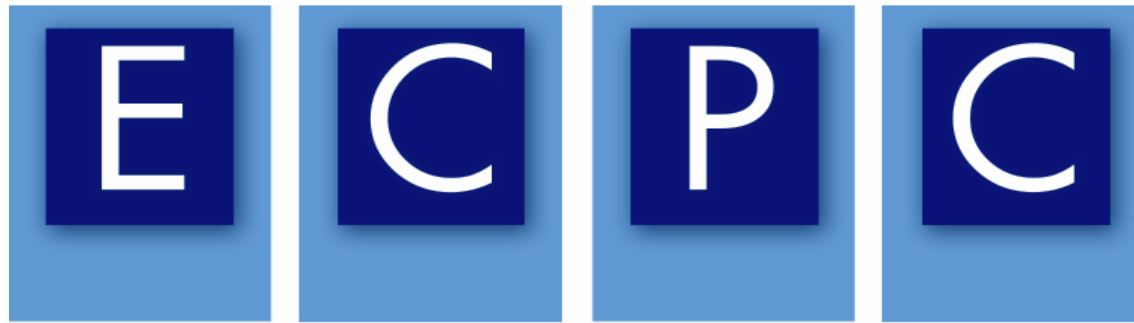


**ECPC: LESSONS LEARNED- BUILDING LEADERSHIP COMPETENCIES TO
COLLABORATE WITH STATE EARLY CHILDHOOD SYSTEMS**



Early Childhood Personnel Center

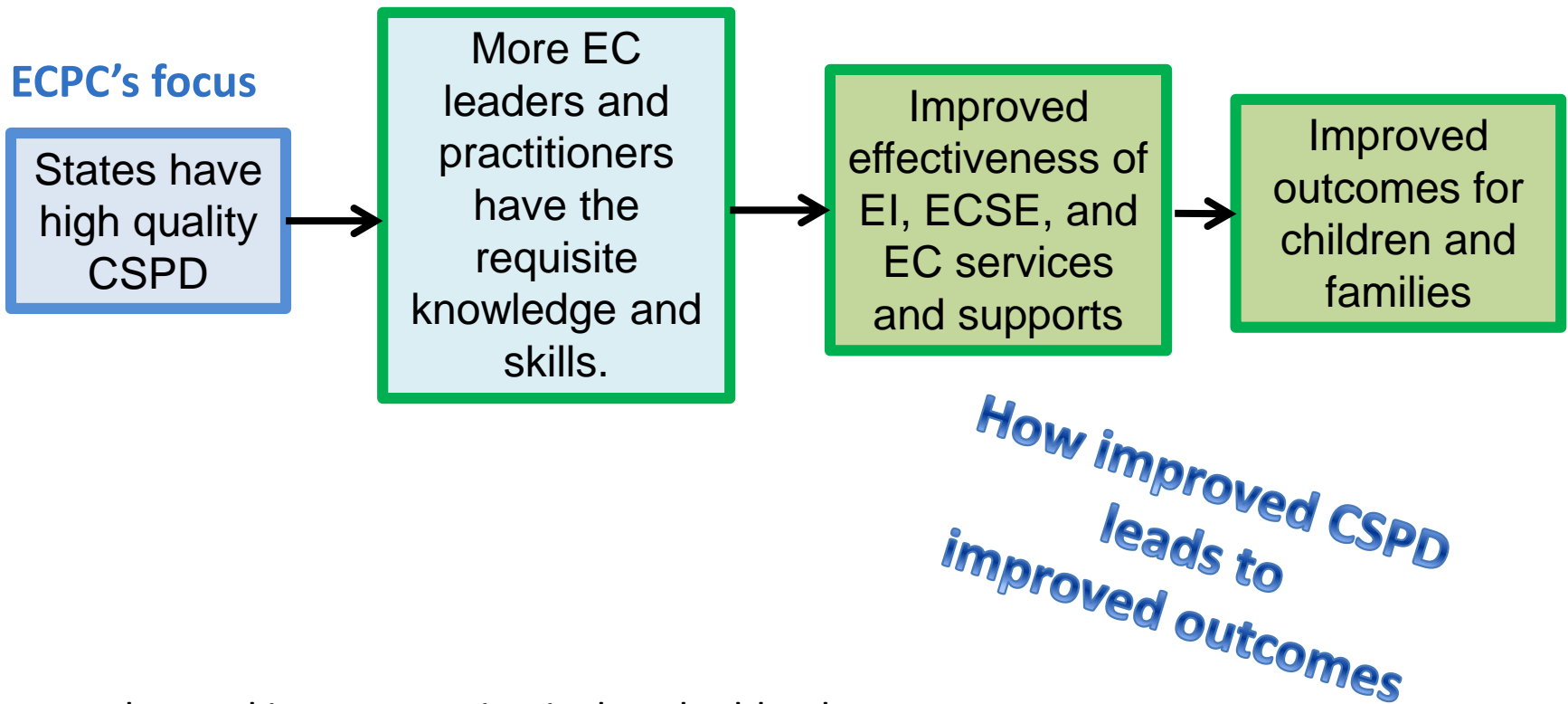
Division of Early Childhood Annual Conference
Louisville, KY

