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**Developing Leadership Indicators: Methodology and Data Summary**

**October 16, 2019**

The purpose of this report is to add to the knowledge base of leadership competencies for State Coordinators for the Part C Infant and Tolddlers Program (hereafter called Part C) ,and the Section 619 Coordinators for the Preschool Program under Part B( hereafter called 619) of the Individuals with Disabilities Education Act ( IDEA). This report contains date gathered from a series of think thanks, surveys and focus group meetings held by the ECPC with Part C/619 coordinators to develop leadership knowledge and skills statements that are unique to their position as an IDEA state administrator. This work follows a scan of the literature and other relevant leadership curriculum, and a meta synthesis of the leadership literature completed by the ECPC in year 1 of their cooperative agreement with they Office of Special Education Programs, U.S. Department of Education. The work contained in this data report represents Year 2 activities which will culminate with a curriculum approved by the leadership of the Part C Infant Toddlers coordinators association (ITCA) , and the 619 Afinity group of the National Association fo State Directors of Special Education(NASDSE). The data will be presented in its entirety and numbered by each separate activity.

**Activity 1: ECPC Think Tank with Part C/619 Coordinators ( Think Tank 1; November 4-6, 2018)**

A group of Part C/619 coordinators were recruited through ITCA and NASDSE to attend a 2 day Think Tank in CT. Thye were given directions to identify what they currently do and need to know to demonstrate leadership in their job. attendees focused on leadership knowledge, competencies, and skills (i.e., indicators). Participants broke into groups to discuss knowledge and skills that leaders need to have/do at different levels (i.e. as a manager, as a leader in their program, and as a leader in the early childhood system). Eighty percent of the attendees were Part C coordinators, and the knowledge and skills discussed mainly reflected the Part C system/job requirements. Therefore, the ECPC staff determined that an additional Think Tank was necessary to incorporate input from individuals in the Part B/619 system.

Table 1. November Think Tank Participating States

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| --- |
| Participating States |
| Connecticut |
| Indiana |
| Minnesota |
| Montana |
| Rhode Island |
| South Dakota |
| TexasUtah |
| Washington, D.C. |
| West Virginia |

**Activity 2: ECPC Think Tank with Part C/619 Coordinators (Think Tank 2; February 19-21, 2019)**

A second think tank was convened after the data from the first think tank was cleaned, and reduced. Table 2 has a list of the states that were represented. Attendees were given an overview of the ECPC state leadership initiative, and the think tank process. Before breaking into small group discussion, participants discussed their ideas of good leaders and competing priorities within their specific job roles. Then participants broke into groups to discuss Level 1 knowledge and skills (what do you need to DO/KNOW as a manager of Part C/619). The groups then reconvened and compared, contrasted, and reduced their data into themes. This process was replicated to discuss Level 2 (what do you need to DO/KNOW as a leader in your Part C/619 program) and Level 3 (what do you need to DO/KNOW as a state or national early childhood leader). See tables 3-5.

Table 2. February Think Tank Participating States

|  |
| --- |
| Participating States |
| Arkansas |
| Connecticut |
| Idaho |
| Indiana |
| Massachusetts |
| Minnesota |
| North Carolina |
| Oklahoma |
| Rhode Island |
| Washington, D.C. |
| West Virginia |

Table 3*. Level 1*

|  |
| --- |
| **Federal Program Requirement** |
| Federal requirements |
| Federal and local statute/laws/rules |
| SSIP/APR; data collection, data review, ongoing implementation |
| General supervision |
| Oversight of general supervision |
| Grant applications |
| Review legislation |
| Compliance monitoring |
| OSEP application |
| Establishing activities to support APR (LRE, child outcomes) |
| Budget analysis/plan how to spend money |
| Grant system, changes to grants, fiscal management |
| Manage budget |
| Budget planning/fiscal management |
| Advise RFP process/procurement |
| Create reports when requested |
| Managing/monitoring data/data systems(both) |
| **State Program Management** |
| Manage budget  |
| Budget planning/fiscal management |
| Review IEPs/IFSPs |
| Monitor local programs (monitoring) |
| Listening sessions/public hearings |
| Interpret and modify procedures |
| Clarify policy and refer to handbook/regulations |
| Updating guidance documents/policy manuals |
| Quality assurance—state/local |
| Site visits |
| Determinations |
| Go on site to investigate complaints |
| Often go on site to visit local programs |
| Child find activities |
| Coaching staff/writing staff reviews |
| “Coaching up” |
| Manage people |
| Morale building/building relationships |
| Supervising staff |
| Targeting with staff |
| Work with consultants (manage people/activities) |
| Project management  |
| Approve time sheets/time off requests |
| Deal with HR/hiring/onboarding |
| Time management  |
| Managing other programs |
| Hiring staff |
| Supervise staff/hiring/HR |
| Contract management |
| Billing waivers |
| Manage and monitor contracts |
| Collect data/review/analyze data |
| Checking data |
| Data management |
| Managing/monitoring data/data systems |
| IT/security/data system |
| Create reports when requested |
| Read emails  |
| Answer phone calls  |
| Create newsletters |
| Website |
| Meetings/virtual meetings  |
| Field calls/complaints |
| Writing |
| Sharing information |
| Question procedures |
| Preparing reports |
| Organizing notes/schedule |
| Agency required meetings/trainings |
| Training |
| TA to families/school districts |
| TA- 50,000 agency initiatives |
| National COPS/learning communities |
| CSPD activities |
| TA and PD activities |
| Keep child with disability at every table of 10 called in as the expert |
| Family centered practices |
| Grant meetings |
| Oversight of statewide initiatives |
| Political have-to’s; politically motivated tasks |
| Checking on accountability |
| **Professionalism** |
| Verbal recognition |
| Self-care |
| Validating practice |
| Navigate conversations to promote quality and compliance- both state and federal |
| Balance between compliance and quality –both state and federal |
| **Stakeholder Engagement** |
| Stakeholder input (listen) |
|  |
| Represent agency |
| Represent (part C) in other groups/advocacy |
| Defining role in relationships- see what’s working |
| Interagency collaborative meetings |
| ICC- statewide and local activities |
| Responding to legislature |
| Adjustments within each new administration |
| Legislative questions |
| Statewide boards, commissions |
| Collaboration (between C/619) |
| Building relationship between B and C interagency collaboration |
| Push and pull between two agencies, balance conflicting priorities |
| Communication with local providers (meetings, newsletters, webinars) |
| Advocate for position |
| **Strategic Thinking** |
| Long term planning/system development |
| Reading/learning- staying up to date on research |
| Outreach and increasing sphere of influence |
| Research other EC/ECSE programs |

Table 4.*Level 2*

|  |
| --- |
| **Federal Program Requirement** |
| Monitor legislation for potential impact and feed to appropriate agency personnel |
| Evaluate/interpret legislative proposals/take position |
| **State Program Management** |
| How to be aware of staff’s comfort level with recognition; relationship building |
| Keeping your people, “core” to your agency needs |
| Share tools to help others do their job |
| Encouraging your staff to be innovative |
| Give advice/advise commissioner |
| Let senior management know about potential push back from changes/complaints; no surprises |
| Inform senior management with an “elevator speech” (talking points) of fun facts about your program |
| Monitor legislation for potential impact and feed to appropriate agency personnel |
| Know what everyone else does in your agency |
| Be responsive to other agency initiatives |
| Make sure full agency understands what program is/is not |
| Know training, infrastructure |
| Good understanding of state system speed; most things done happen quickly |
| Find state strengths to support growth of agency |
| Be aware of what is going on so you can leverage national/state resources and share initiatives Observation of the foundation (check the climate) |
| Be at the table for all the grant writing |
| Evaluate/interpret legislative proposals/take position |
| Insure people in your department; know who you are, know your position/program, why your program should or should not be at the table |
| Be an advocate for your children with disabilities |
| Represent families and infants/children with disabilities in every discussion |
| “Wiggle” in the door; be a champion for all kids |
| **Professionalism** |
| Recognition of excellence; working together as a team |
| Have an arsenal of motivational strategies |
| Provide opportunities |
| Check ourselves (am I modeling successfully? Am I doing what I need to support staff?) |
| Show that your passionate about your work  |
| Passion; have it, share it; be tenacious, persistent, push the envelope, bust myths, tell real story of the program without being perceived as pushy |
| Be a team player |
| Be a connector; not isolated |
| Be a good communicator; how things happen in your program and vice versa |
| Common language |
| Establishing communication and trust |
| Be professional |
| Let people know what you can do |
| Don’t take things personally; have a thick skin  |
| Stay sane |
| **Stakeholder Engagement** |
| Be a cheerleader |
| Advocate/sell your program; shared sense of agency  |
| Program champion/cheerleader |
| Answer the door when opportunity knocks |
| Look for opportunities to collaborate |
| Work the ICC to promote what the system needs |
| Interagency and inter-department collaboration |
| Promote engagement with stakeholders |
| Know how to collaborate across departments in agency (vertical) |
| Establish feedback loop with locals (meetings/surveys) |
| Good elevator speech |
| **Strategic Thinking** |
| Be political, pick battles |
| Always be thinking of new initiatives that fit within the goals/mission/vision of the larger agency |
| Be innovative (find new solutions) |
| Articulate the vision |
| Speak to long term vision, mission |
| Paint a picture of the future; where everyone fits |
| Action planning/strategic planning |
| Be strategic, push certain agendas |
| Evaluation for your strategic plan; are you where you wanted to be? How do you align with full agency plan? |
| Vision/mission based on data/stakeholders with action plan and strategies liked to vision/mission |

Table 5.*Level 3*

|  |
| --- |
| **Federal Program Requirement** |
| Know when federal grants are coming; laws/regulations changing; what peer states are doing |
| **State Program Management** |
| Attend board meetings |
| Demonstrate that you value the work of other EC programs |
| Know national scene |
| Understand purpose of funding for all programs in state |
| Review data to provide guidance to parents, schools, providers |
| Research to bolster capacity |
| Data sharing |
| Disseminate information (e.g. OSEP) to colleagues |
| Building materials for staff/providers |
| Present at any EC meeting/initiative- invite yourself if needed, or ask someone to represent C/619 |
| Know fit within the system |
| **Professionalism** |
| Flexibility to move through roles as needed |
| Self-care/self-reflect |
| Make commitments and follow through with obligations  |
| Values put in place |
| Choose your battles |
| Be present |
| Attend conferences/institutes/meetings to learn/grow/share ideas |
| Bring back information from national conferences |
| **Stakeholder Engagement** |
| Be a voice |
| Use a common vocabulary |
| Bring value to table |
| Get out to as many stakeholder groups as possible |
| Promoting/educating about the program |
| Building relationships with partners |
| Be mindful of bigger picture- how to promote for agency not just EI |
| Show the connection between agencies- show how families/kids will benefit |
| Continue to build collaborations between agencies, be supportive, build support |
| Acknowledge the competition for resources and learn to partner to use limited resources |
| Relationship building across agencies |
| Demonstrate that you value the work of other EC programs |
| Offer to participate in other EC initiatives/TA/PD |
| Find common threads across agencies/EC programs |
| Invite other EC programs to your table |
| Make presentations statewide on EI to dispel myths |
| Cross-pollinate group to group by inviting someone from one group to another group |
| Find opportunities to share resources and information with your EC contacts in other agencies |
| Look for opportunities to promote Part C/619 outside the agency |
| Build relationships with champions in the legislature |
| Strengthen/partner with IHE- know standards |
| Bring new/diverse stakeholders |
| Assure it is clear where birth to five sits in the big picture |
| External work |
| Have champions |
| Bind the relationship; work beyond the person |
| **Strategic Thinking** |
| Be mindful of bigger picture- how to promote for agency not just EI |
| Bring audacious ideas |
| Long-term prep—your success is our success |
| Need to be successful after exiting the system |
| Two gen focus |

**Activity 3: ECPC Data Reduction Meeting (March 11-12, 2019)**

The ECPC staff spent two days reviewing the data that was collected during the Think Tank to operationalize themes that were discussed at each level of leadership. The first step in this process was to examine every statement made at each level during the Think Tank (see Table 1 for the number of statements provided for each level’s suggested knowledge and skills).

 ECPC staff then grouped statements together by similarity at each level. The statements in each level were put into up to eight different groups (categories), which were left unnamed until all statements for that level were organized. ECPC staff then worked together to create names for these categories (see Tables 3-7).

 ECPC staff then reviewed the statements in each category a second time, ensuring that each statement belonged in the newly named group (i.e. if a statement seemed to fit better in a different category, it was moved). The data was examined for duplicate statements within each category. Categories were then analyzed to determine if there were different types of knowledge and skills seen across different Levels. It was during this process that the ECPC staff determined that some categories only fit within certain levels, while other categories crossed multiple levels. A final list of categories was created based on these refined groups of statements (see Figure 1 and Tables 6-10 for visual of entire data reduction process).

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Figure 1. Think Tank Data Reduction Process

Table 6. Number of Think Tank Statements by Level

|  |  |
| --- | --- |
|  | **Number of Statements** |
| **DO** | **KNOW** |
| **Level 1** | 102 | 86 |
| **Level 2** | 58 | 57 |
| **Level 3** | 50 | 38 |

Table 7. Level 1 Initial Categories

|  |  |
| --- | --- |
|  | **LEVEL 1** |
|  | **Category** | **Number of Statements** |
| **DO** | Compliance/Law | 26 |
|  | Staff/HR/Program Management | 14 |
|  | Budget/Fiscal | 8 |
|  | Data | 6 |
|  | Collaboration/Communication | 28 |
|  | PD/TA | 7 |
|  | Other | 13 |
| **KNOW** | Communication | 9 |
|  | Data | 8 |
|  | Project Management | 17 |
|  | Operations | 23 |
|  | Federal Regulations | 12 |
|  | Resources for Best Practice | 8 |
|  | Budget | 7 |
|  | Other | 2 |

Table 8. Level 2 Initial Categories

|  |  |
| --- | --- |
|  | **LEVEL 2** |
|  | **Category** | **Number of Statements** |
| **DO** | Motivating Staff/Reflective Supervision | 9 |
|  | Agency | 24 |
|  | Advocacy | 3 |
|  | Strategic Planning | 7 |
|  | Collaboration | 10 |
|  | Other | 4 |
| **KNOW** | Understanding Your Agency | 8 |
|  | Staff | 9 |
|  | Advocacy | 6 |
|  | Emotional Awareness/Self-Knowledge | 11 |
|  | Strategic Thinking | 17 |
|  | Other | 6 |

Table 9. Level 3 Initial Categories

|  |  |
| --- | --- |
|  | **LEVEL 3** |
|  | **Category** | **Number of Statements** |
| **DO** | Self | 9 |
|  | Develop Partnerships/Relationships Outside the Agency | 30 |
|  | Data | 3 |
|  | Information | 5 |
|  | Other | 3 |
| **KNOW** | Category 1\* | 33 |
|  | Category 2  | 3 |
|  | Category 3 | 2 |

\* Note: Level 3 KNOW statements were grouped into categories, but these categories were not named in the initial analysis

Table 10. Final Categories

|  |
| --- |
| **Final Categories** |
| *Federal Program Requirements* |
| *State Program Management* |
| *Fiscal Management* |
| *Stakeholder Engagement* |
| *Strategic Thinking* |
| *Professionalism* |

**Activity 4: ECPC Leadership Indicators Validation Survey: Round One**

 An online survey utilizing Survey Monkey was created to share the indicators from the two Think Tanks with with the original C/619 participants. For each indicator, participants were asked: 1) whether each item accurately describes something they do for their job, and 2) to rate the top two most important indicators for each category in each level. The tables below show the data for the number of participants who agreed with each indicator (i.e. said yes, this indicator accurately describes something they do for their job), and the ratings for the top two most important indicators in that category/level. Results are on Tables 11-16.

