

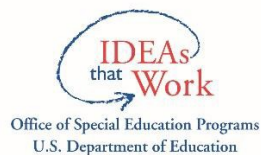


# **The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs**



## **Data Report 3**

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## ECPC CSPD Survey Report

The Early Childhood Personnel Center (ECPC) was funded by the U.S. Department of Education's Office of Special Education Programs to provide training and technical assistance to state-level early childhood systems concerning personnel development. At the outset of funding, ECPC staff conducted a survey of Part C (Birth to Three) and Part B/619 (Preschool) systems to determine which elements of a Comprehensive System of Personnel Development (CSPD) were present. The original legal definition of a CSPD was used to develop the survey instrument. More detail regarding the original survey methodology and results can be found in the *The National Status of State Comprehensive Systems of Personnel Development for Part C and Part B (619) Programs of the Individuals with Disabilities Education Act (IDEA): 2013* report (available: <https://ecpcta.org/wp-content/uploads/sites/2810/2019/12/Data-Report-2.pdf>).

This survey was conducted in 2013 and since its completion, ECPC staff have worked to further develop the CSPD construct in collaboration with the Early Childhood Technical Assistance Center (ECTA) as described subsequently. These revisions to the CSPD framework coupled with the ECPC work plan necessitated a replication of this earlier survey to describe the national landscape of early childhood comprehensive systems of personnel development (EC-CSPD) across Part C (Birth to Three) and Part B/619 (Preschool). This report details the findings of this replication and the following research questions guided this project:

- How many Part C (Birth to Three) state leaders report having all components of an EC-CSPD?

- What EC-CSPD subcomponents are most commonly reported as being present by Part C (Birth to Three) state leaders? What EC-CSPD subcomponents are least commonly reported as being present by Part C (Birth to Three) state leaders?
- How many Part B 619 (Preschool) state leaders report having all components of an EC-CSPD?
- What EC-CSPD subcomponents are most commonly reported as being present by Part B 619 (Preschool) state leaders? What EC-CSPD subcomponents are least commonly reported as being present by Part B 619 (Preschool) state leaders?
- What is the relationship between EC-CSPD subcomponents across Part C and Part B 619?
- What are state leaders' perceptions of the technical assistance they receive?
- What are state leaders' perceptions of leadership?

### **Methods**

In order to answer these research questions, structured interviews were completed with state-level leaders of Part C and Part B/619 (including the District of Columbia) systems. For the purposes of this report, the District of Columbia will be referred to as a state to preserve their anonymity and any further references to *states* include them. Efforts were made to recruit leaders from all states as subsequently described and referencing the District of Columbia here is not meant to imply that they did or did not participate in this study. It is meant to offer clarity when this report references 51 states.

## Instrument

A structured interview protocol was developed in order to gather data to answer the research questions that guided this study. A draft of the protocol was created and reviewed by members of the ECPC research team. The first section of this protocol consisted of five demographic questions. These questions asked about the participant's length of experience in early childhood both historically and in their current role. It asked them to describe their current role and to indicate their highest level of education.

The second section of the interview protocol was an adaptation of the Comprehensive System of Personnel Development Self-Assessment (CSPD-SA; available: [https://ecpcta.org/wp-content/uploads/sites/1337/2016/11/ECPC- Self-Assessment -Blank 2017.pdf](https://ecpcta.org/wp-content/uploads/sites/1337/2016/11/ECPC-Self-Assessment-Blank_2017.pdf)). The CSPD-SA is a form of the Personnel Component of the Early Childhood Technical Assistance Center (ECTA) Early Childhood Framework designed to be used by state teams to self-assess their early childhood personnel system. The Personnel Component was co-created by two technical assistance centers funded by the Office of Special Education programs: ECTA and ECPC. It was created and refined in 2013-2014 with the purpose of operationalizing the critical features of a CSPD.

As depicted in the following table, the Personnel Component delineates six Subcomponents of a CSPD. Each of these Subcomponents is composed of two Quality Indicators and each Quality Indicator consists of several Elements of Quality (i.e. the items of the CSPD-SA) that describe the key features of the Quality Indicator. The CSPD-SA has a total of 62 items and has been utilized by both ECTA and ECPC in

their work with states. In particular, ECPC has used it as a progress monitoring measure for states to whom they have provided technical assistance. For the purposes of this study, the CSPD-SA was adapted to use a three-point Likert scale in which the Elements of Quality were rated as not being in place, being somewhat in place, or being completely in place. In addition, a column was added to the instrument so the interviewers could record where supporting documentation for the ratings could be located such as website or publicly available document. Supporting documentation was only required when ratings of somewhat or completely in place were provided.

Table 1. *CSPD-SA Domain and Subdomains*

<b>Subcomponent</b>	<b>Quality Indicators</b>	<b>N of items</b>	<b>Cronbach's Alpha</b>
Leadership, Coordination, & Sustainability	Cross-sector Leadership Team	8	0.938
	Written Multi-year Plan	6	0.964
State Personnel Standards	State Standards Aligned to National	4	0.837
	Certification Aligned to State/National	5	0.886
Pre-service Professional Development	IHE Aligned to National Standards	5	0.871
	IHE Address EC Dev. and Discipline	6	0.932
In-service Personnel Development	Statewide In-service PD-TA System	8	0.930
	In-service Aligned with IHE	3	0.853
Recruitment/Retention	Data-based Recruitment/Retention	3	0.937
	Comprehensive Recruitment/Retention	5	0.866
Evaluation Plan	CSPD Evaluation Plan	5	0.936
	Ongoing Evaluation	4	0.941

The final section of the interview protocol involved a series of open-ended questions. It was divided into two subsections. The first subsection consisted of five questions that asked interviewees about their perceptions regarding the technical assistance they receive from OSEP-funded technical assistance centers. The second

subsection was comprised of six questions and asked participants to define leadership and its intersection with their current job responsibilities.

