The Early Childhood Personnel Center: From Exploration to Implementation of a Comprehensive System of Personnel Development in Early Childhood Intervention

ECPC DEC Leadership Institute for IHE Faculty, Doctoral Students and Families

July 13. 2020
Session Objectives

1. To provide an overview of the Early Childhood Personnel Center (ECPC) and Its Goals

2. To describe the current ECPC TA initiative

3. To describe the CSPD strategic planning process used by ECPC
If we want improved outcomes for infants and young children with disabilities and their families, then......

ECPC’s focus

States have high quality CSPD

More EC leaders and practitioners have the requisite knowledge and skills

Improved effectiveness of EI, ECSE, and EC services and supports

Improved outcomes for children and families

Theory of Action

How improved CSPD leads to improved outcomes
Early Childhood Personnel Center

To provide *Technical Assistance* to facilitate the implementation of *Comprehensive Systems of Personnel Development (CSPD)* for **all** disciplines serving infants and young children with disabilities and their families.
Early Childhood Intervention Personnel with Specialized Training

Early Childhood Personnel with Advanced Training

All Early Childhood Personnel

Infants and Young Children with Developmental Disabilities, and Extreme Challenges

Infants and Young Children with Various Risk Conditions

All Infants and Young Children

Continuum of Early Childhood Personnel Competence
### QUALIFIED PERSONNEL IDENTIFIED IN IDEA

<table>
<thead>
<tr>
<th>Part C (ages 0-3)</th>
<th>Part B (ages 3-5)</th>
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<tbody>
<tr>
<td>• Special Educators;</td>
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<td>• General Education;</td>
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<td>• Occupational Therapists;</td>
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<td>• Recreational Therapists;</td>
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<td>• Orientation and Mobility Specialists; and</td>
<td>• Counseling services;</td>
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<tr>
<td>• Pediatricians and other Physicians;</td>
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<td>• Pediatricians and other Physicians, except that such medical services shall</td>
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<td>be for diagnostic and evaluation purposes only</td>
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Early Childhood Personnel Center

To provide *Technical Assistance* to facilitate the implementation of *Comprehensive Systems of Personnel Development (CSPD)* for *all* disciplines serving infants and young children with disabilities and their families.
**COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT**

- **Inservice Training**: Ongoing learning activities to maintain and build the competence of the EC workforce
- **Preservice Training**: Formal program of study at an IHE to prepare for the EC workforce
- **Leadership, Coordination & Sustainability**: Structures for ongoing support of all personnel development activities
- **Evaluation**: Plans for evaluating each subcomponent of the CSPD
- **Recruitment and Retention**: Strategies to identify, hire and maintain a qualified workforce across sectors and discipline
- **Personnel Standards**: Discipline specific knowledge, skills and competencies for the EC workforce
Why do we need a CSPD?

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

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

a regularly interacting or interdependent group of items or things or principles forming a unified whole
A Comprehensive System of Personal Development is a necessary and integral quality indicator of an early childhood service system AND the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families.
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Evaluation
Plans for evaluating each subcomponent of the CSPD

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce

Early Childhood Personnel Center
www.ecpcta.org
To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

- Web Site
- Materials, Resources and Tools

Targeted TA to Build Leadership to Specific Populations

- State IDEA Part C and 619, and EC Staff
- IHE Faculty, Students, and State PD Providers

Intensive TA for State CSPD Development and Implementation

- Reboot in Previous States
- Develop and Implement in New States
Identify and Develop Knowledge

Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce

Provide TA to Specific Populations and State Early Childhood Systems
To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

Universal TA for All

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Relationship Among Phases of TA Development

- **Universal:**
  - Dissemination of Resources, Materials & Tools via Website, and other Modes

- **Targeted:**
  - IHE Faculty, Doctoral Students & PD Providers
  - Part C/Part B 619, EC administrators, and Families

- **Intensive:**
  - State EC Systems

**Identify or Develop:**
- Research Reviews & Syntheses
- Database on Personnel Standards
- Discipline and Cross-disciplinary Standards
- Targeted Needs Assessments
- Think Tanks
- Workgroups
- Assessment of CSPD Framework
- Social Validation of Findings