**Level 1 (N=17**

Table 11. Level 1: Agreement with Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Implements and complies with federal laws, regulations, policies, and requirements for the IDEA Part C or 619 program | 100% |
| Applies current and emerging federal policies, practices, and resources to the Part C or 619 state program | 100% |
| Implements any corrective actions required by OSEP monitoring process | 88% |
| Develops and submits the state SPP/APR | 82% |
| Submits a complete state program application to OSEP | 76% |
| Develops, manages, and analyzes a state data system for federal reporting purposes | 76% |
| Develops, monitors, and revises (if needed) SSIP prior to submission to OSEP | 76% |
| **State Program Management** | **%** |
| Implements and complies with state laws, regulations, policies, and requirements for the IDEA Part C and 619 programs | 100% |
| Applies current and emerging state policies, practices, and resources to the Part C or 619 state program | 100% |
| Develops, implements, and monitors state and local program implementation of the service delivery system for the Part C or 619 program | 94% |
| Develops, implements and monitors state policies and procedures for all aspects of the Part C or 619 program | 88% |
| Develops, manages, and analyzes a state and local data systems for the Part C or 619 program | 82% |
| Implements a system of quality assurance for state and local service delivery programs | 76% |
| Implements state standards for the credentialing and a statewide system of ongoing training for the state Part C or 619 workforce | 71% |
| Hires, orients, and supervises state program staff for the Part C or 619 program | 65% |
| **Fiscal Management** | **%** |
| Prepares, manages, revises (when needed) and completes reports on the federal budget allocation for the Part C or 619 program | 76% |
| Develops, implements and monitors state contracts and MOUs for payments for Part C or 619 services | 76% |
| Prepares, manages, revises (when needed) and completes reports on the state’s budget for the Part C or 619 program | 59% |
| Develops a state system of payment for all IDEA services for the Part C or the 619 program | 59% |
| **Stakeholder Engagement** | **%** |
| Communicates effectively through listening, talking and writing for a variety of audiences | 100% |
| Communicates and disseminates the Part C or 619 state plan to all relevant stakeholders | 100% |
| Represents the Part C or 619 program on federal, state or local boards or committees | 100% |
| Establishes ongoing communication and collaboration with either the Part C or 619 program staff | 100% |
| Develops strategies and communication mechanisms to receive feedback about the implementation of the Part C or the 619 program | 94% |
| Establishes communication mechanisms for families in the  Part C or 619 program | 76% |
| Establishes and manages advisory board(s) to provide assistance for the implementation and evaluation of the Part C or the 619 program | 71% |
| **Strategic Thinking** | **%** |
| Develops goals, objectives, activities, timelines and measurable benchmarks to manage priorities of the Part C or 619 state program | 94% |
| Assesses the implementation of the Part C or 619 program using the ECTA self-assessment | 76% |
| **Professionalism** | **%** |
| Prioritizes professional commitments | 100% |
| Communicates evidenced based practice and pedagogy to administrators and staff who deliver intervention in the Part C and 619 program | 100% |
| Provides information and training to state and local program staff about current and emerging research and practice for the Part C and 619 program | 100% |
| Differentiates between personal needs and professional responsibilities | 94% |

Table 12. Level 1: Most Important Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Implements and complies with federal laws, regulations, policies, and requirements for the IDEA Part C or 619 program | 82% |
| Applies current and emerging federal policies, practices, and resources to the Part C or 619 state program | 65% |
| Submits a complete state program application to OSEP | 24% |
| Develops and submits the state SPP/APR | 12% |
| Develops, manages, and analyzes a state data system for federal reporting purposes | 6% |
| Develops, monitors, and revises (if needed) SSIP prior to submission to OSEP | 6% |
| Implements any corrective actions required by OSEP monitoring process | 6% |
| **State Program Management** | **%** |
| Implements and complies with state laws, regulations, policies, and requirements for the IDEA Part C and 619 programs | 59% |
| Develops, implements and monitors state policies and procedures for all aspects of the Part C or 619 program | 53% |
| Develops, implements, and monitors state and local program implementation of the service delivery system for the Part C or 619 program | 28% |
| Applies current and emerging state policies, practices, and resources to the Part C or 619 state program | 29% |
| Implements a system of quality assurance for state and local service delivery programs | 12% |
| Hires, orients, and supervises state program staff for the Part C or 619 program | 12% |
| Develops, manages, and analyzes a state and local data systems for the Part C or 619 program | 6% |
| Implements state standards for the credentialing and a statewide system of ongoing training for the state Part C or 619 workforce | 6% |
| **Fiscal Management** | **%** |
| Prepares, manages, revises (when needed) and completes reports on the federal budget allocation for the Part C or 619 program | 65% |
| Develops, implements and monitors state contracts and MOUs for payments for Part C or 619 services | 65% |
| Prepares, manages, revises (when needed) and completes reports on the state’s budget for the Part C or 619 program | 18% |
| Develops a state system of payment for all IDEA services for the Part C or the 619 program | 18% |
| **Stakeholder Engagement** | **%** |
| Communicates effectively through listening, talking and writing for a variety of audiences | 65% |
| Represents the Part C or 619 program on federal, state or local boards or committees | 53% |
| Communicates and disseminates the Part C or 619 state plan to all relevant stakeholders | 24% |
| Develops strategies and communication mechanisms to receive feedback about the implementation of the Part C or the 619 program | 24% |
| Establishes and manages advisory board(s) to provide assistance for the implementation and evaluation of the Part C or the 619 program | 18% |
| Establishes ongoing communication and collaboration with either the Part C or 619 program staff | 12% |
| Establishes communication mechanisms for families in the  Part C or 619 program | 6% |
| **Professionalism** | **%** |
| Communicates evidenced based practice and pedagogy to administrators and staff who deliver intervention in the Part C and 619 program | 71% |
| Provides information and training to state and local program staff about current and emerging research and practice for the Part C and 619 program | 65% |
| Prioritizes professional commitments | 59% |
| Differentiates between personal needs and professional responsibilities | 6% |

Note: Strategic Thinking indicators were not rated by importance (only two indicators in this category at this level)

**Level 2 (N=17)**

Table 13. Level 2: Agreement with Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Implements and complies with federal laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides | 100% |
| Communicates to supervisors any emerging federal initiatives for the Part C or 619 program | 100% |
| Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff | 94% |
| **State Program Management** | **%** |
| Implements and complies with state laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides | 100% |
| Communicates to supervisors about emerging state initiatives for the Part C or 619 program | 100% |
| Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff | 94% |
| Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff | 94% |
| Leverages state and agency resources for the Part C or 619 program | 88% |
| Develops an infrastructure to support a comprehensive system of personnel development for the Part C or 619 program | 88% |
| Implements quality improvement system for the Part C or 619 program within the larger state agency | 88% |
| Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the Part C or 619 program | 76% |
| Develops state agency sponsored legislative proposals for the Part C or 619 program | 71% |
| Coordinates the Part C or 619 program data system with the state agency data system | 71% |
| **Fiscal Management** | **%** |
| Coordinates the federal budget allocation for the Part C or 619 program with the state agency budget | 82% |
| **Stakeholder Engagement** | **%** |
| Represents the Part C or 619 program in all state agency meetings | 100% |
| Represents the Part C or 619 program at all relevant federal, state and local meetings/conferences | 100% |
| Collaborates with relevant state agency staff or programs on initiatives relevant to Part C or 619 | 94% |
| Communicates current and emerging state agency laws, regulations and policies, practices, and resources to Part C or 619 stakeholders | 88% |
| Develops a vision and strategic plan with stakeholders to implement program subcomponents of the Part C or 619 program | 88% |
| Motivates and mobilize stakeholders to advocate for Part C or 619 program resources | 76% |
| **Strategic Thinking** | **%** |
| Uses a team approach for problem solving and program management of the Part C or 619 program | 100% |
| Develops action plans and timelines for achievement of objectives in prioritized areas of improvement for the Part C or 619 program | 94% |
| Facilitates cross program and interagency meetings | 88% |
| Uses data from a variety of sources (e.g. the EC system framework, state needs assessments) to set priorities for the Part C or 619 program | 88% |
| Implements evaluation strategies for all Part C and 619 programs activities | 88% |
| Develops a logic model to evaluate Part C and 619 programs activities | 76% |
| **Professionalism** | **%** |
| Communicates the vision and plan for the Part C or 619 program in federal, state and local venues | 100% |
| Identifies professional development opportunities to learn and practice leadership skills | 100% |
| Provides information and training to state and local program staff about current and emerging research and practice for the Part C and 619 program | 88% |
| Uses an evidenced based framework to develop implementation plans for scaling up effective program practices | 88% |
| Provides information and training to state and local program staff about opportunities to demonstrate leadership for the Part C and 619 program | 76% |

Table 14. Level 2: Most Important Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff | 82% |
| Implements and complies with federal laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides | 71% |
| Communicates to supervisors any emerging federal initiatives for the Part C or 619 program | 47% |
| **State Program Management** | **%** |
| Implements and complies with state laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides | 35% |
| Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff | 35% |
| Leverages state and agency resources for the Part C or 619 program | 29% |
| Develops an infrastructure to support a comprehensive system of personnel development for the Part C or 619 program | 29% |
| Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff | 24% |
| Communicates to supervisors about emerging state initiatives for the Part C or 619 program | 18% |
| Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the Part C or 619 program | 18% |
| Implements quality improvement system for the Part C or 619 program within the larger state agency | 12% |
| Develops state agency sponsored legislative proposals for the Part C or 619 program | 0% |
| Coordinates the Part C or 619 program data system with the state agency data system | 0% |
| **Stakeholder Engagement** | **%** |
| Collaborates with relevant state agency staff or programs on initiatives relevant to Part C or 619 | 59% |
| Develops a vision and strategic plan with stakeholders to implement program subcomponents of the Part C or 619 program | 41% |
| Communicates current and emerging state agency laws, regulations and policies, practices, and resources to Part C or 619 stakeholders | 41% |
| Represents the Part C or 619 program at all relevant federal, state and local meetings/conferences | 35% |
| Represents the Part C or 619 program in all state agency meetings | 18% |
| Motivates and mobilize stakeholders to advocate for Part C or 619 program resources | 12% |
| **Strategic Thinking** | **%** |
| Uses a team approach for problem solving and program management of the Part C or 619 program | 71% |
| Uses data from a variety of sources (e.g. the EC system framework, state needs assessments) to set priorities for the Part C or 619 program | 59% |
| Develops action plans and timelines for achievement of objectives in prioritized areas of improvement for the Part C or 619 program | 47% |
| Facilitates cross program and interagency meetings | 18% |
| Implements evaluation strategies for all Part C and 619 programs activities | 6% |
| Develops a logic model to evaluate Part C and 619 programs activities | 0% |
| **Professionalism** | **%** |
| Communicates the vision and plan for the Part C or 619 program in federal, state and local venues | 82% |
| Uses an evidenced based framework to develop implementation plans for scaling up effective program practices | 59% |
| Provides information and training to state and local program staff about current and emerging research and practice for the Part C and 619 program | 29% |
| Identifies professional development opportunities to learn and practice leadership skills | 24% |
| Provides information and training to state and local program staff about opportunities to demonstrate leadership for the Part C and 619 program | 6% |

Note: Fiscal Management indicators were not rated by importance (only one indicator in this category at this level)

**Level 3 (N=16)**

Table 15. Level 3: Agreement with Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Communicates to supervisors any emerging federal initiatives in early childhood | 100% |
| Participates in the development and implementation of federal grants in early childhood | 94% |
| Implements and complies with federal laws, regulations, policies, and requirements for early childhood programs | 88% |
| Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements in early childhood to relevant state agency staff | 88% |
| Maximizes sources of federal funds for an integrated early childhood system | 69% |
| Develops, implements, and monitors an integrated early childhood state data system | 63% |
| **State Program Management** | **%** |
| Communicates to supervisors about emerging state initiatives in early childhood | 100% |
| Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff | 100% |
| Initiates/participates in state EC leadership team | 94% |
| Implements and complies with state laws, regulations, policies, and requirements for statewide early childhood programs | 88% |
| Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for state early childhood programs to relevant state agency staff | 88% |
| Leverages state and agency resources for state early childhood programs | 81% |
| Develops and interagency infrastructure to support a cross sector system of personnel development for the early childhood workforce | 81% |
| Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the early childhood system | 81% |
| Develops/coordinates the Part C or 619 program data system with the early childhood data system | 63% |
| Develops/coordinates an interagency quality improvement system for the state early childhood system | 63% |
| Develops early childhood legislative proposals | 44% |
| **Fiscal Management** | **%** |
| Coordinates the federal budget allocation for the Part C or 619 program with state early childhood funding streams | 81% |
| Develops/coordinates and interagency fiscal plan for early childhood | 44% |
| **Stakeholder Engagement** | **%** |
| Communicates current and emerging state agency laws, regulations and policies, practices, and resources to early childhood stakeholders | 100% |
| Represents the Part C or 619 program in all interagency early childhood state meetings | 100% |
| Represents the Part C or 619 program at all relevant federal, state and local early childhood meetings/conferences | 100% |
| Collaborates with relevant state agencies and staff on early childhood initiatives | 100% |
| Develops a vision and strategic plan with stakeholders for a statewide early childhood system for all infants and young children | 81% |
| Motivates and mobilizes stakeholders to advocate for early childhood resources | 75% |
| **Strategic Thinking** | **%** |
| Uses a team approach for problem solving and program management of the state early childhood system | 100% |
| Uses data from a variety of sources (e.g. state needs assessments) to set priorities for a statewide early childhood system | 81% |
| Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery | 75% |
| Facilitates statewide meetings in the early childhood system. | 69% |
| Implements evaluation strategies for all early childhood system activities | 56% |
| Develops a logic model to evaluate the state early childhood system | 50% |
| **Professionalism** | **%** |
| Communicates evidenced based practice and pedagogy to administrators and staff across sectors in the early childhood system | 94% |
| Provides information and training to state and local early childhood staff about current and emerging research and practice for infants and toddlers with disabilities | 94% |
| Communicates the vision and plan for the state early childhood system in federal, state and local venues | 88% |
| Identifies professional development opportunities to learn and practice leadership skills | 88% |
| Uses an evidenced based framework to develop implementation plans for scaling up effective early childhood program practices | 75% |
| Provides information and training to state and local program staff about opportunities to demonstrate leadership in early childhood | 63% |

