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# Early Childhood Intervention Personnel Center

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# Guide to Technical Assistance

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# INTRODUCTION

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- The Early Childhood Intervention Personnel Center’s Purpose is to provide technical assistance to institutions of higher education, state agencies, professional organizations, territories, and tribal nations to increase their capacity to attract, prepare, and retain a qualified, competent, interdisciplinary, and effective workforce in early childhood intervention.

## WHAT IS Technical Assistance?

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- The following are the core elements that were found in a [scoping review of Technical Assistance models and frameworks](#) (Dunst, Annas, Wilkie & Hamby, 2019) and incorporated into a self-assessment as you prepare to deliver technical assistance to a program, organization or system:
  - Preparation
  - Planning
  - Implementation
  - Evaluation
  - Sustainability
- An effective system must:
  - Coordinate and address state needs for quantity and quality of ECI personnel as well as the level of support required
  - Acknowledge the coordination between pre- and in-service personnel development (PD) to ensure consistency of practice
  - Stay informed through ongoing evaluation via multiple sources (strategic partners, consumers, etc.) and monitor the results and capacity to implement child and program quality standards.

# HOW IS TA PROVIDED?

- Using the Core Elements of Technical Assistance Self-Assessment Checklist: The following are the core elements that were found in a scoping review of Technical Assistance models and frameworks (Dunst, Annas, Wilkie & Hamby, 2019) and incorporated into this self-assessment as you prepare to deliver technical assistance to a program, organization or system.

Core Elements	Definition of Terms
<b>Preparation for Technical Assistance</b>	
<b>Needs Assessment</b>	Process for determining the gap between current conditions, practices, or outcomes and desired conditions, practices, or outcomes.
<b>Decision Making</b>	Process for involving program staff in identifying, among alternatives, the options or priorities that best fit with the organization’s mission or goals.
<b>Visioning</b>	Process for determining what an organization would do or “look like” if it was to make desired changes.
<b>Readiness for Change (Buy-In)</b>	Staff commitment to change the program, organizational, or systems practices to improve effectiveness in order to achieve desired changes or outcomes.
<b>Organizational Capacity</b>	The ability of an organization to commit the human, program, and other resources needed for program, organization, or systems changes to produce desired practices.
<b>Technical Assistance Plan</b>	
<b>Goals and Objectives</b>	The immediate (objectives) and long-term (goals) program changes and outcomes that are the desired benefits of TA.
<b>Intervention Practices</b>	The particular evidence-based intervention practice or best practices identified (targeted) to produce desired program, organizational, or systems change.
<b>Fit Assessment</b>	Determining how well the targeted intervention practice matches (fits) the program or organization’s mission, priorities, desired changes, staff beliefs, etc. and how well the proposed TA practices also fit the program ecology.
<b>Logic Model or Theory of Change</b>	A description or graphic representation of the relationship between desired program, organizational, or systems inputs and resources; the intervention practices, actions, or activities to affect desired change; and the intended outputs and outcomes of use of the practices, actions, or activities
<b>TA Resources</b>	TA resources made available to and/or provided to program staff to improve the use of targeted evidence-based or best practices
<b>Staff Roles and Responsibilities</b>	Specification of the roles and responsibilities of individual staff, and how enactment of those roles and responsibilities are expected to contribute to desired change

<b>Technical Assistance Implementation</b>	
<b>TA Provider Credibility</b>	Practices used by a TA provider to establish staff trust, respect, rapport, and the belief that the provider is acting in the best interests of the program and staff receiving TA.
<b>Professional Development</b>	The TA provider uses evidence-based professional development practices to build and strengthen the capacity of staff, programs, organizations, and systems to use targeted intervention practices.
<b>Coaching and Mentoring</b>	The TA provider uses coaching, mentoring, or both as part of the TA provision in interactions with staff to build and strengthen their capacity to use targeted intervention practices.
<b>Consultation</b>	Tailored responses to individual staff members, groups of staff members, and other program staff in response to questions, concerns, and other issues about the adoption and use of targeted intervention practices.
<b>TA Provider Support/Feedback</b>	The TA provider offers nonjudgmental acknowledgment, encouragement, and feedback on staff efforts and accomplishments in changing program practices to align with the objectives and goals of the plan.
<b>Staff Roles and Responsibilities</b>	Specification of the roles and responsibilities of individual staff, and how the enactment of those roles and responsibilities is expected to contribute to the desired change.
<b>Technical Assistance Evaluation</b>	
<b>Process Evaluation</b>	Methods for determining if the practices, activities, or interventions specified in a theory of change or logic model were implemented as planned and resulted in identifiable outputs.
<b>Outcome Evaluation</b>	Methods for determining if the practices, activities, or actions have resulted in desired changes and affected progress or benefits in the target group(s) of a program, organization, or system.
<b>Fidelity of Use of Intervention Practices</b>	Extent to which the key characteristics of targeted practices, which are the focus of TA, were implemented as they were designed to be used or delivered.
<b>Fidelity of Use of TA Practices</b>	Extent to which the core elements of TA were used as intended and in a consistent manner with the program staff responsible for using the intervention practice that constitutes the focus of TA.
<b>Lessons Learned</b>	Knowledge gained from the use of TA to promote staff use of the targeted intervention practice(s) constituting the focus of TA and the use of that information to make changes or improvements in the overall implementation of program activities.
<b>Sustainability of TA-Facilitated Change</b>	
<b>Capacity-Sustaining Activities</b>	The resources, activities, and professional support of the program, organization, or system that are used to sustain or maintain the changes implemented as a result of TA-related practices.
<b>Continuous Quality Improvement</b>	Processes used to ensure ongoing improvements in a program, organization, or system that were the focus of TA
<b>Ongoing TA Provider Support</b>	Procedures used to provide informal and/or formal TA support to program staff after the completion of TA-related activities.
<b>Follow-Up TA Activities</b>	Planned activities that provide program staff with opportunities to share concerns and accomplishments, and to obtain input, feedback, and suggestions from a TA provider.

