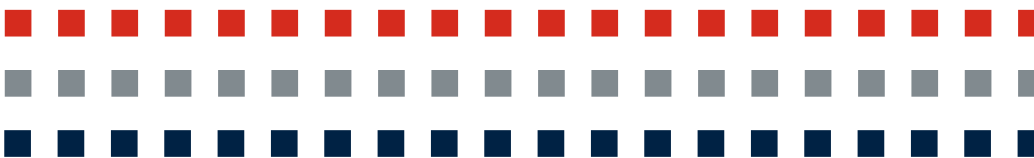


# CSPD STRATEGIC PLANNING PROCESS FOR STATES



# Introduction

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A comprehensive system of personnel development (CSPD) requires collaborative effort. With team members from your state, you will engage in a strategic planning process to create your state CSPD. This process includes recognizing values, developing a vision, establishing a mission statement, and identifying available resources. These activities will lead to decisions on where and how to focus and prioritize strategic activities within an action plan.



Individuals involved in this process include members of the core planning team (CPT) and members of the strategic planning team (SPT). The CPT typically consists of Part C, Part B/619, and early childhood representatives. The SPT includes larger representation such as Head Start, Institutes of Higher Education, Parents, Race to the Top, Data Manager, Practitioners, and/or Professional Development providers.

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## Sequence of Strategic Planning

- 1 Identify values
- 2 Develop a vision
- 3 Establish a mission statement
- 4 Identify resources
- 5 Develop an action plan

# What are Values?

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Values are the guiding beliefs of an organization or group. The expectation is that the CSPD and its members will abide by these guiding beliefs. Clearly defined values assist in the development of the vision statement. To develop the values of the CSPD, the group can identify guiding beliefs as individuals working in small groups or by hosting a large group brainstorming session.



Values should:

- Influence the activities of the group
  - Be based on assumptions of the group
  - Be specific
  - Assist in developing mission and vision statements
- 

## Examples of CSPD Values

Quality, Sustainability, Innovation, Integrity,  
Transformation, Leadership, Diversity, Family, Listening,  
Learning, Educating, Stewardship, Accountability

# Process for Identifying Values



## Objective:

- Use personal values to identify group values



## Materials:

- Index cards
- Chart paper
- Markers
- Tape



Time: 75 minutes



**15 mins**

Gather CSPD group, introduce task, and explain importance of values



**20 mins**

Identify personal values of each member of the group



**20 mins**

Identify CSPD values for each member of the group



**20 mins**

Reach consensus on 5-10 CSPD values for the group

# Identifying Values: Ideas for Facilitation

## 1. Gather CSPD group and explain importance of values (15 mins.)



- *Identify a facilitator and a recorder*
- *Break into small groups of 3-5 people from different sectors*
- *To introduce the activity, the facilitator states: “Throughout the strategic planning process, we are going to refer to our values or guiding beliefs. So, to begin, we will identify what our personal values are and use them to determine the values of the CSPD group.”*

## 2. Identify personal values of each member of the group (20 mins.)



- *Distribute 5 index cards and a writing instrument to each member*
- *Instruct each member to write values they cannot live without on the index cards provided – one value per card (5 mins.)*
- *Have the members reflect on their individual cards and select their top two values; discuss in small groups (10 mins.)*
- *Instruct each small group to select their top 3 values (5 mins.)*

## 3. Identify CSPD values for each member of the group (20 mins.)



- *Repeat step 2 using the following prompt: “What are the values that should guide the work of this group as we develop an early childhood CSPD over the next twelve months? (20 mins.)*

## 4. Reach consensus on 5-10 values of the CSPD group (20 mins.)



- *The facilitator instructs members to tape their 3 most important CSPD values on chart paper and uses a round robin technique for each small group to share their top three values (5 mins.)*
- *The large group identifies similarities and/or redundancies across the values taped on the chart paper (5 mins.)*
- *All members place a check mark on the top 3 values they believe represent the CSPD work (5 mins.)*
- *The facilitator counts the check marks next to each value and identifies the top 5-10 values CSPD members selected to guide the work of the group (5 mins.)*



# What is a Vision Statement?



A vision statement is a brief narrative to inform people outside of the CSPD about the desired outcome. It is a statement about the future of the CSPD and communicates the message of the CSPD. Vision statements describe the values, desired future state, challenges, and unique features of the CSPD group.



