# Commonwealth of the Northern Mariana Islands (CNMI) Implementation Plan

**Coherent Improvement Strategy: Governance (TC2, F5, INS13, A3, A8, E5, E6, INT1)**
**G.1:** Expand, implement, and train Early Intervention/ Early Childhood (EI/ EC) providers and parents on standard operating procedures (SOP) to support Tier of Intervention *(TOI)* and the Early Language and Literacy Child Profile (ELL CP)
**G.2:** Expand implement policies and standard operating procedures for monitoring and assessing child and family progress including providing technical assistance, if needed.

Short Term Outcomes:

- EI/EC providers will acquire the knowledge of and skills sets for implementing the TOI and ELL CP checklist.
- EI/EC administrators and providers will acquire knowledge of the SOP for assessing and monitoring children's progress in expressive language abilities and functional communication skills

Long Term Outcomes:

- EI/EC providers will implement the SOP for the TOI and ELL CP with fidelity.
- EI/EC providers will demonstrate and document the SOP for assessing and monitoring progress effectively.

Intended Outcome:

- All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's functional communication plan based on the ELL CP Checklist.

| Activities to Meet Outcomes | System Level | | | Steps to Implement Activities | Resources Needed | Who Is Responsible | Timeline |
|---|---|---|---|---|---|---|---|
| | Central | Program | Provider | | | | |
| G.1.1 Expand the TOI and ELL CP procedures | | X | | 1. Research EBPs that promote ELLCP. | TA | Core Team, TA | FALL 2021 |
| | | | | 2. Discussed and gather input from CORE Team | TA | EI Director, Core Team | FALL 2021 |
| | | | | 3. Align with the EBPs with the TOI framework | TA | Core Team, EI Director, & TA | FALL 2021 |
| | | | | 4. Finalize the expanded TOI which includes the levels of support | TA | Core Team, EI Director | FALL 2022 |
| | | | | 5. Report/present TOI to ICC | TA | EI Director | Spring 2023 & Annually |
| | | | | 6. Update the data collection procedures for Progress Monitoring (TOI Progress Tracking Report) | TA | Core Team, EI Director, & TA | Spring 2023 |
| G.1.2 Train on policies for assessing and monitoring the TOI and Early Language & Literacy Child Profile (ELLCP). | | X | | 1. Train EI/EC providers on assessing and monitoring the TOI and ELLCP. | TA | TA, EI Director | Spring 2022 & Annually |
| | | | | 2. Implement and monitor the TOI and ELL CP for families and providers. | TA | TA | FALL 2022 & Annually |
| | | | | 3. Mid-year gather data on the ELLCP and revise the ELLCP procedures if needed. | TA | Core Team | Spring 2024 & Annually |
| G.2.1 Update the SOP for assessing and monitoring child and family progress | | X | | 1. Update, if needed, the Early Literacy & Language Child Profile (ELLCP) | TA | Data Clerk, TA | FALL 2021 & Annually |
| | | | | 2. Update and expand the Data Fields to include items on ELLCP | TA | TA, EI Director | FALL 2021 & Annually |
| | | | | 3. Revise, if needed, on the ELLCP Data System and SOP | TA | Core Team | FALL 2021 & Annually |
| | | | | 4. Train, implement, and monitor the SOP | TA | TA | FALL 2021 & Annually |
| | | | | 5. ~~The Program will conduct a mid-year progress monitoring and if needed will make changes to the ELLCP data system and/or SOP~~ | ~~TA~~ | | ~~Spring 2024 & Annually~~ |

| | | | | Steps | Resources | Who | Timeline |
|---|---|---|---|---|---|---|---|
| | | | | 6. Review and/or revise (if needed), train, and implement SOP on LATTE - Early Childhood Coaching | TA | EI Director, Core Team | Spring 2022 & as needed |

**Coherent Improvement Strategy: Professional Development (F5, F6, INS4, INS6, INS13, INT1)**

PD. 2.1. Conduct needs assessment to identify enhanced evidenced based strategies to support expressive language abilities and functional communication skills.

PD. 2.2. Identify, align, and train EI/EC providers on evidenced based practices (EBPs) to enhance the expressive language abilities and functional communication skills.

PD. 2.3. Provide training for parents and EI/EC providers on coaching and mentoring strategies in implementing EBP to support child and family interactions.

**Short Term Outcomes:**

- EI/EC administrators and providers will know and prioritize the needs of families that will support and assist in improving their child's expressive language abilities and functional communication skills.
- EI/EC providers, and families will have increased knowledge and skills on EBPs.
- Parents and EI/EC providers will have increased knowledge and skills on child development including expressive language abilities and functional communication skills.

**Long Term Outcomes:**

- EI/EC providers and families will demonstrate skills and competencies in implementing EBPs that enhances their child's expressive language abilities and functional communication skills.
- Families will demonstrate their confidence and competence and skill sets to support their child's expressive language abilities and functional communication skills.