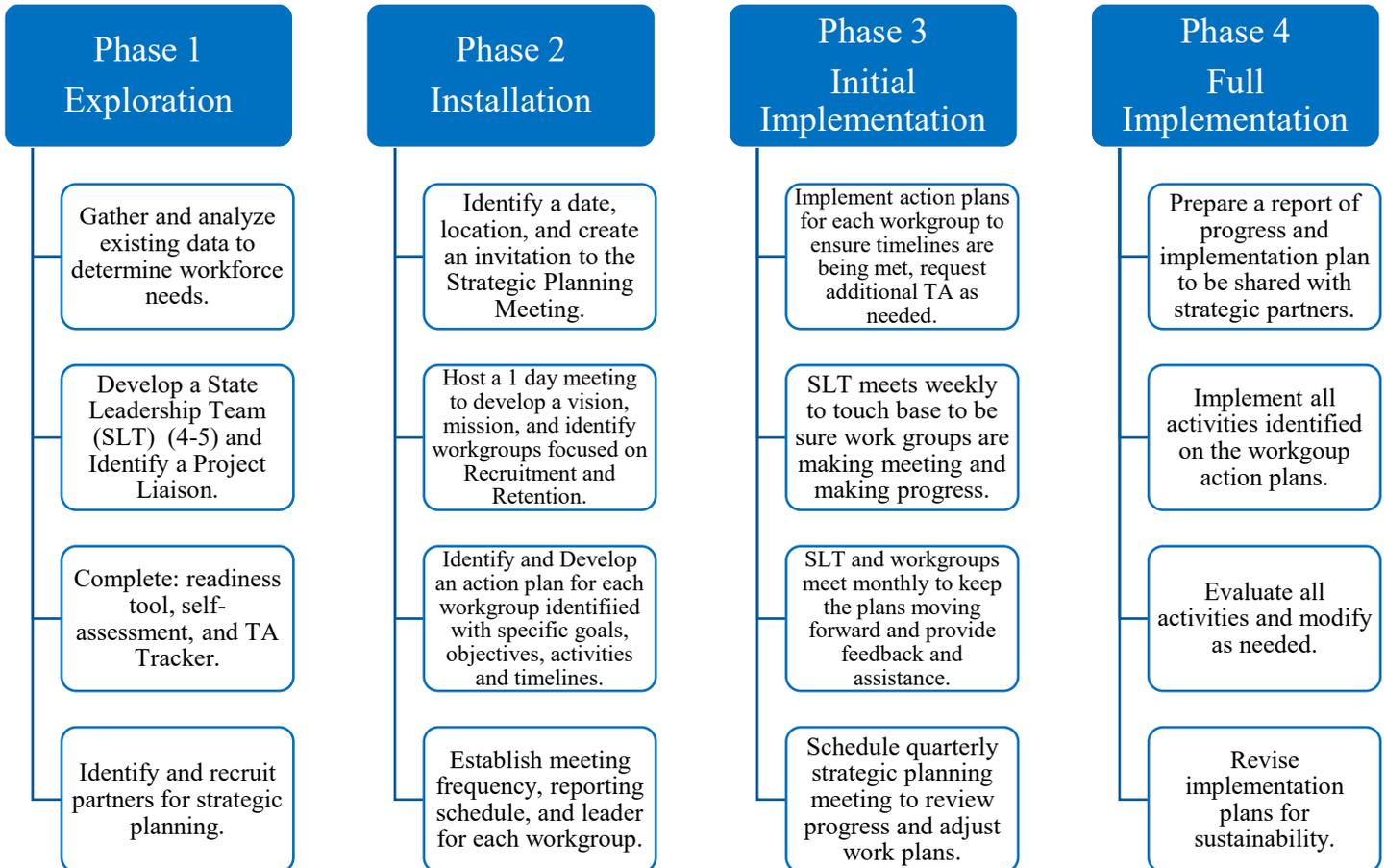
## Core Elements of Technical Assistance Self-Assessment Checklist

**Progress: Not Started-In Progress-Completed**

Preparation for Technical Assistance			Progress
	<b>Needs Assessment</b>	Determine the gap between current conditions, practices, and outcomes.	Choose an item.
	<b>Decision Making</b>	Involve staff to identify priorities that fit the organization's mission or goals.	Choose an item.
	<b>Visioning</b>	Determine how the organization would look if it made the desired change.	Choose an item.
	<b>Readiness for Change (Buy-In)</b>	Staff commitment to change program, organization, or systems practice achieving the desired changes or outcomes.	Choose an item.
	<b>Organizational Capacity</b>	Commit resources needed for program, organization or systems changes to produce desired result.	Choose an item.
Technical Assistance Planning			
	<b>Goals and Objectives</b>	Staff commitment to change the program, organization, or system practices to achieve the desired changes or outcomes.	Choose an item.
	<b>Intervention Practices</b>	Staff commitment to change the program, organization, or system practices to achieve the desired changes or outcomes.	Choose an item.
	<b>Fit Assessment</b>	Staff commitment to change the program, organization, or system practices to achieve desired changes or outcomes.	Choose an item.
	<b>Logic Model or Theory of Change</b>	Staff commitment to change the program, organization, or system practices to achieve desired changes or outcomes.	Choose an item.
	<b>TA Resources</b>	Staff commitment to change the program, organization, or system practices to achieve desired changes or outcomes.	Choose an item.
	<b>Staff Roles and Responsibilities</b>	Identify how staff will contribute to the desired change.	Choose an item.
Technical Assistance Implementation			
	<b>TA Provider Credibility</b>	Establish trust, respect, rapport, and shared beliefs with the technical assistance recipient to assure them you are acting in their best interests.	Choose an item.
	<b>Professional Development</b>	Use evidence based professional development practices to build and strengthen staff, program, organization, and systems capacity to use targeted intervention practices.	Choose an item.
	<b>Coaching and Mentoring</b>	Use coaching and mentoring as part of the provision of TA to build and strengthen their capacity to use targeted practices.	Choose an item.
	<b>Consultation</b>	Respond to staff questions and concerns about the adoption and use of targeted practices.	Choose an item.
	<b>TA Provider Support/Feedback</b>	Did you provide nonjudgmental acknowledgment, encouragement, and feedback on staff efforts toward and accomplishments consistent with the objectives and goals of the plan?	Choose an item.

