## Effective Individualized Family Service Plan (IFSP) Development

**Data**: Using the IFSP Review for Evidence of Standards tool below, review at least five (5) IFSPs for functional, routines-based outcomes

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| --- | --- | --- | --- | --- | --- |
| Evidence of Standard | All | Most | Some | None | Comments |
| 1. Outcomes are stated in clear, observable, positive, non-technical terms that describe what the child and/or family will be able to do and when, where, and with whom they will do it. |  |  |  |  |  |
| 1. Child outcomes are functional and necessary behaviors that support the child’s interactions, engagement, and/or independence in family, home, and/or community settings. Outcomes are NOT discipline-specific targets or isolated skills. |  |  |  |  |  |
| 1. Child outcomes reflect priorities for the child’s participation in home and community routines and activities as described in the child and family assessment activities. |  |  |  |  |  |
| 1. Child outcomes are aligned to the Maryland Early Learning Standards, Birth – 8 years, as appropriate. |  |  |  |  |  |
| 1. Family outcomes are positive, measurable statements that reflect family priorities as identified in child and family assessment activities. |  |  |  |  |  |
| 1. Outcomes include measurable criteria. These criteria and timelines for completion are identified with the family based on assessment activities and opportunities to practice. |  |  |  |  |  |
| 1. Progress monitoring of outcomes is continuous and ongoing, as evident in progress notes, and is documented on the IFSP at least every 6 months. |  |  |  |  |  |
| 1. Extended IFSP Only: For children three and over, the three (3) educational areas of language, pre-literacy, and numeracy are addressed within functional, routines-based outcomes aligned to Maryland Early Learning Standards. |  |  |  |  |  |

**Data Analysis:** Review the data above. Determine possible root cause(s) through analysis of infrastructure development and personnel development considerations detailed in the Grant Information Guide, coupled with a data analysis strategy.

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| Discussion of root cause(s): |

**Plan**: Based on your root cause analysis, identify strategies for improvement. See the Grant Information Guide for considerations.

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| Infrastructure Development Strategies | Personnel Development Strategies |
| Type response here. | Type response here. |

Note: Personnel Development Strategies must also be included in the [CSPD Plan](#_heading=h.3ygebqi).

## Comprehensive System of Personnel Development (CSPD)

**Data**: Complete the table below with data relevant to [Early Intervention (EI) Personnel Standards](https://marylandpublicschools.org/programs/Documents/Special-Ed/MITP/MDEarlyInterventionPreschoolSESystemPersonnelStandardsGuide.pdf). In addition, review the Personnel Development Strategies column in all sections of the plan and summarize needs.

Total number of EI staff (full- and part-time): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of staff who have met EI Personnel Standards requirements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of staff who still need to meet EI Personnel Standards requirements: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EI Personnel Standards Liaison: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Total number of staff who are Nationally Board Certified: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What, if any, incentives will be provided for staff to pursue NBCT? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Data Analysis:** Review the data above. Determine Personnel Development Strategies to address sections of the program plan required as a result of local program performance data and identified as an area of focus through other data and stakeholder input. See the Grant Information Guide for guidance and considerations.

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| --- | --- |
| Program Plan Component | Personnel Development Strategies |
| Program Improvement / Corrective Action (if applicable) |  |
| Public Awareness (if applicable) |  |
| COS Process (if applicable) |  |
| IFSP Process (if applicable) |  |
| Other: |  |
| Other: |  |

**Plan**: Based on the table above, identify Professional Learning Opportunities (PLO) to address identified Personnel Development Strategies or community/partner outreach. PLOs must be relevant to the following:

* [EI Personnel Standards requirements](https://marylandpublicschools.org/programs/Documents/Special-Ed/MITP/MDEarlyInterventionPreschoolSESystemPersonnelStandardsGuide.pdf);
* Items in the “Personnel Development Strategies” column of each section of the Early Intervention Program Plan; and
* Any other additional needs assessment data.

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| --- | --- | --- | --- | --- | --- | --- |
| Program Plan Component | PLO Activity | Presenter | Audience | Evaluation Instrument | Internal / External Coaching and Support | Coaching Frequency, Duration, Context |
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