

**INTERAGENCY SYSTEMS SUPPORT PLAN** (Please submit to EBISS Coordinator by \_\_\_\_\_)

**DIRECTIONS:** This plan is designed to assist county teams to identify, implement, and sustain the essential features of effective, systems-level academic and behavior support. The features include: 1) Interagency Leadership and Commitment, 2) Action Planning with sites, 3) Coordination and Coaching, 4) Professional Development and Training Capacity, 5) On-going Assessment and Evaluation Systems, 6) Visibility and Political Support, and 7) Funding.

This plan should be completed by a team of interagency teachers, program directors and administrators representing Head Start, EI/ECSE. Teams should briefly review and brainstorm each feature and item. A four-point rating scale is provided for each item: Completely in Place, Mostly In Place, Partly in Place, and Not in Place. Space is included within each item for current score and three additional progress scores, and a section is provided for tracking overall progress.

Teams are encouraged to use this Interagency Systems Support Plan as a working document. Teams with many features requiring actions should review and update the plan quarterly. Teams with many features “in place” should focus on sustainability and update the plan annually, at a minimum. Completion of the support plan should take approximately one hour.

For any items that are not completely in place, counties should identify and describe needed actions briefly and specifically on the Action Planning Guide (p. 7). Space is provided on the guide for including staff member(s) who will be responsible for each action, completion date, and any documentation used to determine the item response (see guide for further instructions).

|  |                     |
|--|---------------------|
| <b>Region, county or interagency group:<br/>Planning Team Members:</b> | <b>Plan Period:</b> |
|--|---------------------|

| <b>PROGRESS ASSESSMENT</b>   | <u>Initial Score</u> | <u>Progress Score</u> | <u>Progress Score</u> | <u>Progress Score</u> |
|--|----------------------|-----------------------|-----------------------|-----------------------|
| <b>FEATURES</b><br>(Enter the total scores/percentages for each feature in the space below, and percentages in the columns to the right) | <u>Date</u>          | <u>Date</u>           | <u>Date</u>           | <u>Date</u>           |
| 1. Leadership & Commitment ( /21 = )   |                      | ___%                  | ___%                  | ___%                  |
| 2. Action Planning w/Sites ( /9 = )  |                      | ___%                  | ___%                  | ___%                  |
| 3. Coordination & Coaching ( /9 = )  |                      | ___%                  | ___%                  | ___%                  |
| 4. Professional Development & Training Capacity ( /6 = )   |                      | ___%                  | ___%                  | ___%                  |
| 5. Ongoing Assessment & Evaluation Systems ( /9 = )  |                      | ___%                  | ___%                  | ___%                  |
| 6. Visibility & Political/Stakeholder Support ( /6 = )   |                      | ___%                  | ___%                  | ___%                  |
| 7. Funding ( /12 = )   |                      | ___%                  | ___%                  | ___%                  |
| <b>Overall Average Total Scores ( / 72= )</b>  |                      | ___%                  | ___%                  | ___%                  |

## EBISS FEATURES and RATING SCALES

### 1. INTERAGENCY LEADERSHIP & COMMITMENT

**a. The Interagency Team has a leadership team that includes administrators and program leaders from both EI/ECSE and Head Start, as needed (teachers, program directors and administrators representing Head Start, EI/ECSE). (Referred to as "Interagency Team" in the rest of this document).**

3 = Completely in Place 2 = Mostly in Place (e.g., some recruiting to do) 1 = Partly in Place (e.g., substantial recruiting to do) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**b. Interagency Team meetings are scheduled/held at least twice a year.**

3 = Completely in Place 2 = Mostly in Place (e.g. set schedule but fewer meetings planned/held) 1 = Partly in Place (e.g., schedule and meetings planned/held sporadically) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**c. Interagency Team meetings are attended by all members.**

3 = Completely in Place (> 90% attendance) 2 = Mostly in Place (50-90% attendance) 1 = Partly in Place (< 50% attendance) 0 = Not in Place, or NA = Not Yet Applicable

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**d. Interagency action plan is in place that emphasizes evidence-based behavior practices across multi-tiers (e.g., addresses needs of all students).**

3 = Completely in Place (practices identified for **reading and** behavior at all tiers) 2 = Mostly in Place (e.g., effective practices identified for **reading and** behavior for SOME tiers) 1 = Partly in Place (e.g., effective practices for reading OR behavior for some tiers) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**e. Time and resources are provided to Site teams to engage in collaborative teamwork a minimum of: (a) twice/year to analyze and update systems and action plans, and once a month to analyze student data and adjust systems interventions when needed (e.g., Teams with many features requiring actions should review and update the plan quarterly).**

3 = Completely in Place 2 = Mostly in Place (e.g., site teams meet several times a year but could be more consistent), 1 = Partly in Place (e.g., site teams meet for annual planning but monthly meetings not consistent, or vice versa) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**f. Interagency practices and procedures for hiring personnel with skills that will contribute to EBISS systems sustainability are similar across agencies (eg., common interview questions., position descriptions, qualifications).**