Thursday October 20, 2016
1:30-2:30pm

Annie George-Puskar, Mary Beth Bruder, Lindsey
Lockman-Dougherty, & Dawn Ellis

**IF WE WANT IMPROVED OUTCOMES FOR INFANTS AND YOUNG CHILDREN
WITH DISABILITIES AND THEIR FAMILIES, THEN.....**

Theory of Action



Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of
**integrated and comprehensive
early childhood systems
of personnel development (CSPD)**
for all disciplines
serving infants and young children
with
disabilities

Comprehensive System of Personnel Development



A Comprehensive System of Personal Development

for the early childhood workforce who serve
infants, toddlers and preschool children with
disabilities and their families

**is a *necessary and integral*
quality indicator of
an early childhood service system**

OUTPUTS OF THE CENTER

- Knowledge Development
- Technical Assistance
- Leadership and Coordination

1) KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards
- National Data Base of CSPD Components as Reported by State Part C and 619 Coordinators
- Research Syntheses
- National Initiative on Cross Disciplinary Standards and Competencies

EFFECTIVE TRAINING

1. The explicit explanations and illustrations of content or practice to be learned
2. Active and authentic job-embedded opportunities to learn the new practice
3. Performance feedback on the implementation of the practice
4. Opportunities for reflective understanding and self-monitoring of the practice implementation
5. Ongoing follow-up supports
6. Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

ECPC Cross Disciplinary Personnel Competencies – AOTA, APTA, ASHA, CEC, DEC, NAEYC & ZTT

