



**Part C and Part B (619) Leadership Knowledge and Skills Statements by Level and Content Area  
Developed by Part C and Part B (619) Coordinators**

<b>Foundational Leadership</b>
1. Self-Knowledge
2. Ethics and Professionalism
3. Laws, Policies, and Regulations
<b>Programmatic Leadership</b>
1. Pedagogy and Early Learning
2. Stakeholder Engagement, Communication, and Collaboration
3. Program Implementation
<b>Transformational Leadership</b>
1. Strategic Thinking and Planning
2. Influencing and Leading Others
3. Implementing and Sustaining Systems Change

<b>Foundational Leadership</b>	
1. Self-Knowledge	
1.1 Self-Awareness of Strengths and Needs	
1.1.1	Is knowledgeable about the history, legislation, research, practice and status of the early childhood intervention, early childhood education and childcare.
1.1.2	Is knowledgeable about leadership theories, application and the context best used.
1.1.3	Demonstrates the ability to identify own learning, work and leadership style.
1.1.4	Demonstrates the ability to identify professional leadership goals and aspirations.
1.1.5	Demonstrates the ability to conduct a comprehensive self-assessment on job performance and leadership.
1.2 Self-Reflection and Growth	
1.2.1	Demonstrates the ability to identify learning opportunities and continuing education opportunities to learn skills to perform current and aspirational job duties.
1.2.2	Demonstrates the ability to implement a plan to improve knowledge and skills for current and future leadership opportunities.
1.3 Professional and Personal Boundaries	
1.3.1	Demonstrates the ability to identify own personal values, priorities, beliefs and biases and how these impact professional roles and responsibilities.
1.3.2	Demonstrates the ability to develop and implement a personal self-care plan.
2. Ethics and Professionalism	
2.1 Ethical Standards for Profession, Program and Agency	

2.1.1	Is knowledgeable about ethical standards for professions providing Part C and/or Part B (619) services.
2.1.2	Demonstrates ethical behavior in all interactions as the state coordinator of Part C and/or Part B (619) system.
2.1.3	Demonstrates the ability to develop and implement ethical standards for staff of the Part C and/or Part B (619) system.
<b>2.2 Professional Behavior</b>	
2.2.1	Demonstrates professional behavior in all interactions as the Part C and/or Part B (619) coordinator.
2.2.2	Demonstrates the ability to establish expectations, guidelines, and standards of professional behavior for the staff of the Part C and/or Part B (619) system.
2.2.3	Demonstrates the ability to represent and communicate the vision and mission of the Part C and Part B (619) system at local, state and federal meetings.
2.2.4	Demonstrates the ability to identify and participate in professional development learning opportunities for programmatic and leadership knowledge and skills.
2.2.5	Demonstrates the ability to develop and use a professional development plan to monitor and facilitate the acquisition of needed programmatic and leadership knowledge and skills.
2.2.6	Demonstrates the ability to be an active member of a professional organization.
<b>2.3 Staff Leadership</b>	
2.3.1	Demonstrates the ability to provide leadership training and leadership opportunities to state level and local program staff in the Part C and/or Part B (619) system.
2.3.2	Demonstrates the ability to develop and implement leadership development plans with all relevant staff in the Part C and/or Part B (619) system.
<b>3. Laws, Policies and Regulations</b>	
<b>3.1 The Political Process</b>	
3.1.1	Is knowledgeable about the process for developing and implementing legislation and regulations.

3.1.2	Demonstrates the ability to analyze the federal and/or state political climate.
3.1.3	Demonstrates the ability to prioritize federal and/or state reforms and initiatives using the political climate: fiscal context; advocates and allies; legislative leadership.
3.1.4	Demonstrates the ability to educate and advocate (within job allowance) legislators and policymakers about Part C and/or Part B (619), and early education and care system issues.
<b>3.2 Federal and State Laws and Regulations</b>	
3.2.1	Is knowledgeable about federal and state laws and regulations affecting infants and young children with disabilities and their families.
3.2.2	Is knowledgeable about emerging federal and state laws and regulations.
3.2.3	Demonstrates the ability to identify, develop, implement, and/or influence federal and state legislative initiatives.
3.2.4	Demonstrates the ability to communicate information about relevant federal and state laws, regulations and initiatives to early childhood stakeholders.
<b>3.3 Federal and State Policies and Procedures</b>	
3.3.1	Is knowledgeable about federal and state policies and procedures affecting infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families.
3.3.2	Demonstrates the ability to identify and implement necessary revisions to federal and state policies and procedures as needed (e.g. change of lead agency, outdated federal law or case law).
3.3.3	Demonstrates the ability to analyze potential implications of alternative policies on Part C and/or Part B (619) system, programs and populations.
3.3.4	Demonstrates the ability to develop, implement, and monitor policies and procedures for administration of the Part C and/or Part B (619) programs.