### **Data Collection**

After receiving Human Subjects IRB approval to conduct this study, an e-mail with recruitment materials was sent to the 51 Part C and Part B/619 state-level leaders listed on the ECTA directory (available: <http://ectacenter.org/contact/contact.asp>). This e-mail included a description of the study, a copy of the consent form, and a copy of the structured interview protocol. It instructed participants that members of the ECPC research staff would call them via phone to schedule interviews.

Three members of the ECPC research staff served as the primary data collectors for this study. These interviewers participated in several practice sessions utilizing the interview protocol and all had extensive previous experience conducting qualitative interviews. They called each leader on the list in order to schedule meetings and answer any questions they had about participating in the study. If the person listed in the directory indicated that they were no longer in this role or if they felt another member of their team would be a more appropriate interviewee, the interviewers asked them to connect them with this person. The interviewee would then follow-up with this designee.

The interviewers explained during the scheduling phone call that the potential participants could have other members of their team participate with them in the interview given the complexity of the interview protocol and early childhood systems more generally. They then gave the potential participants an opportunity to ask

questions about the study and to indicate if they wished to participate. They then scheduled a time for the interview phone call.

At the opening of the interview phone call, participants were reminded that their participation was voluntary and that their participation would serve as consent to participate in the study. They were also informed that they did not have to answer all of the items, could cease participation at any time, and that their participation would be anonymous as only aggregated data would be reported. If they indicated that they still wished to participate in the study and had no further questions about the study, the interviewers asked their permission to audio record the interview for data reliability purposes. If permission was granted, the interview was recorded. Regardless, the interviewer also always took notes during the interview on a blank copy of the interview protocol.

To assist with the interview process, the interviewer e-mailed a copy of the protocol to the interviewee prior to the phone call so they had the opportunity to look at the items as the interview progressed. The interviewers then proceeded to complete the interview with the participants. If participants were unsure of how to rate particular Elements of Quality, they were given the opportunity to ask other members of their staff or to have the interviewer contact other members of their staff with greater expertise in this area to provide ratings to these specific questions. For example, a few states had difficulty rating the Elements of Quality for the Pre-service Development Subcomponent and referred interviewers to the state certification office to get ratings for these items. If multiple team members were present or follow-up questions were directed to other staff

members, these individuals were asked to give informed consent and to provide demographic information.

After completing the interview protocol for a state system, the interviewer then validated their CSPD-SA ratings by comparing their ratings with the supporting documentation referenced by the state (e.g. their website or another publicly-available document). If the supporting documentation did not align with the rating in the interview, the interviewer proposed a change to the rating and asked the participant to provide either additional information to support the original rating or to agree with the change to the rating. In this way, the interviewees had the opportunity to validate their CSPD-SA ratings.

### **Data Analysis**

After data collection ceased, the data from the interview protocols was entered into an excel file by two members of the ECPC research team. No identifiable information were present in these data files as randomly generated ID numbers were utilized for each state-level system that participated in the study. The two data entry files were compared to ensure accuracy and a third member of the research team reviewed any discrepancies with the original interview protocol documents and/or the audio recording (if applicable). The interrater reliability of this data entry was 94.2%. The final data file contained both quantitative and qualitative information, which was split into two files for the data analysis.

**Quantitative Analysis.** The excel file with the quantitative data was imported into SPSS and the data dictionary was utilized to assign value labels and to indicate missing data. The data from the Element of Quality ratings was used to create mean



scores at both the Subcomponent and the Quality Indicator levels. Cronbach's alphas were also calculated at both of these levels. Descriptive statistics were then calculated for all study variables and were disaggregated by system type: Part C and Part B/619.

**Qualitative Analysis.** The qualitative data file was converted into a Word document in which each qualitative question became a separate table with two columns representing the participant ID numbers and their responses to the question. A member of the research team read all of the responses and then during a second read-through would separate the responses into codes. If necessary, they would divide a participant response across codes. These codes were then combined into themes. A second member of the research team reviewed these codes and themes. Any disagreements about the coding and theme structured were then resolved by the two team members coming to consensus.

## **Participants**

A total of 80 systems participated in this study. Of these, 77 systems answered all questions while three completed the CSPD-SA without completing the demographic information or the open-ended questions. Of the 77 systems, 43 Part C system participated and 37 Part B/619 systems participated. Forty-six of the 51 states were represented. Twelve states had only one system represented while 34 had both systems participate in this study.

Across the 77 systems that answered all questions, 93 individuals participated in the interviews. Fifty-seven representatives of Part C systems were interviewed while 36 representatives of Part B/619 systems participated. The majority of systems had only one representative (75.65% for Part C and 83.3% for Part B/619). Ten Part C systems

and two Part B/619 systems had teams of two to four participants interviewed. As depicted in the following table, the majority of participants had extensive experience in the field of early childhood and in their current role. A majority of participants had a Master's degree as their terminal degree.

Table 2. *Sample Demographics*

Demographic	Part C	Part B/ 619	Total
Years worked in early childhood intervention			
0-2 years	3	1	4
3-5 years	6	4	10
6-10 years	6	9	15
11+ years	42	17	59
Missing	0	5	5
Years worked in current role			
0-3 years	24	18	42
4-7 years	13	6	19
8-12 years	6	6	12
13+ years	13	3	16
Missing	1	3	4
Terminal degree			
High School	1	0	1
Associates	3	0	3
Bachelor's	10	2	12
Master's	33	25	58
Specialist	1	0	1
Doctorate	8	8	16
JD	1	1	2

## Results

Before exploring the answers to the primary research questions, the psychometric qualities of the CSPD-SA will be provided. The CSPD-SA was developed

through an expert review process so it is necessary to describe how the measure performed before discussing analyses based on said measure.