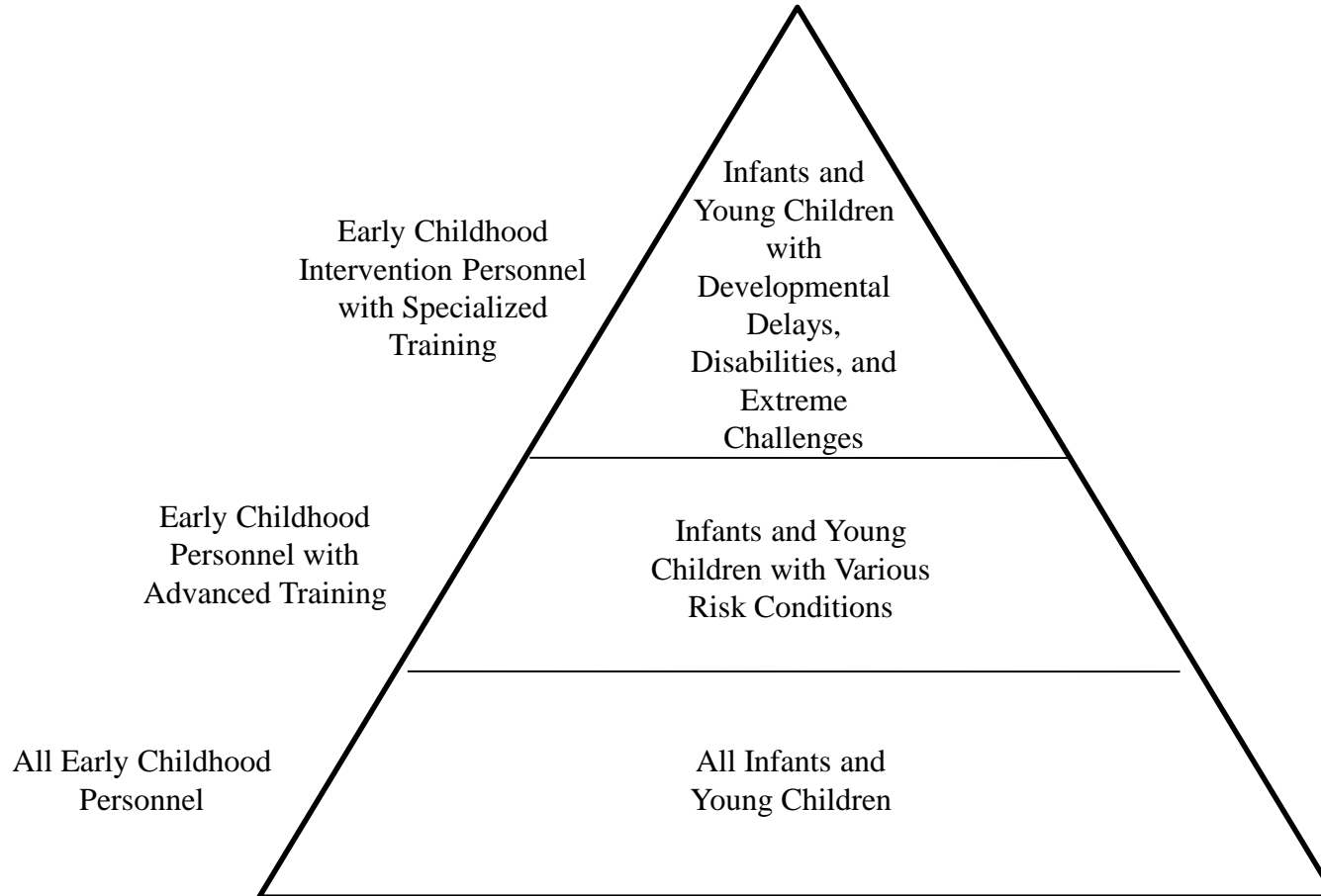
Family Centered Practice

Date-Based Intervention/Instruction

Coordination & Collaboration

Professionalism

Continuum of EC Personnel Competence



2) TECHNICAL ASSISTANCE

- **General:** To provide information and resources on personnel development
- **Targeted:** To align national and state personnel standards and/or to align preservice preparation with inservice preparation (MA, RI, UT, HI)
- **Intensive:** To develop CSPD framework within 12 states:

Cohort 1: DE, IA, KS, OR

Cohort 2: AZ, NV, MI, MN, PA, PR, SC, VT

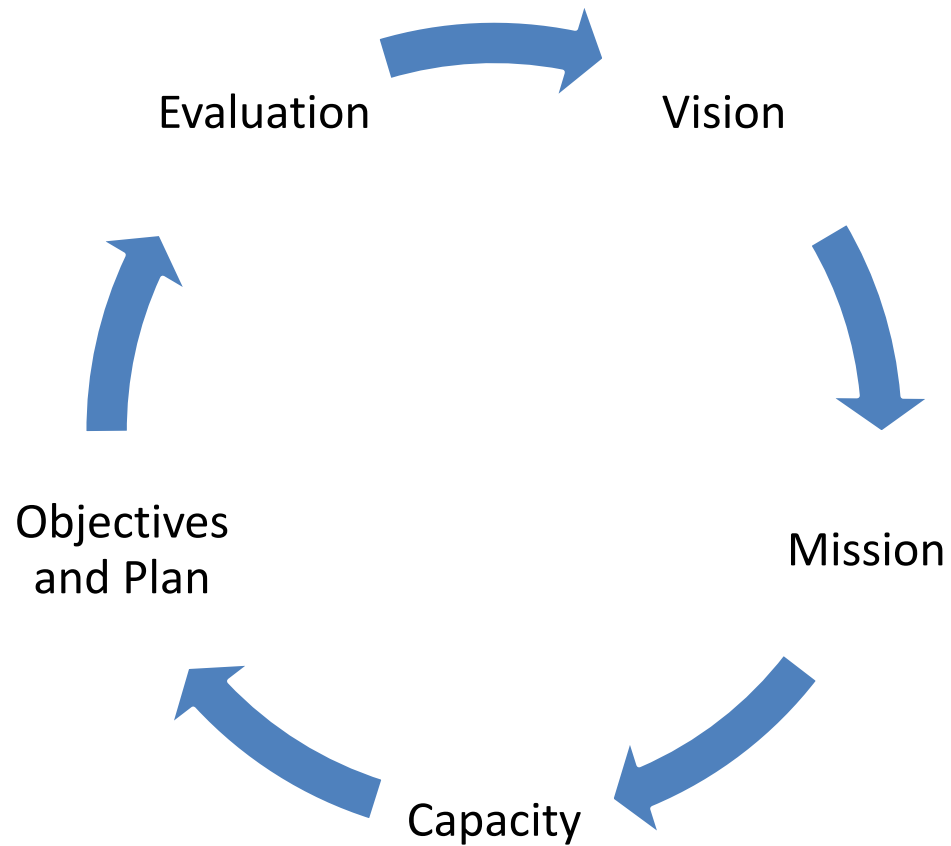
INTENSIVE TA



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<p>Leadership, Coordination, & Sustainability</p>	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Preservice Personnel Development</p>	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>Inservice Personnel Development</p>	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Recruitment and Retention</p>	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>Evaluation</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