**Knowledge Development & Advancement:**
- Self Assessment of CSPD Framework
- TA Readiness Tool
- TA Fidelity Tool
- Practice Guides & Checklists
- Interactive Web Tools
- EB Articles, Briefs
- Video Library
- Presentations, Webinars & Workshops
- Innovation Configurations
- Enhancement Modules
- Social Validation of Findings

**Universal:**
- Self Assessment of CSPD Framework
- Social Validation of Products

**Technical Assistance:**

**Resources, Materials & Tools:**
- Dissemination of Resources, Materials & Tools via Website, and other Modes

**Early Childhood Personnel Center**

www.ecpcta.org
Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families.
Alignments Provide Guidance For:

- Development of IHE CAEP and state accreditation Program Review Documents

- Review of Program Documents by CAEP/state reviewers

- Development, modification, implementation and evaluation of IHE programs – ECE, ECSE, Blended, Multi-age General Special Education

- Development, implementation, and evaluation of inclusive clinical experiences

- Articulation of courses across two-year and four-year programs

- Development of state certification policies
Core Competencies across Disciplines

- Family Centered Care
- Coordination & Collaboration
- Intervention Instruction as Informed by Evidence
- Professionalism
Methodology

• Establish Stakeholder Group

• Draft Core Areas & Sub-areas

• Review Preliminary Areas & Sub-areas

• Identify Personnel Standards and Practice Documents Across Disciplines

• Align and Categorize into Competency Areas

• Define Personnel Competency Areas

• Final Review and Revision of the Four Areas into Observable and Measurable Competencies
| **Coordination and Collaboration** | The alignment of early childhood services, interventions and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families |
| **Family Centered Practice** | The delivery of culturally competent and family responsive early childhood intervention that respects and facilitates a family's active partnership and participation in the assessment, planning, implementation and monitoring of the interventions delivered to their child and themselves. |
| **Evidenced Based Practice** | The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor and make decisions about the effectiveness of the intervention practices used with each individual child and family. |
| **Professionalism** | The application of ECI and discipline specific laws, policies, ethical standards and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development which they share with others through teaching, mentoring, and coaching; and the demonstration of advocacy and leadership skills at the local, state and national level. |
# Definitions of Competency Areas

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Definitions

Standard: What you must know and be able to do (knowledge and skills)

Indicator: a rule for the measure of quality; a sign that shows the condition or existence of something

Practice: the action of doing

**Competency: an ability or skill to meet a standard**
Data Reports

- Data Report 1: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Education Act

- Data Report 2: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Act

- Data Report 3: The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs

- Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level

- The Development of Core Cross Disciplinary Early Childhood Competency Areas

- Personnel Need Assessment

- ECPC Leadership Competency Validation Survey for Part C and Part B (619) Coordinators
Literature Syntheses/Reviews

#1 Alignment of State Personnel Standards and Competencies with Curricula at IHEs

#2 Alignment of Preservice and Inservice Training for Early Childhood Interventionists

#3 Systems Level Integration to Promote Early Childhood Professional Development

#4 Inservice Professional Development: Features Associated with Positive Outcomes

#5 Relationships Between Leadership Practices and Organizational, Leader and Employee Outcomes

#6 Metasynthesis of Preservice Professional Preparation and Teacher Education Research Studies

#7 Scoping Review of the Core Elements of Technical Assistance Models and Framework

#8 Review of Studies and Evaluations of the Effects of Technical Assistance on Program, Organization, and Systems Change
Publications and Tools From Literature Syntheses

• **Leadership**
  - **Developed a Leadership Brief and Leadership Checklist**

• **Preservice**
  - **Developed seven briefs on important components in preservice training**

• **Inservice**
  - **Developed a checklist for adult learning**

• **Technical Assistance (TA)**
  - **Developed a checklist**
Preservice Brief

Research on Pre-Service Personnel Preparation

What is Teaching Method Instruction?

Teaching Method Instruction refers to the instructional techniques and strategies used by Pre-Service Personnel to improve student outcomes. Seven instructional practices were identified to improve teaching quality outcomes.

How is it Measured?

Eight meta-analyses were examined to identify instructional practices used by Pre-Service Personnel to improve student outcomes. Four examples of teaching method instruction, including simulations-based instruction and micro-teaching, were included in the study due to a low number of meta-analyses focusing on Pre-Service Personnel teaching methodology. Instructional practices were assessed to identify the relationship between types of teaching method instruction and teaching quality and student outcomes.