### **CSPD-SA**

As depicted in Tables 1 & 3, all of the Subcomponents and Quality Indicators had strong internal consistency. The Cronbach's alpha for these constructs were all at least 0.83, which indicates that the responses to items within the constructs are highly consistent.

Table 3. *Mean Scores and Cronbach's Alphas by CSPD-SA Subcomponent and System Type*

Subcomponent	Part C		Part B/619		Cronbach's Alpha
	Mean	SD	Mean	SD	
Leadership, Coordination, & Sustainability	1.71	0.66	1.57	0.62	0.958
State Personnel Standards	2.16	0.59	2.02	0.57	0.865
Pre-service Professional Development	1.81	0.56	1.75	0.62	0.934
In-service Personnel Development	1.90	0.56	1.63	0.59	0.933
Recruitment/Retention	1.38	0.49	1.41	0.50	0.863
Evaluation Plan	1.52	0.63	1.29	0.53	0.963

There is also consistency in responses across Part C and Part B/619 systems as indicated in Tables 3 & 4 and Figure 1.

Table 4. *Mean Scores by Quality Indicator and System Type*

Subcomponent	Quality Indicators	Part C		Part B/619	
		Mean	SD	Mean	SD
Leadership, Coordination, & Sustainability	Cross-sector Leadership Team	1.80	0.69	1.70	0.66
	Written Multi-year Plan	1.58	0.75	1.41	0.66
State Personnel Standards	State Standards Aligned to National	2.19	0.69	1.95	0.70
	Certification Aligned to State/National	2.14	0.63	2.07	0.73
Pre-service Professional Development	IHE Aligned to National Standards	1.78	0.57	1.64	0.62
	IHE Address EC Dev. and Discipline	1.84	0.61	1.84	0.75
In-service Personnel Development	Statewide In-service PD-TA System	1.98	0.58	1.71	0.64
	In-service Aligned with IHE	1.69	0.68	1.41	0.60
Recruitment/Retention	Data-based Recruitment/Retention	1.57	0.69	1.35	0.63
	Comprehensive Recruitment/Retention	1.27	0.46	1.44	0.58
Evaluation Plan	CSPD Evaluation Plan	1.56	0.68	1.32	0.57
	Ongoing Evaluation	1.46	0.62	1.24	0.52

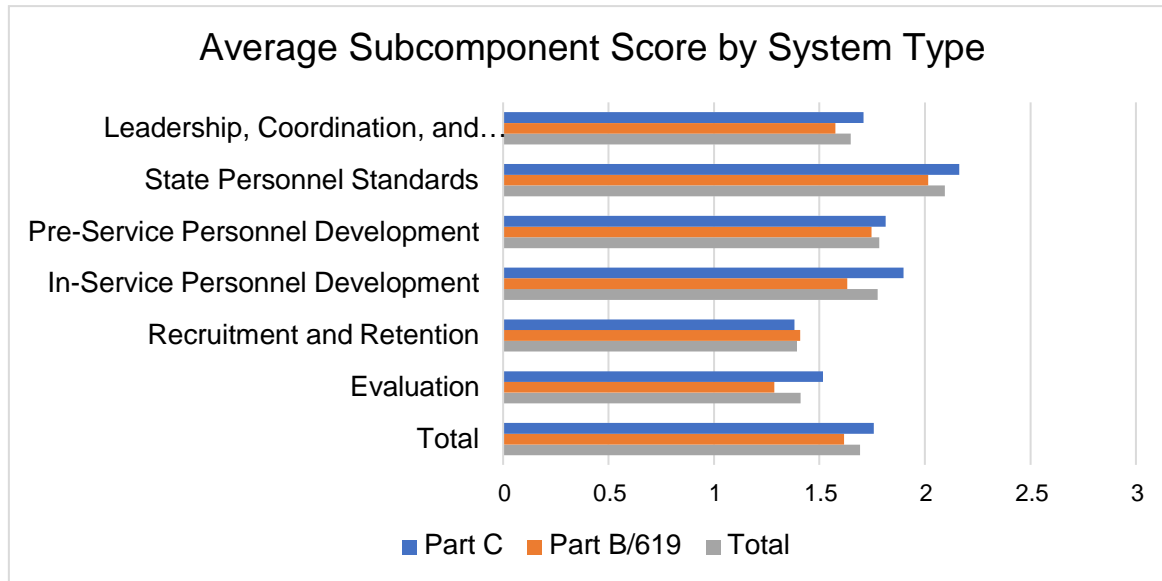


Figure 1. Mean Scores for CSPD-SA Subcomponents by System Type

Overall, the CSPD-SA demonstrated an appropriate level of internal consistency. It also demonstrated consistent measurement across the two types of early childhood personnel systems: Part C and Part B/619.

### Part C

The first two research questions for this study concerned the results of the CSPD-SA for Part C systems. The first question specifically concerned whether any Part C systems had all elements of a CSPD completely in place. The second research question involved which CSPD-SA subcomponents were the most and least likely to be completely in place.

The results of this study indicate that no Part C system had all items completely in place. As indicated in Table 5, the distribution of mean scores for each Subcomponent and Quality indicator varied considerably. An average mean score of

one indicates the number of states that had no Elements of Quality in place for the specified Subcomponent or Quality Indicator.