STRATEGIC PLANNING



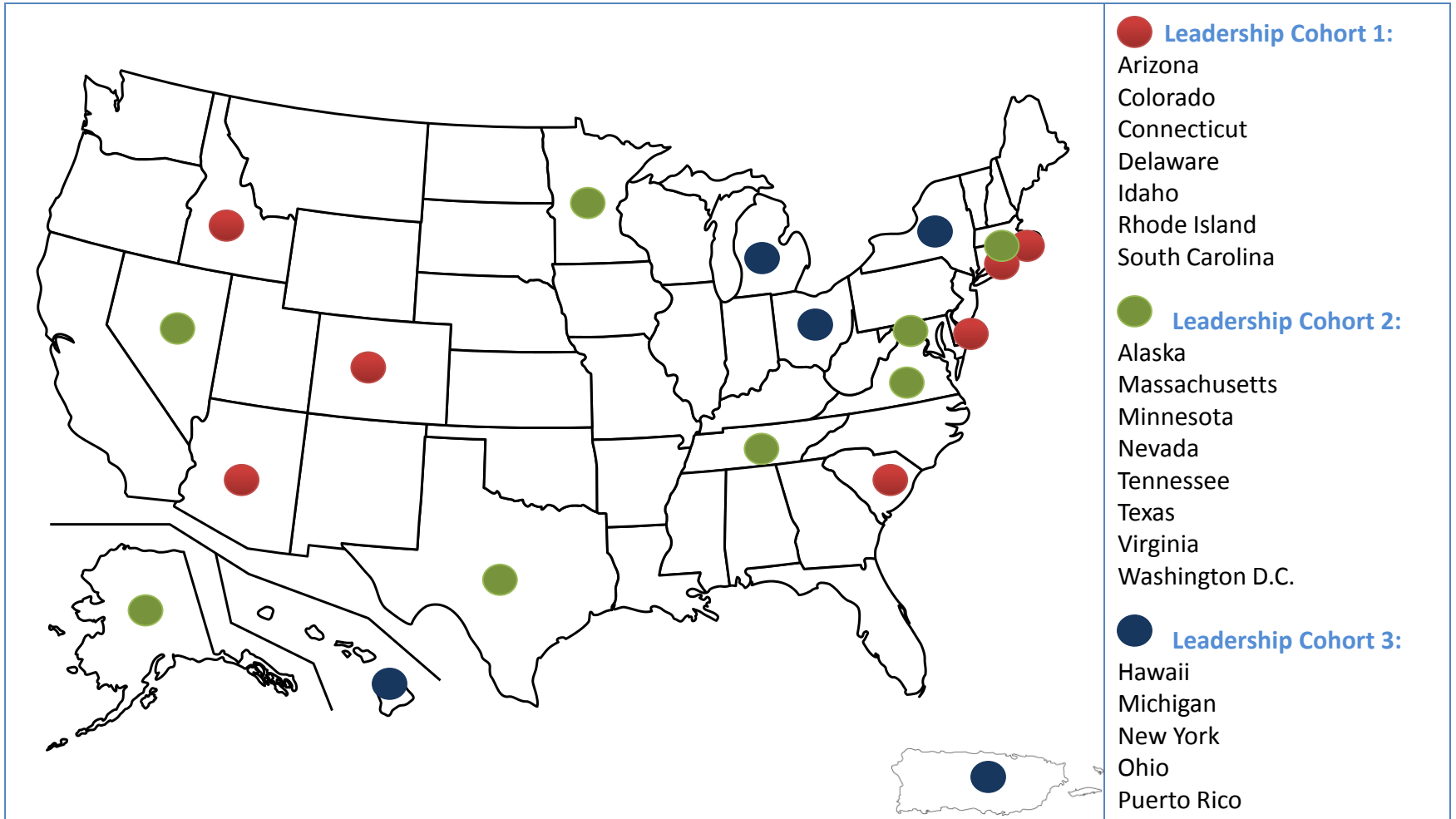
STRATEGIC PLAN WORK PLAN

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

3) LEADERSHIP AND COORDINATION

- **Leadership Institute with Part C and 619 Coordinators (20 states across 3 cohorts)**
- Collaborative with other OSEP Early Childhood TA Centers (DaSy; ECTA; IRIS; IDC)
- Collaborate with other DoE and HHS TA Centers (RRCs; Workforce Development)
- Working Collaboratively with CEC; DEC; NAEYC; AOTA; APTA; ASHA; ZTT

OUR CURRENT LEADERSHIP TA STATES



3-DAY LEADERSHIP INSTITUTE

- Focuses on developing strategies to enable IDEA (Part C and 619 coordinators) early childhood leaders to integrate their planning with state early childhood programs and partners.
- Topics discussed and presented on by key faculty include leadership, workforce development and early childhood initiatives.
- Leadership teams from each participating state develop a work plan which they will implement in in their home state.

