose an item.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

IDEAs that Work
Office of Special Education Programs
U.S. Department of Education

The contents of this document were developed under cooperative agreement numbers #H326P120002 and #H325B120004 from the Office of Special Education Programs, U.S. Department of Education. Opinions expressed herein do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government.

Project Officers: Julia Martin Eile & Dawn Ellis

FORM F: Phase 1 Checklist

➢ **Directions:** Designate one team member to complete the following checklist.

Activity/Outcome	Date Started	Date Completed	Date Submitted to ECPC
Core Planning Team (CPT) established	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Strategic Planning Team (SPT) formed	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Self-assessment completed	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Subcomponent Workgroups Established	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Leadership workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Recruitment/Retention workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Personnel Standards workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Pre-service workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
In-service workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Evaluation workgroup	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Decision to proceed with process of developing and implementing a CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Leadership commitment to support initiative for 2 years	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

CSPD Intensive TA Readiness Tool

State Choose an item. **Date Completed**

Readiness tool completed by: _____

Need for a change?	
1. Self-assessment of current situation shows areas in need of improvement – *Check the box that best describes your readiness.*	
Not Ready: No state leaders have completed the ECPC-CSPD Self-Assessment.	☐
Somewhat Ready: Either the Part C Coordinator or the Part B 619 Coordinator (but not both) has completed the ECPC-CSPD Self-Assessment and identified areas in need of improvement.	☐
Ready: Both the Part C Coordinator or the Part B 619 Coordinator have completed the ECPC-CSPD Self-Assessment and identified areas in need of improvement.	☐
Very Ready: Cross-sector early childhood leadership team (Part C, 619, Family Organizations, Higher Ed, TA Providers & other stakeholder ac has completed the ECPC-CSPD Self-Assessment and identified areas in need of improvement across disciplines) has completed the ECPC-CSPD Self-Assessment and identified areas in need of improvement	☐
Support from Leadership	
2. State leadership with decision making power (policy and/or resources) is committed to developing a CSPD - Check *the box that best describes your readiness.*	
Not Ready: No informal or formal commitments are evident.	☐
Somewhat Ready: State leadership is aware of the proposed work.	☐
Ready: State leadership is supportive of the proposed work and has assigned personnel to keep informed of its progress.	☐
Very Ready: State leadership has formally committed to be involved in the work of developing the CSPD and ongoing involvement throughout the process is evident	☐
3. State leadership and staff are available to support the work - *Check the box that best describes your readiness.*	
Not Ready: No person assigned to the work.	☐
Somewhat Ready: State leadership has one person to support the work. Roles and responsibilities are vague and unclear to the individual(s) assigned to support the development of a CSPD.	☐
Ready: State leadership has assigned one person to support the work. Roles and responsibilities are clearly defined, and this individual is experienced facilitating state level initiatives.	☐
Very Ready: State leadership has assigned at least one person to the work. Roles and responsibilities are clearly defined. All personnel have extensive experience in personnel development and facilitating state level initiatives.	☐

Commitment of Time and Energy	
4. Time commitment of all team members is well defined and sufficient to accomplish the work to develop a CSPD - *Check the box that best describes your readiness.*	
Not Ready: No time commitments are mentioned or defined.	☐
Somewhat Ready: Time commitment is mentioned but not clearly defined or are inadequate to accomplish the work.	☐
Ready: Time commitment is reviewed and appears adequate to accomplish the work.	☐
Very Ready: Time commitment is well defined and more than adequate to accomplish the work. Each team member formally agrees to commit the time and effort needed to accomplish the work to develop a CSPD	☐
Competing Priorities	
5. Commitment of resources by leadership and team members to other statewide initiatives complements and supports the work of developing a CSPD- Check *the box that best describes your readiness.*	
Not Ready: Other initiatives are completed unrelated to developing a CSPD.	☐
Somewhat Ready: Other initiatives are related to developing a CSPD but there are limited resources to spread to multiple initiatives.	☐
Ready: Other initiatives are related to developing a CSPD and there is may be opportunities to share resources across initiatives.	☐
Very Ready: Other initiatives are related to developing a CSPD and there is may be opportunities to share resources across initiatives.	☐