What Did the Research Find?

The results showed:
- All seven practices were related to student teaching quality outcomes.
- The most effective practice for increasing teaching quality was the use of simulation-based instruction with deliberate or intentionally designed opportunities to improve student clinical practice. Simulations-based instruction without intentionally designed opportunities led to a weaker practice effect.
- Critical Thinking Instruction and simulations-based instruction had small effect sizes for increasing student knowledge and skill acquisition.
- All seven practices used explicit activities to teach students different types of instructional practices.

How Pre-Service Preparation Programs Can Use This Information

Pre-Service Preparation Programs can:
- Review curricula to decrease if and how unintentionally designed simulations-based instruction is used to deliver teaching practices courses.
- Review curricula to identify how critical thinking instruction is used to deliver course content.
- Provide Pre-Service Personnel resources and research to increase their use of different types of teaching methods.

References


www.ecpca.org

The Early Childhood Personnel Center is a project of the A.S.E.E. Preparatory Center for Excellence in Developmental Disabilities at UConn Hartford. The Center is funded through cooperative agreement number H153F100008 from the Office of Special Education Programs, U.S. Department of Education.
Standards and Alignments

Cross Disciplinary Indicators

DEC Standards
Effective Inservice Training

• Explicit explanations and illustrations of content or practice to be learned

• Active and authentic job-embedded opportunities to learn the new practice

• Feedback on the implementation of the practice

• Opportunities for reflective understanding and self-monitoring of the practice implementation

• Ongoing follow-up supports

• Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

# Effective Technical Assistance

## Technical assistance preparation
- Needs assessment/decision-making

## Technical assistance plan
- Goals and objectives
- Intervention practices
- TA resources

## Technical assistance implementation
- Professional development
- TA provider consultation/support/feedback
- Coaching and mentoring

## Technical assistance evaluation
- Intervention practice fidelity
- Process evaluation

## Technical assistance sustainability
- Follow up/ongoing support
- Capacity-building activities/CQI
Effective Preservice Training

• Student field experiences
• Teaching method instruction;
• Clinical supervision
• Faculty coaching, mentoring, and student performance feedback
• Course-based student learning methods and practices
• Cooperative learning practices
• Web-based and e-learning instruction
# Evidenced Based Education and Training Practices for Adult Learners

<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Explanation or illustration of practice</th>
<th>Job embedded opportunities to learn practice</th>
<th>Performance feedback on the practice</th>
<th>Reflective understanding and self-monitoring of the practice implementation</th>
<th>Follow up activities and support</th>
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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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  - Structures for ongoing support of all personnel development activities

- **Recruitment and Retention**
  - Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

- **Evaluation**
  - Plans for evaluating each subcomponent of the CSPD

- **Preservice Training**
  - Formal program of study at an IHE to prepare for the EC workforce

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- **Personnel Standards**
  - Discipline specific knowledge, skills and competencies for the EC workforce

ECPC
Early Childhood Personnel Center
www.ecpctc.org
“I think you should be more explicit here in step two.”
# Comprehensive System of Personnel Development

| Leadership, Coordination, & Sustainability | **Quality Indicator 1:** A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.  
**Quality Indicator 2:** There is a written multi-year plan in place to address all sub-components of the CSPD. |
|-------------------------------------------|--------------------------------------------------------------------------------------------------|
| State Personnel Standards                 | **Quality Indicator 3:** State personnel standards across disciplines are aligned to national professional organization personnel standards.  
**Quality Indicator 4:** The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines. |
| Pre-service Personnel Development         | **Quality Indicator 5:** Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.  
**Quality Indicator 6:** Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy. |
| In-service Personnel Development          | **Quality Indicator 7:** A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines  
**Quality Indicator 8:** A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines |
| Recruitment and Retention                 | **Quality Indicator 9:** Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.  
**Quality Indicator 10:** Comprehensive recruitment and retention strategies are being implemented across disciplines. |
| Evaluation of the System                  | **Quality Indicator 11:** The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents  
**Quality Indicator 12:** The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources |

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**ECPC**  
Early Childhood Personnel Center  
[www.ecpcta.org](http://www.ecpcta.org)
Intensive TA

• Content: CSPD

• Method: Implementation frame through strategic planning

• Outcome: Scaling up of effective practices for personnel development
Elements of Change

• Where are we now?