Table 16 Level 3: Most Important Indicators

|  |  |
| --- | --- |
| **Federal Program Management** | **%** |
| Communicates to supervisors any emerging federal initiatives in early childhood | 63% |
| Implements and complies with federal laws, regulations, policies, and requirements for early childhood programs | 44% |
| Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements in early childhood to relevant state agency staff | 38% |
| Maximizes sources of federal funds for an integrated early childhood system | 38% |
| Participates in the development and implementation of federal grants in early childhood | 13% |
| Develops, implements, and monitors an integrated early childhood state data system | 6% |
| **State Program Management** | **%** |
| Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff | 44% |
| Implements and complies with state laws, regulations, policies, and requirements for statewide early childhood programs | 31% |
| Develops and interagency infrastructure to support a cross sector system of personnel development for the early childhood workforce | 31% |
| Initiates/participates in state EC leadership team | 25% |
| Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for state early childhood programs to relevant state agency staff | 25% |
| Communicates to supervisors about emerging state initiatives in early childhood | 13% |
| Leverages state and agency resources for state early childhood programs | 13% |
| Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the early childhood system | 13% |
| Develops/coordinates the Part C or 619 program data system with the early childhood data system | 6% |
| Develops early childhood legislative proposals | 0% |
| Develops/coordinates an interagency quality improvement system for the state early childhood system | 0% |
| **Stakeholder Engagement** | **%** |
| Communicates current and emerging state agency laws, regulations and policies, practices, and resources to early childhood stakeholders | 50% |
| Collaborates with relevant state agencies and staff on early childhood initiatives | 50% |
| Represents the Part C or 619 program in all interagency early childhood state meetings | 38% |
| Develops a vision and strategic plan with stakeholders for a statewide early childhood system for all infants and young children | 38% |
| Represents the Part C or 619 program at all relevant federal, state and local early childhood meetings/conferences | 31% |
| Motivates and mobilizes stakeholders to advocate for early childhood resources | 0% |
| **Strategic Thinking** | **%** |
| Uses a team approach for problem solving and program management of the state early childhood system | 69% |
| Uses data from a variety of sources (e.g. state needs assessments) to set priorities for a statewide early childhood system | 50% |
| Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery | 38% |
| Facilitates statewide meetings in the early childhood system. | 13% |
| Implements evaluation strategies for all early childhood system activities | 13% |
| Develops a logic model to evaluate the state early childhood system | 6% |
| **Professionalism** | **%** |
| Communicates the vision and plan for the state early childhood system in federal, state and local venues | 56% |
| Uses an evidenced based framework to develop implementation plans for scaling up effective early childhood program practices | 50% |
| Provides information and training to state and local early childhood staff about current and emerging research and practice for infants and toddlers with disabilities | 38% |
| Communicates evidenced based practice and pedagogy to administrators and staff across sectors in the early childhood system | 31% |
| Identifies professional development opportunities to learn and practice leadership skills | 25% |
| Provides information and training to state and local program staff about opportunities to demonstrate leadership in early childhood | 13% |

Note: Fiscal Management indicators were not rated by importance (only two indicators in this category at this level)

**Activity 5: ECPC Leadership Indicators Validation Survey: Round Two**

The online survey was revised to adjust wording of indicators for each level and reformatted for additional data collection. The second round of the survey was sent to Part C and Part B/619 coordinators nationally, who were asked to rank order the indicators from most important to least important. The following tables( 17-33) display the initial data collected in this survey.

**Level 1 Leadership Indicator Rankings**

**Part C: N=34**

**Part B/619: N=26**

Table 17 Federal Program Requirements

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Implements and complies with federal laws, regulations, policies, and requirements for the IDEA Part C or 619 program** | **83%** | **10%** | **5%** | **0%** | **2%** | **--** |
|  *Part C*  | 79% | 15% | 6% | 0% | 0% | -- |
|  *Part B/619*  | 89% | 4% | 4% | 0% | 4% | -- |
| **Applies current and emerging federal policies, practices, and resources to the Part C or 619 state program** | **3%** | **43%** | **17%** | **17%** | **20%** | **--** |
|  *Part C* | 3% | 41% | 12% | 15% | 29% | -- |
|  *Part B/619* | 4% | 46% | 23% | 19% | 8% | -- |
| **Develops, manages, and analyzes a data system for federal reporting purposes** | **3%** | **18%** | **40%** | **15%** | **22%** | **2%** |
|  *Part C* | 0% | 15% | 41% | 18% | 24% | 3% |
|  *Part B/619* | 8% | 23% | 39% | 12% | 19% | -- |
| **Implements any corrective actions required by OSEP monitoring process** | **2%** | **12%** | **13%** | **35%** | **38%** | **--** |
|  *Part C* | 3% | 15% | 12% | 29% | 41% | -- |
|  *Part B/619* | 0% | 8% | 15% | 42% | 35% | -- |
| **Submits a complete state program application to meet federal reporting requirements** | **8%** | **17%** | **23%** | **33%** | **18%** | **--** |
|  *Part C* | 15% | 15% | 27% | 38% | 6% | -- |
|  *Part B/619* | 0% | 19% | 19% | 27% | 35% | -- |

Table 18. State Program Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Missing |
| **Implements and complies with state laws, regulations, policies, and requirements for the IDEA Part C and 619 programs** | **70%** | **13%** | **7%** | **3%** | **2%** | **2%** | **3%** | **0%** | **--** |
|  *Part C*  | 71% | 12% | 6% | 3% | 3% | 3% | 3% | 0% | -- |
|  *Part B/619*  | 69% | 15% | 8% | 4% | 0% | 0% | 4% | 0% | -- |
| **Develops, implements and monitors state policies and procedures for all aspects of the Part C or 619 program** | **10%** | **53%** | **18%** | **5%** | **8%** | **3%** | **0%** | **2%** | **--** |
|  *Part C* | 12% | 53% | 21% | 6% | 6% | 0% | 0% | 3% | -- |
|  *Part B/619* | 8% | 54% | 15% | 4% | 12% | 8% | 0% | 0% | -- |
| **Develops, implements, and monitors state and local program implementation of the service delivery system for the Part C or 619 program** | **10%** | **5%** | **42%** | **22%** | **8%** | **7%** | **7%** | **0%** | **--** |
|  *Part C* | 6% | 6% | 38% | 21% | 12% | 6% | 12% | 0% | -- |
|  *Part B/619* | 15% | 4% | 46% | 23% | 4% | 8% | 0% | 0% | -- |
| **Implements a system of quality assurance for state and local service delivery programs** | **2%** | **3%** | **5%** | **18%** | **30%** | **22%** | **13%** | **7%** | **--** |
|  *Part C* | 3% | 3% | 9% | 18% | 29% | 21% | 15% | 3% | -- |
|  *Part B/619* | 0% | 4% | 0% | 19% | 31% | 23% | 12% | 12% | -- |
| **Develops, manages, and analyzes a state and local data systems for the Part C or 619 program implementation** | **2%** | **7%** | **12%** | **17%** | **22%** | **22%** | **8%** | **12%** | **--** |
|  *Part C* | 0% | 9% | 6% | 12% | 27% | 29% | 3% | 15% | -- |
|  *Part B/619* | 4% | 4% | 19% | 23% | 15% | 12% | 15% | 8% | -- |
| **Implements state personnel standards for the credentialing of the Part C or 619 workforce** | **0%** | **0%** | **0%** | **2%** | **13%** | **15%** | **42%** | **28%** | **--** |
|  *Part C* | 0% | 0% | 0% | 3% | 15% | 15% | 38% | 29% | -- |
|  *Part B/619* | 0% | 0% | 0% | 0% | 12% | 15% | 46% | 27% | -- |
| **Hires, orients, and supervises new state program staff for the Part C or 619 program** | **5%** | **5%** | **5%** | **15%** | **3%** | **13%** | **12%** | **42%** | **--** |
|  *Part C* | 6% | 9% | 6% | 24% | 0% | 9% | 9% | 38% | -- |
|  *Part B/619* | 4% | 0% | 4% | 4% | 8% | 19% | 15% | 46% | -- |
| **Applies current and emerging state policies, practices, and resources to the Part C or 619 state program** | **2%** | **13%** | **12%** | **18%** | **13%** | **17%** | **15%** | **10%** | **--** |
|  *Part C* | 3% | 9% | 15% | 15% | 9% | 18% | 21% | 12% | -- |
|  *Part B/619* | 0% | 19% | 8% | 23% | 19% | 15% | 8% | 8% | -- |

Table 19. Fiscal Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | Missing |
| **Prepares, manages, revises (when needed) and reconciles the federal budget allocation for the Part C or 619 program** | **43%** | **22%** | **13%** | **20%** | **2%** |
|  *Part C*  | 44% | 18% | 18% | 21% | -- |
|  *Part B/619*  | 42% | 27% | 8% | 19% | 4% |
| **Prepares, manages, revises (when needed) and reconciles the state’s budget for the Part C or 619 program** | **25%** | **35%** | **18%** | **18%** | **3%** |
|  *Part C* | 21% | 38% | 21% | 21% | -- |
|  *Part B/619* | 31% | 31% | 15% | 15% | 8% |
| **Develops, implements and monitors state contracts and MOUs for payments for early intervention/special education services** | **17%** | **20%** | **33%** | **27%** | **3%** |
|  *Part C* | 18% | 21% | 35% | 27% | -- |
|  *Part B/619* | 15% | 19% | 31% | 27% | 8% |
| **Develops a state system of payment for all IDEA early intervention/special education services** | **12%** | **20%** | **32%** | **33%** | **3%** |
|  *Part C* | 18% | 24% | 27% | 32% | -- |
|  *Part B/619* | 4% | 15% | 39% | 35% | 8% |

Table 20. Stakeholder Engagement

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | Missing |
| **Communicates effectively through listening, talking and writing for a variety of audiences** | **45%** | **15%** | **15%** | **10%** | **10%** | **2%** | **3%** | **--** |
|  *Part C*  | 47% | 18% | 12% | 9% | 9% | 0% | 6% | -- |
|  *Part B/619*  | 42% | 12% | 19% | 12% | 12% | 4% | 0% | -- |
| **Establishes and manages advisory board(s) (e.g., ICC, 619 advisory board) to provide assistance for the implementation and evaluation of the Part C or the 619 program** | **8%** | **18%** | **8%** | **13%** | **15%** | **17%** | **20%** | **--** |
|  *Part C* | 12% | 24% | 12% | 18% | 15% | 15% | 6% | -- |
|  *Part B/619* | 4% | 12% | 4% | 8% | 15% | 19% | 39% | -- |
| **Represents the Part C or 619 program on federal, state or local boards or committees as requested** | **8%** | **18%** | **17%** | **10%** | **17%** | **17%** | **13%** | **--** |
|  *Part C* | 0% | 12% | 15% | 12% | 24% | 24% | 15% | -- |
|  *Part B/619* | 19% | 27% | 19% | 8% | 8% | 8% | 12% | -- |
| **Communicates and disseminates the Part C or 619 state plan and policy letters to all relevant stakeholders** | **10%** | **8%** | **23%** | **20%** | **13%** | **17%** | **8%** | **--** |
|  *Part C* | 12% | 12% | 18% | 21% | 6% | 18% | 15% | -- |
|  *Part B/619* | 8% | 4% | 31% | 19% | 23% | 15% | 0% | -- |
| **Establishes communication systems for families in the  Part C or 619 program** | **2%** | **13%** | **17%** | **20%** | **18%** | **17%** | **13%** | **--** |
|  *Part C* | 3% | 12% | 21% | 27% | 24% | 12% | 3% | -- |
|  *Part B/619* | 0% | 15% | 12% | 12% | 12% | 23% | 27% | -- |
| **Develops a plan to receive state and local feedback from stakeholders about the implementation of the Part C or the 619 program** | **12%** | **15%** | **18%** | **13%** | **17%** | **18%** | **7%** | **--** |
|  *Part C* | 18% | 21% | 21% | 12% | 15% | 12% | 3% | -- |
|  *Part B/619* | 4% | 8% | 15% | 15% | 19% | 27% | 12% | -- |
| **Establishes ongoing communication and collaboration with other IDEA programs in your state** | **15%** | **12%** | **2%** | **13%** | **10%** | **13%** | **35%** | **--** |
|  *Part C* | 9% | 3% | 3% | 3% | 9% | 21% | 53% | -- |
|  *Part B/619* | 23% | 23% | 0% | 27% | 12% | 4% | 12% | -- |

Table 21. Strategic Thinking

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | Missing |
| **Develops goals, objectives, activities, timelines and measurable benchmarks to prioritize Part C or 619 state activities** | **67%** | **30%** | **3%** |
|  *Part C* | 65% | 35% | -- |
|  *Part B/619* | 69% | 23% | 8% |
| **Assesses the implementation of the Part C or 619 program using self-assessments** | **30%** | **67%** | **3%** |
|  *Part C*  | 35% | 65% | -- |
|  *Part B/619*  | 23% | 69% | 8% |

Table 22. Professionalism

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | Missing |
| **Prioritizes competing professional responsibilities** | **40%** | **8%** | **37%** | **15%** | **--** |
|  *Part C* | 44% | 15% | 32% | 9% | -- |
|  *Part B/619* | 35% | 0% | 42% | 23% | -- |
| **Disseminates evidenced based intervention practices to local program administrators and practitioners who deliver intervention in the Part C and 619 program** | **35%** | **38%** | **15%** | **12%** | **--** |
|  *Part C* | 38% | 38% | 12% | 12% | -- |
|  *Part B/619* | 31% | 39% | 19% | 12% | -- |
| **Disseminates information and training to local program administrators and practitioners about current and emerging research and practice for the Part C and 619 program** | **17%** | **33%** | **37%** | **13%** | **--** |
|  *Part C* | 6% | 29% | 50% | 15% | -- |
|  *Part B/619* | 31% | 39% | 19% | 12% | -- |
| **Differentiates between professional responsibilities and personal responsibilities/needs** | **8%** | **20%** | **12%** | **60%** | **--** |
|  *Part C*  | 12% | 18% | 6% | 65% | -- |
|  *Part B/619*  | 4% | 23% | 19% | 54% | -- |

**Level 2 Leadership Indicator Rankings**

**Part C: N=31**

**Part B/619: N=23**

Table 23. Federal Program Requirements

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | Missing |
| **Implements and complies with federal laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides** | **80%** | **7%** | **7%** | **6%** |
|  *Part C*  | 87% | 7% | 7% | -- |
|  *Part B/619*  | 70% | 9% | 9% | 13% |
| **Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff** | **7%** | **59%** | **26%** | **7%** |
|  *Part C* | 7% | 71% | 23% | -- |
|  *Part B/619* | 9% | 44% | 30% | 17% |
| **Communicates and disseminates any emerging federal initiatives for the Part C or 619 program to your agency supervisor** | **7%** | **26%** | **59%** | **7%** |
|  *Part C* | 7% | 23% | 71% | -- |
|  *Part B/619* | 9% | 30% | 44% | 17% |