Table 5. *Distribution of Mean Scores for CSPD-SA Subcomponents and Quality Indicators for Part C Systems*

Subcomponent/Quality Indicator	Average Mean Score of 1	Average Mean Score between 1 and 2	Average Mean Score between 2 and 3
Leadership, Coordination, & Sustainability	13	17	13
Cross-sector Leadership Team	14	11	18
Written Multi-year Plan	24	6	13
State Personnel Standards	2	12	29
State Standards Aligned to National	6	12	25
Certification Aligned to State/National	5	13	25
Pre-service Professional Development	7	22	14
IHE Aligned to National Standards	11	20	12
IHE Address EC Dev. and Discipline	9	21	13
In-service Personnel Development	6	22	15
Statewide In-service PD-TA System	6	21	16
In-service Aligned with IHE	17	16	10
Recruitment/Retention	19	20	4
Data-based Recruitment/Retention	22	11	10
Comprehensive Recruitment/Retention	26	14	3
Evaluation Plan	18	16	9

Subcomponent/Quality Indicator	Average Mean Score of 1	Average Mean Score between 1 and 2	Average Mean Score between 2 and 3
CSPD Evaluation Plan	19	14	10
Ongoing Evaluation	24	12	7

The State Personnel Standards subcomponent had the highest number of states with a mean score of between two and three (representing that the items were partially or completely in place). In contrast, the Recruitment/Retention subcomponent had the fewest number of states with average mean scores between two and three.

### **Part B/619**

Two research questions for this study concerned the results of the CPSD-SA for Part B/619 systems. The third question specifically concerned whether any Part B/619 systems had all elements of a CPSD completely in place. The fourth research question involved which CPSD-SA subcomponents were the most and least likely to be completely in place.

The results of this study indicate that no Part B/619 system had all items completely in place. As indicated in Table 6, the distribution of mean scores for each Subcomponent and Quality indicator varied considerably. An average mean score of one indicates the number of states that had no Elements of Quality in place for the specified Subcomponent or Quality Indicator.

The State Personnel Standards subcomponent had the highest number of states with a mean score of between two and three (representing that the items were on average partially or completely in place). In contrast, both the Recruitment/Retention

and Evaluation Plan subcomponents had the fewest number of states with average mean scores between two and three. All items for the Evaluation Plan subcomponent were not in place in 25 Part B/619 systems whereas only 16 Part B/619 had no items of the Recruitment/Retention subcomponent in place.

Table 6. *Distribution of Mean Scores for CSPD-SA Subcomponents and Quality Indicators for Part B/619 Systems*

Subcomponent/Quality Indicator	Average Mean Score of 1	Average Mean Score between 1 and 2	Average Mean Score between 2 and 3
Leadership, Coordination, & Sustainability	14	13	10
Cross-sector Leadership Team	14	8	15
Written Multi-year Plan	25	5	7
State Personnel Standards	3	18	16
State Standards Aligned to National	8	12	17
Certification Aligned to State/National	8	10	19
Pre-service Professional Development	9	16	12
IHE Aligned to National Standards	13	15	9
IHE Address EC Dev. and Discipline	12	11	14
In-service Personnel Development	11	17	9
Statewide In-service PD-TA System	11	17	9
In-service Aligned with IHE	22	10	5
Recruitment/Retention	16	17	4
Data-based Recruitment/Retention	27	5	5



Subcomponent/Quality Indicator	Average Mean Score of 1	Average Mean Score between 1 and 2	Average Mean Score between 2 and 3
Comprehensive Recruitment/Retention	19	12	6
Evaluation Plan	25	8	4
CSPD Evaluation Plan	25	8	4
Ongoing Evaluation	29	4	4

### Relationship between Part C and Part B/619 Responses

As the fifth research question concerned the relationship between CSPD-SA Subcomponents across Part C and Part B/619 systems, the data for the states where both systems participated in the study were analyzed to answer this question. As indicated in the following table, the average mean scores for the Subcomponents and Quality Indicators did not differ significantly across the Part C and Part B/619 systems.

*Table 7. Average Subcomponent and Quality Indicator Mean Scores by System Type for States where Both Systems Participated*

Subcomponent/Quality Indicator	Part C	Part B/619
Leadership, Coordination, & Sustainability	1.64	1.55
Cross-sector Leadership Team	1.73	1.68
Written Multi-year Plan	1.53	1.38
State Personnel Standards	2.06	2.03
State Standards Aligned to National	2.03	1.95
Certification Aligned to State/National	2.09	2.10
Pre-service Professional Development	1.79	1.78
IHE Aligned to National Standards	1.75	1.66

IHE Address EC Dev. and Discipline	1.82	1.87
In-service Personnel Development	1.79	1.63
Statewide In-service PD-TA System	1.86	1.73
In-service Aligned with IHE	1.62	1.38
Recruitment/Retention	1.36	1.40
Data-based Recruitment/Retention	1.54	1.35
Comprehensive Recruitment/Retention	1.26	1.43
Evaluation Plan	1.44	1.28
CSPD Evaluation Plan	1.49	1.30
Ongoing Evaluation	1.38	1.26

There was remarkable consistency across the ratings for both systems. Part C systems had slightly higher average mean scores than Part B/619 systems across all of the CSPDA-SA Subcomponents and Quality Indicators.

### Qualitative Analysis

Qualitative data was collected from 74 respondents to answer the sixth and seventh research questions. The qualitative data consisted of five questions regarding technical assistance processes in relation to the role of a Part C or Part B/619 coordinator and six questions regarding leadership qualities utilized in their roles.

**Technical Assistance Processes.** Part C and Part B/619 staff indicated receiving technical assistance from ECTA (n=52), the Center for IDEA Early Childhood Data Systems (DaSy) (n=47), ECPC (n=32), and the IDEA Data Center (IDC) (n=21). The following table indicates the types of services received from each center. The most common services received involved receiving general technical assistance followed by being pointed to online resources.