Vision statements should:

- Be inspirational
- Include desired outcomes and benefits
- Be reasonable
- Focus on long-term change

## Examples of CSPD Vision Statements

Our early childhood CSPD will result in positive outcomes for young children and families.

- *Kansas CSPD*

In three to five years, there will be a cross sector sustainable personnel and professional development system for all programs serving young children birth to five to sustain a high quality workforce.

- *Delaware CSPD*

Every child, beginning at birth, will be healthy and successful.

- *Iowa CSPD*

# Process for Developing a Vision Statement



## Objective:

- Use personal values to identify group values



## Materials:

- Index cards
- Chart paper
- Markers
- Tape



Time: 75 minutes



10 mins

Gather CPSD group, introduce task, and explain importance of vision



20 mins

Draft vision statements in small groups and put on chart paper



20 mins

Share small group vision statements with the large CPSD group to note similarities and differences



15 - 60 mins

Combine elements of each vision statement as a large group until all agree to final statement



# Vision Statement: Ideas for Facilitation

## 1. Gather CSPD group and explain importance of vision (10 mins.)



- *Identify a facilitator and a recorder*
- *Break into small groups of 3-5 people from different sectors*
- *To introduce the activity, the facilitator states: “As a group we are going to develop a vision statement for the CSPD. This process is about deciding what we stand for and describing a picture of what we want our future to look like to bring the team together to do work that matters. I will provide some sample vision statements for your review.”*

## 2. Draft vision statements in small groups (20 mins.)



- *Break into small groups of 3-5 people from different sectors*
- *As a group, review the sample vision statements (see p. 6)*
- *In small groups, each person responds to the following prompt: “In the next 3-5 years, our state CSPD will...”*
- *Each small group develops a draft vision statement based on the discussion from the prompt*

## 3. Share the small group statements with the large group (20 mins.)



- *Each small group shares their draft vision statement with the large group; facilitator writes statements on chart paper*
- *Large group identifies themes across the individual statements, and categorizes themes and ideas*
- *Large group discusses similarities and differences across the statements*

## 4. Reach consensus for final vision statement (15-60 mins.)



- *Large group identifies and reaches consensus on important components of the draft mission statements by circling phrases*
- *Large group reduces the draft vision statements to 2-3 options or combines an option*
- *Everyone votes for the best option for a vision statement and works to reach a consensus*



# What is a Mission Statement?



A mission statement is clear statement about the purpose and objectives of the CSPD. It describes the actions and impact of a CSPD group. The mission statement includes the essential purpose of the CSPD and informs its existence. It defines what the CSPD stands for and helps bring the team together to do work that matters.



Mission statements should:

- Be simply stated – avoid jargon
- Be specific – avoid generalities

## Examples of CSPD Mission Statements

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

*-Delaware CSPD*

Our Early Childhood Comprehensive System of Personnel Development will be a well-communicated system of integrated professional development supports for early childhood professionals across disciplines that directly impact infants, toddlers, and preschoolers with and without diverse abilities and their families.