Table 24. State Program Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | Missing |
| **Implements and complies with state laws, regulations, policies, and requirements for programs in the state agency in which the Part C or 619 program resides** | **72%** | **4%** | **4%** | **7%** | **2%** | **2%** | **6%** | **0%** | **2%** | **2%** | **--** |
|  *Part C*  | 68% | 7% | 3% | 9% | 3% | 0% | 3% | 0% | 3% | 3% | -- |
|  *Part B/619*  | 78% | 0% | 4% | 4% | 0% | 4% | 9% | 0% | 0% | 0% | -- |
| **Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for the IDEA Part C or 619 programs to relevant state agency staff** | **4%** | **44%** | **15%** | **11%** | **7%** | **9%** | **2%** | **6%** | **2%** | **0%** | **--** |
|  *Part C* | 3% | 45% | 13% | 7% | 10% | 7% | 3% | 10% | 3% | 0% | -- |
|  *Part B/619* | 4% | 44% | 17% | 17% | 4% | 13% | 0% | 0% | 0% | 0% | -- |
| **Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff** | **7%** | **9%** | **22%** | **24%** | **7%** | **11%** | **6%** | **7%** | **0%** | **6%** | **--** |
|  *Part C* | 13% | 7% | 16% | 29% | 7% | 7% | 7% | 7% | 0% | 10% | -- |
|  *Part B/619* | 0% | 13% | 30% | 17% | 9% | 17% | 4% | 9% | 0% | 0% | -- |
| **Leverages state and agency resources for the Part C or 619 program** | **2%** | **15%** | **13%** | **17%** | **28%** | **7%** | **2%** | **6%** | **9%** | **2%** | **--** |
|  *Part C* | 3% | 19% | 16% | 16% | 23% | 7% | 3% | 7% | 7% | 0% | -- |
|  *Part B/619* | 0% | 9% | 9% | 17% | 35% | 9% | 0% | 4% | 13% | 4% | -- |
| **Coordinates the Part C or 619 program data system with the state agency data system** | **0%** | **6%** | **9%** | **7%** | **9%** | **17%** | **13%** | **20%** | **9%** | **9%** | **--** |
|  *Part C* | 0% | 3% | 10% | 7% | 13% | 23% | 13% | 10% | 10% | 13% | -- |
|  *Part B/619* | 0% | 9% | 9% | 9% | 4% | 9% | 13% | 35% | 9% | 4% | -- |
| **Implements quality improvement system for the Part C or 619 program within the larger state agency in which it resides** | **4%** | **2%** | **4%** | **6%** | **9%** | **13%** | **22%** | **13%** | **15%** | **11%** | **2%** |
|  *Part C* | 3% | 3% | 7% | 7% | 10% | 13% | 16% | 16% | 19% | 7% | -- |
|  *Part B/619* | 4% | 0% | 0% | 4% | 9% | 13% | 30% | 9% | 9% | 17% | 4% |
| **Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the Part C or 619 program** | **2%** | **6%** | **6%** | **2%** | **6%** | **7%** | **11%** | **15%** | **22%** | **22%** | **2%** |
|  *Part C* | 3% | 7% | 7% | 0% | 3% | 3% | 16% | 16% | 23% | 23% | -- |
|  *Part B/619* | 0% | 4% | 4% | 4% | 9% | 13% | 4% | 13% | 22% | 22% | 4% |
| **Develops state agency sponsored legislative proposals for the Part C or 619 program** | **2%** | **0%** | **2%** | **4%** | **4%** | **9%** | **15%** | **4%** | **20%** | **41%** | **--** |
|  *Part C* | 0% | 0% | 3% | 3% | 3% | 16% | 19% | 3% | 16% | 36% | -- |
|  *Part B/619* | 4% | 0% | 0% | 4% | 4% | 0% | 9% | 4% | 26% | 48% | -- |
| **Develops an infrastructure to support a state comprehensive system of personnel development for the Part C or 619 program** | **4%** | **2%** | **6%** | **9%** | **17%** | **15%** | **17%** | **17%** | **9%** | **6%** | **--** |
|  *Part C* | 0% | 0% | 10% | 16% | 23% | 36% | 16% | 10% | 7% | 7% | -- |
|  *Part B/619* | 9% | 4% | 0% | 0% | 9% | 17% | 17% | 26% | 13% | 4% | -- |
| **Communicates to your agency supervisor about emerging state initiatives for the Part C or 619 program** | **4%** | **13%** | **20%** | **13%** | **11%** | **7%** | **6%** | **13%** | **11%** | **2%** | **--** |
|  *Part C* | 7% | 10% | 16% | 7% | 7% | 13% | 3% | 23% | 13% | 3% | -- |
|  *Part B/619* | 0% | 17% | 26% | 22% | 17% | 0% | 9% | 0% | 9% | 0% | -- |

Table 25. Fiscal Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | Missing |
| **Integrates the federal budget allocation for the Part C or 619 program with the state agency budget** | **67%** | **--** |
|  *Part C*  | 84% | -- |
|  *Part B/619*  | 44% | -- |

Table 23. Stakeholder Engagement

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Communicates current and emerging state IDEA program agency laws, regulations and policies, practices, and resources to Part C or 619 stakeholders** | **30%** | **17%** | **22%** | **15%** | **15%** | **2%** |
|  *Part C*  | 32% | 23% | 23% | 10% | 13% | -- |
|  *Part B/619*  | 26% | 9% | 22% | 22% | 17% | 4% |
| **Develops a vision and strategic plan with stakeholders to implement the Part C or 619 program** | **30%** | **11%** | **15%** | **15%** | **28%** | **2%** |
|  *Part C* | 36% | 16% | 23% | 13% | 13% | -- |
|  *Part B/619* | 22% | 4% | 4% | 17% | 48% | 4% |
| **Represents the Part C or 619 program at all relevant federal, state and local meetings/conferences as requested** | **7%** | **26%** | **17%** | **15%** | **33%** | **2%** |
|  *Part C* | 7% | 23% | 7% | 16% | 28% | -- |
|  *Part B/619* | 9% | 30% | 30% | 13% | 13% | 4% |
| **Collaborates with relevant state agency staff or programs on initiatives relevant to Part C or 619** | **6%** | **22%** | **35%** | **30%** | **6%** | **2%** |
|  *Part C* | 10% | 13% | 39% | 29% | 10% | -- |
|  *Part B/619* | 0% | 35% | 30% | 30% | 0% | 4% |
| **Represents the Part C or 619 program in all state agency meetings** | **26%** | **22%** | **9%** | **24%** | **17%** | **2%** |
|  *Part C* | 16% | 26% | 10% | 32% | 16% | -- |
|  *Part B/619* | 39% | 17% | 9% | 13% | 17% | 4% |

Table 26. Strategic Thinking

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Uses a team approach for problem solving and program management of the Part C or 619 program** | **54%** | **19%** | **17%** | **6%** | **2%** | **4%** |
|  *Part C*  | 55% | 23% | 19% | 3% | 0% | -- |
|  *Part B/619*  | 52% | 13% | 13% | 9% | 4% | 9% |
| **Uses data from a variety of sources (e.g. the EC system framework, state needs assessments) to set priorities for the Part C or 619 program** | **19%** | **35%** | **33%** | **4%** | **6%** | **4%** |
|  *Part C* | 13% | 42% | 39% | 3% | 3% | -- |
|  *Part B/619* | 26% | 26% | 26% | 4% | 9% | 9% |
| **Develops a logic model and evaluate Part C and 619 programs activities** | **4%** | **13%** | **6%** | **33%** | **41%** | **4%** |
|  *Part C* | 3% | 7% | 3% | 42% | 45% | -- |
|  *Part B/619* | 4% | 22% | 9% | 22% | 35% | 9% |
| **Facilitates interagency meetings** | **6%** | **7%** | **13%** | **28%** | **43%** | **4%** |
|  *Part C* | 7% | 7% | 13% | 26% | 48% | -- |
|  *Part B/619* | 4% | 9% | 13% | 30% | 35% | 9% |
| **Develops action plans and timelines for achievement of objectives in prioritized areas of improvement for the Part C or 619 program** | **15%** | **22%** | **28%** | **26%** | **6%** | **4%** |
|  *Part C* | 23% | 23% | 26% | 26% | 3% | -- |
|  *Part B/619* | 4% | 22% | 30% | 26% | 9% | 9% |

Table 27. Professionalism

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Communicates the vision of your Part C or 619 program in federal, state and local venues** | **48%** | **24%** | **7%** | **6%** | **15%** | **--** |
|  *Part C*  | 55% | 26% | 7% | 7% | 7% | -- |
|  *Part B/619*  | 39% | 22% | 9% | 4% | 26% | -- |
| **Disseminates information and training to state and local program administrators and practitioners about current and emerging research and practice for the Part C and 619 program** | **15%** | **28%** | **30%** | **13%** | **15%** | **--** |
|  *Part C* | 10% | 23% | 36% | 16% | 16% | -- |
|  *Part B/619* | 22% | 35% | 22% | 9% | 13% | -- |
| **Identifies professional development opportunities to learn and practice leadership skills** | **6%** | **11%** | **41%** | **22%** | **20%** | **--** |
|  *Part C* | 3% | 7% | 39% | 36% | 26% | -- |
|  *Part B/619* | 9% | 17% | 44% | 17% | 13% | -- |
| **Disseminates information and training to local program administrators and practitioners about opportunities to demonstrate leadership in the Part C and 619 program** | **6%** | **11%** | **11%** | **43%** | **30%** | **--** |
|  *Part C* | 7% | 13% | 7% | 45% | 29% | -- |
|  *Part B/619* | 4% | 9% | 17% | 39% | 30% | -- |
| **Uses an evidenced based framework to develop implementation plans for scaling up effective intervention program practices** | **26%** | **26%** | **11%** | **17%** | **20%** | **--** |
|  *Part C* | 26% | 32% | 13% | 7% | 23% | -- |
|  *Part B/619* | 26% | 17% | 9% | 30% | 17% | -- |

**Level 3 Leadership Indicator Rankings**

**Part C: N=30**

**Part B/619: N=21**

Table 28. Federal Program Requirements

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | Missing |
| **Implements and complies with federal laws, regulations, policies, and requirements for early childhood programs** | **77%** | **6%** | **4%** | **4%** | **6%** | **4%** | **--** |
|  *Part C*  | 80% | 7% | 3% | 0% | 7% | 3% | -- |
|  *Part B/619*  | 71% | 5% | 5% | 10% | 5% | 5% | -- |
| **Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements in early childhood to relevant state agency staff** | **8%** | **55%** | **16%** | **16%** | **4%** | **2%** | **--** |
|  *Part C* | 0% | 50% | 17% | 23% | 7% | 3% | -- |
|  *Part B/619* | 19% | 62% | 14% | 5% | 0% | 0% | -- |
| **Communicates to your agency supervisor any emerging federal initiatives in early childhood** | **6%** | **12%** | **37%** | **16%** | **16%** | **16%** | **--** |
|  *Part C* | 10% | 10% | 27% | 10% | 20% | 23% | -- |
|  *Part B/619* | 0% | 14% | 52% | 24% | 10% | 0% | -- |
| **Maximizes sources of federal funds for an integrated early childhood system** | **0%** | **18%** | **10%** | **29%** | **35%** | **8%** | **--** |
|  *Part C* | 0% | 20% | 17% | 33% | 27% | 3% | -- |
|  *Part B/619* | 0% | 14% | 0% | 24% | 48% | 14% | -- |
| **Develops, implements, and monitors an integrated early childhood state data system** | **2%** | **4%** | **16%** | **18%** | **22%** | **39%** | **--** |
|  *Part C* | 3% | 7% | 13% | 20% | 20% | 37% | -- |
|  *Part B/619* | 0% | 0% | 19% | 14% | 24% | 43% | -- |
| **Participates in the development and implementation of federal grants in early childhood** | **8%** | **6%** | **18%** | **18%** | **18%** | **33%** | **--** |
|  *Part C* | 7% | 7% | 23% | 13% | 20% | 30% | -- |
|  *Part B/619* | 10% | 5% | 10% | 24% | 14% | 38% | -- |

Table 29. State Program Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | Missing |
| **Implements and complies with state laws, regulations, policies, and requirements for statewide EC programs** | **47%** | **29%** | **4%** | **4%** | **0%** | **4%** | **4%** | **0%** | **0%** | **2%** | **4%** | **2%** |
|  *Part C* | 53% | 20% | 3% | 7% | 0% | 7% | 3% | 0% | 0% | 0% | 3% | 3% |
|  *Part B/619* | 38% | 43% | 5% | 0% | 0% | 0% | 5% | 0% | 0% | 5% | 5% | -- |
| **Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for state EC programs to relevant state agency staff** | **4%** | **28%** | **35%** | **6%** | **12%** | **4%** | **6%** | **2%** | **0%** | **2%** | **0%** | **2%** |
|  *Part C* | 3% | 33% | 27% | 7% | 10% | 7% | 7% | 0% | 0% | 3% | 0% | 3% |
|  *Part B/619* | 5% | 19% | 48% | 5% | 14% | 0% | 5% | 5% | 0% | 0% | 0% | -- |
| **Communicates to your agency supervisor about emerging state initiatives in early childhood** | **6%** | **3%** | **8%** | **26%** | **22%** | **8%** | **2%** | **12%** | **4%** | **2%** | **6%** | **2%** |
|  *Part C* | 7% | 3% | 3% | 27% | 13% | 7% | 0% | 20% | 3% | 3% | 10% | 3% |
|  *Part B/619* | 5% | 5% | 14% | 24% | 33% | 10% | 5% | 0% | 5% | 0% | 0% | -- |
| **Identifies and coordinates state agency initiatives that affect the Part C or 619 program or staff** | **10%** | **12%** | **10%** | **18%** | **24%** | **8%** | **4%** | **6%** | **4%** | **2%** | **2%** | **2%** |
|  *Part C* | 10% | 13% | 17% | 17% | 20% | 7% | 3% | 3% | 7% | 0% | 0% | 3% |
|  *Part B/619* | 10% | 10% | 0% | 19% | 29% | 10% | 5% | 10% | 0% | 5% | 5% | -- |
| **Leverages state and agency resources for state early childhood programs** | **0%** | **8%** | **12%** | **10%** | **6%** | **26%** | **6%** | **6%** | **14%** | **12%** | **0%** | **2%** |
|  *Part C* | 0% | 13% | 10% | 13% | 7% | 20% | 7% | 7% | 10% | 10% | 0% | 3% |
|  *Part B/619* | 0% | 0% | 14% | 5% | 5% | 33% | 5% | 5% | 19% | 14% | 0% | -- |
| **Develops/ coordinates an interagency quality improvement system for the state early childhood system** | **0%** | **2%** | **0%** | **10%** | **6%** | **6%** | **18%** | **16%** | **12%** | **14%** | **16%** | **2%** |
|  *Part C* | 0% | 3% | 0% | 7% | 10% | 7% | 13% | 13% | 13% | 13% | 17% | 3% |
|  *Part B/619* | 0% | 0% | 0% | 14% | 5% | 24% | 19% | 10% | 10% | 14% | 14% | -- |
| **Develops and interagency infrastructure to support a cross sector system of personnel development for the early childhood workforce** | **4%** | **2%** | **8%** | **6%** | **4%** | **6%** | **18%** | **14%** | **22%** | **14%** | **2%** | **2%** |
|  *Part C* | 3% | 0% | 10% | 3% | 7% | 3% | 17% | 17% | 17% | 20% | 0% | 3% |
|  *Part B/619* | 5% | 5% | 5% | 10% | 0% | 10% | 19% | 10% | 29% | 5% | 5% | -- |
| **Develops/ coordinates the Part C or 619 program data system with the early childhood data system** | **0%** | **2%** | **2%** | **4%** | **2%** | **18%** | **14%** | **22%** | **14%** | **12%** | **10%** | **2%** |
|  *Part C* | 0% | 0% | 3% | 3% | 3% | 17% | 13% | 20% | 20% | 3% | 13% | 3% |
|  *Part B/619* | 0% | 5% | 0% | 5% | 0% | 19% | 14% | 24% | 5% | 24% | 5% | -- |
| **Mentors staff in the Part C or 619 program to develop knowledge and skills for current and future leadership roles in the early childhood system** | **0%** | **2%** | **6%** | **6%** | **14%** | **8%** | **6%** | **12%** | **18%** | **22%** | **6%** | **2%** |
|  *Part C* | 0% | 0% | 3% | 10% | 13% | 7% | 10% | 7% | 13% | 27% | 7% | 3% |
|  *Part B/619* | 0% | 5% | 10% | 0% | 14% | 10% | 0% | 19% | 24% | 14% | 5% | -- |
| **Develops early childhood legislative proposals that include Part C or 619** | **2%** | **0%** | **2%** | **0%** | **2%** | **6%** | **14%** | **8%** | **12%** | **14%** | **39%** | **2%** |
|  *Part C* | 0% | 0% | 3% | 0% | 3% | 7% | 13% | 10% | 13% | 10% | 37% | 3% |
|  *Part B/619* | 5% | 0% | 0% | 0% | 0% | 5% | 14% | 5% | 10% | 19% | 43% | -- |
| **Initiates/ participates in state EC leadership team** | **26%** | **10%** | **12%** | **10%** | **8%** | **6%** | **8%** | **2%** | **0%** | **4%** | **14%** | **2%** |
|  *Part C*  | 20% | 10% | 17% | 3% | 10% | 10% | 10% | 0% | 0% | 7% | 10% | 3% |
|  *Part B/619*  | 33% | 10% | 5% | 19% | 5% | 0% | 5% | 5% | 0% | 0% | 19% | -- |