**Table 8. Technical Assistance Services Received by Part C and Part B/619 Coordinators  
TA Services (N= 74) N (%)**

TA Services (N= 74)	N (%)
ECPC TA	18 (24.3)
ECPC System Framework Support	8 (10.8)
ECPC Service Coordination	2 (2.7)
ECTA TA	23 (31.1)
ECTA Support	15 (20.3)
ECTA Online Resources	11 (14.9)
ECTA Inclusion Cohort	7 (9.5)
DaSy TA	5 (6.8)
DaSy Support	30 (40.5)
DaSy Online Resources	2 (2.7)
IDC TA	4 (5.4)
IDC Support	10 (13.5)
IDC Online Resources	2 (2.7)

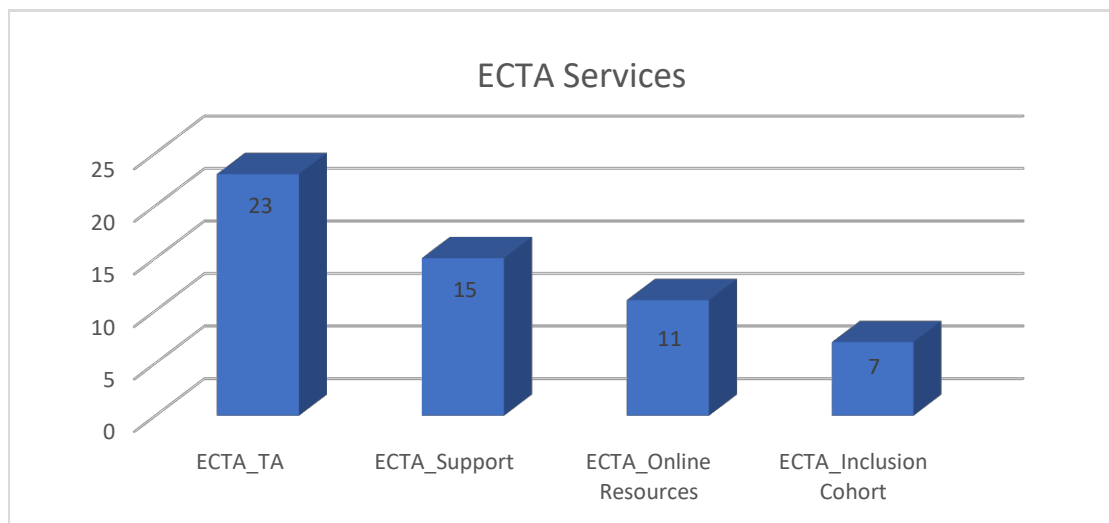


Figure 2. ECTA Services Provided

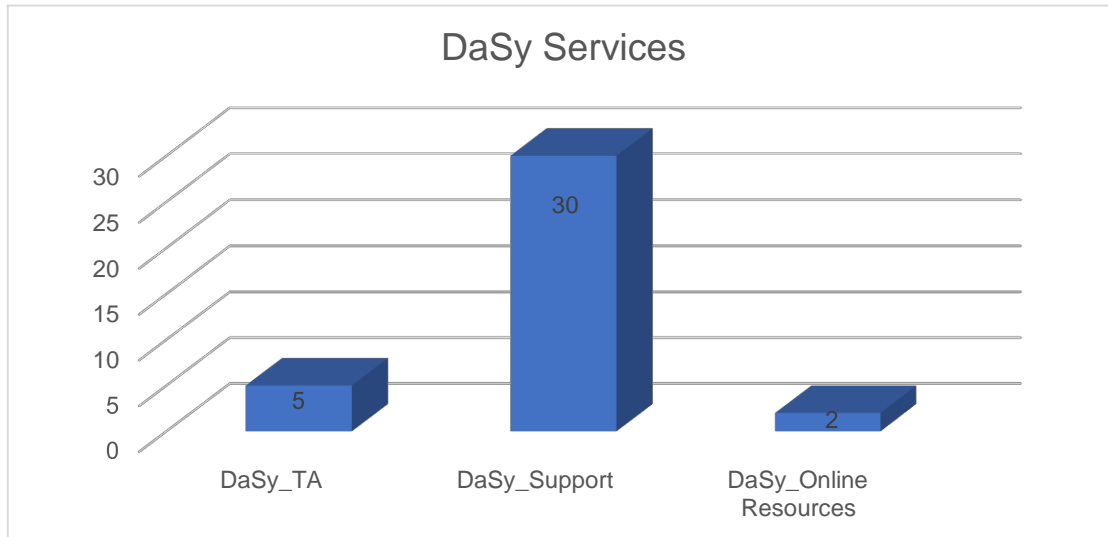


Figure 3. DaSy Services Provided

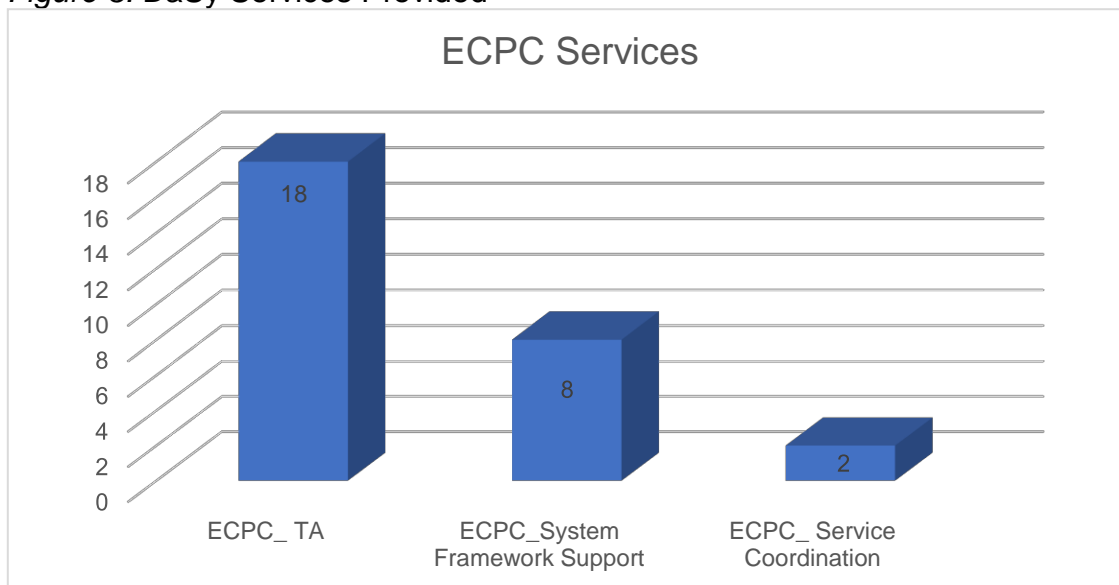


Figure 4. ECPC Services Provided

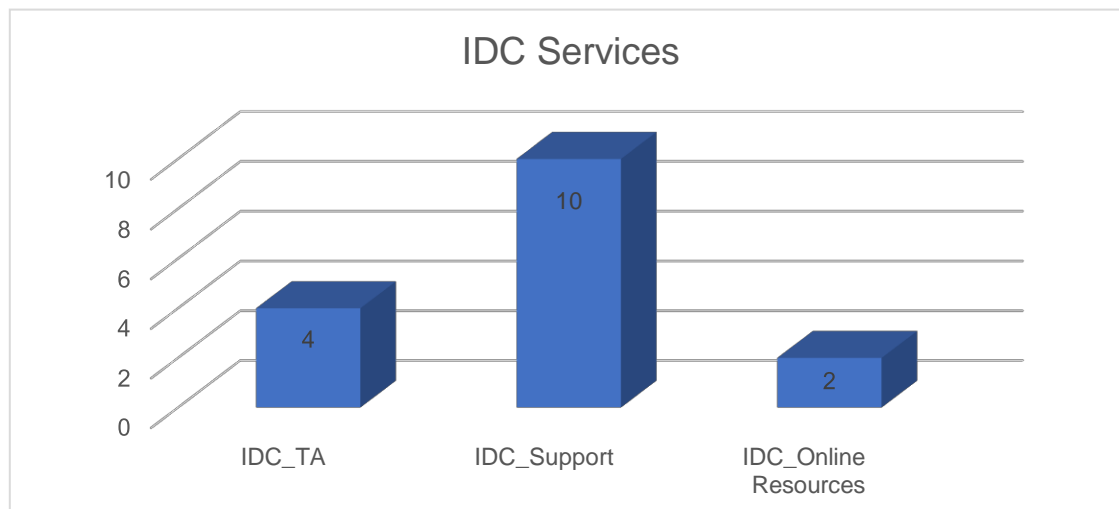


Figure 5. IDC Services Provided

All participants indicated that that the technical assistance received from the OSEP Early Childhood Technical Assistance Centers resulted in the outcomes that they wanted. The following table depicts specific outcomes indicated by participants.

Table 9. *Technical Assistance Outcomes for Part C and Part B/619 Coordinators*