<b>Programmatic Leadership</b>	
1.	Pedagogy and Early Learning
1.1	Child Development
1.1.1	Is knowledgeable about child development and the interrelationship of developmental domains.
1.1.2	Is knowledgeable about child and family characteristics that impact early development and learning (e.g. trauma, ACES, culture, etc.).
1.1.3	Is knowledgeable about the etiology of risk conditions, delays and/or disabilities (age birth to five) and disabilities that affect infants and young children and their impact on development.
1.2	Evidence-Based Pedagogy and Practice (EBP)
1.2.1	Is knowledgeable about early childhood education and early childhood intervention pedagogy.
1.2.2	Is knowledgeable about criteria that establishes EBP's for infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families
1.2.3	Demonstrates the ability to identify EBP's that facilitate learning for infants and infants and young children with risk conditions, delays and/or disabilities (age five to birth) and their families.
1.2.4	Demonstrates the ability to discriminate and communicate EBP's to all early childhood intervention program administrators, practitioners and families.
1.2.5	Demonstrates the ability to establish policies and procedures for the Part C and/or Part B (619) system that require practitioners to use early childhood intervention pedagogy and evidence-based assessment and intervention practice with infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families.
1.3	Workforce Development
1.3.1	Is knowledgeable about adult learning EBP's for teaching, coaching and mentoring program administrators, practitioners and families.
1.3.2	Demonstrates the ability to identify and/or develop EBP personnel preparation and professional development systems to provide job embedded training and TA on EBP to program administrators and practitioners.

1.3.3 Demonstrates the ability to establish policies and procedures for the Part C and/or Part B (619) system that require administrators and practitioners to learn and demonstrate EBP and individualized pedagogy with infants and young children with risk conditions, delays and/or disabilities and their families (e.g. individual professional development plans; expert and peer coaching and mentoring systems).

2. Stakeholder Engagement, Communication and Collaboration
2.1. Communication
2.1.1. Is knowledgeable about effective communication practices to use with different stakeholders in the Part C and/or Part B (619) system (e.g. policy makers, families) through listening, talking, and writing.
2.1.2. Demonstrates effective and clear verbal and nonverbal communication (listening and speaking) individualized to a variety of audiences in discussions, meetings and presentations.
2.1.3. Demonstrates verbal negotiation and conflict management strategies during individual or group communications.
2.1.4. Demonstrates effective and clear written communication individualized to a variety of audiences.
2.1.5. Demonstrates cultural and linguistic proficiency in verbal and written communication.
2.1.6. Demonstrates the ability to establish a system to disseminate information about the Part C and/or Part B (619) system to families and other stakeholders (e.g. referral sources; community early childhood programs) in a variety of formats.
2.1.7. Demonstrates the ability to effectively communicate the vision of the Part C and/or Part B (619) system and program components to all stakeholders in a variety of formats.
2.2. Stakeholder Input
2.2.1. Is knowledgeable about the multiple and diverse stakeholders involved in the Part C and/or Part B (619) system.
2.2.2. Demonstrates the ability to gather and use input from multiple and diverse stakeholders to effectively administer the Part C and/or Part B (619) system.
2.2.3. Demonstrates the ability to build trust and respect with multiple and diverse stakeholder groups involved in the Part C and/or Part B (619) system.

2.2.4. Demonstrates the ability to collaboratively implement actions, complete tasks and meet outcomes with multiple and diverse stakeholder groups.
<b>2.3. Part C and/or Part B (619) Collaboration with Early Childhood Systems</b>
2.3.1. Is knowledgeable about the history and status of state and national early childhood organizations, initiatives and programs (HS; childcare; PDG; state PreK).
2.3.2. Demonstrates involvement and the ability to build relationships within relevant state and national early childhood organizations, initiatives and programs.
2.3.3. Demonstrates the integration of Part C and/or Part B (619) system requirements into relevant state and national early childhood policies, practices and programs.
2.3.4. Demonstrates the ability to work with state and national early childhood programs and systems to facilitate inclusive early education and care programs that meet the needs of all children.