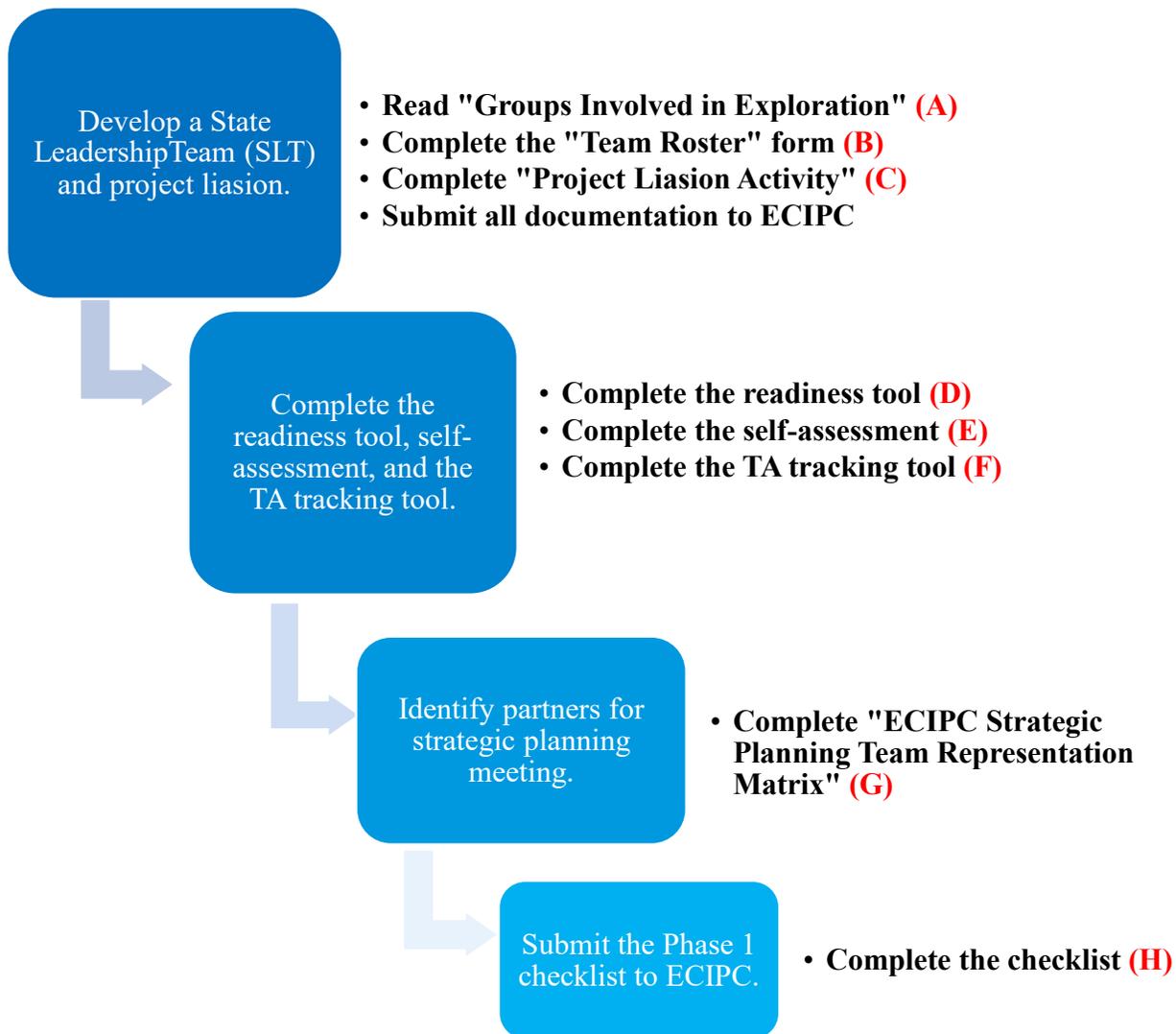
<b>Technical Assistance Evaluation</b>			
	<b>Process Evaluation</b>	Use methods to determine if the practices, activities, or actions were implemented as planned and resulted in identifiable outputs.	Choose an item.
	<b>Outcome Evaluation</b>	Use methods to determine if the practices, activities, or actions resulted in desired changes in the target group(s) of a program, organization, or system.	Choose an item.
	<b>Fidelity of Use of Intervention Practices</b>	Assess whether the key characteristics of targeted practices are implemented as they were designed to be used or delivered.	Choose an item.
	<b>Fidelity of Use of TA Practices</b>	Assess if the core elements of TA are used as intended in a consistent manner with program staff.	Choose an item.
	<b>Lessons Learned</b>	Review learning gained from use of TA.	Choose an item.
<b>Sustainability of TA-Facilitated Change</b>			
	<b>Capacity-Sustaining Activities</b>	Identify program organization, or systems resources, activities, and professional support to sustain or maintain the changes that have been put into place as a result of TA related practices.	Choose an item.
	<b>Continuous Quality Improvement</b>	Identify processes to ensure ongoing improvements in a program, organization, or system.	Choose an item.
	<b>Ongoing TA Provider Support</b>	Identify procedures to provide informal and formal TA to program staff after the completion of TA related activities.	Choose an item.
	<b>Follow-Up TA Activities</b>	Plan activities for program staff to share concerns and accomplishments and to obtain input, feedback, and suggestions from a TA provider.	Choose an item.

# IMPLEMENTATION MODEL



# PHASE 1: EXPLORATION

- **Goals:** To examine readily available data to:
  - Complete the readiness tool and self-assessment with the State Leadership Team
  - Explore innovations, system structures, & sets of practices/models that address the need.
  - Identify leadership and assess support for the initiative.
  - Make informed decisions about whether to proceed with technical assistance.
- Complete the steps below:

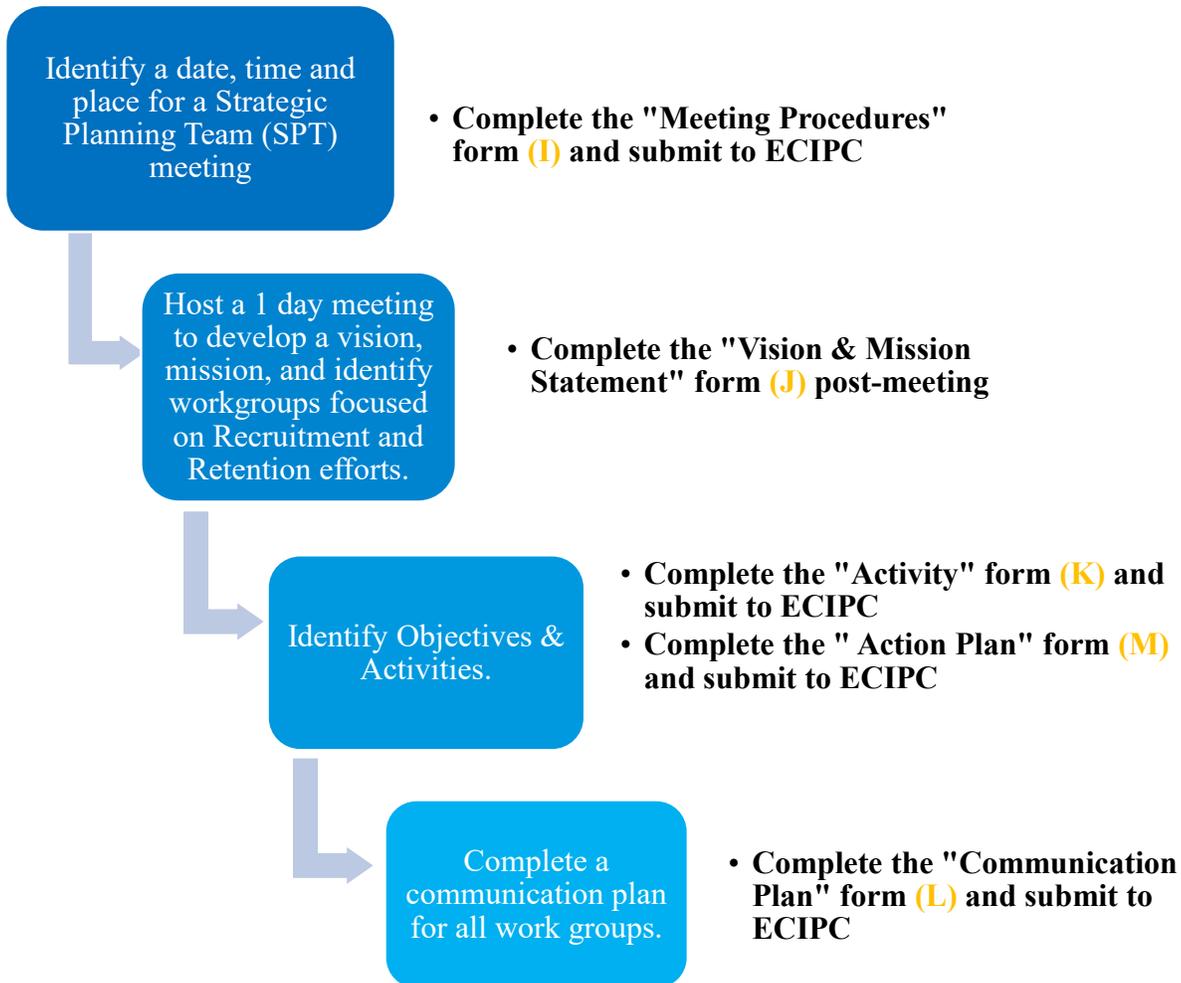


# PHASE 2: INSTALLATION

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- **Goal:** To further examine and build the system capacity to support the development and implementation.

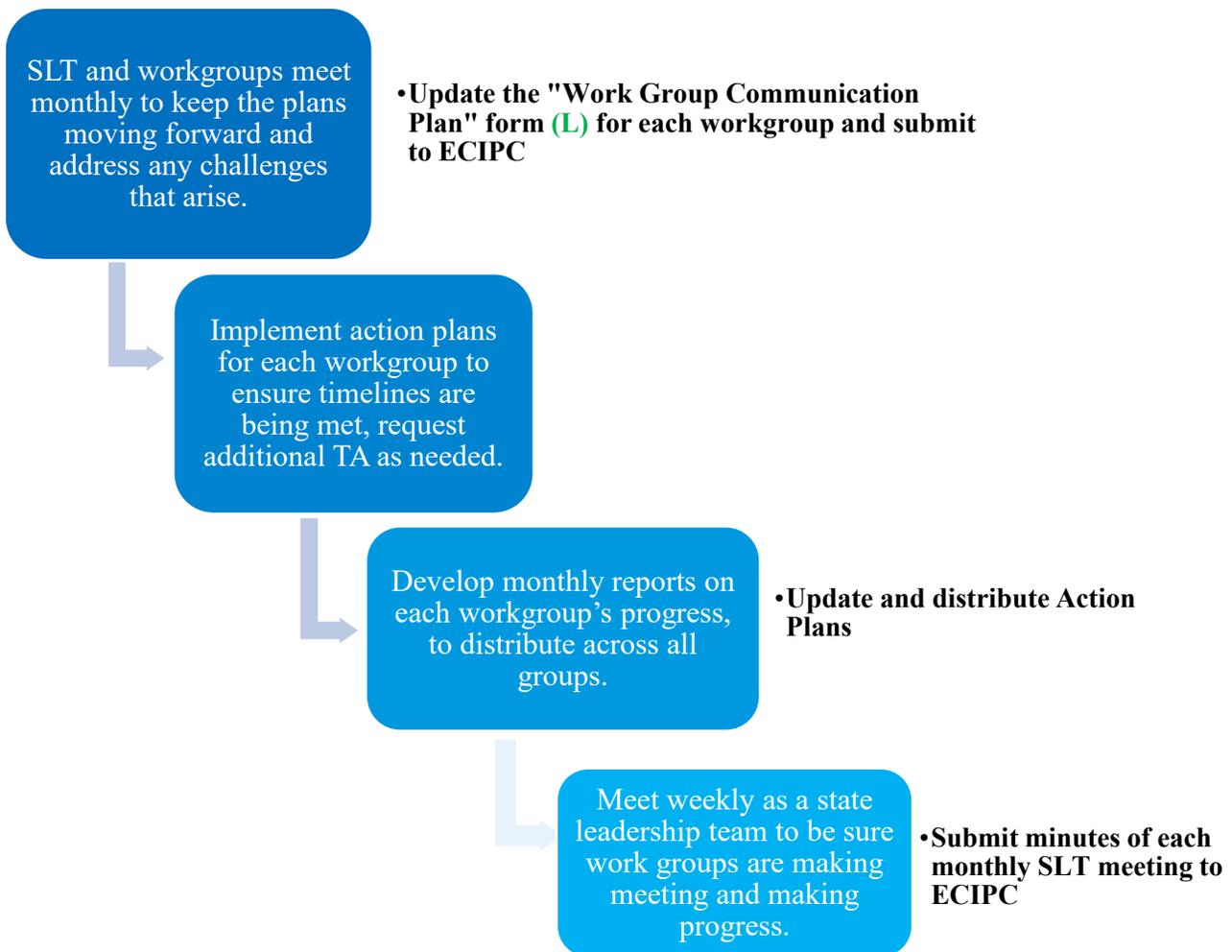
Complete the steps below: *\*During this phase, your previously identified SLT & SPT (Phase 1) will conduct a Strategic Planning Team meeting.*