Table 30. Fiscal Management

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | Missing |
| **Integrates the federal budget allocation for the Part C or 619 program with state early childhood funding streams** | **51%** | **43%** | **6%** |
|  *Part C*  | 43% | 50% | 7% |
|  *Part B/619*  | 62% | 33% | 5% |
| **Develops/coordinates and interagency fiscal plan for early childhood** | **43%** | **51%** | **6%** |
|  *Part C* | 50% | 43% | 7% |
|  *Part B/619* | 33% | 62% | 5% |

Table 31. Stakeholder Engagement

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Develops a vision and strategic plan with stakeholders for a statewide early childhood system for all infants and young children** | **29%** | **6%** | **4%** | **14%** | **45%** | **2%** |
|  *Part C* | 33% | 7% | 7% | 13% | 37% | 3% |
|  *Part B/619* | 24% | 4% | 0% | 14% | 57% | -- |
| **Represents the Part C or 619 program in all interagency early childhood state meetings** | **26%** | **28%** | **18%** | **18%** | **10%** | **2%** |
|  *Part C* | 33% | 23% | 13% | 17% | 10% | 3% |
|  *Part B/619* | 14% | 33% | 24% | 19% | 10% | -- |
| **Collaborates with relevant state agencies and staff on early childhood initiatives that include Part C or 619** | **14%** | **28%** | **33%** | **16%** | **8%** | **2%** |
|  *Part C* | 13% | 27% | 37% | 14% | 7% | 3% |
|  *Part B/619* | 14% | 29% | 29% | 19% | 10% | -- |
| **Represents the Part C or 619 program at all relevant federal, state and local early childhood meetings/conferences as requested** | **8%** | **20%** | **22%** | **26%** | **24%** | **2%** |
|  *Part C* | 3% | 20% | 17% | 23% | 33% | 3% |
|  *Part B/619* | 14% | 19% | 29% | 29% | 10% | -- |
| **Communicates current and emerging state agency laws, regulations and policies, practices, and resources to early childhood stakeholders** | **22%** | **18%** | **22%** | **26%** | **12%** | **2%** |
|  *Part C*  | 13% | 20% | 23% | 30% | 10% | 3% |
|  *Part B/619*  | 33% | 14% | 19% | 19% | 14% | -- |

Table 32. Strategic Thinking

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | Missing |
| **Uses a team approach for problem solving and program management of the state early childhood system** | **53%** | **22%** | **12%** | **10%** | **2%** | **2%** |
|  *Part C*  | 57% | 17% | 10% | 13% | 0% | 3% |
|  *Part B/619*  | 48% | 29% | 14% | 5% | 5% | -- |
| **Uses data from a variety of sources (e.g. state needs assessments) to set priorities for a statewide early childhood system** | **18%** | **33%** | **22%** | **22%** | **4%** | **2%** |
|  *Part C* | 20% | 37% | 20% | 20% | 0% | 3% |
|  *Part B/619* | 14% | 29% | 24% | 24% | 10% | -- |
| **Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery** | **10%** | **24%** | **31%** | **28%** | **6%** | **2%** |
|  *Part C* | 13% | 27% | 33% | 20% | 3% | 3% |
|  *Part B/619* | 5% | 19% | 29% | 38% | 10% | -- |
| **Facilitates statewide meetings in the early childhood system.** | **8%** | **14%** | **26%** | **29%** | **22%** | **2%** |
|  *Part C* | 0% | 10% | 23% | 33% | 30% | 3% |
|  *Part B/619* | 19% | 19% | 29% | 24% | 10% | -- |
| **Develops a logic model and evaluates the state early childhood system** | **10%** | **6%** | **8%** | **10%** | **65%** | **2%** |
|  *Part C* | 7% | 7% | 10% | 10% | 63% | 3% |
|  *Part B/619* | 14% | 5% | 5% | 10% | 67% | -- |

Table 33.. Professionalism

|  | **Rank Order**  |
| --- | --- |
|  | 1 | 2 | 3 | 4 | 5 | 6 | Missing |
| **Communicates the vision of the state early childhood system in federal, state and local venues** | **45%** | **14%** | **4%** | **18%** | **12%** | **4%** | **4%** |
|  *Part C*  | 50% | 10% | 3% | 17% | 7% | 7% | 7% |
|  *Part B/619*  | 38% | 19% | 5% | 19% | 19% | 0% | -- |
| **Disseminates evidenced based intervention practices to administrators and practitioners across sectors in the early childhood system** | **12%** | **31%** | **31%** | **10%** | **6%** | **6%** | **4%** |
|  *Part C* | 10% | 33% | 30% | 10% | 3% | 7% | 7% |
|  *Part B/619* | 14% | 29% | 33% | 10% | 10% | 5% | -- |
| **Disseminates information and training to state and local early childhood administrators and practitioners about current and emerging research and practice for infants and toddlers with disabilities** | **8%** | **12%** | **24%** | **29%** | **12%** | **12%** | **4%** |
|  *Part C* | 10% | 7% | 27% | 30% | 13% | 7% | 7% |
|  *Part B/619* | 5% | 19% | 19% | 29% | 10% | 19% | -- |
| **Provides information and training to state and local program staff about opportunities to demonstrate leadership in early childhood** | **6%** | **6%** | **6%** | **14%** | **29%** | **35%** | **4%** |
|  *Part C* | 0% | 0% | 10% | 10% | 37% | 37% | 7% |
|  *Part B/619* | 14% | 14% | 0% | 19% | 19% | 33% | -- |
| **Identifies professional development opportunities to learn and practice leadership skills** | **10%** | **10%** | **10%** | **18%** | **28%** | **22%** | **4%** |
|  *Part C* | 7% | 10% | 7% | 20% | 30% | 20% | 7% |
|  *Part B/619* | 14% | 10% | 14% | 14% | 24% | 24% | -- |
| **Uses an evidenced based framework to develop implementation plans for scaling up effective early childhood program practices** | **16%** | **24%** | **22%** | **8%** | **10%** | **18%** | **4%** |
|  *Part C* | 17% | 33% | 17% | 7% | 3% | 17% | 7% |
|  *Part B/619* | 14% | 10% | 29% | 10% | 19% | 19% | -- |

**Activity 6: Focus Groups for Leadership Indicators Validations at the OSEP Leadership Conference Part C Coordinators Meeting (July 20, 2019)**

Focus groups were held on July 20, 2019, in Washington, DC with Part C Coordinators as well as other Part C staff. The purpose of the focus group was to have participants review the Leadership Competencies and indicators and select the top three indicators for each competency. Twenty-nine (29) participants created six (6) groups of Part C Coordinators and other Part C staff. Other Part C staff included a Part C data manager, Part C Quality Assurance manager, or ICC chair. Each group had four (4) to six (6) members. An ECPC staff member was assigned to each group and one group (group 4) had an ECTA staff member. Notes were taken for each group and participants’ comments were recorded on wall charts.

Participants reviewed the Leadership Competencies and indicators by either accessing the original survey electronically using their laptop or by using paper copies of the original survey provided by ECPC. The survey items are the proposed indicators for the six competencies (Federal Program Requirement, State Program Management, Fiscal Management, Stakeholder Engagement, Strategic Thinking, Professionalism), with each competency having three levels or tiers of leadership. These levels are; level one, manager of Part C/B (619) program, level two leader of Part C/B (619) program, and level 3 state and/or national leader. Each competency had indicators acting as a measure of the competency. Each group was instructed to select their top three indicators for each competency across each of the three levels. Participants were also told they could provide suggestions for re-wording of indicators. Groups were given approximately forty-five (45) minutes to review and discuss the survey. At the end of the event, each group reported out on the process and any “ah-hah” moments that they had.

The “Agree” column in the tables below show all the groups’ decision regarding their agreement that that the indicator was a top three choice. The percentage indicate the percent agreement for each indicator (Tables 1-18). In the “Changes” column each indicator was coded as “None, remained top 3” represents that groups chose to leave the indicator as one of the top three (3) indicator, “No longer top 3” status indicates that groups chose to replace the indicator from the top three (3) category with another indicator, “Moved to top 3” indicates that indicator is replacing the removed item. The summary also indicates which groups requested re-wording of indicators.

**Activity 7: Focus Groups for Leadership Indicators Validations at the OSEP Leadership Conference** **Part B/619 Coordinators Meeting** **(July 21, 2019)**

A focus group was held on July 21, 2019, in Washington, DC with Part B/619Coordinators. Thirty-two (32) participants joined eight (8) groups. Each group included four (4) to six (6) members, one from each state. An ECPC staff member was assigned to each group and recorded participants’ decisions on paper.

Participants were asked to review the Delphi survey items. Participants could access the original survey electronically using their laptop or using paper copies of the original survey provided by ECPC. The survey items were grouped by category level (Federal Program Requirement, State Program Management, Fiscal Management, Stakeholder Engagement, Strategic Thinking, Professionalism), with each category containing the three levels (manager of Part C/B (619), leader of Part C/B (619), state and national leader) leadership. For each category there were indicators across each of the three levels. Each group was instructed to select their top three indicators for each level. Participants were also allowed to suggest re-wording of indicators. Groups were given approximately forty-five (45) minutes to review and discuss the survey.

The “Agree” column in the tables below show all the groups’ decision regarding their agreement that that the indicator was a top three choice. The percentage indicate the percent agreement for each indicator (Tables 1-18). In the “Changes” column each indicator was coded as “None, remained top 3” represents that groups chose to leave the indicator as one of the top three (3) indicator, “No longer top 3” status indicates that groups chose to replace the indicator from the top three (3) category with another indicator, “Moved to top 3” indicates that indicator is replacing the removed item. The summary also indicates which groups requested re-wording of indicators.

**Activity 8:** **Data Analysis: Leadership Competency Data Compilation** (**September 8, 2019)**

Following the conclusion of the Focus Groups, the data was summarized for each group; Part C and Part B/619. The data from the two groups was then organized into a table, along with the data obtained from the Delphi, to determine if the items identified in the Delphi as the top three indicators for each competency would be similar to the data from each of the focus groups. Data tables were created for each level of the Leadership Competencies. The data tables included the six competency areas and all the indicators from the original survey. These tables (34-36) can be found below.

Table 34.. Level One Competencies as Rated by the Delphi and C/619 Focus Groups

| **LEVEL 1** | Delphi | Part C # of groups | Part B/619 # of groups  |
| --- | --- | --- | --- |
| **Federal Requirements** | **n = 6** | **n = 8** |
| Implements & complies with federal laws, etc.  | 98% | 83% | 100% |
| Submits a complete state program application to meet federal reporting requirements | 63% | 67% | 50% |
| Develops, manages, & analyzes a data system for federal reporting  | 61% | 83% | 50% |
| Implements any corrective actions required by OSEP monitoring process  | 27% | 50% | -- |
| Applies current & emerging federal policies, etc.  | 64% | 50% | -- |
| **State Program Management** | **n = 6** | **n = 4** |
| Implements & complies with state laws, etc.  | 90% | 50% | 100% |
| Develops, implements & monitors state policies & procedures  | 81% | 50% | 100% |
| Develops, implements, and monitors state & local program implementation of the service delivery system  | 57% | 50% | -- |
| Develops, manages, & analyzes state & local data systems  | 22% | 67% | -- |
| Implements a system of quality assurance for state & local programs | 10% | 17% | -- |
| Applies current & emerging federal policies, etc. to the program  | 27% | 17% | 100% |
| **Fiscal Management** |  | **n = 6** | **n = 0** |
| Prepares, manages, revises & reconciles the federal budget allocation  | 78% | 83% | -- |
| Develops a state system of payment  | 64% | 33% | -- |
| Develops, implements & monitors state contracts & MOU's for payments  | 70% | 100% | -- |
| **Stakeholder Engagement** |  | **n = 6** | **n = 12** |
| Communicates effectively through listening, talking and writing for a variety of audiences  | 75% | 83% | 33% |
| Establishes communication systems for families in the Part C/619 program | 32% | 67% | -- |
| Communicates & disseminates Part C/619 state plan & policy to stakeholders | 41% | -- | -- |
| Develops a plan to receive state & local feedback from stakeholders  | 45% | 100% | 33% |
| Establishes & manages advisory boards to provide assistance for implementation & evaluation  | 34% | 25% | -- |
| Represents the program on federal, state, or local boards or committees  | 43% | -- | 33% |
| Establishes ongoing communication & collaboration with other IDEA programs in the state  | 29% | 25% | 33% |
| **Strategic Thinking** | **n = 6** | **n = 4** |
| Assesses the implementation of the program using self-assessments  | 67% | 83% | 100% |
| Develops goals, objectives, activities, timelines & measurable benchmarks to prioritize activities | 67% | 83% | 100% |
| **Professionalism** |  | **n = 6** | **n = 8** |
| Differentiates between professional responsibilities & personal responsibilities/needs | 40% | 33% | 50% |
| Prioritizes competing professional responsibilities | 85% | 100% | -- |
| Disseminates evidenced based intervention practices to local program administrators & practitioners  | 88% | 83% | -- |
| Disseminates information & training to local program administrators and practitioners about research  | 87% | 67% | 50% |