*-Iowa CSPD*

We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

*-Oregon CSPD*

# Process for Developing a Mission Statement



## Objective:

- Describe the essential purpose and intended impact of the CSPD
- Develop a mission statement



## Materials:

- Chart paper
- Markers
- Evaluating Mission Statement Handout



Time: 50 minutes



**5 mins**

After vision statement is complete, explain importance of mission statement and begin task



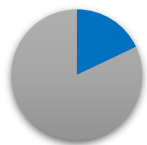
**20 mins**

Discuss intended impact and/or outcome of CSPD work



**15 mins**

Draft mission statement together



**10 mins**

Finalize mission statement and evaluate quality

# Mission Statement: Ideas for Facilitation

## 1. Gather CSPD group and explain importance of mission (5 mins.)



- *Identify a facilitator and a recorder*
- *Break into small groups of 3-5 people from different sectors*
- *To introduce the activity, the facilitator states: “As a group, we will develop a mission statement for the CSPD. This process builds on the vision statement we just completed. The mission statement will focus on the impact on personnel development in our state and the activities we undertake. It will guide the day-to-day work of the CSPD over the next year.”*

## 2. Discuss intended impact and/or outcome of the CSPD work (20 mins.)



- *In small groups (different than vision statement small groups), each group will discuss the following prompt “Over the next year, in order to meet our vision, the mission for (STATE)’s CSPD planning group is to...”*
- *After 10 minutes discussing in small groups, ideas will be shared with the large group and facilitator will record ideas on chart paper*

## 3. Draft mission statement together (15 mins.)



- *As a large group, identify themes of ideas written on chart paper*
- *Organize the themes around the following elements: Cause (Who? What? Where?), Actions (What we do), and Impact (changes for the better)*
- *Circle common big ideas within each element and consolidate them*
- *Return to the small groups and use this information to draft a mission statement for the next 12 months*

## 4. Finalize mission statement and evaluate quality (10 mins.)



- *Each small group shares their draft mission statement with the large group; facilitator records statements on chart paper*
- *Large group identifies and reaches consensus over important components of the draft mission statements*
- *Large group reduces the draft mission statements to 2-3 options and individuals for the best option and work to reach consensus*
- *Large group uses evaluation criteria on page 13 to determine the quality of the final mission statement for the CSPD*

# Criteria to Evaluate Your Mission Statement

**Use this checklist to evaluate the quality of your CSPD mission statement. Check the box if your mission statement meets each criterion.**

- 1** The mission statement is clear and understandable to all.
- 2** The mission statement guides the work of the group for the next 12 months.
- 3** The mission statement clearly specifies the purpose of the CSPD, including what, who, how and why.
- 4** The mission statement has a primary focus on creating and sustaining a CSPD.
- 5** The mission statement is broad enough to allow flexibility in implementation, but not so broad that it lacks focus.
- 6** The mission statement serves as a template for decision-making within the CSPD.
- 7** The mission statement reflects not only the values, beliefs, and philosophy of the CSPD, but also the organizational culture.
- 8** The mission statement reflects achievable standards.
- 9** The mission statement is worded in such a way that it serves as an energy source and rallying point for the CSPD.



# What is a Resource Identification?



Resource identification is a process to identify valuable resources within a program, organization, or system to support the mission.



The resource identification process is intended to assist with planning goals and setting priorities. To complete this task, members of the strategic planning team identify what they believe is currently occurring in the state around each subcomponent of the CSPD: (1) leadership, coordination and sustainability, (2) personnel standards, (3) pre-service preparation, (4) in-service training, (5) recruitment and retention, and (6) evaluation.

## Examples of Resource Identification

- Have done needs assessments for in-service and TA efforts, but have not done one recently
- LEAs drive all in-service and TA with limited input from state or Institutes of Higher Education
- Limited funds may increase interest to initiate collaborative efforts for in-service and TA efforts
- Strong collaborations with Institutes of Higher Education
- Board of Education has established a work group to develop recommendations for a specific endorsement
- Professional development registry
- Increase linking of professional development to standards
- Some evaluation systems in place in the state



# Process for Resource Identification



Objective:

- Identify current initiative resources across each subcomponent of the CSPD



Materials:

- Chart paper
- Markers



Time: 55 minutes



**5 mins**

Gather CSPD group and explain the purpose of the activity



**20 mins**

Identify resources and current activities across CSPD subcomponents



**30 mins**

Use identified resources and activities to begin developing an action plan for CSPD subcomponents