# PHASE 3: IMPLEMENTATION

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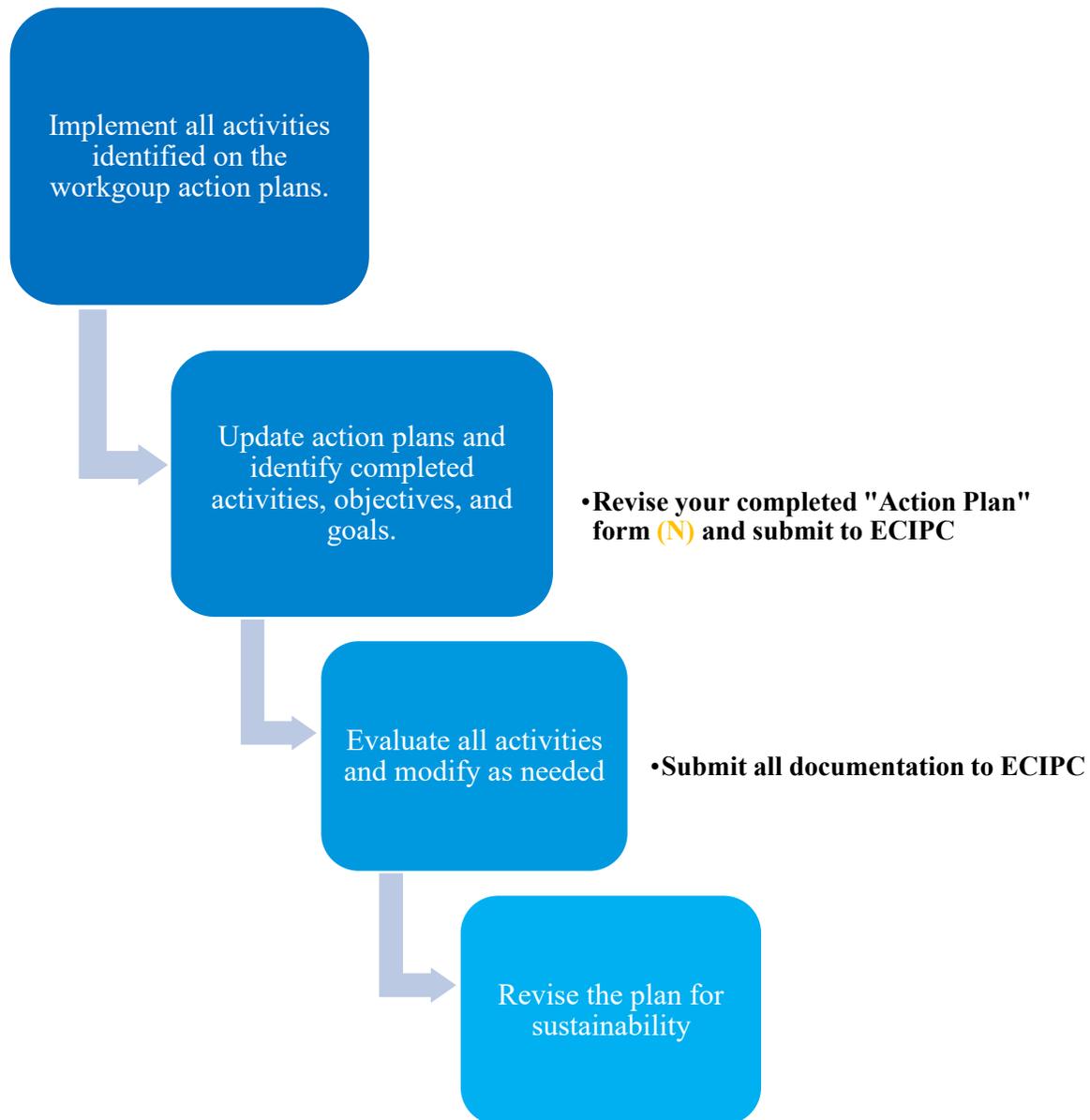
- **Goal:** To implement the action plan developed by strategic planning members and institute changes to the state's personnel structures, systems, and practices.
- Complete the steps below.



# PHASE 4: STANDARDIZATION

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- **Goal:** To fully implement evaluation activities that are systematically used to identify modifications and/or additions and highlight successes and achievements are fully implemented.
- Complete the steps below.



# Appendix

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- This appendix contains all the supplemented documentation and/or forms to guide state teams through the steps of Phase 1 through 4 of Intensive Technical Assistance.

**FORM A: Groups Involved in Exploration**

➤ **Directions:** This form provides a resource for understanding the descriptions of the size, representation, and responsibilities of teams and workgroups.

<b>Groups</b>	<b>Size</b>	<b>Representation</b>	<b>Responsibilities</b>
State Leadership Team (SLT)	4 to 5	State Part C and State Part B/619 coordinator or designee, higher education faculty, State Parent Center representative, and other ECI identified	<ul style="list-style-type: none"> <li>• Obtain leadership approval across agencies.</li> <li>• Establish SLT</li> <li>• Present information to and gather information from the SLT.</li> <li>• Conduct self-assessment.</li> <li>• Oversee development, implementation, and evaluation</li> </ul>
Strategic Planning Team (SPT)	20 to 25	Family, Institutes of Higher Education, In-service training providers, Licensure, Data managers, Local Program Administrators, Direct service providers, others as identified by the state leadership team (SLT)	<ul style="list-style-type: none"> <li>• Create vision and mission.</li> <li>• Provide information on current practices and concerns.</li> <li>• Give feedback on proposed initiatives and changes</li> </ul>
Workgroups	4 to 6	Institutes of Higher Education, Licensure, Part C / Part B/619 staff, Families, TA providers, Direct service administrators and providers, other strategic partners	<ul style="list-style-type: none"> <li>• Collect necessary information to fully understand existing system.</li> <li>• Establish operational procedures.</li> <li>• Set timeline for completion of activities.</li> <li>• Develop action plan</li> </ul>

**FORM B: ECIPC TA Team Roster**

➤ **Directions:** This is the ECIPC form that provides contact information for the individuals within a state who participate in activities. Once finalized, updates should be sent as needed.