<b>TA Outcomes (N= 69)</b>	<b>N (%)</b>
TA Support	29 (42.0)
Product Development	12 (17.4)
Guidance	10(14.5)
Access to Information	15 (21.7)
Collaboration	11 (15.9)

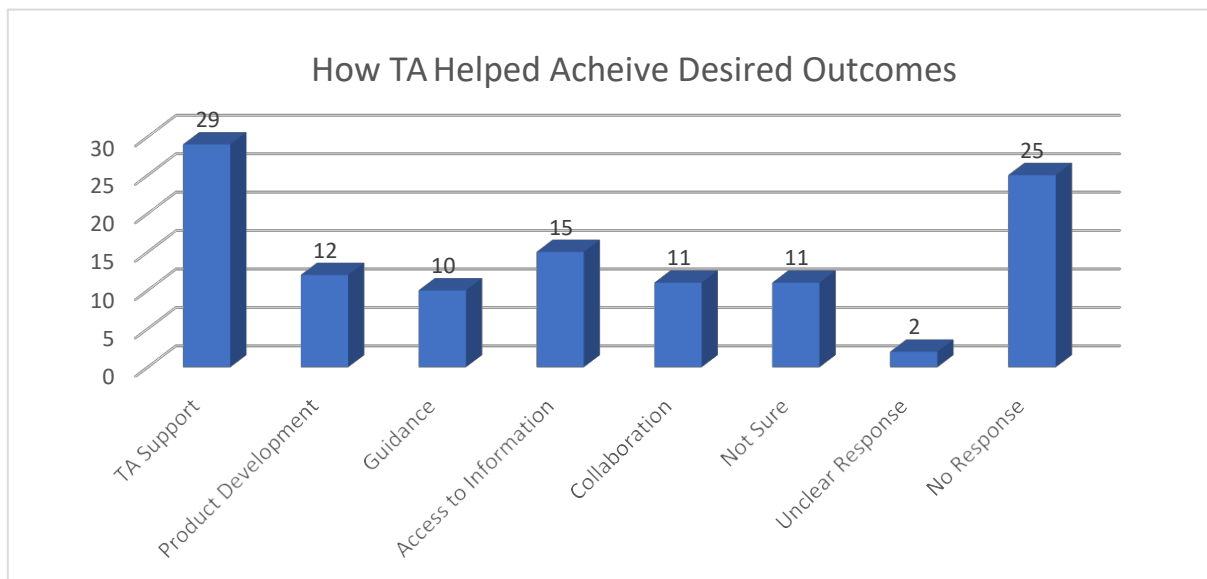


Figure 6. TA and Outcomes

Participants were also asked to discuss any challenges they encountered working with the technical assistance centers. Of the 68 participants who answered this question, 55.8% indicated experiencing challenges. As depicted in the following table, these challenges ranged from having too many technical assistance centers to the overall communication regarding the work done by the technical assistance centers. Some participants indicated that “having so much at your fingertips can be overwhelming” and the excess of centers meant not “always knowing who to go to for what.” Other participants noted the amount of time/having competing priorities was a barrier to working with the technical assistance centers and indicated that “there was not enough time to get plans together and get approval”.