**Intended Outcome:**

- All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's functional communication plan based on the Early Literacy Language Checklist.

| Activities to Meet Outcomes | System Level | | | Steps to Implement Activities | Resources Needed | Who Is Responsible | Timeline |
|---|---|---|---|---|---|---|---|
| | Central | Program | Provider | | | | |
| PD 2.1. Conduct needs assessment to identify enhanced evidenced based strategies to support expressive language abilities and functional communication skills. | | | X | 1. Expand, develop, and determine the needs assessment tool. | | EI Director, Core Team | Spring 2021 |
| | | | | 2. Conduct interviews or surveys with providers and families to identify areas of needs | | EI Director, Core Team | FALL 2022 & Annually |
| | | | | 3. Prioritize areas of need | | EI Director | Spring 2022 & Annually |
| | | | | 4. Present findings of the needs assessment to staff and ICC of input and recommendation | | EI Director | Spring 2022 & Annually |
| | | | | 5. Identify what EBPs to support the prioritized areas of training needed for each level of the TOI. Specific to ELLCP | | EI Director, Core Team | Spring 2022 & Annually |
| | | | | 6. Update PD Plan to align with TOI | | EI Director | Spring 2022 & Annually |
| | | | | 7. Implement and monitor the PD activities | | EI Director | Spring 2022 & Annually |
| PD 2.2 Identify, align, and train EI/EC providers on evidenced based practices (EBPs) to enhance the expressive language abilities and | | | X | Identify Competency Levels: 1. Identify a competency-based tool for providers | | EI Director | Spring 2022 |
| | | | | 2. Assess the competency of each provider | | EI Director | FALL 2021 & Annually |
| | | | | 3. Develop in collaboration with the provider an Individual Professional Development Plan. | | EI Director, EI Providers | Spring 2022 |

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| functional communication skills. | | | | | | | | |
| | | | | Trainer Event<br>4. Identify trainers to train on EBPs, ELL Strategies as needed | TA | EI Director | Spring 2022 & Annually |
| | | | | 5. Schedule training to align with the PD Plan and ELL Strategies as needed | TA | EI Director | Spring 2024 & Annually |
| | | | | 6. Conduct the training | TA | EI Director | Spring 2022 & Annually |
| | | | | 7. Summarize findings of the training and next steps | TA | EI Director | Spring 2022 & Annually |
| | | | | 8. Monitor the implementation of the EBPs with coaching and mentoring supports. | | EI Coach, EI Director | Spring 2022 & Annually |
| | | | | 9. Utilize the Early Childhood (EC) Coaching Fidelity Checklist during the EC Coaching Observations. | | EI Coach, EI Director | Spring 2022 & Annually |
| | | | | 10. Expand competency-based tools to include Virtual Coaching | | | Spring 2022 & Annually |
| PD. 2.3 Provide training for parents and EI/EC providers on coaching and mentoring strategies in implementing EBP to support child and family interactions. | | | X | Coaching Strategies<br>1. Identify a trainer | TA | EI Director | Spring 2022 & As needed |
| | | | | 2. Identify individuals who can be coaches (providers) | | EI Director | Spring 2022 & As needed |
| | | | | 3. Conduct training on coaching skills and mentoring | TA | EI Director, EI Coach | Spring 2022 & As needed |
| | | | | 4. Provide On-going mentoring for providers at each level of the expanded TOI. | | EI Coach | Spring 2022 & As needed |
| | | | | Parent Training<br>5. Train parents on basic knowledge on ELL EBPs on skills that are aligned with the TOI and identify milestones in ELL so parents are aware of what to expect. | TA | EI Coach, EI Director, Providers | Spring 2022 & Quarterly |
| | | | | 6. ~~Train new parents on coaching models through digital training modules so that parents can benefit from the different coaching strategies.~~ | | ~~EI Coach, EI Director, Providers~~ | ~~Spring 2022 & Quarterly~~ |
| | | | | 7. Provide opportunity for parent using the café's strategies and in using Strengthening Family Protective Factors Framework. | TA Providers on SF | EI Coordinator | Spring 2022 & Quarterly |
| | | | | 8. Provide training for providers on Strengthening Families: Bring the Protective Factors to Life with the emphasis knowledge of parenting and child development. | TA Providers and trainer on SF | EI Coordinator | Spring 2022 & As needed |
| | | | | 9. Continue to build local capacity in participating in Peer-to-Peer/Train the Trainer Coaching/Master Coaching sessions. | | | Spring 2022 & As needed |

**Coherent Improvement Strategy: Accountability and Monitoring/Technical Assistance (INS4, INS6, INS13, A3, A8)**
AM. 3.1 Provide on-going training on the implementation and monitoring of a continuous quality improvement process to support program improvement.

AM. 3.2 Expand on the battery of assessments tools and enhance child, family, provider levels of confidence and competence as well as capturing data to track and monitor progress.

**Short Term Outcomes:**

- EI/EC administrators, providers and families will have the knowledge and skill to implement a CQI process.
- EI/EC administrators and providers will have the skills sets to implement ongoing program improvements.
- EI staff and administrators will have knowledge and skills sets of the data collection process to monitor the child, family, and providers' progress.