<b>3. Program Implementation</b>
<b>3.1. Part C and/or Part B (619) Requirements</b>
3.1.1. Is knowledgeable about the program requirements for the submission and management of the Part C and/or Part B (619) system.
3.1.2. Develops and/or implements a budget to meet all federal and state program requirements for the Part C and/or Part B (619) system.
3.1.3. Develops and/or analyzes a data system to provide programmatic data for federal and state reporting and system management.
3.1.4. Demonstrates the ability to establish a personnel system with policies to govern the recruitment, hiring and supervision of administrators and practitioners that meet state and national required personnel standards, licensures and credentials for each individual professional discipline.
3.1.5. Demonstrates the ability to oversee the general supervision system (monitoring) for all intervention services and programs supported by the Part C and/or Part B (619) system.
3.1.6. Demonstrate the ability to use data to guide all Part C and/or Part B (619) system and programmatic decisions.
<b>3.2. State Administrative Staff</b>

3.2.1. Is knowledgeable about hiring, supervision and evaluation policies and procedures to use with state level staff.
3.2.2. Is knowledgeable about hiring, supervision and evaluation policies and procedures to use with state contractors.
3.2.3. Demonstrates the ability to teach state staff and contractors state and federal program requirements.
3.2.4. Demonstrates the ability to provide reflective supervision and effective coaching to support staff to meet job expectations.
3.2.5. Demonstrates the ability to seek creative solutions from staff about system program, and personnel challenges.
3.2.6. Is knowledgeable about team models and group dynamics and procedures to facilitate group process.
3.2.7. Demonstrates the ability to lead internal and external work teams to manage the Part C and/or Part B (619) system.
3.2.8. Demonstrates the use of positive feedback and confidence boosting strategies to motivate staff to meet the requirements and expectations of the Part C and/or Part B (619) system.
<b>3.3. Program Practices</b>
3.3.1. Is knowledgeable about evaluation models and data collection systems to measure the implementation of a program or system.
3.3.2. Demonstrates the ability to analyze the Part C and/or Part B (619) program using the early childhood system framework.
3.3.3. Demonstrates the ability to prioritize system needs to address and remediate in collaboration with staff and stakeholders.
3.3.4. Demonstrates the ability to develop and/or facilitate the implementation of work plan(s) to address identified system needs (e.g. goals, objectives, activities, timelines, resource needs and responsible person and evaluation criteria).
3.3.5. Demonstrates the ability to manage multiple priorities and diverse groups of staff and stakeholders to implement all Part C and/or Part B (619) program components.



<b>Transformational Leadership</b>
1. Strategic Thinking and Planning
1.1. Strategic Thinking
1.1.1. Is knowledgeable about effective state and national early education and care service models and systems for infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families.
1.1.2. Is knowledgeable about political, fiscal, and cultural climate that affects early education and care for infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families.
1.1.3. Is knowledgeable about state and national issues affecting the Part C and/or Part B (619) system.
1.1.4. Is knowledgeable about system's theories and their implications for systems change.
1.1.5. Demonstrates the ability to describe system's strategies that positively affect the Part C and/or Part B (619) system.
1.1.6. Demonstrates the ability to develop a theory of change to address a needed improvement in the early education and care system.
1.2. Strategic Planning
1.2.1. Is knowledgeable about effective strategic planning strategies and models.
1.2.2. Demonstrates the ability to build strategic partnerships with agencies, organizations and programs to meet needs of infants and young children with risk conditions, delays and/or disabilities (age birth to five) and their families.
1.2.3. Demonstrates the ability to bring appropriate and diverse stakeholders together to participate in a decision-making process to solve a system of program need.
1.2.4. Demonstrates the ability to identify or collect data to document the status of the system or program need.
1.2.5. Demonstrates the ability to use consensus-building strategies with stakeholder groups to achieve a common understanding of the need, a shared vision to improve the need, and a plan to address the need through measurable actions represented by work plans that articulate objectives, activities, timelines and outcomes to implement components of the larger strategic plan.
1.2.6. Is knowledgeable about the development of logic models to describe and evaluate a strategic plan.

1.2.7. Demonstrates the ability to use a logic model to evaluate the strategic planning.
1.2.8. Demonstrates the ability to motivate, facilitate and communicate across multiple workgroups during the planning phase.
1.2.9. Demonstrates the ability to communicate the strategic planning process and the shared vision for change to a variety of stakeholders.