GUIDE TO INTENSIVE TECHNICAL ASSISTANCE
LAST DATE UPDATED

Please list all TA activities occurring within your state

TA Center Name: Choose an item. Choose an item.	**TA Center Name:** Choose an item. Choose an item.	**TA Center Name:** Choose an item. Choose an item.	**TA Center Name:** Choose an item. Choose an item.
Age Range of TA Choose an item.	**Age Range of TA** Choose an item.	**Age Range of TA** Choose an item.	**Age Range of TA** Choose an item.
Purpose of TA: Written Plan developed? **Yes ☐ No ☐** **Current Tasks**	**Purpose of TA:** Written Plan developed? **Yes ☐ No ☐** **Current Tasks:**	**Purpose of TA:** Written Plan developed? **Yes ☐ No ☐** **Current Tasks:**	**Purpose of TA:** Written Plan developed? **Yes ☐ No ☐** **Current Tasks:**
TA Center Team Members	**TA Center Team Members**	**TA Center Team Members**	**TA Center Team Members**
Level of TA Choose an item.	**Level of TA** Choose an item.	**Level of TA** Choose an item.	**Level of TA** Choose an item.
Part C/619 Primary Contact Information:	**Part C/619 Primary Contact Information:**	**Part C/619 Primary Contact Information:**	**Part C/619 Primary Contact Information:**
Start Date: Click or tap to enter a date.	**Start Date:** Click or tap to enter a date.	**Start Date:** Click or tap to enter a date.	**Start Date:** Click or tap to enter a date.
Projected End Date: Click or tap to enter a date.	**Projected End Date:** Click or tap to enter a date.	**Projected End Date:** Click or tap to enter a date.	**Projected End Date:** Click or tap to enter a date.

Updated: October 2020

FORM G: Meeting Procedures

- **Directions:** Discuss and record your team's answers to each of the following questions.

1. How are responsibilities distributed across members of the CPT?

   _____

2. How often will the group meet to work towards goals?

   _____

3. How will decisions be made?

   _____

4. Describe the operational procedures:
   1.
   2.
   3.
   4.
   5.

Example Description of CPT and SPT Roles, Responsibilities and Operational Procedures

Members of the CPT are responsible for the implementation revision and evaluation of the CSPD plan. Members of the CPT are also members of the SPT. When possible, decisions will be made using general consensus of the group and include input from the SPT. However, the final decision-making authority for each piece of the CSPD will be shared by the Part C Coordinator and a 619 consultant.

The SPT shall be a network of volunteers across the state that advocate for and identify professional development priorities at the in-service and pre-service level. Members shall serve at will.

FORM H: Communication Plan

- **Directions**: Describe the plan for communication for all involved groups (CPT, SPT, workgroups).

CPT Communication Plan (frequency and type of communication)

Example: The CPT will communicate progress towards State Action Plan goals/objectives to all team members through bi-monthly electronic updates, which will include: milestones met, reviewed status of goals/objectives, and any key issues/concerns.

SPT Communication Plan

Example: The SPT will ensure timely and appropriate collection, retrieval, and dissemination of professional development opportunities to the CPT as well as stakeholders who could provide support. Updates on the status of professional development trainings for pre-service and in-service personnel will be communicated through yearly reports.

Workgroup Communication Plan

Example: CPT meetings will be coordinated and scheduled by the Part C Coordinator. This individual is responsible for calling the team together and sharing communications with the team. Developing and disseminating the minutes from the meeting will be a responsibility shared by the CPT members. Communication between the SPT and CPT will occur through electronic or face-to-face meetings and will be scheduled by members of the CPT to obtain input from the SPT at least twice per year.

FORM I: Vision & Mission Statement

- **Directions**: Conduct a SPT Meeting and discuss the following.

(Vision Statement) Our State's early childhood CSPD will:

Example Vision Statement: Our CSPD will ensure that all practitioners who work with young children and their families receive the appropriate training and support needed to provide effective services, which will result in positive developmental and behavioral child outcomes.

(Mission Statement) In order to accomplish our vision, our team will:

Example Mission Statement: To advocate, create, and implement a statewide comprehensive, early childhood professional development system to improve quality and services for all children and families.

FORM J: Subcomponent Activity – PART I

➢ **Directions:** After the subcomponent workgroup membership is confirmed, and expectations for the groups are clearly specified, discuss and record your team's answers to the following.