Table 35.. Level Two Competencies as Rated by the Delphi and C/619 Focus Groups

| **LEVEL 2**  | Delphi | Part C # of groups | Part B/619# of groups  |
| --- | --- | --- | --- |
| **Federal Requirements** |  | **n = 5** | **n = 8** |
| Implements & complies with federal laws, etc. for the state agency | 80% | 100% | 50% |
| Monitors, interprets & communicates proposed federal laws, etc. to state agency  | 59% | 100% | 50% |
| Communicates & disseminates emerging federal initiatives to agency supervisor | 59% | 100% | 50% |
| **State Program Management** |  | **n = 5** | **n = 4** |
| Implements & complies with state laws, etc. for the state agency  | 80% | 60% | 100% |
| Monitors, interprets & communicates proposed state laws, etc. to agency staff  | 63% | -- | 100% |
| Communicates to supervisor about state initiatives  | 37% | 40% | -- |
| Identifies & coordinates state agency initiatives that affect program or staff | 38% | 20% | -- |
| Leverages state & agency resources for the program  | 30% | 60% | 100% |
| Develops state agency sponsored legislative proposals for the program  | 4% | -- | -- |
| Coordinates the program data system with the state agency data system. | 15% | 20% | -- |
| Develops an infrastructure to support a state comprehensive system of personnel development for the Part C or 619 program | 12% | 80% | -- |
| Mentors staff in the program to develop knowledge and skills for leadership  | 14% | 40% | -- |
| Implements quality improvement system for the program within the larger state agency  | 10% | 20% | -- |
| **Fiscal Management** |  | **n = 5** | **n = 8** |
| Integrates the federal budget allocation for the Part C or 619 program with the state agency budget | 67% | 80% | 50% |
| **Stakeholder Engagement** |  | **n = 5** | **n = 8** |
| Communicates current & policies, etc. to stakeholders  | 69% | 80% | 50% |
| Represents the program in all interagency early childhood state meetings  | 57% | 20% | 50% |
| Represents the program at all relevant federal, state & local meetings/conferences  | 50% | 80% | 50% |
| Collaborates with agency staff or programs on initiatives  | 63% | 80% | -- |
| Develops a vision & strategic plan with stakeholders to implement the program  | 56% | 80% | -- |
| **Strategic Thinking** |  | **n = 4** | **n = 4** |
| Uses a team approach for problem solving & program management  | 90% | 100% | -- |
| Facilitates statewide meetings in the early childhood system | 26% | 50% | -- |
| Uses data from a variety of sources to set priorities for the program | 87% | 100% | 100% |
| Develops action plans & timelines for achievement of objectives for the program | 65% | 100% | 100% |
| Develops a logic model & evaluates programs activities.  | 23% | 50% | 100% |
| **Professionalism** |  |  |  |
| Communicates the vision of the program in federal, state & local venues | 79% | 60% | 50% |
| Disseminates information/training to state & local program administrators & practitioners about research  | 73% | 80% | 50% |
| Identifies PD opportunities to learn & practice leadership skills | 58% | 20% | 50% |
| Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadership  | 73% | 60% | -- |
| Uses an evidenced based framework to develop implementation plans for scaling up  | 63% | 60% | 100% |

Table 36.. Level Three Competencies as Rated by the Delphi and C/619 Focus Groups

|  |  |  |  |
| --- | --- | --- | --- |
| **LEVEL 3** | Delphi | Part C # of groups | Part B/619 # of groups |
| **Federal Requirements** |  | **n = 5** | **n = 8** |
| Implements & complies with federal laws, etc. for EC programs | 87% | 60% | 50% |
| Monitors, interprets & communicates federal laws, etc. in EC to agency staff | 79% | 60% | -- |
| Communicates to the agency supervisor any emerging federal initiatives in EC | 55% | 20% | -- |
| Participates in the development and implementation of federal grants in EC | 32% | 60% | 50% |
| Maximizes sources of federal funds for an integrated EC system | 28% | 80% | -- |
| Develops, implements, and monitors an integrated EC state data system | 22% | 40% | 50% |
| **State Program Management**  |  | **n = 4** | **n = 4** |
| Initiates/ participates in state EC leadership team | 48% | 50% | 100% |
| Implements & complies with state laws, etc. for statewide EC programs | 67% | 50% | 100% |
| Monitors, interprets & communicates state laws, etc. in state EC to agency staff | 80% | 25% | -- |
| Communicates to agency supervisor about state initiatives for the C/619 program | 17% | 25% | -- |
| Identifies & coordinates state agency initiatives that affect the C/619 program  | 32% | -- | 100% |
| Leverages state & agency resources for state EC programs | 20% | 50% | -- |
| Develops EC legislative proposals that include C/619 | 4% | 50% | -- |
| Develops/coordinates the C/619 data system with the EC system  | 4% | -- | -- |
| Develops an interagency infrastructure to support a CSPD for the EC workforce  | 14% | -- | -- |
| Mentors staff in the C/619 program to develop knowledge & skills for leadership roles  | 8% | 25% | -- |
| Develops/coordinates an interagency QIS for the state early childhood team  | 2% | 25% | -- |
| **Fiscal Management**  |  | **n = 4** | **n = 8** |
| Integrates the federal budget allocation for the C/619 program with EC funding  | 51% | 100% | 50% |
| Develops/coordinates and interagency fiscal plan for EC | 51% | 100% | -- |
| **Stakeholder Engagement**  |  | **n = 4** | **n = 4** |
| Communicates current & emerging state IDEA program agency laws, etc. to C/619 stakeholders  | 62% | 66% | 50% |
| Represents the C/619 program in all interagency EC state meetings  | 72% | 33% | 50% |
| Represents the C/619 program at federal, state & local meetings/conferences  | 50% | 100% | 50% |
| Collaborates with state agency staff or programs on initiatives relevant to C/619 | 75% | 100% | -- |
| Develops a vision and strategic plan with stakeholders to implement the C/619  | 39% | 100% | -- |
| **Strategic Thinking**  |  | **n = 4** | **n = 4** |
| Uses a team approach for problem solving & program management of the C/619  | 87% | 75% | -- |
| Facilitates statewide meetings in the EC system | 48% | -- | -- |
| Uses data from a variety of sources to set priorities for the C/619 program | 73% | 100% | 100% |
| Develops action plans & timelines for achievement of objectives for the C/619  | 65% | 100% | 100% |
| Develops a logic model & evaluates C/619 programs activities | 24% | 50% | 100% |
| **Professionalism** |  | **n = 4** | **n = 8** |
| Communicates the vision of the C/619 program in federal, state & local venues | 63% | 50% | -- |
| Disseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 program | 74% | 25% | 50% |
| Disseminates information & training to state & local program administrators & practitioners about research & practice for the C/619 program | 44% | 50% | -- |
| Identifies PD opportunities to learn & practice leadership skills | 30% | 50% | -- |
| Provides information & training to state & local program staff about leadership in EC | 18% | 25% | 50% |
| Uses an EB framework to develop implementation plans for scaling up  | 62% | 100% | 50% |

**Activity 9: Think Tank with Part C/619 Coordinators (Think Tank 3; September 9-10, 2019)**

An additional two day Think Tank was held in CT for 22 Part C and Part B/619 Coordinators to refine and finalize the leadership competencies and to egin to develop ideas for needed materials and resources to align with the competencies and support the development of a curriculum. On the first day, the coordinators were broken into seven (7) groups of three (3) to four (4) coordinators. These small groups met at three different times during the day to provide input into the refinement of the Leadership Competencies. During the first small group work session the coordinators were tasked with deciding if the Leadership Competencies should span the 3 levels. If the group decided to keep the levels, each group then discussed if three is the right number of levels, or if more are needed, or if fewer levels would work best to create the Leadership Competency framework. The second task was to determine if each competency area belonged and if so to determine if the competency areas were worded appropriately. Table 36 contains the states that were represented at the think tank.

Following the first small group work session, a large group debriefing was held to share each of the smaller group’s discussion. The discussion information was scribed onto wall chart paper, as well as being documented by ECPC staff note takers. The large group debriefing lead to agreement for the number of levels with rewording. Level 1 was described as the foundation and the competencies at this level addressed knowledge, awareness, and understanding of the tasks required by a Part C or Part B/619 Coordinator. The competencies at Level 2 were described as addressing knowledge and skills related to being able to influence stakeholders, collaborators, and policy makers in the state related to early childhood intervention. The competencies at Level 3 were described as addressing the knowledge and skill for Part C and Part B/619 Coordinators to transform the larger early childhood system. The large group debriefing also lead to the revision of the competency areas. The six competency areas were condensed into four and renamed. The revised competency areas are: 1. Program Implementation (data, fiscal, laws, and policies), 2. Stakeholders/Others (collaboration, supervision, mentorship), 3. Systems and Strategic Thinking, and 4. Professionalism, Ethics, and Leading Self.

Following the large group debriefing, the coordinators returned to small group work sessions. For this second work group session the coordinators were tasked with assigning the indicators from the original survey to the each of the new four competency areas for Level 1 and Level 2 only. Following this small group another large group debriefing occurred to reflect on the work done around the competencies and indicators for Level 1 and Level 2. Following the large group debriefing small group work sessions resumed to compile the competencies and indicators for Level 3.

Using the discussion notes from each of the seven (7) small session’s work on organizing the competencies and indicators into each of the three levels for the four competencies, ECPC staff compiled a single document for each level reflecting the feedback across the seven (7) groups. The document was compiled by merging all the feedback into one document for each of the three levels using track changes in Microsoft Word. These three documents are located in Tables 35 through 37. On the second day of the Think Tank the Part C and Part B/619 coordinators were given the three documents and asked to provide individual feedback by indicating what indicators belonged, what indicators did not belong, what indicators could be combined with something else, what indicators should be moved to other levels or competency areas, and to provide changes to the wording/language of the indicators( table 37-40).

Table 37. September 2019 Think Tank Participating States

| Participating States |
| --- |
| Connecticut |
| Indiana |
| Iowa |
| Kentucky |
| Michigan |
| Mississippi |
| Montana |
| Nevada |
| New Mexico |
| North Carolina |
| Oklahoma |
| Pennsylvania |
| Rhode Island |
| Texas |
| Utah |
| Vermont |
| Washington |

| Table 38. *Level One: Leadership Competencies Results from Day One of the September Think Tank for Part C & Part B (619) Coordinators* |
| --- |
|  **Level 1:**  |
| **Program Implementation – Fiscal, Data, Law** |
| Implements & complies with federal and state laws, etc. for statewide EC programs |
| Submits a complete state program application to meet federal reporting requirements |
| Manages, & analyzes a data system for federal reporting  |
| Implements any corrective actions required by OSEP monitoring process  |
| Applies current & emerging federal policies, etc.  |
| Implements & complies with state laws, etc.  |
| Implements & monitors state policies & procedures  |
| Implements, and monitors state & local program implementation of the service delivery system  |
| Manages, & analyzes state & local data systems  |
| Implements a system of quality assurance for state & local programs |
| Applies current & emerging state and federal policies, etc. to the program  |
| Integrates the federal budget allocation for Part C or 619 program with the state budget agency |
| Prepares, manages, revises & reconciles the federal budget allocation  |
| Manages a state system of payment  |
| Develops, implements & monitors state contracts & MOU's for payments  |
| Disseminates evidenced based intervention practices to local program administrators & practitioners  |
| Disseminates information & training to local program administrators and practitioners about research |
| **Stakeholder Others** |
| Communicates effectively through listening, talking and writing for a variety of audiences  |
| Coordinates communication systems for families and providers in the Part C/619 program |
| Communicates & disseminates Part C/619 state plan & policy to stakeholders |
| Contributes to a plan to receive state & local feedback from stakeholders  |
| Participates and contributes to advisory boards to provide assistance for implementation & evaluation  |
| Represents the program on federal, state, or local boards or committees combined with all interagency early childhood state meetings and represents the program at all relevant federal, state & local meetings/conferences |
| Coordinates ongoing communication & collaboration with other IDEA programs in the state  |
| Disseminates evidenced based intervention practices to local program administrators & practitioners  |
| Disseminates information & training to local program administrators and practitioners about research |
| **Strategic/Systems Thinking** |
| Conduct a program self-assessment to guide program improvement. |
| Develops goals, objectives, action plans, activities, timelines & measurable benchmarks to prioritize activities and achieve goals – replace with Develops action plans & timelines for achievement of objectives  |
| Prioritizes competing professional responsibilities |
| Considers emerging federal and state polices etc. |
| Uses a team approach for problem solving & program management |
| **Professionalism, Ethics, Leading Self** |
| Differentiates between professional responsibilities & personal responsibilities/needs |
| Prioritizes competing professional responsibilities |
| Disseminates evidenced based intervention practices, information, research & training to local program administrators & practitioners  |
| Disseminates information & training to local program administrators and practitioners about research  |
| Integrity, Cultural Competence, Ethics |
| Self-reflection and IPDP |
| Identifies PD opportunities to learn |
| **Parking Lot Thoughts**  |
| What about cultural competency? |
| How do we define systems? |
| Be specific about self-assessment |
| Monitoring = Evaluation |
| Ability to do depends on how much influence and the limitations of the state |
| Ethical decision making |
| Implements any corrective actions required by OSEP monitoring process |
| Develops goals, objectives |
| **Overall Theme** |
| Tier 1 is about accountability and compliance |

| Table 39.. *Level Two: Leadership Competencies Results from Day One of the September Think Tank for Part C & Part B (619) Coordinators* |
| --- |
| **Level 2:**  |
| **Program Implementation (Fiscal, Data, Law, Policies)** |
| Implements & complies with state and federal laws, etc. for the state agencyMonitors & interprets proposed state and federal laws, etc. to state agencyCommunicates & disseminates emerging federal and state initiatives to agency supervisorImplements & complies with state laws, etc. for the state agencyDevelops, manages & analyzes a data system for federal reportingMonitors, interprets & communicates proposed state laws, etc. to agency staffDevelops state agency sponsored legislative proposals for the programIdentifies & coordinates state agency initiatives that affect program the C/619 programLeverages state & agency resources for the programReviews/proposed/edits state agency sponsored legislative proposals for the programCoordinates the program data system with the state agency data systemDevelops an infrastructure to support a state CSPD for the programMentors staff in the program to develop knowledge and skills for leadershipImplements quality improvement system for the program within the larger state agencyIntegrates the federal budget allocation for the Part C or 619 program with the state agency budget |
| Applies current & emerging federal and state policies, etc.Develops state and local program implementation of the service delivery systemDevelops state policies & proceduresDevelops state and local data systemsDevelops/revises system of paymentCommunicates to supervisor about state initiativesParticipates in the development and implementation of federal grants in ECInitiates/participates in state EC leadership team |
| **Stakeholders/Others** |
| Communicates current policies, etc. to stakeholdersRepresents the program in interagency early childhood state meetingsRepresents the program at all relevant federal, state & local meetings/conferencesCollaborates with agency staff or programs on initiatives relevant to C/619Develops a vision & strategic plan with stakeholders to implement the the C/619 and Birth to 5Communicates & disseminates emerging federal initiatives to agency supervisor & agency personnelCommunicates to supervisor about state initiativesMentors staff in the program to develop knowledge and skills for leadershipCollaborates with agency staff or programs on initiatives and implements the program with stakeholders Communicates the vision of the program in federal, state & local venuesDisseminates information/training to state & local program administrators & practitioners about research Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadershipFacilitates statewide meetings in the early childhood systemEstablishes advisory boards to provide assistance for implementation & evaluationDevelops a vision and strategic plan with stakeholders to implement the programUses a team approach for problem solving & program managementUses data from a variety of sources to set priorities for the programDevelops a logic model & evaluates program activity.Communicates current and policies, etc. to stakeholdersCommunicates current & emerging state IDEA program agency laws, etc. to C/619 stakeholders |
| **Systems/Strategic Thinking** |
| Uses a team approach for problem solving & program management Uses data from a variety of sources to set priorities for the programDevelops action plans & timelines for achievement of objectives for the programDevelops a logic model & evaluates program activities.Uses an evidenced based framework to develop implementation plans for scaling upImplements quality improvement system for the program within the larger state agencyDevelops a vision & strategic plan with stakeholders to implement the programAssesses the implementation of the program using self-assessmentsFacilitates statewide meetings in the early childhood system |
| **Professionalism, Ethics, Leading Self** |
| Identifies PD opportunities to learn & practice leadership skills |
| Develops the vision of the program in federal, state & local venues |
| Disseminates information/training to state & local program administrators & practitioners about researchIdentifies PD opportunities to learn & practice leadership skillsDisseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadershipUses an evidenced based framework to develop implementation plans for scaling upCommunicates the vision of the program in federal, state & local venuesIdentify practice leadership skillsDisseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 |
| **Parking Lot Thoughts**  |
| Combine the first two indicators under Program Implementation into one (proposed and emerging law/policy) |
| Legislative Proposals at tier 3 (Legislative Proposals may not be allowed in the state) |
| Take the word system out of indicators on using data |
| QIS = evaluation; concern that QIS belongs to childcare |
| Did not understand integrates the federal budget allocation; maybe accessing all potential funding sources  |
| Indicators about representing agency at meetings reword; add ensures and prioritizing  |
| Differentiate between task, skills, outcomes, qualities |
| Data aligned with strategic planning  |
| Implements & complies with federal laws, etc. for the state agency. From federal requirement Level 2 |
| Reword in a way that demonstrates influence instead of awareness |
| New level 2 Fiscal should read: “Evaluating the effectiveness of a system of payment…” instead of developing/integrating  |
| Develops a vision & strategic plan with stakeholders to implement the program- indicator 5 of stakeholder could be level 3 |
| Combine indicator 2 & 3 of stakeholder: Represents the program in all interagency early childhood state meetings and at all relevant federal, state, & local meetings/conferences  |
| Change disseminates to develops information/training to state & local program administrators & practitioners about research  |