• Where do we want to be?

• What do we need to do to get from here to there?
Intensive TA States: CSPD

Cohort 1: DE, IA, KS, OR – completed

Cohort 2: PA, VT – completed

Cohort 3: AZ, MN, PR – in progress

Cohort 4: HI, MS – starting (ECPC 2)
PHASE ONE
Exploration

- Develop core planning team and project liaison
- Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework
- Decide if ECPC intensive TA is a match for state needs
- Identify stakeholders for strategic planning team

PHASE TWO
Installation

- Identify a date and location for strategic planning
- Invite stakeholders to be part of strategic CSPD team
- Facilitate a 1-2 day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD
- Establish meeting and reporting schedule for work groups and large strategic planning group

PHASE THREE
Implementation

- Implement work plans for each CSPD sub component workgroup
- Develop monthly reports on each CSPD workgroup’s progress, to distribute across all groups
- Meet monthly as a core planning team to review work group progress and give feedback and assistance
- Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

PHASE FOUR
Standardization

- Prepare integrated CSPD report of process and implementation plan
- Implement all subcomponent activities
- Evaluate all CSPD activities and modify as needed
- Revise CSPD and plan for sustainability
Building A CSPD

1. Personnel Framework
2. Strategic Planning with Stake-holders
3. CSPD Plan and On-Going Committee
Core Planning Team

- 6-8 Members
- Representatives
  - State Part C Coordinator
  - State 619 Coordinator
  - Pre-K
  - Child Care
- Responsibilities
  - Obtain agency leadership approval
  - Establish SPT and workgroups
  - Information gathering and sharing with SPT
  - Create vision and mission
  - Oversee CSPD development, implementation, evaluation
## Comprehensive System of Personnel Development

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Strategic Planning Team

- 20-25 Members
- Representatives
  - Parents
  - Higher Ed
  - In-service
  - Licensure
  - Local administrators
  - Data managers
  - Direct service providers
  - Other stakeholders
- Responsibilities
  - Provide information on current status
  - Provide feedback on proposed initiatives and changes
Strategic Planning

- Evaluation
- Values
- Objectives and Plan
- Mission
- Vision
- Capacity
Subcomponent Workgroups

• 4-6 Members
• Representatives
  • Parents
  • Higher Ed
  • In-service
  • Licensure
  • Local administrators
  • Data managers
  • Direct service providers
  • Other stakeholders
• Responsibilities
  • Data collection
  • Develop action plan
  • Implement action plans
# Strategic Work Plan

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<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
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<td>Objective 3.</td>
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</tbody>
</table>
Sequence of Strategic Planning

1. Identify values
2. Develop a vision
3. Establish a mission statement
4. Identify resources
5. Develop an action plan
What are Values?

Values are the guiding beliefs of an organization or group.

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

**Personal Values**
Identify personal values for each member of the group *(one value per card)*

Individuals reflect on their values and choose top 2 values.

**Small Group Values**
What are the values that should guide the work of this group as we develop and early childhood CSPD over the next twelve months?

Write down your personal values; discuss with the group. As a small group select the top 3 values.

**Whole Group Values**
Each small group shares their 3 top values

Vote on your top 3 values they believe represent the CSPD work

Reach consensus of top 5-10 values
What is a Vision Statement?

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

Vision statements should:

- Be inspirational
- Include desired outcomes and benefits
- Be reasonable
- Focus on long-term change
Vision Statement: Iowa

Every child, beginning at birth, will be healthy and successful
Hawaii CSPD Vision Statement

By 2023, Hawaii will have a sustainable workforce that strives towards professional excellence and is culturally responsive to Hawaii’s birth to five year old keiki with special needs and their ohana.
What is a Mission Statement?