**Long Term Outcomes:**

- EI/EC will implement CQI recommendation that will result in program improvement to promote expressive language abilities and functional communication skills of children in the program.
- EI providers will conduct the assessment tools.
- EI Director will report progress annually on the progress of the child, family, and providers.

**Intended Outcome:**

- All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's functional communication plan based on the Early Literacy Language Checklist.

| Activities to Meet Outcomes | System Level | | | Steps to Implement Activities | Resources Needed | Who Is Responsible | Timeline |
|---|---|---|---|---|---|---|---|
| | Central | Program | Provider | | | | |
| 3.1 Provide on-going training on the implementation and monitoring of a continuous quality improvement process to support program improvement. | | X | | 1. Update and revise the CQI Action Plan | TA | EI Director, EI Providers | FALL 2021 & Annually |
| | | | | 2. Implement and monitor the task identified in the CQI Action Plan. | TA | EI Director | FALL 2021 |
| | | | | 3. Conduct bi-monthly CQI meetings if needed. | TA | EI Director, Workgroup | FALL 2021 |
| | | | | 4. Conduct annual booster training on CQI Process | | | FALL 2021 & As needed |
| | | | | 5. Report updates to the CQI Action plan to the EI Director who will report to the ICC. | | | FALL 2021 |
| 3.2 Expand on the battery of assessments tools and enhance child, family, provider levels of confidence and competence as well as capturing data to track and monitor progress. | | X | | 1. Review and Expand, if needed, on the following assessment tools: <br> • ELL Child Profile Tool – Bi-Annually <br> • ELL Family Survey – Annually <br> • ELL Service Provider/Coordinator Self-Assessment <br> • Early Childhood Coaching Fidelity Checklist <br> • CASE Tools (Observation) – Bi-Annually | TA | EI Director, Data Manager | FALL 2021 |
| | | | | 2. Update SOPs on the assessment tools and data collection and reporting Child, Family, and Provider Progress. | | EI Director | SPR 2022 |
| | | | | 3. Reports annually to ICC and parents on the data performance | | EI Director | SPR 2022 & Annually |
| | | | | 4. Revise procedures for Data Quality Assurance to address data anomalies and data issues, if needed. | | EI Director, Data Manager | FALL 2022 |
| | | | | 5. Submit monthly Data Quality Assurance reports. | | EI Director, Data Manager | FALL 2022 |

**Coherent Improvement Strategy: Collaboration (TR1, TC2)**
- C 4.1: Update the Interagency agreement and PSS EC Directive on EI/EC services and support for young children with disabilities and their families. To include joint training, Child Find/ Public Awareness, outreach activities, etc.

- C 4.2: Present updates to the CNMI ICC and report findings on any barriers that need to be addressed.

**Short Term Outcomes:**
- Early Childhood partners will have the knowledge of the agreements to support the EI program.

**Long Term Outcomes:**
- EC partners will follow and implement the MOA/Directives agreements.

**Intended Outcome:**
- All children that exit the program will have 80% or greater skills in the area of expressive language to include verbal, non-verbal, or augmentative alternative communication to support the child's functional communication plan based on the Early Literacy Language Checklist.

| Activities to Meet Outcomes | System Level | | | Steps to Implement Activities | Resources Needed | Who Is Responsible | Timeline |
| --- | --- | --- | --- | --- | --- | --- | --- |
| | Central | Program | Provider | | | | |
| • 4.1 Update the Interagency agreement and PSS EC Directive on EI/EC services and support for young children with disabilities and their families. To include joint training, Child Find/ Public Awareness, outreach activities, etc. | X | | | 1. Meet with ICC members to Review Existing Interagency agreement ICC to ensure the Directives, includes joint training, child find/ public awareness, and outreach | Reference old ICC, EHS agreements / or Directive | EI Director, ICC | FALL 2023 & Annually |
| | | | | 2. Meet with CHCC | | EI Director | FALL 2023 & Annually |
| | | | | 3. Identify if Partnership Agreements are needed for inter-agencies. If Partnership Agreements are needed, meet with representatives. | | EI Director | FALL 2023 & Annually |
| | | | | 4. Facilitate Sharing of Program Initiatives and Outcomes between other agencies and community partners. | TA | EI Director | FALL 2023 & Annually |
| | | | | 5. Expand Partnership Agreements between other agencies and community partners that promote inclusive Early Childhood Development Practices. | TA | EI Director | FALL 2023 & Annually |
| | | | | 6. Revise Directive between Early Head Start, if needed | | EI Director | FALL 2023 & Annually |
| | | | | 7. Present the updated Partnership Initiatives to the ICC for input. | | EI Director | FALL 2023 & Annually |
| 4.2 Present updates to the CNMI ICC and report findings on any barriers that need to be addressed. | | | | 1. Presentation on the Partnership Initiatives. | | EI Director | FALL 2023 & Annually |
| | | | | 2. Update quarterly on the activities that have occurred. | | EI Director | FALL 2023 & Annually |