| Table 40. *Level 3: Leadership Competencies Results from Day One of the September Think Tank for Part C & Part B (619) Coordinators.* |
| --- |
|  **Level 3:**  |
| **Program Implementation: Data, Fiscal, Laws and Policies** |
| Implements & complies with state and federal laws, etc. for EC programs  |
| Monitors, interprets & communicates state and federal laws, etc. in EC to agency staff |
| Participates in the development and implementation of federal grants in EC  |
| Maximizes sources of federal funds for an integrated EC system |
| Develops, implements, and monitors an integrated EC state data system  |
| Develops/coordinates and interagency fiscal plan for EC  |
| Implements & complies with state laws, etc. for statewide EC programs |
| Monitors, interprets & communicates state laws, etc. in state EC to agency staff |
| Integrates the federal budget allocation for the C/619 program with EC funding |
| Identifies & coordinates state agency initiatives that affect the C/619 program  |
| Leverages state & agency resources for state EC programs  |
| Develops EC legislative proposals that include C/619 |
| Develops/coordinates the C/619 data system with the EC system  |
| Develops an interagency infrastructure to support a CSPD for the EC workforce  |
| Develops an interagency QIS for the state early childhood team  |
| Collaborates with state agency staff or programs on initiatives relevant to C/619Shapes state and federal laws, etc. for EC ProgramsAligns, interprets, & communicates state and federal laws, etc. in EC to agency staffCoordinates state agency initiatives that affect the C/619 programDisseminates information & training to state & local program administrators & practitioners about research & practice for the C/619 program |
| **Stakeholder Others** |
| Communicates the vision of the C/619 program in federal, state & local venues  |
| Disseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 program |
| Represents the C/619 program in all interagency EC state meetings |
| Represents the C/619 at federal, state & local meeting/conferences |
| Collaborates with state agency staff or programs on initiatives relevant to C/619 |
| Mentors staff in the C/619 program to develop knowledge & skills for leadership rolesInitiates/participates in state EC leadership team |
| Communicates to the agency supervisor any emerging state and federal initiatives in EC  |
| Communicates the vision for the C/619 program in federal, state & local venues |
| Provides information & training to state and local program administrators & practitioners who deliver intervention in the C/619 program |
| Communicates current and emerging state IDEA program agency laws, etc. to C/610 stakeholders |
| Provides information and training to state and local program staff about leadership in EC |
| **Strategic/Systems Thinking** |
| Develops a vision and strategic plan with stakeholders to implement the C/619 |
| Developsa logic model & evaluates C/619 programs activities |
| Uses a team approach for problem solving & program management of the C/619  |
| Facilitates statewide meetings in the EC system |
| Uses data from a variety of sources to set priorities for the C/619 program |
| Develops action plans & timelines for achievement of objectives for the C/619  |
| Uses an EB framework to develop implementation plans for scaling  |
| **Professionalism, Ethics, Leading Self** |
| Identifies PD opportunities to learn & practice leadership skills |
| **Parking Lot Thoughts**  |
| Wordsmith indicators on data |
| Use another term besides QIS (e.g. shared standards, competencies, evaluate, align these tasks) |
| Add in identifying the point where they can have influence to change |
| Recognizing and maximizing leverage points |

Before day 2, the documents from day 1 were refined by the ECPC staff to reduce duplications and to combine indicators that were similar. They were then compiled into a single document for each of the three levels of the leadership competencies. The competency indicators are organized into the three levels within the four competency areas; program implementation, stakeholders and others, stystems and strategic thinking, and professionalism, ethics, and leading self. These were reviewed by the group, and in small groups were refined one last time by the whole group to identify and reduce commonalities or discrepancies, overlapping items andfurther reduce the competency framework. The following tables contain the final ordering and wording of the competency indicators for the three levels of the hierarchal framwork; level 1 level 2 and level 3. and are on Tables 41-43

| Table 41 *Level 1: Leadership Competencies Results from Day Two of September Think Tank for Part C & B(619) Coordinators* |
| --- |
|  **Level 1:**  |
| **Program Implementation: Fiscal, Data, Laws** |
| Applies, implements & complies with current and emerging federal and state laws, etc. for statewide program/Understands and applies current…. |
| Develops, manages, & analyzes a data system for federal reporting  |
| Implements any corrective actions required by OSEP monitoring process  |
| Applies current & emerging state and federal policies, etc.  |
| Applies current state and federal policies, etc.  |
| Develops implements and monitors compliance to state policies and procedures |
| Develops, implements, and monitors the quality of state & local program implementation of the service delivery system  |
| Develops manages and analyze state, local and federal data systems for federal reporting  |
| Implements a system of quality assurance for state local programs  |
| Applies current & emerging federal policies, etc. to the program  |
| Prepares manages revises and reconciles the federal and state budget allocations-combine with- Integrates the federal budget allocation for C/619 program with the state budget agency |
| Disseminates evidenced based intervention practices to local program administrators & practitioners  |
| Disseminates information & training to local program administrators and practitioners about research  |
| Develops, implements & monitors state contracts & MOU's for payments  |
| **Stakeholder/Others** |
| Communicates effectively through listening, talking and writing for a variety of audiences  |
| Coordinates a communication systems for families in the Part C/619 program |
| Communicates & disseminates Part C/619 state plan & policy to stakeholders |
| Contributes to a plan to receive state & local feedback from stakeholders  |
| Participates and contributes to advisory boards to provide assistance for implementation & evaluation (of what) |
| Represents the program on federal, state, or local boards or committees with all interagency early childhood state meetings and represents the program at all relevant federal, state, and local meetings/conferences |
| Coordinates ongoing communication & collaboration with other IDEA programs in the state  |
| Disseminates evidenced based intervention practices to local program administrators & practitioners  |
| Disseminates information & training to local program administrators and practitioners about research  |
| **Systems and Strategic Thinking** |
| Conduct a program self-assessment to guide program improvement |
| Develops goals, objectives, activities, timelines & measurable benchmarks to prioritize activities and achieve goals-replace develops action plans and timelines for achievement of objectives |
| Prioritizes competing professional responsibilities  |
| Considers emerging federal and state policies etc. |
| Uses a team approach for problem solving and program management |
| **Professionalism, Ethics, and Self Leadership** |
| Differentiates between professional responsibilities & personal responsibilities/needs |
| Prioritizes competing professional responsibilities |
| Disseminates information and training to local program administrators and practitioners integrity, cultural competence, ethics, and implicit bias  |
| Self-reflection and individual professional development plan  |
| Identifies PD opportunities to learn  |

| Table 42 *Level 2: Leadership Competencies Results from Day Two of the September Think Tank with Part C & B (619) Coordinators* |
| --- |
| **Level 2:**  |
| **Program Implementation: Fiscal, Data, Law** |
| Implements and complies with state and federal laws etc. for state or local EC statewide programs  |
| Analyzes/Synthesizes and complies with state and federal laws etc. for the state agency  |
| Monitors, interprets & communicates proposed federal laws, etc. to state agency  |
| Commuicates & disseminates emerging federal initiatives to agency supervisor, staff, leadership, and EC system  |
| Develops manages and analyzes a data system for federal reporting that will contribute program improvement |
| Identifies & coordinates state agency initiatives that affect C/619 program or staff |
| Reviews/proposes/edits state agency sponsored legislative proposal for the program |
| Reviews/proposed/edits (Review and edit proposed legislation |
| Develops state agency sponsored legislative proposals for the program  |
| Coordinates the C/619 data system with the state agency data system. (SLDS) |
| Develops an infrastructure to support a state CSPD for the program  |
| Mentors staff in the program to develop knowledge and skills for leadership  |
| Implements quality improvement system for the C/619 within the larger state agency  |
| Participates in the development and implementation of federal grants in EC |
| Initiates/participates in state EC leadership team  |
| **Stakeholder/Others** |
| Communicates current & policies, etc. to stakeholders  |
| Represents the program in all interagency early childhood state meetings  |
| Represents the program at all relevant federal, state & local meetings/conferences  |
| Collaborates with agency staff or programs on initiatives  |
| Develops a vision & strategic plan with stakeholders to implement the program  |
| Mentors staff in the program to develop knowledge and skills for leadership |
| Communicates & disseminates emerging federal initiatives to agency supervisor  |
| Communicates to supervisor about state initiatives  |
| Collaborates with agency staff or programs on initiative and implements the program with stakeholders |
| Communicates the vision of the program in federal, state & local venues |
| Disseminates information/training to state & local program administrators & practitioners about research  |
| Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadership |
| Facilitates statewide meetings in the early childhood system |
| Establishes advisory boards to provide assistance for implementation and evaluation  |
| Uses a team approach for problem solving & program management  |
| Uses data from a variety of sources to set priorities for the program |
| Develops a logic model & evaluates programs activities. |
| Communicates current policies etc. to stakeholders |
| Communicates current and emerging state IDEA program agency laws etc. to C/619 stakeholders  |
| **Systems-Strategic Thinking** |
| Uses a team approach for problem solving & program management  |
| Facilitates statewide meetings in the early childhood system |
| Uses data from a variety of sources to set priorities for the program |
| Develops action plans & timelines for achievement of objectives for the program |
| Develops action plans and timelines for achievement of objectives  |
| Develops a logic model & evaluates programs activities.  |
| Uses an evidenced based framework to develop implementation plans for scaling up  |
| Implements quality improvement system for the program within the larger state agency |
| Develops a vision and strategic plan with stakeholders to implement the program  |
| Assesses the implementation of the program using self-assessments  |
| **Professionalism** |
| Communicates the vision of the program in federal, state & local venues |
| Disseminates information/training to state & local program administrators & practitioners about research  |
| Identifies PD opportunities to learn & practice leadership skills |
| Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadership  |
| Uses an evidenced based framework to develop implementation plans for scaling up  |
| Develops the vision of the program in federal and state venues  |
| Identifies practice leadership skills  |
| Disseminates EB intervention practices to local program administrators and practitioners who deliver intervention in the C/619 program  |

| Table 43. *Level 3: Leadership Competencies Results from Day Two of the September Think Tank for Part C & Part B (619) Coordinators* |
| --- |
|  **Level 3:**  |
| **Program Implementation: Fiscal, Data, Law** |
| Evaluates monitors interprets and communicates federal laws etc. in EC to agency staff |
| Coordinates state agency initiatives that affect the C/619 program |
| Develops and implementation of all types of grants including federal for the EC system  |
| Maximizes (fund) sources of all funding sources, including federal funds for an integrated EC system |
| Develops, implements, and monitors an integrated EC state data system |
| Initiates/ participates in state EC leadership team |
| Communicates to agency supervisor about state initiatives for the C/619 program |
| Leverages state & agency resources for state EC programs |
| Develops EC legislative proposals that include C/619 |
| Develops/coordinates/advises the C/619 data system with the EC system |
| Develops/influences an interagency infrastructure to support a CSPD for the EC workforce  |
| Mentors staff in the C/619 program to develop knowledge & skills for leadership roles  |
| Develops/coordinates an interagency QIS for the state early childhood team  |
| Develops/coordinates an interagency fiscal plan for EC |
| Collaborates with state agency staff or programs on initiatives relevant to C/619 |
| Shapes state and federal laws etc. for EC programs  |
| **Stakeholder/Others** |
| Communicates the vision of the C/619 program in federal, state & local venues  |
| Disseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 program  |
| Communicates current & emerging state IDEA program agency laws, etc. to C/619 stakeholders  |
| Represents the C/619 program in all interagency EC state meetings (and contributes to the planning of relevant federal, state and local)  |
| Represents the C/619 program at federal, state & local meetings/conferences  |
| Mentors staff in the C/619 program to develop knowledge & skills for leadership roles  |
| Collaborates with state agency staff or programs on initiatives relevant to C/619 |
| Develops a vision and strategic plan with stakeholders to implement the C/619  |
| Initiates and participates in state EC leadership team  |
| Communicates the vision agency supervisor about state initiatives for the C/619 program |
| Communicates to agency supervisor about emerging state initiatives for the C/619 program |
| Provides information & training to state & local program staff about leadership in EC |
| Developing information/training to state and local program administrators and practitioners about research on critical issues and EBP |
| **Strategic/Systems Thinking** |
| Develops a vision and strategic plan with stakeholders to implement the C/619  |
| Uses a team approach for problem solving & program management of the C/619  |
| Facilitates statewide meetings in the EC system |
| Uses data from a variety of sources to set priorities for the C/619 program |
| Develops action plans & timelines for achievement of objectives for the C/619  |
| Develops a logic model & evaluates C/619 programs activities |
| Uses an EB framework to develop implementation plans for scaling up  |
| **Professionalism, Ethics, Leading Self** |
| Identifies PD opportunities to learn & practice leadership skills |
| State to state peer learning/mentoring |
| Share EBP in international settings |
| EI updates in international settings |

**Activity 10:Data Reduction and Categorization**

Two ECPC staff ( director and doctoral Student) futher reduced the statements into themes which were kept under the 4 categories and across levels. The statements were then defined, and compared to the original statements from the first think tank and the Delphi results. These are in Tables 44-