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

Mission statements should:

- Be simply stated – avoid jargon
- Be specific – avoid generalities
CSPD Mission Statements

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

- Delaware CSPD

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

- Iowa CSPD

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

- Oregon CSPD
Hawaii CSPD Mission Statement

Hawaii’s CSPD is committed to the development of a sustainable workforce that strives towards professional excellence and is culturally responsive to Hawaii’s keiki and their ohana.
Mission Statement Checklist

The Mission Statement

- Is clear and understandable to all
- Guides the work of the group for the next 12 - 18 months
- Clearly specifies the work of the CSPD including what, who, how and why
- Has a primary focus on creating and sustaining a CSPD
- Is broad enough to allow flexibility in implementation, but not so broad it lacks focus
- Serves as a template for decision making within the CSPD
- Reflects not only the values, beliefs and philosophy of the CSPD, but also the organizational culture
- Reflects achievable standards
- Is worded in such a way that it serves as an energy source and rallying point for the CSPD
Resource Identification Activity

For each of the six CSPD subcomponents

- Identify resources already in place in your state that will help put a plan in place
- Review self-assessment data
- Identify additional resources

Information will be used to begin developing initial goals and objectives for subcomponent action plans
Developing Initial Subcomponent Action Plans

- Each subcomponent workgroup team should:
  - Develop a draft action plan to be achievable within one year
    - Review CSPD Mission and Vision and use all available resources to inform plan (self assessment, guiding questions, knowledge of team members etc...)
  - Minimally, draft one goal, one to three objectives per goal, and four to ten action/strategies per objective
  - Assign deadlines for each action step and identify person(s) responsible
  - Use action plan checklist to evaluate plan; revise as necessary
  - Share draft action plan with large group; revise as necessary
  - Finalize subcomponent action plan
# Work Plan for Each Sub-component

<table>
<thead>
<tr>
<th>Sub-Component</th>
<th>State:</th>
<th>Date Developed:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Goals/Objectives Activities</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Timelines</th>
<th>Criteria for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>GOAL 1.</td>
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<tr>
<td>Objective 1.1</td>
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<tr>
<td>Activity 1.1.1.</td>
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<td>Objective 1.2.</td>
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<tr>
<td>GOAL 2.</td>
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<tr>
<td>Objective 2.1.</td>
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<td>Objective 2.3.</td>
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<td>GOAL 3.</td>
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<td>Objective 3.1</td>
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<tr>
<td>Objective 3.2</td>
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<tr>
<td>Objective 3.3</td>
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</table>
**Action Plan Evaluation Tool**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Yes</th>
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<td><strong>Value:</strong> Objectives in the plan are clearly and directly related to the goal (e.g. development of CSPD).</td>
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<td><strong>Value:</strong> Activities in the plan target the system at multiple levels (e.g. state &amp; local administration, providers, practitioners, service recipients)</td>
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<td><strong>Value:</strong> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective</td>
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<td><strong>Ethical:</strong> Activities in the plan include clearly identified feedback loops (e.g. eliciting stakeholder input; providing information; seeking feedback)</td>
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<td><strong>Ethical:</strong> Criteria (e.g. will include these elements; will address these issues; will meet this standard) and purpose(s) (e.g. in order to...; to be used by...) are clearly stated in objectives and select activities</td>
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<tr>
<td><strong>Timing:</strong> Action plans are complete, including timelines, dates, and individual responsibilities and assignments</td>
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</tbody>
</table>
# Subcomponent Action Plan Example