**State:** Choose an item.

**Date:** Click or tap to enter a date.

Name (Last, First)	SLT	SPT	Workgroups (as identified)	Title/Organization	E-mail	Phone Number(s) 000-000-0000
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	<input type="checkbox"/>	<input type="checkbox"/>	Choose an item.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

**FORM C: Project Liaison**

- **Directions:** Identify a project liaison who is responsible for communication with the ECIPC technical assistance provider.

**Who will this be?** \_\_\_\_\_

**Determine communication loops and processes for SLT.**

- a. Clarify the needs and issues
- b. Understand the state context
- c. Include a variety of perspectives and strategic partners
- d. Establish and build on effective partnerships
- e. Communicate frequently and effectively

**FORM D: ECIPC Readiness Tool**

**State** Choose an item.

**Date Completed**

Who is Completing This Readiness Tool: \_\_\_\_\_

*Please check only one box*

	Yes	No	Not Sure	Is this a Priority? Please explain
<b>I. Attract</b>				
Does your state have shortages in personnel to serve infants and young children with disabilities aged 0-5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a system to identify ECSE graduates from the IHE programs in your state?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you currently work with IHE programs in your state? If so, please list.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>II. Prepare</b>				
Do you or your colleagues at the SEA or the lead agency for EI have a structure in the state to communicate and collaborate with the IHEs in your state that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>III. Retain</b>				
Does your state have a Comprehensive System of Personnel Development (CSPD) for personnel who serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have a plan to retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Please check only one box.

	Yes	No	Not Sure	Is this a Priority? Please explain
<b>IV. Infrastructure</b>				
Do you or your colleagues at the SEA or the lead agency for EI have other federal or state priorities you are currently addressing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Are you or your colleagues at the SEA or the lead agency for EI receiving support from other TA centers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an existing leadership team that includes the Part C program administrator and the Part B (619) state administrator, or are you able to establish one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will the state leadership team be able to meet weekly to implement a personnel system to attract, prepare and retain a workforce to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will the state leadership team be able to manage a 1-day strategic planning meeting with interested parties in the state to develop a workplan to develop infrastructure to support collaborations between the state agencies and IHEs to attract, prepare and retain personnel to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Will the state leadership team be able to manage and evaluate meetings of the workgroups developed at the strategic planning meeting to implement a workplan to develop infrastructure to support collaborations between the state agencies and IHEs to attract, prepare and retain personnel to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Has anyone on the state leadership team participated in strategic planning to implement a system change?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Is there anything about state efforts in Early Childhood Intervention we should know?				

**FORM E: Self-Assessment**

*Please check only one box*

	Yes	No	Not Sure	Is this a Priority? Please explain
<b>I. Attract</b>				
Does your state have shortages in personnel that serve infants and young children with disabilities aged 0-5?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Select the disciplines in which you have shortages: <input type="checkbox"/> Special Educators <input type="checkbox"/> Speech-Language Pathologists and Audiologists <input type="checkbox"/> Occupational Therapists <input type="checkbox"/> Physical Therapists <input type="checkbox"/> Psychologists <input type="checkbox"/> Social Workers <input type="checkbox"/> Nurses <input type="checkbox"/> Nutritionists <input type="checkbox"/> Family Therapists <input type="checkbox"/> Orientation and Mobility Specialists	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have data to document shortages?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a database or registry that tracks personnel, and vacancies for personnel?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have a directory of IHE programs and yearly graduates of 2-year, 4-year, and graduate programs?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Does your state’s certification and licensing standards align with national standards for personnel who serve infants and young children with disabilities with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have a plan to attract personnel that serve infants and young children with disabilities with disabilities aged 0-5, and their families, in the state Early Childhood Intervention (ECI) workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI assist or partner with faculty from IHEs in recruitment efforts to attract graduating students into state or local positions in ECI?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI assist or partner with faculty from IHEs to offer incentives to attract graduating students into state or local positions in ECI?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Yes	No	Not Sure	Is this a Priority? Please explain
<b>II. Prepare</b>				
Do you or your colleagues at the SEA or the lead agency for EI have an infrastructure to communicate and collaborate with the IHEs in your state that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do the IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families have an infrastructure to communicate and collaborate with each other?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or lead agency for EI involve faculty from IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families in state meetings about current programs of study?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or lead agency for EI involve faculty from IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families in state meetings about the adoption of programs of study curriculum and materials that are aligned to national standards, evidence-based practices?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or lead agency for EI participate in any accreditation decisions about IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or lead agency for EI involve faculty from IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families, in state meetings about current certification or licensing or credentialing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or lead agency for EI involve the faculty from IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families, in meetings about professional development or continuing education of the current workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI assist or partner with faculty from IHEs that prepare personnel to serve infants and young children with disabilities aged 0-5, and their families, on recruitment efforts to attract students into IHE programs of study in ECI at all levels of preparation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI assist or partner with faculty from IHEs prepare personnel to serve infants and young children with disabilities aged 0-5, and their families offer incentives to attract students into IHE programs of study in ECI at all levels of preparation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Yes	No	Not Sure	Is this a Priority? Please explain
<b>III. Retain</b>				
Do you or your colleagues at the SEA or the lead agency for EI have a plan to retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you have an induction program for new personnel?				
Do you have a mentoring program for personnel?				
Do you or your colleagues at the SEA or the lead agency for EI collaborate with IHEs to retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI collaborate with LEAs and local EI programs to retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI provide incentives to retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>IV. Systems Change</b>				
Do you or your colleagues at the SEA or the lead agency for EI know how to identify and address technical issues in system efforts to attract, prepare, and retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI provide or coordinate skill-based training for staff on systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have access to relevant data for making decisions for improving systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have a process for using data for decision-making on systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI set aside resources to support the development of staff competency to implement systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI develop and/or refine internal policies or procedures that support systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Yes	No	Not Sure	Is this a Priority? Please explain
Do you or your colleagues at the SEA or the lead agency for EI make changes in organization roles, functions, and structures as needed to accommodate systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have established compliance measures to ensure adherence to systems change efforts for attracting, preparing, and retaining personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI have established procedures and protocols to evaluate the effectiveness of your systems change efforts for attracting, preparing, and retaining personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI know how to identify and address adaptive issues in systems change efforts to attract, prepare, and retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI engage strategic partners and staff in developing a shared understanding of the need for systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI regularly communicate with strategic partners regarding systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI address resistance and build trust with faculty from IHEs, LEAs and local EI programs as part of systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI redefine roles and responsibilities, as needed, as part of systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI cultivate new mindsets and cultural norms to support your systems' change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI engage in iterative learning and experimentation in your systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