Example Membership and Tasks for Personnel Standards Workgroup			
Subcomponent	***CPT Members***	***Other Members***	***Tasks***
Personnel Standards	*Anna Smith* *George Lucas*	*Jose Martinez* *Hailey Jones* *Elena Jackson* *Shamika Sanders*	• *Review elements of the state's System Framework components and ratings on State Personnel Standards self-assessment* • *Review the narrative and final set of competencies for proposed changes to various endorsements that drive undergraduate and graduate early childhood (0-8), early intervention (0-3), and early childhood special education (0-5) personnel.*

- **Is there a dedicated leader for each workgroup?**

  Name: _____

- **What are the objectives & goals of each workgroup?**

  _____

  _____

FORM J: Evidence of Current Subcomponents' Functioning – Subcomponent Activity – PART II

State: Choose an item. **Date:** Click or tap to enter a date.

- **Directions:** Complete the following table to organize your team's evidence of the current level of functioning for each indicator.

Evidence of Current Subcomponent's Functioning			
Subcomponent	**Document Name**	**Location of Document (website, office name)**	**Findings from Document**
Leadership, Coordination, and Sustainability			
Recruitment and Retention			
State Personnel Standards			
Preservice Personnel Development			
In-service Personnel Development			
Evaluation			

FORM K: Example Subcomponent Action Plan

Example Recruitment and Retention Action Plan				
Goal #5	*Develop CSPD plan to recruit and retain professionals in discipline-specific shortage areas*		***Subcomponent 5: Recruitment and Retention***	
Objective	*Identify specific discipline and geographical areas of shortage*		***Evaluation**: CSPD R & R plan*	
Actions/Strategies	***Who's responsible***	***Start date***	***Completion date***	***Progress Notes***
Step 1: Contact state leadership to discuss discipline shortages and areas of need	*CPT*	*2-12-15*	*8-2015*	*Began conversation with Early Childhood Leadership group. Will talk with State Planning Team*
Step 2: Meet with DE staff regarding data available and identify data to be gathered	*CPT*	*7-2015*	*7-23-15*	*Data will be gathered from website (job openings in state); Part C data and Part B preschool data for the past 3-5 years regarding students with IFSP and IEP; data for each discipline/educator from each region for past 3 years.*
Step 3: Identify membership of R & R workgroup	*CPT*	*6-2015*	*7-9-15*	*At Strategic Planning Team meeting members indicated on a survey the workgroup they wanted. These were confirmed at the CPT.*
Step 4: Discuss findings and determine strategies to enhance disciplines as well as staff to geographical areas of need	*R & R workgroup*	*8-30-15*	*10-2015*	*9-28-15 Setting next workgroup meeting to discuss these strategies 10-2015: Discussed during our workgroup meeting this month.*

Phase 2: Installation - Form K

Form K: State CSPD System Building Action Plan

ECPC Action Plan

Sub-Component Choose an item. State: Choose an item. Date Developed: Click or tap to enter a date.

Goals Objectives /Activities	Person(s) Responsible	Resources Needed	Timeline	Measure for Success
GOAL 1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 1.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 1.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 1.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 1.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
GOAL 2. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 2.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 2.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 2.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 2.2.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.

Objective 2.3 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
GOAL 3. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 3.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 3.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 3.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 3.2.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 3.3 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.

Form K: Evaluating the Quality of State Action Plans

- **Directions:** Place a check in the corresponding box to evaluate the quality of your action plan. Complete the "Improvements Needed" box as needed.

Criteria	Yes	No	Improvements Needed:
1. **Value:** Objectives in the plan are clearly and directly related to the goal *(e.g. development of CSPD)*.	☐	☐	
2. **Value:** Activities in the plan target the system at multiple levels (*e.g. state & local administration, providers, practitioners, service recipients*).	☐	☐	
3. **Value:** The plan addresses most of the elements of quality in the CSPD framework.	☐	☐	
4. **Value:** Activities in the plan, when completed, can reasonably be expected to result in achieving the objective.	☐	☐	
5. **Ethical:** Activities in the plan include clearly identified feedback loops (*e.g. eliciting stakeholder input; providing information; seeking feedback*).	☐	☐	
6. **Ethical:** Criteria (*e.g. will include these elements; will address these issues; will meet this standard*) and purpose(s) (*e.g. in order to…; to be used by…*) are clearly stated in objectives and select activities.	☐	☐	
7. **Feasibility:** Activities in the plan are logical in sequence.	☐	☐	
8. **Feasibility:** Timelines are realistic and the plan is feasible given the time and resources.	☐	☐	
9. **Measurable:** Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth.	☐	☐	
10. **Measurable:** The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan.	☐	☐	
11. **Timing:** Action plans are complete, including timelines, dates, and individual responsibilities and assignments.	☐	☐	

Value: Will the plan contribute to the team agreed-upon goals? Are they prioritized?
Ethical: Is the plan consistent with the organization's mission, values, and principles?
Feasibility: Is the plan practical given the time frame/resources?
Timing: Is the time frame for completion included and planned for?
Measurable: Does the action plan include measurable and specific results/outcomes? Is progress monitoring addressed in the plan?