# Resource Identification: Ideas for Facilitation

## 1. Gather CSPD group and explain the purpose of the activity (5 mins.)



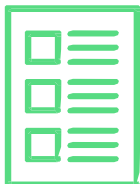
- *Identify a facilitator and a recorder; provide copies of the self-assessment (see pages 22-34) to each CSPD group member*
- *The facilitator states: “Resource identification is one method of data collection used to assist in the development of the CSPD which encompasses early intervention, early childhood special education, and early childhood education professional development. You will provide unique perspectives of the resources available within your state. With this information, you will begin to make an action plan that builds on your strengths.”*

## 2. Identify resources and current activities across CSPD subcomponents (20 mins.)



- *The facilitator provides these instructions, “Let’s identify who and what are available to help put a plan in place. We will start by reviewing our self-assessment.”*
- *The facilitator labels 6 pieces of chart paper with a CSPD component*
- *Using the results of the self-assessment, the group lists what is already in place for each subcomponent on the respective chart paper*
- *Using a round-robin method, each participant identifies additional resources they are aware of in a particular subcomponent (e.g. early childhood Higher Education consortium)*

## 3. Use identified resources and activities to begin developing an action plan for CSPD components (30 mins.)



- *Form workgroups and review the particular resources for assigned subcomponent*
- *Instruct subcomponent workgroups to use information from the Resource Identification to develop initial goals and objectives for their action plan*

# What is an Action Plan



An action plan is a document that outlines specific steps that need to be completed in order for the group to accomplish its mission and vision (see page 35). Action plans include the following information:

- Goal(s), objective(s), and action steps
- Person responsible for each action step
- Target initiation date and deadlines for each action step
- Progress notes
- Evaluation



A separate action plan should be developed for each subcomponent of the CSPD: (1) leadership, coordination and sustainability, (2) personnel standards, (3) pre-service preparation, (4) in-service training, (5) recruitment and retention, and (6) evaluation. Each action plan should be achievable in one year.

## Example Action Plan Goal, Objective and Action Steps

**GOAL:** Establish high quality state personnel standards for all Part C/619 personnel that are aligned with national standards

**OBJECTIVE:** Align current state teacher certifications with NAEYC, CEC, and DEC standards

### **ACTION STEPS:**

- Complete working draft of crosswalk of these standards with state teacher certifications
- Share with core team for input
- Share with the Board of Education workgroup
- Share with the ECPC statewide groups
- Board of Education workgroup develops revised Endorsement 100 state standards for state IHE input
- Core team working with the ECSE Leadership team develops revised Endorsement 200 for state IHE input
- Conduct state review for input
- Revise state personnel standards to more closely align with national standards

Please note, due to space limitations, this sample does not include target initiation dates(s), deadline(s) or person(s) responsible.

# Process for Developing an Action Plan



Objective:

- Create an action plan for each CSPD subcomponent



Materials:

- Action plan template
- Pen / pencil
- Action planning checklist



Time: 60-100 minutes



**5 mins**

Gather CSPD group and explain the purpose of the activity



**20 mins**

Develop an action plan for each CSPD subcomponent



**15 mins**

Evaluate the action plan using the checklist and revise as necessary

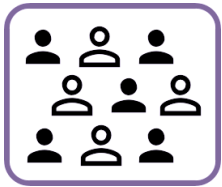


**20-60 mins**

Share draft action plan with core planning team for input; revise as necessary

# Action Plan: Ideas for Facilitation

## 1. Gather CSPD group and explain the purpose of the activity (5 mins.)



- *Identify a facilitator and a recorder*
- *The facilitator states: “To ensure progress is made in each area of the CSPD, an action plan is developed for each subcomponent. Form separate workgroups for each subcomponent and remain in the chosen workgroup to complete a draft action plan for that CSPD subcomponent.”*