## Sub-Component: Recruitment and Retention

<table>
<thead>
<tr>
<th>Goals Objectives/Activities</th>
<th>Person(s) Responsible</th>
<th>Resources Needed</th>
<th>Timeline</th>
<th>Measure for Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1. Develop a CSPD plan to recruit and retain professionals in specific shortage areas.</strong></td>
<td>R &amp; R team</td>
<td>CSPD Action Planning Template</td>
<td>Sept - Dec</td>
<td>Strategic plan</td>
</tr>
<tr>
<td><strong>Objective 1.1: Identify specific discipline and geographical areas of shortage.</strong></td>
<td>Penny</td>
<td></td>
<td>Sept.</td>
<td>List of shortage areas</td>
</tr>
<tr>
<td><strong>Activity 1.1.1: Meet with DOE staff to discuss and identify needed data for shortage areas.</strong></td>
<td>Penny</td>
<td>List of possible data sources</td>
<td>Sept.</td>
<td>Data file containing all relevant information identifying identifying shortage areas</td>
</tr>
<tr>
<td><strong>Objective 1.2: Recruitment and Retention work group meets to review data.</strong></td>
<td>Penny</td>
<td></td>
<td>Oct-Nov.</td>
<td>Minutes from the meeting</td>
</tr>
<tr>
<td><strong>Activity 1.2.1: Meet as an R&amp;R team to review and discuss data, and to identify shortage areas.</strong></td>
<td>Penny and Shelley</td>
<td>Emails of invitees</td>
<td>Oct.</td>
<td>List of team members</td>
</tr>
<tr>
<td>Evaluation Questions</td>
<td>Data/Variables</td>
<td>Data Collection Plan (from whom, how &amp; frequency)</td>
<td>Data Analyses &amp; Reporting</td>
<td>Dissemination Plan</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td><strong>Leadership, Coordination, and Sustainability</strong></td>
<td>Consensus scoring by the Leadership Team using the ECTA excel scoring sheet</td>
<td>Leadership team will prioritize next steps for their plan</td>
<td>Trend (positive increases)</td>
<td>Disseminate to PD workgroup</td>
</tr>
<tr>
<td>What growth is seen in the overall CSPD Plan using the Systems Framework?</td>
<td>Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015</td>
<td>Leadership team will update the System Framework 1 x per year, Fall</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recruitment &amp; Retention:</strong></td>
<td>State Certification lists from DOE</td>
<td>Conducted annually in Spring</td>
<td>Table of frequencies</td>
<td>Results shared with the ICC and IHEs</td>
</tr>
<tr>
<td>How many individuals hold regular and conditional licenses for Endorsements 1 &amp; 2?</td>
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</tr>
<tr>
<td>ECSE consultant Endorsement?</td>
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<tr>
<td>Consensus scoring by the Leadership Team using the ECTA excel scoring sheet</td>
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<td>Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015</td>
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</tr>
<tr>
<td><strong>Personnel Standards</strong></td>
<td>Follow-up surveys conducted by key IHEs, DOE, etc.</td>
<td>Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year</td>
<td>Percentages and themes of qualitative responses</td>
<td>Results shared with the ICC and IHEs</td>
</tr>
<tr>
<td>How better prepared are educators who graduate with revised Endorsement I?</td>
<td>ICC Personnel Committee facilitates the follow-up on those working in EI</td>
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<tr>
<td><strong>Pre-Service personnel Development</strong></td>
<td>Items on the Endorsement 1 &amp; 2 needs assessment</td>
<td>Conducted in Spring 2016</td>
<td>Report</td>
<td>Disseminate to IHEs, link to professional development needs for faculty</td>
</tr>
<tr>
<td>What are the areas of strength and need as reported by IHE faculty and staff?</td>
<td>Items on the Interdisciplinary needs assessment</td>
<td>Conducted every three years in the Fall</td>
<td>Report</td>
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</tr>
<tr>
<td><strong>In-Service Personnel Development</strong></td>
<td>Professional development survey to DOE, regions, and LEAs</td>
<td>Conducted every three years in the Spring</td>
<td>Percentages and themes of qualitative responses by region and LEA</td>
<td>Results shared with the ICC and PD workgroup</td>
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<tr>
<td>What PD is offered to address the needs identified above? By regions? By LEAs?</td>
<td></td>
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Goal: Create CSPD leadership infrastructure

Objective I: Expand team to enhance cross-sector representation
- ID who is missing current leadership team @ next leadership team meeting
- Extend invite current leadership team by September 2019
- Onboard current leadership team at next meeting in prep for December 2019 onboarding

Objective II: Establish management processes for teams
- Determine decision-making processes
- ID roles & responsibilities
- ID communication/info sharing processes
- Establish meeting schedule & venues

Objective III: Establish sustainability plan
- Create agency/org commitment letter
- Send out letter & obtain commitment
- Continue ongoing w/ ECPC

Objective IV: Create marketing & outreach plan
- Brand
- Create info packet
- Create a website

Objective V: Align

Expectations:
- A complete cross-sector representation is in place
- We will have clear management processes for teams
- Current leadership team at next meeting w/ 3 mo.
- HI CSPD will be self-sustaining
- EC Community will know about & engage w/ the CSPD system
- Timeline to be determined at next meeting w/ in 3 mo.
Expectations