FORM L: Phase Two Checklist

- **Directions:** Submit this document to ECPC when completed.

Activity/Outcome	Date Started	Date Completed	Date Submitted to ECPC
CPT established operational procedures	Click or tap to enter a date.	Click or tap to enter a date.	
CPT established feedback and communication loops	Click or tap to enter a date.	Click or tap to enter a date.	
CPT defined roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Formal communication plan with SPT developed	Click or tap to enter a date.	Click or tap to enter a date.	
Strategic Planning Team meeting conducted	Click or tap to enter a date.	Click or tap to enter a date.	
Values, vision, and mission for the CSPD developed	Click or tap to enter a date.	Click or tap to enter a date.	
Leadership workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Recruitment/Retention workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Personnel standards workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
In-service workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Pre-service workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Recruitment/Retention workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Evaluation workgroup established operational procedures, roles and responsibilities	Click or tap to enter a date.	Click or tap to enter a date.	
Action plan developed for each subcomponent of CSPD:			
Leadership and Coordination	Click or tap to enter a date.	Click or tap to enter a date.	
Recruitment and Retention	Click or tap to enter a date.	Click or tap to enter a date.	
Personnel Standards	Click or tap to enter a date.	Click or tap to enter a date.	
Pre-service preparation	Click or tap to enter a date.	Click or tap to enter a date.	
In-service preparation	Click or tap to enter a date.	Click or tap to enter a date.	
Evaluation	Click or tap to enter a date.	Click or tap to enter a date.	

Phase 3: Implementation - Form M

FORM M: Work Group Communication Plans

- **Directions:** Specify communications plans to inform stakeholders, elicit feedback, and build support for the change. Discuss and record your answers to the following questions.

1. **How will you elicit feedback from stakeholders?**

2. **How can you make these policy and procedure changes last?**

Example Description of Communication Plans with Stakeholders and General Public

The implementation and revisions of the CSPD shall be shared with the general public and SPT through multiple methods. The CPT maintains contact with several stakeholders to share and receive information.

Stakeholders include: State level AEYC; State level DEC; IHEs; Instructional, Support and related service staff; EC Leadership team.

FORM N: Subcomponent Work Plan

- **Directions:** Complete the following form outlining **each** subcomponent

Create Leadership, Coordination, and Sustainability

1. The vision, mission, and purpose of the (*insert state*) Choose an item. CSPD are (*insert the statements you generated*) _____
2. The membership of the CSPD Leadership Team includes a representative from each of the following agencies/constituencies:

Agency/Position	Function/Representation	Name
(*fill in the blanks*)		

3. Identify who is responsible for calling the leadership team together (*One agency? Rotating responsibility? Shared chairmanship?*)

   _____

4. Identify who will take notes, summarize recommendations, and/or send out communications to the leadership team. Specify how often or under what circumstances the leadership team gets together. Identify the specific portions of the CSPD plan the leadership team will have a voice or authority on (*presumably they have a voice, at least, on all parts of the CSPD plan—that is, they can always develop and forward recommendations*)

   _____

5. Identify the agency, and position within that agency, who has final decision-making authority for each piece of the CSPD plan.

   _____

6. Identify how the leadership team will make decisions (*General consensus? Majority vote?*)

   _____

7. Identify how, when, and about what the leadership team will (a) provide information about the CSPD to the general public and stakeholder groups, and (b) solicit input and feedback from stakeholders

   _____

8. Identify how and when the leadership team will monitor the implementation and performance of the CSPD subcomponents (*did they set up workgroups for the various subcomponents? Did they identify how/when the workgroups should report back? Did they identify a process for reviewing and approving/endorsing workgroup recommendations?*)

   _____

9. Identify how and when the leadership team will develop and implement initiatives related to improving the CSPD plan and how they will identify priorities.