## 2. Develop an action plan for each CSPD subcomponent. (20 mins.)



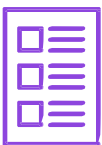
- *Each workgroup reviews the previously developed CSPD vision and mission statements, as well as the self-assessment and notes from the resource identification activity*
- *Subcomponent workgroups develop a draft action plan for their subcomponent that is achievable in one year*
- *To start, each workgroup drafts one goal, one to three objectives per goal, and four to ten action steps per objective*
- *Each workgroup assigns a target initiation date, deadline, and person responsible for each action step*

## 3. Evaluate the action plan using the checklist and revise as necessary (15 mins.)



- *Using the action plan checklist, evaluate the draft action plan and identify areas for revision*
- *Revise the action plan as necessary based on the evaluation*








## 4. Share draft action plan with core planning team for input and revise as necessary (20 mins.)

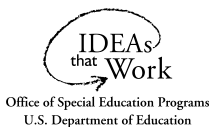


- *The core planning team circulates to each CSPD subcomponent group to provide input on the draft action plan*
- *Considering the input from the core planning team, the workgroup members finalize the action plan for the CSPD subcomponent*
- *Each workgroup shares the action plan with the large group*

# Action planning checklist

**Use this checklist to evaluate the subcomponent workgroup action plan.  
Check the box if the action plan meets the criteria.**

-  The goal(s) in the action plan are achievable in one year.
-  Each goal has one or more objectives.
-  Each objective has four or more action steps.
-  Responsibility is assigned to a specific individual for each action step outlined in the action plan.
-  A target initiation date is set for each action step in the action plan.
-  A deadline date is set for each action step in the action plan.
-  Each action step is measurable.



*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*

# ECPC-CSPD ASSESSMENT

<b>State Name:</b>	<b>Assessment Date:</b>	<b>Completed By:</b>
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**State systems reflected in the assessment:** \_\_\_\_\_

*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.

<b>Elements of Quality</b> <i>QI PN1 Score:</i> _____	
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. <i>State evidence (state discussion):</i>	
b. Additional stakeholder input, including from families, is actively solicited and considered by the leadership team in setting priorities and determining governance decisions. <i>State evidence (state discussion):</i>	
c. The leadership team members are aware of other related early childhood and school-age personnel development systems and align efforts when appropriate. <i>State evidence (state discussion):</i>	
d. The leadership team develops an overall vision, mission, and purpose for the CSPD and makes decisions and implements processes that reflect these. <i>State evidence (state discussion):</i>	
e. The CSPD vision, mission and purpose are aligned with the overall early intervention and preschool special education systems. <i>State evidence (state discussion):</i>	
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. <i>State evidence (state discussion):</i>	
g. The leadership team advocates for and identifies resources for cross-sector priorities and activities. <i>State evidence (state discussion):</i>	
h. The leadership team disseminates information on the CSPD plan to relevant public and private audiences. <i>State evidence (state discussion):</i>	

<b>Quality Indicator Rating</b>	<b>Description</b>
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**

- 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.

<b>Elements of Quality</b> <i>QI PN2 Score:</i> _____	
<p>a. The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>d. The CSPD plan includes strategies for engaging in ongoing formative and summative evaluation of the activities.</p> <p><i>State evidence (state discussion):</i></p>	
<p>e. The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan.</p> <p><i>State evidence (state discussion):</i></p>	
<p>f. The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan.</p> <p><i>State evidence (state discussion):</i></p>	

<b>Quality Indicator Rating</b>	<b>Description</b>
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.

<b>Elements of Quality</b> <i>QI PN3 Score:</i> _____	
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.  <i>State evidence (state discussion):</i>	
b. State personnel standards are specified, accessible, and used by program administrators and staff.  <i>State evidence (state discussion):</i>	
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.  <i>State evidence (state discussion):</i>	
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.  <i>State evidence (state discussion):</i>	