2. Influencing and Leading Others
2.1. Leadership Theory and Application
2.1.1. Is knowledgeable about leadership theory and adaptations to use for different situations (e.g. situational leadership).
2.1.2. Demonstrates the ability to use leadership skills and adaptations to use for different situations and with different groups or individual stakeholders.
2.2. Leadership Behavior
2.2.1. Demonstrates the ability to develop relationships with staff, parents, and stakeholders in the Part C and/or Part B (619) and/or early education and care system.
2.2.2. Demonstrates the ability to describe the vision and program components of the Part C and/or Part B (619) system in a one-to-one, small group and large group setting to staff and other stakeholders.
2.2.3. Demonstrates the ability to communicate and motivate staff to implement the vision of the Part C and/or Part B (619) system.
2.2.4. Demonstrates the ability to model leadership knowledge and skills in all professional activities.
2.2.5. Demonstrates the ability to manage multiple priorities and diverse groups of staff and stakeholders.
2.2.6. Demonstrates the ability to advocate for needed changes in the Part C and/or Part B (619) system with various decision makers (e.g. legislators, state policy makers, state administrators).
2.2.7. Demonstrates the ability to initiate actions to develop and/or reform state and national policies and practices that improve outcomes for all infants and young children and their families.
2.2.8. Demonstrates the ability to identify and take on leadership opportunities in state and national early childhood systems.

<b>2.3. Shared Leadership</b>
2.3.1. Is knowledgeable and can identify leadership opportunities for staff and other stakeholders (e.g. families) in the Part C and/or Part B (619) system.
2.3.2. Demonstrates the ability to involve staff and other stakeholders in shared leadership of the Part C and/or Part B (619) system.
2.3.3. Demonstrates the ability to provide leadership opportunities and support (training, coaching and supportive feedback) to staff and other stakeholders (e.g. families) in the Part C and/or Part B (619) system.
2.3.4. Demonstrates the ability to promote leadership opportunities and support (training, coaching and supportive feedback) to staff and other stakeholders (e.g. families) in the state and national early education and care system.
2.3.5. Demonstrates the ability to create a succession plan for the state Part C and/or Part B (619) coordinator position for when you transition out of the position.

<b>3. Implementing and Sustaining Systems Change</b>
<b>3.1. Strategic Change</b>
3.1.1. Is knowledgeable about strategies to facilitate system changes from strategic plans.
3.1.2. Demonstrates motivational and positive communication to describe the change process to multiple and diverse stakeholders.
3.1.3. Demonstrates the ability to use a logic model to guide the collection of evaluation data across the strategic change process.
3.1.4. Demonstrates the ability to provide guidance, reflective supervision and positive reinforcement to staff, workgroup members and stakeholders as they implement the strategic plan.
3.1.5. Demonstrates the ability to monitor the ongoing progress and achievement of outcomes of the strategic plan through the collection of data from multiple sources.
3.1.6. Demonstrates the ability to revise components of the strategic plan as necessary.
3.1.7. Demonstrates the ability to solicit feedback from stakeholders to evaluate the system and/or program change(s) created by the implementation of the strategic plan.

3.1.8. Is knowledgeable about strategies to sustain a system change.
3.1.9. Demonstrates the ability to implement strategies to sustain a system change.
<b>3.2. Implementation Science</b>
3.2.1. Is knowledgeable about implementation science frameworks.
3.2.2. Is knowledgeable about effective scaling up practices to change and improve system, program and child/family outcomes.
3.2.3. Demonstrates the ability to identify, define and isolate an EBP practice(s), program or policy to improve the Part C and/or Part B (619) system.
3.2.4. Demonstrates the ability to implement a needs assessment to collect data to document the status of the practice(s), program or policy in the Part C and/or Part B (619) system.
3.2.5. Demonstrates the ability to communicate the scaling up and implementation process to stakeholders.
3.2.6. Demonstrates the ability to identify benchmarks and data needed at each stage and level of the scaling up process to ensure effective implementation of the practice(s), program or policy.
3.2.7. Demonstrates the ability to implement the practice(s), program or policy with fidelity with staff and stakeholders.
3.2.8. Demonstrates the ability to systematically scale up the implementation of the practice(s), program or policy with fidelity through a staging process and stakeholder work teams.
3.2.9. Demonstrates the ability to sustain the scaled-up practices, programs, or policies through the identification and use of implementation strategies.