   _____

10. Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent (*these are the plans/initiatives that were not completed during the time TA was provided or that the state develops to continue the refinement of the CSPD going forward*)

    _____

Recruitment and Retention

1. Specify/describe the method(s) and the frequency by which shortages and overages of personnel in various disciplines are identified. Describe how this information is to be used or is used to make decisions about employing various strategies to improve recruitment/retention

   _____

2. Specify/describe the strategies being or to be employed to recruit and retain a sufficient workforce

   _____

3. Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent

   _____

State Personnel Standards

1. Specify/describe the current personnel standards (*reference them by indicating the approving authority and where they can be found—often it's a website*)

   _____

2. Identify the process and frequency for reviewing and updating/amending the standards (*that is, how and when the leadership team will review and update the personnel standards*)

   _____

3. Specify the system/process for personnel licensing, credentialing, endorsing, and so forth, across disciplines (*provide a brief description of the processes, the responsible entities, and reference where detailed information is available---hint: the ECPC website has this information for each state*)

   _____

4. Specify/describe how the leadership team will interact with and make recommendations to the various credentialing entities. Specify what kinds of recommendations the leadership team will make (*inter-state agreements, reciprocity, competency/skill-based assessment?*)

   _____

5. Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent.

   _____

Pre-service Personnel Development

1. Specify the IHEs that graduate/approve personnel across disciplines (*hint-ECPC collected this information in each state*)

   _____

2. Specify/describe the way(s) in which pre-service programs are evaluated/approved

   _____

3. Specify how IHE programs/curricula are aligned with national and state personnel standards.

   _____

4. Specify how evidence of shortages/overages in specific disciplines are to be used in making decisions about expanding/reducing IHE offerings

   _____

5. Specify how IHE programs/curricula are to be evaluated relative to being competency-based, specific to young children, and teaching evidence-based intervention practices.

   _____

6. Specify how IHE programs and curricula are to be coordinated with in-service training programs and content.

   _____

7. Specify the expectations for practicums, field-based experiences, and variety of settings employed by IHEs in training students.

   _____

8. Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent.

   _____

In-service Personnel Development

1. Specify/describe the existing system(s) and programs for providing in-service training (*who does what training, how is it funded, what are the expectations for personnel regarding participation in the training*)

   _____

2. Specify/describe how in-service content (course/training offerings) is aligned to national and state personnel standards.

   _____

3. Specify/describe how in-service professional development coordinates with pre-service professional development (*who is responsible for bringing these entities together, how often, what should they be looking to coordinate*)

   _____

4. Specify/describe the content, process, and frequency with which training needs of personnel is/will be assessed. Describe how the assessment information is/will be used to plan professional development offerings

   _____

5. Specify/describe the extent to which in-service PD employs evidenced-based training practices and how and when this will be evaluated

   _____

6. Specify/describe how and the extent to which in-service training opportunities are coordinated across EC systems

   _____

7. Specify/describe how in-service training content is planned to provide (a) initial or entry-level Knowledge & Skills (K & S) not sufficiently covered in pre-service, and (b) increase depth of K & S in pertinent content areas.

   _____

8. Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent

   _____

Evaluation

1. Specify/describe the CSPD evaluation plan.

Evaluation questions	Data/variables to be collected	Data collection plan (from whom, how, and frequency)	Data storage and verification processes	Data analyses & reporting formats	Dissemination of findings
(*fill in the spaces*)					

Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent.

Form O: Phase Three Checklist

- **Directions:** Use the checklist below to track submission of the required documents for ECPC submission. Submit this checklist to ECPC when complete.

Activity/Outcome	Date Started	Date Completed	Date Submitted to ECPC
Institute change and implement process as targeted		Click or tap to enter a date.	Click or tap to enter a date.
Align of state personnel system	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of leadership subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of personnel standards subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of pre-service subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of in-service subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of recruitment/retention subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Create descriptions of evaluation subcomponent of state's CSPD	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