Table 10. Part C and Part B/619 Coordinators Reported Barriers to Technical Assistance

Barriers	N (%)
Excess TA Centers	15 (21.4)

Overall Communication	15 (21.4)
Internal Issues	8 (11.4)
General Tools/Resources	3 (4.3)
Time/Competing Priorities	9 (12.9)
Expected Travel	3 (4.3)

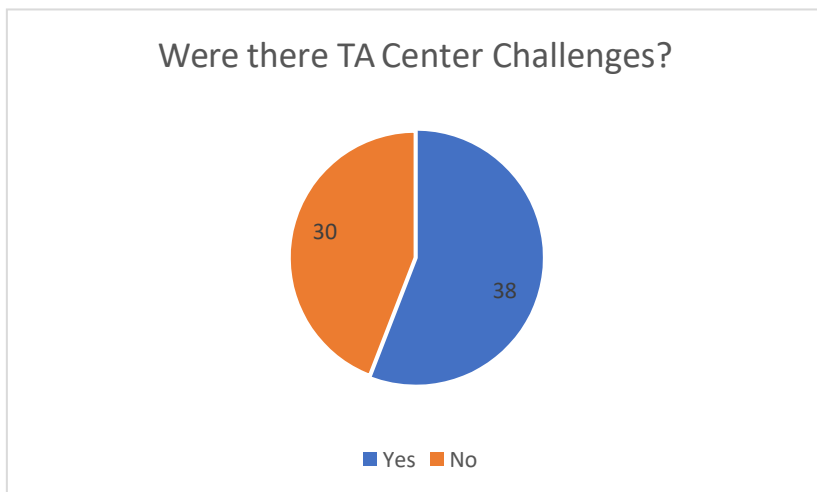


Figure 7. TA Challenges

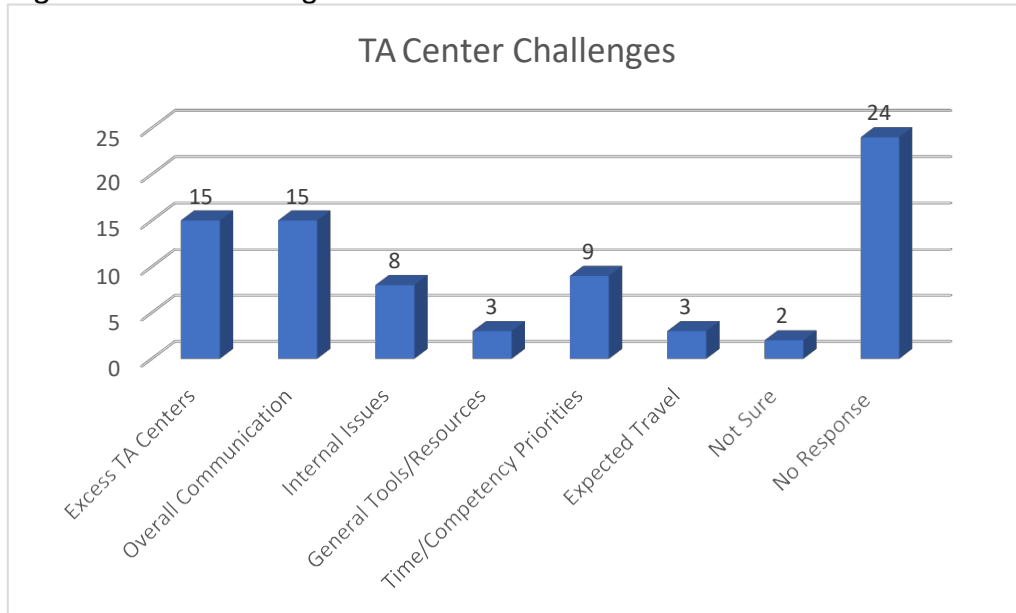


Figure 8. Types of TA Challenges

Participants were then asked to provide suggestions for how the technical assistance centers could improve their services (see Table 11). They indicated that

improved communication was the major way in which the TA centers could improve as depicted in the previous table. Many also felt that state knowledge (i.e. access to state-to-state comparisons and TA centers having a better working knowledge of individual state concerns) would be beneficial.

Table 11. *Part C and Part B/619 Coordinators Suggested Improvements to Technical Assistance*

<b>How to Improve Services</b>	<b>N (%)</b> <b>n= 69</b>
Continue Development	7 (10.1)
State Information	10 (14.5)
Improved Communication	23 (33.3)
Broader Focus on EC	9 (13.0)
Nothing	14 (20.3)
Not Sure	5 (7.3)

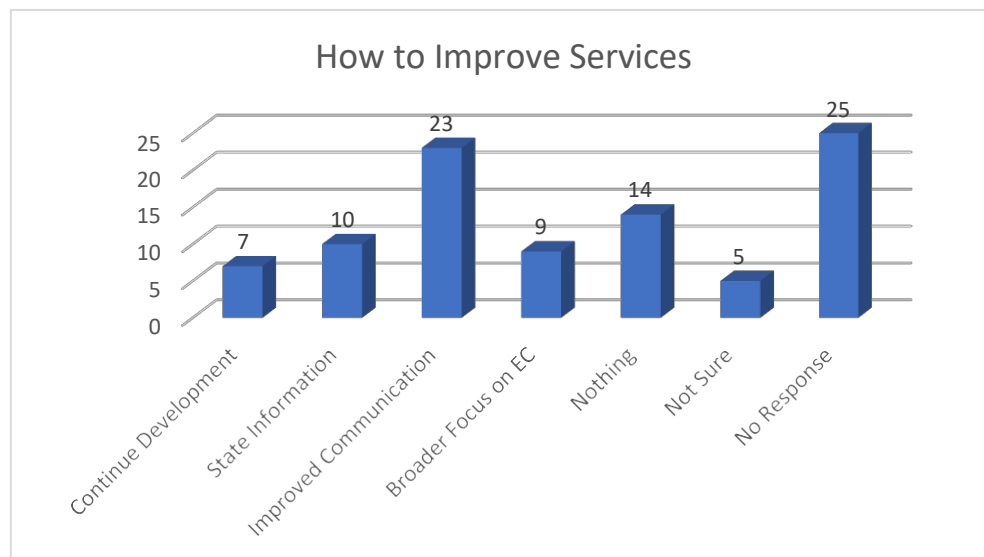


Figure 9. Improving Services

Participants were then asked whether having a single technical assistance plan across centers would be helpful. Of the 48 participants who answered this question, 56.3% indicated that having a unified technical assistance plan would be helpful.