Table 44*. Level 1*

|  |
| --- |
| Administrative Leadership |
| * Competency Area: Laws/Policies
	+ Applies, implements & complies with current and emerging federal and state laws, etc. for statewide program. Implements any corrective actions required by OSEP monitoring process
	+ Develops implements and monitors compliance to state policies and procedures
	+ Develops, implements, and monitors the quality of state & local program implementation of the service delivery system (submits a complete state program application to meet federal reporting requirements)
* Competency Area: Develops and Maintains Systems
	+ Develops, manages, & analyzes a data system for federal reporting Implements a system of quality assurance for state local programs (same as implements and monitors state and local program implementation of the service delivery system)
	+ Prepares manages revises and reconciles the federal and state budget allocations-combine with- Integrates the federal budget allocation for C/619 program with the state budget agency
	+ Develops, implements & monitors state contracts & MOU's for payments
	+ Develops a state system of payment for all IDEA early intervention/special education services
	+ Conducts a state level assessment of C/619 program components
 |
| Community Engagement and Collaboration |
| * Competency Area: Disseminates Information
	+ Communicates & disseminates Part C/619 state plan & policy to stakeholders
	+ Disseminates evidenced based intervention practices, information, research, and training to local program administrators & practitioners
	+ Represents the C/619 program at federal, state & local meetings/conferences
	+ Communicates current & policies, etc. to stakeholders
* Competency Area: Communication and Coordination
	+ Communicates effectively through listening, talking and writing for a variety of audiences
	+ Coordinates a communication systems for families in the Part C/619 program
	+ Coordinates ongoing communication & collaboration with other IDEA and EC programs in the state
	+ Establishes advisory boards to provide assistance for implementation and evaluation
	+ Uses data from a variety of sources to set priorities for the program (*also in strategic*)
 |
| Conceptual and Strategic Leadership |
| * Competency Area: Implements Strategic Plan
	+ Conduct a program self-assessment to guide program improvement
	+ Develops goals, objectives, activities, timelines & measurable benchmarks to prioritize activities and achieve goals-replace develops action plans and timelines for achievement of objectives
	+ Uses a team approach for problem solving and program management with Part C / 619 programs
	+ Develops manages and analyze state, local and federal data systems for federal reporting
	+ Coordinates and ensures a team approach for problem solving & program management is being used across Parts C/619
 |
| Professional and Pedagogical Leadership |
| * Competency Area: Supports Workforce Knowledge
	+ Disseminates information and training to local program administrators and practitioner's integrity, cultural competence, ethics, and implicit bias
	+ Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadership
 |
| * Competency Area: Prioritize Tasks
	+ Differentiates between professional responsibilities & personal responsibilities/needs
	+ Prioritizes competing professional responsibilities
* Competency Area: Professional Growth
	+ Demonstrates self-reflection and individual professional development plan
	+ Identifies PD opportunities to improve self-knowledge

Table 45*. Level 2*

|  |
| --- |
| Administrative Leadership |
| * Competency Area: Laws/Policies
	+ Implements and complies with state and federal laws etc. for state or local EC statewide programs
	+ Analyzes/Synthesizes and complies with state and federal laws etc. for the state agency
	+ Communicates & disseminates emerging federal initiatives to agency supervisor, staff (3), leadership, and EC system (2)
	+ Identifies & coordinates state agency initiatives that affect C/619 program or staff
	+ Reviews/proposes/edits state agency sponsored legislative proposal for the program
	+ Evaluates, monitors, interprets, and communicates federal laws etc. in EC to agency staff
	+ Coordinates state agency initiatives that affect the C/619 program
	+ Communicates to agency supervisor about state initiatives for the C/619 program
* Competency Area: Develops and Coordinates Systems
	+ Develops manages and analyzes a data system for federal reporting that will contribute program improvement
	+ Coordinates the C/619 data system with the state agency data system. (SLDS)
	+ Implements quality improvement system for the C/619 within the larger state agency
	+ Participates in the development and implementation of federal grants in EC
	+ Conducts strategic planning to implement systemic improvement in all components of a state system
 |
| Community Engagement and Collaboration |
| * Competency Area: Increase Awareness
	+ Communicates and disseminates about emerging federal and state initiatives to agency supervisor
	+ Communicates the vision of the program in federal, state & local venues
	+ Disseminates information/training to state & local program administrators & practitioners about research and opportunities to demonstrate leadership
	+ Disseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 program
	+ Represents the program in all interagency early childhood state meetings
	+ Communicates current and emerging state IDEA program agency laws, regulations and policies, practices, and resources to Part C or 619 stakeholders
	+ Communicates the vision to agency supervisor about state initiatives for the C/619 program
	+ Communicates to agency supervisor about emerging state initiatives for the C/619 program
* Competency Area: Collaboration
	+ Represents the program at all relevant federal, state & local meetings/conferences
	+ Initiates/participates in state EC leadership team
	+ Develops a vision & strategic plan with stakeholders to implement the program
	+ Collaborates with agency staff or programs on initiative and implements the program with stakeholders
 |
| Conceptual and Strategic Leadership |
| * Competency Area: Participates in Strategic Planning
	+ Uses a team approach for problem solving & program management (also in Level 1) involving state agency
	+ Uses data from a variety of sources to set priorities for the program
	+ Develops action plans & timelines for achievement of objectives for the program
	+ Develops a logic model & evaluates programs activities.
	+ Implements a logic model & evaluates C/619 programs activities to measure outcomes
 |
| Professional and Pedagogical Leadership |
| * Competency Area: Develop Leaders
	+ Mentors staff in the program to develop knowledge and skills for leadership
* Competency Area: Develops and Implements Vision
	+ Communicates the vision of the program in federal, state & local venues
	+ Develops the vision of the program in federal and state venues
* Workforce:
	+ Disseminates EB intervention practices to local program administrators and practitioners who deliver intervention in the C/619 program
 |
| Personal and Ethical Leadership |
| * Competency Area: Identifies and Shares Leadership Opportunities
	+ Disseminates information/training to state & local program administrators & practitioners on research-based practices affecting infants & young children and their families
 |

Table 46*.Level 3*

|  |
| --- |
| Administrative Leadership |
| * Competency Area: Laws/Policies
	+ Shapes state and federal legislation, policies, and procedures for EC programs
	+ Implements and complies with federal laws, regulations, policies, and requirements for early childhood programs
* Competency Area: Integrates, Coordinates, and Develops Systems
	+ Develops, implements, and monitors an integrated EC state data system
	+ Initiates/ participates in state EC leadership team
	+ Identifies and Leverages state & agency resources for the C/619program
	+ Develops/coordinates an interagency QIS for the state early childhood systems
	+ Develops a CSPD for workforce development in ECI
	+ Integrates the federal budget allocation for the Part C or 619 program with state early childhood funding streams
* Competency Area: Maximizes Funding Streams
	+ Develops and implementation of all types of grants including federal for the EC system (2)
	+ Maximizes (fund) sources of all funding sources, including federal funds for an integrated EC system
	+ Participates in the development of a coordinated interagency fiscal plan for EC
	+ Integrates the federal budget allocation for the Part C or 619 program with state early childhood funding streams
 |
| Community Engagement and Collaboration |
| * Competency Area: Maximizes Funding Streams
	+ Develops and implementation of all types of grants including federal for the EC system (2)
	+ Maximizes (fund) sources of all funding sources, including federal funds for an integrated EC system
	+ Develops (change) /coordinates an interagency fiscal plan for EC
* Competency Area: Keeping Others Informed about Collaboration with Stakeholders
	+ Facilitates statewide meetings in the early childhood system (*also in strategic*)
 |
| Conceptual and Strategic Leadership |
| * Competency Area: Facilitates Strategic Planning
	+ Coordinates and ensures that groups across the EC system use a shared vision and strategic plan
	+ Develops a strategic plan with stakeholders to implement the C/619 within the large EC systems
	+ Coordinates and ensures work groups use action plans & timelines for achievement of objectives for the C/619 to implement a CSPD
	+ Ensures everyone is using data from a variety of sources to set priorities for EC system
	+ Facilitates statewide meetings in the early childhood system
* Competency Area: Monitoring Quality Improvement Process
	+ Uses an evidenced based framework to develop implementation plan for scaling up evidence based interventions, program practices and system practices.
	+ Implements quality improvement system for the EC system
	+ Develops an infrastructure to support a state CSPD for all EC workforce
 |
| Professional and Pedagogical Leadership |
| * Competency Area: Monitoring quality Improvement Process
	+ Uses an evidenced based framework to develop implementation plans for scaling up
	+ Implements quality improvement system for the program within the larger state agency
	+ Develops an infrastructure to support a state CSPD for the program (move to stakeholders/others; move to systems and strategic thinking) (redundant with QIS)
 |
| Personal and Ethical Leadership |
| Competency Area: Identifies and Shares Leadership Opportunities* + Identifies PD opportunities to learn & practice leadership skills
	+ Share EBP in international settings
	+ EI updates in international setting
 |

 |

**Activity 11: Reduction and Leveling**:

The ECPC director then compared the categories to other curriculum and renamed the categories to align with other curricula, in particular the Kagan and Bowman scheme for leadership which was reviewed at the beginning of the process. She further leveled the broad category themes into a hierarchy of difficulty and leadership influence across levels 1, 2 and 3. These were reviewed and discussed with ECPC staff, ITCA leadership and ECTA staff. These of competencies will be the framework to define indicators and learning opportunities and are on Tables 47 The following tables of competency statwements were discussed with the board of the ITCA, and with ECTA staff .

Table 47. *Administrative Leadership*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Implements and Complies with State and Federal Laws** | -Completes federal application-Implements corrective action as needed-Completes self-assessment of system |  |  |
| **Develops, implements and Monitors State Policies and Procedures** | -Implements state program requirements (statutory, policies and procedures)-Develops procedural guidance for local C/619 programs | -Initiates and develops revisions to state statutes, policies and procedures for C/619 program | - Initiates and develops revisions to state statutes, policies and procedures for early childhood programs- Proposes legislation, policies and procedures for early childhood program initiatives and sustainability of existing initiatives |
| **Monitors Emerging Laws/Policies** | -Monitors & provides input as needed | -Develops policies and procedures for emerging issues | -Develops legislation, policies and procedures for emerging issues |
| **Maximizes Funding Streams** | -Manages/oversees the state c/619 program budget-Provides fiscal oversight of local programs | -Participates in establishing budget priorities within the state agency and state budget | -Participates in developing budget proposals for state and national early childhood initiatives  |
| **Coordinates, Integrates, and Develops Systems for Children and Families** | -Completes a self-assessment of c/619 program using the system framework-Develops and/or monitors a statewide data system | - Integrates C/619 program requirements into state agency and other disability initiatives-Uses the statewide data system to review and revise all program policies and procedures  |  -Integrates C/619 data system in to state early childhood data system-Integrates C/619 program requirements into state and national early childhood initiatives |

Table 48. *Community Engagement*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Disseminates Information**  | -Disseminates information about the C/619 program to families and other stakeholders such as referral source and community early childhood programs using a variety of formats-Disseminates information to staff and superiors about evidenced intervention practices, emerging issues and needed policies and procedures using a variety of formats | - Engages and influences stakeholders across the statewide disability community by disseminating information about the C/619 program - Engages and influences state legislators and staff by disseminating information about the C/619 program  | - Engages and influences stakeholders across the state early childhood community by disseminating information about the C/619 program **-** Engages and influences federal legislators and staff by disseminating information about the C/619 program  |
| **Communicates, Coordinates, and Collaborates** | -Establishes and manages a central office program team -Establishes and manages advisory board for C(ICC) and 619 programs-Develops mechanisms to elicit and use feedback from stakeholders about the implementation of the C/619 program-Represents C/619 at state meetings and on state task forces and boards | -Promotes C/619 programs at federal meetings and on federal task forces and boards-Participates and contributes to state and national disability and early childhood initiatives-Collaborates as the Part C/619 program with state and national disability and/or early childhood initiatives | -Facilitates the development of collaborative early childhood initiatives |

Table 49.*. Professional / Pedagogical Leadership*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Supports Own Professional Growth** | -Uses self-reflection to assess needed skills to perform job duties- Uses self-reflection to assess own learning style-Identifies professional development and continuing education opportunities to learn skills to perform job duties-Develops a professional development plan to improve knowledge and skills to perform job duties and | - Uses self-reflection to assess skills to perform as a state and national leader in Part C/619 program initiatives- Identifies professional development and continuing education opportunities for service providers to learn skills to demonstrate leadership in Part C/619 program initiatives-Develops a professional development plan to improve knowledge and skills to demonstrate leadership in Part C/619 program initiatives | -Uses self-reflection to assess skills to perform as a state and national leader in early childhood program initiatives- Identifies professional development and continuing education opportunities to learn skills to demonstrate leadership in early childhood program initiatives-Develops a professional development plan to improve knowledge and skills to demonstrate leadership in early childhood program initiatives |
| **Facilitates and Supports Workforce Development** | -Ensures state personnel standards for providers are meeting national standards-Assists local programs to recruit and retain qualified staff for C/619-Develops procedures for onboarding and supervision central agency staff | -Develops an inventory of IHE personnel preparation programs that have state approved training programs for the professional disciplines serving in Part C/619-Develops a professional development system to provide training for service providers in evidenced based interventions-Promotes and provides mentorship, coaching and leadership opportunities to central agency and local program C/619 staff  | -Develops a Comprehensive System of Personnel Development for all disciplines in C/619 programs |

Table 50. *Personal and Ethical Leadership*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Manages Workflow** | -Uses a workplan to prioritize work tasks, program responsibilities and timelines-Facilitates a team approach to accomplish work tasks | -Uses a workplan to self-assess and monitor time managementand completion of Part C/619 tasks -Establishes mechanisms for decision making when confronted with competing priorities-Facilitates shared leadership with central office staff and local program staff for program implementation |  |
| **Separates Personal Priorities from Professional Responsibilities** | -Uses self-reflection to identify and separate personal and professional responsibilities and priorities | -Assists and mentors others to identify and separate personal and professional responsibilities and priorities |  |
| **Adheres to Ethical Standards of Profession** | -Models and demonstrates professional ethics in all interactions as a Part C or 619 coordinator | -Develops ethical standards for all staff involved in the Part C or 619 program |  |

Table 51. *Conceptual and Strategic Leadership*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Level 1** | **Level 2** | **Level 3** |
| **Develops and Implements Strategic Plans** | -Develops a vision for a Part C/619 initiative-Conducts needs assessments to document current status of the initiative  | -Facilitates a group to develop a vision for a state or national Part/619 initiative or disability related initiative- Facilitates the implementation of needs assessments and the collection of data to document the current status of the initiative-Establishes work groups and facilitates workplans to address the needed change in policy, procedure or practice-Facilitates the collection of data to monitor success of the workplans-Develops and implements a logic model to evaluate the all aspects of the strategic plan | -Facilitates a group to develop a vision for a state or national early childhood initiative- Facilitates the implementation of needs assessments and the collection of data to document the current status of the initiative- Establishes work groups and facilitates workplans to address the needed change in policy, procedure or practice- Facilitates the collection of data to monitor success of the workplans- Develops and implements a logic model to evaluate the all aspects of the strategic plan |
| **Scales up Effective Practice to Programs and Systems** | -Identifies a needed practice(s) that needs to be implemented to improve services at a program or system level-Identifies stakeholders who will be affected by the changed practice | -Develops a staging process to demonstrate, and expand the implementation of the needed change in practice-Develops procedures to ensure the implementation of the practice with fidelity-Establish data procedures to monitor the success of the change at each stage  | Implements the scaling up of a practice(s) that will improve services at the program or system level |
| **Develops and Implements Legislative Initiatives** | -Monitors and provides input as needed to current legislative and statutory requirements for the state and national C/619 system | -Develops legislative and statutory proposals for state and national C/619 systems- Monitors and provides input as needed to current legislative and statutory requirements for the state and national early childhood system | -Develops legislative and statutory proposals for state and national early childhood systems |