FORM P: Example Evaluation Plan

Example Evaluation Plan (abbreviated)				
Evaluation questions	***Data/variables***	***Data collection plan (from whom, how, and frequency)***	***Data analyses & reporting***	***Dissemination Plan***
Leadership, Coordination, and Sustainability: *What growth is seen in the overall CSPD Plan using the System Framework?*	*Consensus scoring by the Leadership Team using the ECTA excel scoring sheet* *Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015*	*Leadership Team will prioritize next steps for their plan.* *Leadership Team will update the System Framework, 1 time per year, each Fall*	*Trend (positive increases)*	*Disseminate to PD workgroup*
Recruitment & Retention: *How many individuals hold regular and conditional licenses for Endorsements 1 and 2? ECSE Consultant Endorsement?*	*State certification lists from DoE*	*Conducted annually in Spring*	*Table of frequencies*	*Results shared with the ICC and IHEs*
Personnel Standards*: How better prepared are educators who graduate with revised Endorsement 1?*	*Follow-up surveys conducted by IHEs, DoE, etc.* *ICC Personnel Committee facilitate the follow-up on those working in EI?*	*Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year*	*Percentages and themes of qualitative responses*	*Results shared with the ICC and IHEs*
Pre-service Personnel Development: *What are the areas of strength and need as reported by IHE faculty and staff?*	*Items on the Endorsement 1 and 2 needs assessment* *Items on the Interdisciplinary needs' assessment*	*Conducted in Spring 2016* *Conducted every three years in the Fall*	*Report* *Report*	*Disseminate to IHEs, link to professional development needs for faculty*
In-service Personnel Development: *What PD is offered to address the needs identified above? By regions? By LEAs?*	*Professional development survey to DoE, regions, and LEAs*	*Conducted every three years in the Spring*	*Percentages and themes of qualitative responses by region and LEA*	*Results shared with the ICC and PD workgroup*

FORM Q: Evaluation Plan

Phase 4: Standardization - Form Q

➢ **Directions:** Specify/describe the CSPD evaluation plan.

1. Core Planning Team provides ongoing oversight of the CSPD.
2. Progress reports, evaluation results, and summary information are provided to the SPT for review and feedback.
3. The continuous improvement cycle (plan improvement→implement improvement→evaluate system subcomponents/elements→modify as indicated→) is maintained.

Evaluation questions	*Data/variables to be collected*	*Data collection plan (from whom, how, and frequency)*	*Data storage and verification processes*	*Data analyses & reporting formats*	*Dissemination of findings*

Identify any plans underway, or contemplated in the next 1-3 years, for making changes/improvements to this subcomponent.

FORM R: Phase Four Checklist

- **Directions**: Complete the following checklist and submit to ECPC.

Activity/Outcome	Date Started	Date Completed
State's CSPD fully operational	Click or tap to enter a date.	Click or tap to enter a date.
CSPD evaluated as part of continuous improvement cycle	Click or tap to enter a date.	Click or tap to enter a date.
Leadership subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.
Recruitment/retention subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.
Personnel standards subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.
Pre-service subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.
In-service subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.
Evaluation subcomponent of CSPD is monitored by CPT	Click or tap to enter a date.	Click or tap to enter a date.

GLOSSARY

APR/SPP: The Annual Performance Report / State Performance Plan are completed by states annually, and focus on students with disabilities covered under the Individuals with Disabilities Act (IDEA). State APR/SPP reports can be found on the GRADS360 website.

Communication loop: The process of sending a message to another individual or group and getting feedback from that individual or group.

Core Planning Team (CPT): Group charged with leading the development of and monitoring the implementation of the state's CSPD. At a minimum, the State's Part C coordinator and Section 619 Coordinator need to be included. Additional early childhood representation is welcomed (e.g., Head start, Pre-K, Child care). This group is fairly small with approximately 6 to 8 individuals.

CSPD: A comprehensive system of personnel development (CSPD), a term with a long history in federal legislation, is the primary mechanism for improving the quality of services provided to young children and their families.

DaSy: The DaSy Center is a national technical assistance center funded by the U.S. Department of Education, Office of Special Education Programs (OSEP). DaSy works with states to support IDEA early intervention and early childhood special education state programs in the development or enhancement of coordinated early childhood longitudinal data systems.

ECTA: The Early Childhood Technical Assistance Center is funded by the Office of Special Education Programs to improve state early intervention and early childhood special education service systems, increase the implementation of effective practices, and enhance the outcomes of these programs for young children and their families.

IHEs: Institutes of Higher Education; i.e. community colleges, colleges, and universities.

OSEP: The Office of Special Education Programs (OSEP) is dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts. The Office of Special Education Programs is located in the U.S. Department of Education.

Part B: Children and young adults (ages 3-22) receive special education and related services under Part B of IDEA.

Part C: Part C of the IDEA is a program administered by States that serve infants and toddlers through age 2 with developmental delays or who have diagnosed physical or mental conditions with high probabilities of resulting in developmental delays.