Objective I: Expand team to enhance cross-sector representation
- ID who is missing current leadership team @ next leadership team vs. vs. 3 mo
- Extend invite current leadership team by September 2019
- Onboard current leadership team decides if next meeting in preparation for Dec 2019 onboarding

Objective II: Establish management processes for teams
- Determine decision-making processes
- ID roles & responsibilities
- ID communication/info-sharing processes
- Establish meeting schedule & venues

Objective III: Establish sustainability plan
- Create a new.org commitment letter
- Send out letter & obtain commitment
- Continue ongoing w/ ECPL

Objective IV: Create marketing/communication plan
- Create brand
- Create info packet
- Create a website

Objective V: Align

Evaluation Measurement
- A complete cross-sector leadership team is in place
- HI CSPD will be self-sustaining
- EC Community will know about & engage w/ the CSPD system

Timeline to be determined at next meeting w/ in 3 mo.
Goal 1: Create CSF

Objective 1: Expand team
- ID who is...
- Exteria
- Onboard

Objective II: Establish
- Determine
- ID roles
- ID commun.
- Establish

Objective III: Establish
- Create
- Scrut.
- Contri.

Objective IV: Create
- create
- create
- create

Objective V: Align

Goal 2: Alignment w/state policies and initiatives

Objective: Increase/convert state policies/innovatios (i.e., personnel development workforce)
- ID what exists currently

Inservice
- Goal: Increase/convert state policies/innovatios (i.e., personnel development workforce)
- Inservice:
- ID what exists currently
## Action Plan Evaluation Tool

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Intensive TA Products

• Readiness Tool
• TA Tracking Tool
• MOU Rubric
• Intensive TA Guide with Rubrics
• Strategic Planning Manual
Lessons learned

• Someone(s) MUST own the process.
• The right people MUST be at the table: the core planning team (use the form).
• The team MUST be able to focus on CSPD over other competing priorities.
• Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.
<table>
<thead>
<tr>
<th>Knowledge Development</th>
<th>Materials, Tools and Resources</th>
<th>Technical Assistance Through</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross Disciplinary Work Group</td>
<td>Competencies; Case Studies; Infographics; “Looks Like” Brief</td>
<td>State IHE Faculty</td>
</tr>
<tr>
<td>Needs Assessment at DEC</td>
<td>Video Library (on hold)</td>
<td>ECPC/DEC IHE and Doctoral Cohorts</td>
</tr>
<tr>
<td>Metasynthesis of EB Practices</td>
<td>Briefs on EBP; Checklist of EBP</td>
<td>Preconference at AUCD</td>
</tr>
<tr>
<td>Think Tanks of OSEP Funded Masters Programs</td>
<td>Video Vignettes (on hold)</td>
<td></td>
</tr>
<tr>
<td>Think Tanks of OSEP Funded Doctoral Programs</td>
<td>Guide to Writing Grants</td>
<td></td>
</tr>
<tr>
<td>Think Tank of Blended Programs</td>
<td>Grants Submitted (Doctoral Consortium)</td>
<td></td>
</tr>
<tr>
<td>DEC Standards Work Group</td>
<td>Planning Matrix of Standards, RP, Competencies; Syllabi for Each Standard</td>
<td></td>
</tr>
<tr>
<td>Other: Directory and Analysis of IHE Blended Programs</td>
<td>Data Papers: Articles; Guide to Action Planning; Curriculum Kits</td>
<td></td>
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</table>
Institutes of Higher Education Faculty & Doctoral Students

• Create program of study with new EI/ECSE standards
• Create syllabi with topics from new EI/ECSE standards and examples of practice/activities from DEC Recommended Practices
• Revise existing syllabi to reflect new EI/ECSE standards & DEC Recommended Practices

* embed adult learning practices in all products
* embed the ECPC Cross Disciplinary Competencies when appropriate
Families

• Work with state Part C or Part B/619 Coordinator to participate in opportunities for family leaders within workforce development activities

• Work with state team to develop trainings for potential family leaders targeting one component of the CSPD (leadership, standards, pre-service, in-service, recruitment & retention and evaluation)
Elements of Change

• Where are we now?

• Where do we want to be?

• What do we need to do to get from here to there?