	Yes	No	Not Sure	Is this a Priority? Please explain
Do you or your colleagues at the SEA or the lead agency for EI foster collaboration with and across IHEs, LEAs, and local EI programs in support of your systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you and your colleagues at the SEA or the lead agency for EI feel empowered to take initiative and contribute to change efforts related to systems change efforts to attract, prepare, and retain personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you and your colleagues at the SEA or the lead agency for EI have opportunities for reflection and feedback to support system change efforts related to attracting, preparing, and retaining personnel in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Do you or your colleagues at the SEA or the lead agency for EI know how to differentiate technical issues from adaptive issues in your systems change efforts to attract, prepare, and retain personnel who serve infants and young children with disabilities aged 0-5, and their families, in the state ECI workforce?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**FORM F: Phase 1 TA Tracker**

TA INTEGRATED TRACKING TOOL  
 LAST DATE UPDATED [Click or tap to enter a date.](#)

*Please list all TA activities occurring within your state*

<b>TA Center Name:</b> Choose an item. Choose an item.			
<b>Age Range of TA</b> Choose an item.			
<b>Purpose of TA:</b>  Written Plan developed? Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Purpose of TA:</b>  Written Plan developed? Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Purpose of TA:</b>  Written Plan developed? Yes <input type="checkbox"/> No <input type="checkbox"/>	<b>Purpose of TA:</b>  Written Plan developed? Yes <input type="checkbox"/> No <input type="checkbox"/>
<b>Current Tasks</b>	<b>Current Tasks:</b>	<b>Current Tasks:</b>	<b>Current Tasks:</b>
<b>TA Center Team Members</b>			
<b>Level of TA</b> Choose an item.			
<b>Part C/619 Primary Contact Information:</b>			
<b>Start Date:</b> Click or tap to enter a date.	<b>Start Date:</b> Click or tap to enter a date.	<b>Start Date:</b> Click or tap to enter a date.	<b>Start Date:</b> Click or tap to enter a date.
<b>Projected End Date:</b> Click or tap to enter a date.	<b>Projected End Date:</b> Click or tap to enter a date.	<b>Projected End Date:</b> Click or tap to enter a date.	<b>Projected End Date:</b> Click or tap to enter a date.

**FORM G: ECIPC Strategic Planning Team Representation Matrix**

➤ **Directions:** Place a checkmark under each team member’s representation. This is the form that supports decision making in the development of the SPT composition by assuring that there is cross disciplinary representation on the SPT. Once finalized for the SPT meeting, updates should be sent as needed. *Things to consider - geographic representation, agency representation, demographic representation.*

**State:** Choose an item.

**Date:** Click or tap to enter a date.

Name (Last, First)	SLT	SPT	Role	Part B/ 619	Part C	State EC	Head Start	Other ECI	Child Care	Family Member	Administrators	Practitioners	TA, In-service	IHE/Pre-service	Political Linkage	Budget Linkage	Data Systems	Licensure	Other:
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															
	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>															

**FORM H: Phase 1 Checklist**

Activity/Outcome	Date Started	Date Completed	Date Submitted to ECIPC
State Leadership Team (SLT) established	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Self-assessment completed	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Strategic Planning Team (SPT) formed	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Workgroups established during the strategic planning meeting: please list	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.
Leadership commitment to support initiative for 1 year	Click or tap to enter a date.	Click or tap to enter a date.	Click or tap to enter a date.

➤ **Directions:** Designate one team member to complete the following checklist.

**FORM I: Meeting Procedures**

➤ **Directions:** Discuss and record your team’s answers to each of the following questions.

1. How are responsibilities distributed across members of the SLT?

---

2. How often will the group meet to work towards goals? (*minimally monthly*)

---

3. How will decisions be made?

---

4. Describe the operational procedures:

- 1.
- 2.
- 3.
- 4.
- 5.

**Example Description of SLT and SPT Roles, Responsibilities and Operational Procedures**

*Members of the SLT are responsible for the implementation revision and evaluation of the plan. Members of the SLT are also members of the SPT. When possible, decisions will be made using the general consensus of the group and including input from the SPT. However, the final decision-making authority will be shared by the Part C and Part B/619 coordinator or designated staff.*

*The SPT shall be a network of volunteers across the state that advocate for and identify professional development priorities at the in-service and pre-service level. Members shall serve at will.*

## **FORM J: Vision & Mission Statement**

- **Directions:** Conduct a Strategic Planning Team Meeting and discuss the following.

### **(Vision Statement) Our State's early childhood intervention system will:**

*Example Vision Statement: Our ECI system will ensure that all practitioners who work with young children and their families receive the appropriate training and support needed to provide effective services, which will result in positive developmental and behavioral child outcomes.*

### **(Mission Statement) In order to accomplish our vision, our team will:**

*Example Mission Statement: To advocate, create, and implement a statewide comprehensive, early childhood intervention professional development system to improve quality and services for all children and families.*

**FORM K: Workgroup Activity**

- **Directions:** After the workgroup membership is confirmed, and expectations for the groups are clearly specified, discuss and record your team’s answers to the following.

<i>Example Membership and Tasks for Personnel Standards Workgroup</i>			
<i>Workgroup</i>	<i>SPT Members</i>	<i>Other Members</i>	<i>Tasks (from the action plan)</i>
<i>Personnel Standards</i>	<i>Anna Smith George Lucas</i>	<i>Jose Martinez Hailey Jones Elena Jackson Shamika Sanders</i>	<ul style="list-style-type: none"> <li>• <i>Review of State Personnel Standards</i></li> <li>• <i>Review the narrative and final set of competencies for proposed changes to various endorsements that drive undergraduate and graduate early childhood (0-8), early intervention (0-3), and early childhood special education (0-5) personnel.</i></li> </ul>

- **Is there a dedicated leader for each workgroup?**

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

- **What are the objectives & goals of each workgroup?**

---



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**FORM L: Communication Plan**

- **Directions:** Describe the plan for communication for all involved groups (SLT, SPT, workgroups).