QRIS: A Quality Rating & Improvement System (QRIS) is a method to assess, improve, and communicate the level of quality in early care & education and after-school settings.

Section 619: IDEA Section 619 falls under Part B of the Individuals with Disabilities Education Act, and authorizes grants to states for preschool children with special needs, ages 3 to 5.

SIMR: State Identified Measurable Result.

SSIP: States complete State Systemic Improvement Plans (SSIP) to document the results of and future goals for students with disabilities in their state.

Strategic Planning Team (SPT): Group of stakeholders to provide information on current practices as well as feedback on proposed initiatives. Members can include parents, Institutes of Higher Education, In-service training providers, Licensure Coordinators, Data managers, Local Program Administrators, and Direct service providers. This is a large group, typically 20 to 25 individuals.

Subcomponent: Subcomponents and Quality Indicators for the Personnel/Workforce Component, which comprises a CSPD, include: (a) Leadership, Coordination, and Sustainability, (b) Recruitment and Retention, (c) State Personnel Standards, (d) Pre-service Personnel Development, (e) In-service Personnel Development, and (f) Evaluation.

SWOT analysis: a structured planning method used to evaluate the strengths, weaknesses, opportunities and threats involved in a project.

Workgroup: A group of individuals who collaborate to address a specific subcomponent of the state's CSPD (i.e., Leadership, Personnel Standards, Pre-service Training, In-service Training, Recruitment and Retention, and Evaluation).

SUBCOMPONENT DESCRIPTIONS

Leadership, Coordination, and Sustainability

The **leadership, coordination, and sustainability subcomponent** of the CSPD addresses the membership and responsibilities of a leadership team and the required elements of a written plan for the CSPD sustainability. The state ***leadership team should include representatives with in-depth knowledge, authority, and influence for each of the service sectors*** (e.g. early childhood education, Part C, and Section 619) represented in the system, as well as representation of important stakeholders, including families whose children receive services, direct service program administrators, educators and trainers who prepare personnel, and personnel who provide services. Functions of the leadership team include advocating for resources; making decisions and setting priorities for personnel development; keeping stakeholders informed; soliciting feedback from stakeholders; being aware of related and tangential state initiatives in early childhood; and monitoring the functionality, effectiveness, and efficiency of the CSPD. The written plan delineates responsibilities, procedures, and processes for all subcomponents of the CSPD.

Recruitment & Retention

The **recruitment and retention subcomponent** addresses the need to insure that early intervention positions are filled by individuals who are meeting state and national qualifications to provide early childhood intervention. Information related to anticipated vacancies or a need for increased personnel is necessary to meet the needs of IDEA eligible infants and young children.

State Personnel Standards

The **personnel standards subcomponent** addresses the need to establish and maintain ***standards that define the knowledge, skills, and competencies*** of the early *childhood* intervention workforce. State standards are credentials, certifications or licenses awarded to professionals after they complete a course of study that prepares them to provide intervention services as one of the disciplines recognized under IDEA. State standards should meet or exceed personnel standards that have been developed by national organizations that represent the various professional disciplines that provide services to young children and their families. State standards ensure the quality of the state early childhood workforce.

Pre-service Personnel Development

Pre-service is the term used to describe ***the education and training that occurs prior to a practitioner obtaining a college degree and entering the workforce***. Pre-service prepares individuals to meet the personnel standards of a specific discipline. IHE programs of study provide training for individuals to acquire the specified knowledge, skills, and competencies required to meet state and national personnel standards in a specific discipline. The programs of study also include sufficient field-based experiences across a variety of high-quality infant and early childhood settings

In-service Personnel Development

Inservice refers to ***on-going training for practitioners to maintain and extend existing skills, and to acquire new knowledge and skills***. States need to be knowledgeable about the training needs of the existing workforce, and to plan for the provision of in-service professional development. In-service training should include a ***focus on evidence-based intervention practices (EBP), knowledge and skill competencies*** specified in personnel standards, and implement training in accordance to adult learning principles.

Evaluation

An **evaluation plan** should ***address each subcomponent*** of the CSPD and, initially, address the most critical features of each***. Evaluation should be viewed as cyclical in nature.*** That is, evaluation questions are generated, data are collected, data are analyzed and used to make decisions about the system, changes to the system are made based on the data, system changes are evaluated, and new evaluation questions are generated.