Participants felt one TA plan would lend itself to consistency across services.

Participants also indicated that one plan would “help TA centers understand what is happening in states” and would allow the TA plan to “address the deficits in states”.

Table 12. *Part C and Part B/619 Coordinators Opinions on One Technical Assistance Plan*

<b>Why?</b>	<b>N (%)</b>
Consistency	21 (22.3)
Better Understanding of Individual States	5 (5.3)
<b>Why Not?</b>	<b>N (%)</b>
TA Plans are Unique	9 (9.6)
Overwhelming	7 (7.5)
Already Working Well	11 (11.7)

**Leadership.** Part C and Part B/619 staff were asked how they would define leadership in relation to their role, and the following table indicates themes for their responses (Table 13). The most common way to define leadership was “Managerial”, and this included characteristics such as decision making, maintaining stability, being productive and efficient, responsibility for staff, and meeting required goals.

Table 13. *Defining Leadership*

<b>Leadership Defined</b>	<b>N (%)</b>
	<b>n= 74</b>
Collaborative	35 (47.3)
Knowledgeable	20 (27.0)
Managerial	57 (77.0)
Visionary	27 (36.5)
Inspiring	6 (8.1)
Understanding	13 (17.6)

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Flexible 4 (5.4)

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Staff were then asked about what leadership characteristics they get to use every day in their role. Many individuals again described managerial duties, but the most common response here was being “Supportive” as shown in Table 14. Common responses that were considered supportive included: encouraging, advocating for others, providing positive feedback, motivating staff, and being available.

Table 14. *Leadership Characteristics Used in Daily Role*

<b>Leadership Characteristics</b>	<b>N (%)</b> <b>n=76</b>
Supportive	41 (53.9)
Managerial	30 (39.5)
Knowledgeable	13 (17.1)
Flexible	10 (13.2)
Collaborative	39 (51.3)
Visionary	15 (19.7)

When asked about how much of their time was spend on important leadership activities, many staff reported “most of the time” (>60% to 98%). However, as shown in Table 15, the responses below most of the time (i.e. never, rarely, sometimes, etc.) actually make up the majority of responses (n=41, 55%). This indicates that most staff spend less than half their time on important leadership activities.

Table 15. *Time Spent on Leadership Activities*

<b>Time Spent on Leadership Activities</b>	<b>N (%)</b> <b>n=74</b>
Never	1 (1.4)
Rarely	5 (6.6)
Sometimes	17 (23.0)
About Half the Time	18 (24.3)
Most of the Time	23 (31.1)

All of the Time	8 (10.8)
Not Sure	4 (5.4)

Individuals were then asked about what characteristics, in a general sense, were most important to their role (leadership or non-leadership characteristics). As shown in Table 16, the majority of staff reported that being collaborative was the most important characteristic for their role, followed by being knowledgeable and managerial. About 60% of these individuals said that they typically displayed these same characteristics in their role.

Table 16. *Important General Characteristics to Part C and Part B/619 Roles*

<b>General Characteristics</b>	<b>N (%)</b>
	<b>n= 73</b>
Sense of humor	5 (6.8)
Persistence	19 (26.0)
Supportive	17 (23.3)
Managerial	26 (35.6)
Visionary	22 (30.1)
Knowledgeable	28 (38.4)
Collaborative	56 (76.7)
Flexibility	14 (24.7)

Finally, participants were asked what types of training they would find helpful in improving their ability to demonstrate leadership characteristics. As shown in Table 17,

the majority of responses fell into three categories: some sort of general training (i.e. Leadership 101), collaboration training (i.e. how to work with others, manage conflict, etc.), and content specific training (i.e. learning about other state agencies, federal law, policy development, etc.)

Table 17. *Potentially Helpful Leadership Training*

Type of Training	N (%) n= 73
General Training	22 (30.1)
Collaboration	19 (26.0)
Content Specific Training	18 (24.7)
Time Management	11 (15.1)
Social-Emotional Skills	7 (9.6)
Support	7 (9.6)
Research Training	6 (8.2)

### Conclusion

This report details the results of in-depth interviews conducted with the state-level leaders of Part C and Part B/619. The participants rated their system's CSPD using the CPSD-SA. This instrument had been developed by experts and was reviewed by experts, but the psychometric properties of this instrument had not yet been explored. The constructs (i.e. Subcomponents) and subconstructs (i.e. Quality Indicators) of the CPSD-SA had a high degree of internal consistency. While this provides evidence of the reliability of the instrument, it also indicates that many of the items may be redundant as the Cronbach's alpha for many of the constructs and

subconstructs were very large so it is suggested that the data be analyzed utilizing an item-reduction procedure to reduce the number of items present in the instrument.

No state systems had all the Elements of Quality of a CSPD completely in place. The State Standards and Pre-service Development Subcomponents had higher average ratings relative to the other Subcomponents while the Recruitment/Retention and Evaluation Subcomponents had the lowest average ratings. This pattern was consistent across both the Part C and Part B/619 systems. This pattern was also present for the 32 states in which both systems participated in this study. For these states, Part C had slightly higher average ratings across all Subcomponents and Quality Indicators versus Part B/619. Overall, however, all of the systems that participated in this study have the potential to greatly improve their CSPD.