**SLT Communication Plan (frequency and type of communication)**

*Example: The SLT will communicate progress towards Action Plan goals/objectives to all team members through bi-monthly electronic updates, which will include milestones met, reviewed status of goals/objectives, and any key issues/concerns.*

**SPT Communication Plan**

*Example: SPT will ensure timely and appropriate collection, retrieval, and dissemination of professional development opportunities to the SLT as well as strategic partners who could provide support. Updates on the status of professional development trainings for pre-service and in-service personnel will be communicated through ongoing reports.*

**Workgroup Communication Plan**

*Example: SLT meetings will be coordinated and scheduled by Project Liaison. This individual is responsible for calling the team together and sharing communications with the team. Developing and disseminating the minutes from the meeting will be a responsibility shared by the SLT members. Communication between the SPT and SLT will occur through electronic or face-to-face meetings and will be scheduled by members of the SLT to obtain input from the SPT at least quarterly.*

**FORM M: Example Workgroup Action Plan**

<p style="text-align: center;">Example Recruitment and Retention Action Plan Tracking Form for each objective with actions/strategies broken down and progress noted</p>				
Goal #5	<i>Develop plan to recruit and retain professionals in discipline-specific shortage areas</i>			<b>Workgroup:</b> <b>Recruitment and Retention</b>
Objective	<i>Identify specific discipline and geographical areas of shortage</i>			<b>Evaluation:</b>
<i>Actions/Strategies</i>	<i>Who's responsible</i>	<i>Start date</i>	<i>Completion date</i>	<i>Progress Notes</i>
<i>Step 1: Contact state leadership to discuss discipline shortages and areas of need</i>	<i>SLT</i>			<i>Began conversation with Early Childhood Leadership group.  Will talk with State Leadership Team</i>
<i>Step 2: Meet with staff regarding data available and identify data to be gathered</i>	<i>SLT</i>			<i>Data will be gathered from website (job openings in state); Part C data and Part B preschool data for the past 3-5 years regarding students with IFSP and IEP; data for each discipline/educator from each region for the past 3 years.</i>
<i>Step 3: Identify membership of R &amp; R workgroup</i>	<i>SLT</i>			<i>At the Strategic Planning Team meeting members indicated the work group they wanted.</i>
<i>Step 4: Discuss findings and determine strategies to enhance disciplines as well as staff to geographical areas of need</i>	<i>R &amp; R workgroup</i>			<i>Setting next workgroup meeting to discuss these strategies</i>

## Form N: Workgroup Action Plan

## Phase 2: Installation - Form N

### ECIPC Action Plan

Sub-Component Choose an item.

State: Choose an item.

Date Developed: Click or tap to enter a date.

Goals Objectives /Activities	Person(s) Responsible	Resources Needed	Timeline	Criteria for Success
<b>GOAL 1.</b> Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 1.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 1.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 1.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 1.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
<b>GOAL 2.</b> Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 2.1 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 2.1.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Objective 2.2 Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.
Activity 2.2.1. Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap to enter a date.	Click or tap here to enter text.

**Form O: Evaluating the Quality of Action Plans**

- **Directions:** Place a check in the corresponding box to evaluate the quality of your action plan. Complete the “Improvements Needed” box as needed.

Criteria	Yes	No	Improvements Needed:
1. <b>Value:</b> Objectives in the plan are clearly and directly related to the goal.	<input type="checkbox"/>	<input type="checkbox"/>	
2. <b>Value:</b> Activities in the plan target the system at multiple levels (e.g. state & local administration, providers, practitioners).	<input type="checkbox"/>	<input type="checkbox"/>	
3. <b>Value:</b> The plan addresses most of the elements of quality.	<input type="checkbox"/>	<input type="checkbox"/>	
4. <b>Value:</b> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective.	<input type="checkbox"/>	<input type="checkbox"/>	
5. <b>Ethical:</b> Activities in the plan include clearly identified feedback loops (e.g. eliciting strategic partner input; providing information; seeking feedback).	<input type="checkbox"/>	<input type="checkbox"/>	
6. <b>Ethical:</b> 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.	<input type="checkbox"/>	<input type="checkbox"/>	
7. <b>Feasibility:</b> Activities in the plan are logical in sequence.	<input type="checkbox"/>	<input type="checkbox"/>	
8. <b>Feasibility:</b> Timelines are realistic, and the plan is feasible given the time and resources.	<input type="checkbox"/>	<input type="checkbox"/>	
9. <b>Measurable:</b> Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth.	<input type="checkbox"/>	<input type="checkbox"/>	
10. <b>Measurable:</b> The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan.	<input type="checkbox"/>	<input type="checkbox"/>	
11. <b>Timing:</b> Action plans are complete, including timelines, dates, and individual responsibilities and assignments.	<input type="checkbox"/>	<input type="checkbox"/>	

*Value:* Will the plan contribute to the team agreed-upon goals? Are they prioritized?

*Ethical:* Is the plan consistent with the organization’s mission, values, and principles?

*Feasibility:* Is the plan practical given the time frame/resources?

*Timing:* Is the time frame for completion included and planned for?

*Measurable:* Does the action plan include measurable and specific results/outcomes? Is progress monitoring addressed in the plan?

## **Rubric for Evaluating Action Plan**

- **Directions:** Place a check in the interactive corresponding box to evaluate your action plan.

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Future Considerations</b>
<b>Goal(s):</b> The goals in the plan are clearly defined, specific, and measurable to ensure success.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Objectives:</b> Objectives in the plan are directly related to a goal.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Activities:</b> Activities in the plan are directly related to an objective.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sequence:</b> Each objective and activity are logically sequenced for achievement of a goal.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Criteria:</b> Each objective and activity include clear and measurable criteria for achievement.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Timelines for Completion:</b> Each objective and activity include a measurable timeline for milestones, data collection, completion and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Resources Needed:</b> Each objective and activity include a description and list of resources needed for meeting criteria, timelines and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Person(s) Responsible:</b> Each objective and activity includes a designated person or group who will be responsible for completing the objective and/or the activity.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Progress Monitoring:</b> Each objective and activity include a schedule for progress monitoring of benchmarks and outputs to facilitate the revision of the action plan (as necessary).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evaluation:</b> Each goal(s) on the action plan will have a data collection schedule to document, measure, and analyze all outputs and results/outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	