3 = Completely in Place 2 = Mostly in Place (e.g. no formal policy but practice is consistent) 1 = Partly in Place (e.g., no formal policy, practices are inconsistent) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

## 1. INTERAGENCY LEADERSHIP & COMMITMENT, cont'd.

**g. Interagency Team reviews programs and initiatives to rate their effectiveness and compatibility with EBISS priorities before adopting (e.g., they are evidence-based and data shows they are needed).**

3 = Completely in Place 2 = Mostly in Place (e.g., most initiatives and programs are reviewed for their effectiveness and EBISS compatibility) 1 = Partly in Place (e.g., some initiatives and programs are reviewed for their effectiveness and EBISS compatibility) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

## 2. ACTION PLANNING with SITES

**a. Interagency implementation plan defines goals for the number of programs to implement EBISS priorities (e.g., positive behavior support/social skills development, and response to intervention) over the next 4 years.**

3 = Completely in Place 2 = Mostly in Place (e.g., working out some details) 1 = Partly in Place (e.g., working out many details) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**b. Interagency Team uses tools to help designated sites analyze strengths and needs related to EBISS priorities.**

**EXAMPLE: Priority: Positive Behavior Support/Social Skills Development Tools: Pre-Set, CLASS, student outcome data, etc.**

3 = Completely in Place 2 = Mostly in Place (e.g., we have evaluation tools for all areas but need some help using them), 1 = Partly in Place (e.g., we do not have tools for all areas and/or need considerable help using the tools) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**c. Site team meetings are scheduled once a month to review action plans for EBISS priorities. Action plans are in response to data from priority specific tools (see example, 2b).**

3 – Completely in Place 2 = Mostly in Place (e.g., working out some details) 1 = Partly in Place (e.g., working out several details) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

### 3. COORDINATION & COACHING

**a. Interagency Team has identified specific individual(s) to coordinate EBISS activities and plans (e.g., communication of Interagency decisions, communication with site teams, and professional development).**

3 = Completely in Place 2 = Mostly in Place (e.g., FTE needs to be increased some) 1 = Partly in Place (e.g., FTE needs to be increased substantially) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

**b. Interagency team has identified specific individual(s) to provide coaching in behavior and social skill development to sites implementing EBISS priorities (e.g. EI/ECSE specialist, Head Start Regional Manager). This person(s) has been or is receiving training in each of these areas.**

3 = Completely in Place 2 = Mostly in Place (e.g., FTE needs to be increased some) 1 = Partly in Place (e.g., FTE needs to be increased substantially) 0 = Not in Place

\_\_\_\_\_ Initial Score: \_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

**c. Interagency teams have identified specific individual(s) to serve as site-based experts to support EBISS activities (e.g., behavior specialists, team facilitators, etc.).**

3 = Completely in Place 2 = Mostly in Place (e.g., most sites or classrooms have expertise; we fill in the gaps when needed) 1 = Partly in Place (e.g., sites or classrooms have ~~literacy but not~~ behavior expertise, or vice versa) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

### 4. PROFESSIONAL DEVELOPMENT & TRAINING CAPACITY

**a. Dedicated time and funding is allocated for coordinators, coaches, and site-based experts to participate in state-coordinated training (e.g., attending PBS conference, EBISS trainings)**

3 = Completely in Place 2 = Mostly in Place (e.g., budget accommodates most needs) 1 = Partly in Place (e.g., budget accommodates some needs) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

**b. Professional development calendar and other training calendars accessed by the county/region provide training opportunities throughout the year on a range of programs and skills related to EBISS including:**

- Implementing evidence-based programs and practices
- Monitoring fidelity of implementation (instructional programs and decision-making processes)
- Collecting and using data effectively
- Enhancing sustainability through
  - New team/administrator training on EBISS concepts and processes
  - Training for key teachers to serve as site experts

3 = Completely in Place 2 = Mostly in Place (e.g., know about trainings and plan for them effectively) 1 = Partly in Place (e.g., know about some trainings and plan for them effectively) 0 = Not in Place.

Initial Score: \_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

## 5. ONGOING ASSESSMENT & EVALUATION SYSTEMS

**a. The Interagency team has identified specific measures for fidelity of implementation (eg: Pre-SET, Teacher Implementation Checklist) and student outcome data (e.g., placement change, student observations, incident reports, number of behavior plans).**

3 = Completely in Place 2 = Mostly in Place (e.g., all measures are identified but more training on use is needed) ,  
1 = Partly in Place (e.g., not all measures are in place and/or substantial training on use is needed) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**b. The Interagency team provides sites with usable and easy-to-read reports on social /emotional skills and behavior data for decision-making (e.g., Creative Curriculum, Galileo, AEPS, Pre-SET, CLASS observation data, student outcome data, etc.).**