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: _____
<p>a. A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines.</p> <p><i>State evidence (state discussion):</i></p>	
<p>b. The criteria and requirements for attaining certification, licensure, credentialing and/or endorsement are specified and accessible for personnel across disciplines.</p> <p><i>State evidence (state discussion):</i></p>	
<p>c. The criteria and requirements for a system of certification, licensure, credential and/or endorsement are competency or skill based.</p> <p><i>State evidence (state discussion):</i></p>	
<p>d. Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of certification, licensure, credential and/or endorsement.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	

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 <i>QI PN5 Score:</i> _____	
a. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards.  <i>State evidence (state discussion):</i>	
b. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with national professional organization personnel standards.  <i>State evidence (state discussion):</i>	
c. IHE program competencies are operationalized and defined by example.  <i>State evidence (state discussion):</i>	
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).  <i>State evidence (state discussion):</i>	
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.  <i>State evidence (state discussion):</i>	

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	<i>QI PN6 Score:</i> _____
<p>a. IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>c. IHE programs and curricula provide relevant field experiences such as internships, observations, and practicums in a variety of inclusive early childhood settings.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>e. IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to teach and supervise adult learners.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	

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.

<b>Elements of Quality</b> <i>QI PN7 Score:</i> _____	
a. A statewide system for in-service personnel development is aligned to national professional organization personnel standards across disciplines. <i>State evidence (state discussion):</i>	
b. A statewide system for in-service personnel development is aligned to state personnel standards across disciplines. <i>State evidence (state discussion):</i>	
c. The statewide system for in-service personnel development provides a variety of technical assistance opportunities to meet the needs of personnel. <i>State evidence (state discussion):</i>	
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. <i>State evidence (state discussion):</i>	
e. In-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate. <i>State evidence (state discussion):</i>	
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. <i>State evidence (state discussion):</i>	
g. In-service learning opportunities are individualized to the needs of the participants and the objectives of the personnel development. <i>State evidence (state discussion):</i>	
h. Families and/or parent organization participate in the design and delivery of in-service personnel development. <i>State evidence (state discussion):</i>	

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 <i>QI PN8 Score:</i> _____	
a. The content for in-service personnel development is based on evidence-based practices. <i>State evidence (state discussion):</i>	
b. Faculty from IHEs and in-service staff meet on a quarterly basis to plan for, coordinate, and collaborate on in-service content. <i>State evidence (state discussion):</i>	
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. <i>State evidence (state discussion):</i>	

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

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.

<b>Elements of Quality</b> <i>QI PN10 Score:</i> _____	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>b. Strategies focus on induction, improving administrative supports, and using a variety of mentoring models to support and retain personnel.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>d. Strategies address alternative routes to certification.</p> <p><i>State evidence (state discussion):</i></p>	
<p>e. Strategies address the usefulness of designing and/or participating in online recruitment systems.</p> <p><i>State evidence (state discussion):</i></p>	

<b>Quality Indicator Rating</b>	<b>Description</b>
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	<i>QI PN11 Score:</i> _____
<p>a. Decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>d. Quality review processes for data collection, verification, storage and management, and analysis are defined and implemented regularly.</p> <p><i>State evidence (state discussion):</i></p>	
<p>e. Personnel data are linked to child and family outcomes.</p> <p><i>State evidence (state discussion):</i></p>	

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 <i>QI PN12 Score:</i> _____	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>b. Data are used to inform decisions, monitor progress, and make program improvements.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	
<p>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.</p> <p><i>State evidence (state discussion):</i></p>	

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



Office of Special Education Programs  
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Project Officers: Julia Martin Eile & Dawn Ellis

## ECPC Action Planning Rubric

Name: \_\_\_\_\_

State: \_\_\_\_\_

Period Covered: \_\_\_\_\_

Goals/Objectives Activities	Person(s) Responsible	Resources Needed	Timeline	Criteria for Success
<b>GOAL 1.</b>				
Objective 1.1				
Activity 1.1.1.				
Objective 1.2				
<b>GOAL 2.</b>				
Objective 2.1				
Objective 2.2				
Objective 2.3				
<b>GOAL 3.</b>				
Objective 3.1				
Objective 3.2				
Objective 3.3				