3 = Completely in Place 2 = Mostly in Place (e.g., schools have all the data but cannot always access it quickly) 1 = Partly in Place (e.g., schools have some of the data access they need) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**c. The Interagency team routinely evaluates: (a) implementation of this Systems Support Plan; (b) implementation of EI/ECSE and Head Start site action plans; and (c) impact of both plans on student progress.**

3 = Completely in Place 2 = Mostly in Place (e.g., evaluation occurs but could be more routine and efficient) 1 = Partly in Place (e.g., evaluation occurs but needs to be substantially more routine and efficient) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

## 6. VISIBILITY & POLITICAL/STAKEHOLDER SUPPORT

**a. Semi-annual progress reports from the Interagency Team are delivered to governing bodies (e.g., Superintendent/ESD Board, SICC, LICC, Head Start Board, Policy Council, etc.).**

3 = Completely in Place 2 = Mostly in Place (e.g., one formal report is planned) 1 = Partly in Place (e.g., informal reports are planned) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

**b. Interagency Team shares EBISS accomplishments at a regional level at least semi-annually in a public forum (e.g., ESD, parent groups, media articles, web site, PBIS Conferences, [SEWG](#), LICC retreat)**

3 = Completely in Place 2 = Mostly in Place (e.g., one formal report is planned) 1 = Partly in Place (e.g., informal reports are planned) 0 = Not in Place

Initial Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_ Progress Score: \_\_\_

## 7. FUNDING

**a. Each agency budget includes funding dedicated to the implementation of this Systems Support Plan and site action plans.**

3 = Completely in Place 2 = Mostly in Place (e.g., funding is dedicated and nearly adequate) 1 = Partly in Place (e.g., funding is dedicated but much less than adequate) 0 = Not in Place

EI/ECSE Initial Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_  
Head Start Initial Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

**b. Each agency budget includes funds for materials and resources for social / emotional skill development for PBIS systems interventions. for all three tiers.**

3 = Completely in Place 2 = Mostly in Place (e.g., funding is dedicated and nearly adequate) 1 = Partly in Place (e.g., funding is dedicated but not nearly adequate) 0 = Not in Place

EI/ECSE Initial Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_  
Head Start Initial Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_ Progress Score: \_\_\_\_\_

## ACTION PLANNING GUIDE

Interagency: \_\_\_\_\_

Date of completion: \_\_\_\_\_

Contact Person: \_\_\_\_\_

**DIRECTIONS:** After completing an evaluation of Interagency status on the features of the Interagency Systems Support Plan (ISSP), Interagency Team and site teams may use this Action Planning Guide to establish priorities and monitor goals. Not every subsection must be filled in and teams may choose specific areas to focus on. Interagency teams should revisit this plan on a more frequent basis than the ISSP (e.g. monthly or bi-monthly) depending on the extent of work required.

| EBISS Feature  |                |     |      |               |
|--|----------------|-----|------|---------------|
| Activity   | Needed Actions | Who | When | Documentation |
| <b>1. Interagency Leadership and Commitment</b><br>a. Leadership Team<br>b. Team Meetings<br>c. Attendance<br>d. Improvement Plan<br>e. Time and Resources<br>f. Hiring Practices<br>g. New Programs and Initiatives | a.             |     |      |               |
|  | b.             |     |      |               |
|  | c.             |     |      |               |
|  | d.             |     |      |               |
|  | e.             |     |      |               |
|  | f.             |     |      |               |
|  | g.             |     |      |               |
|  |                |     |      |               |
| <b>2. Action Planning with Sites</b><br>a. 4 year priorities<br>b. Tools for evaluation<br>c. Site action plans  | a.             |     |      |               |
|  | b.             |     |      |               |
|  | c.             |     |      |               |

|  |    |  |  |  |
|--|----|--|--|--|
| <b>3. Coordination &amp; Coaching</b><br>a. Coordinators<br>b. Coaches<br>c. Site-based experts  | a. |  |  |  |
|  | b. |  |  |  |
|  | c. |  |  |  |
| <b>4. Professional Development &amp; Training Capacity</b><br>a. Release Time<br>b. PD calendar  | a. |  |  |  |
|  | b. |  |  |  |
|  | c. |  |  |  |
| <b>5. Ongoing Assessment &amp; Evaluation Systems</b><br>a. Measures for screening and progress monitoring<br>b. Site access<br>c. Ongoing data evaluation | a. |  |  |  |
|  | b. |  |  |  |
|  | c. |  |  |  |
|  | d. |  |  |  |
| <b>6. Visibility &amp; Political Support</b><br>a. Reports to governing body<br>b. Sharing at a regional level and more                                    | a. |  |  |  |
|  | b. |  |  |  |
|  | c. |  |  |  |
| <b>7. Funding</b><br>a. Funding for plans described here<br>b. Funding for core, supplemental, and targeted interventions                                  | a. |  |  |  |
|  | b. |  |  |  |
|  | c. |  |  |  |