SELF ASSESSMENT

- Each Quality Indicator has further elements of quality that are intended to be self-assessed on a 4 point scale:
 - 1= No- element not in place and not planning to work on it at this time
 - 2= No- element not in place by planning to work on it or getting started
 - 3= Yes- element partially implemented
 - 4= Yes- element fully implemented

SELF ASSESSMENT

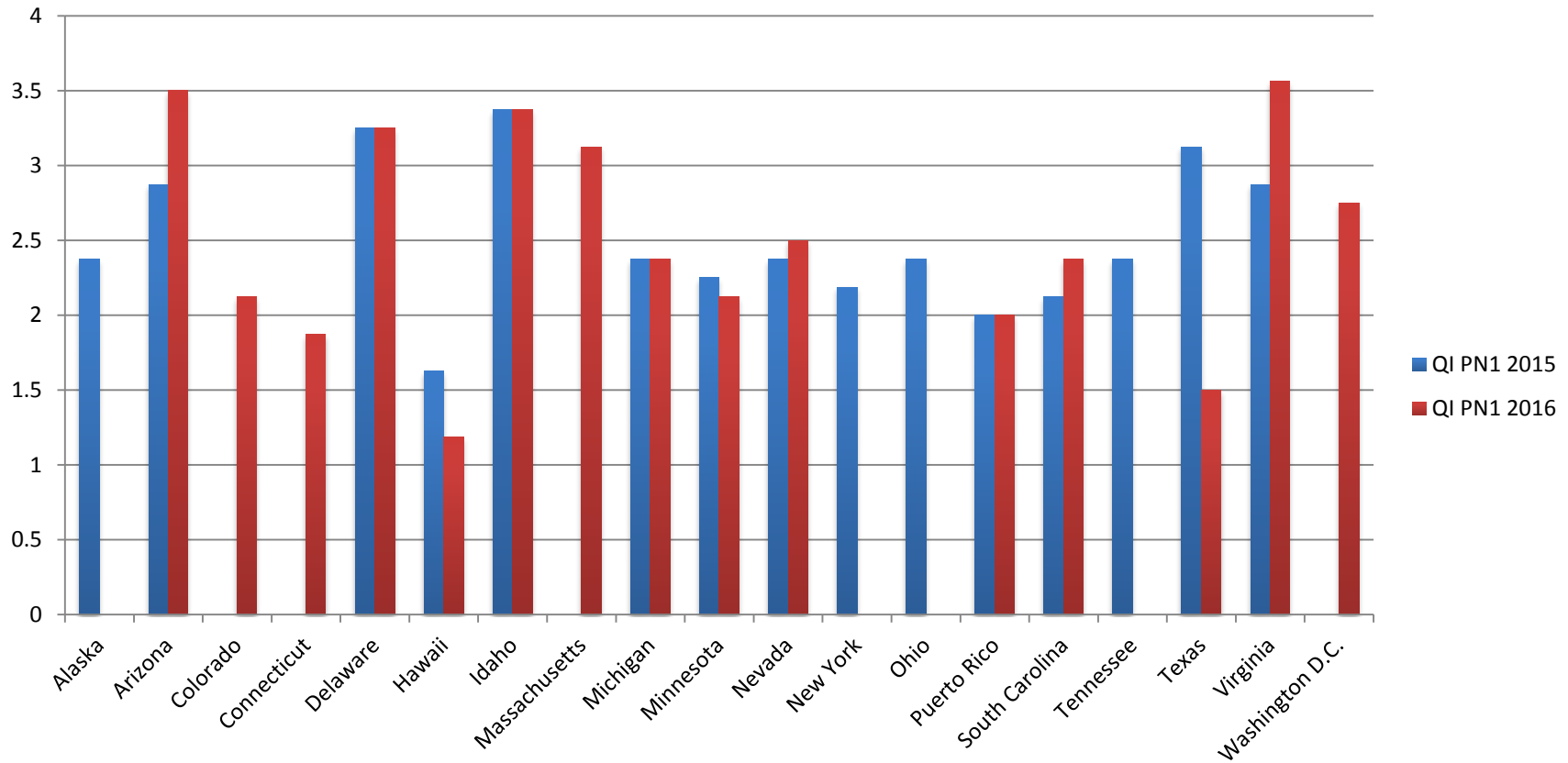
- Once each element of quality is scored, states are supposed to then use a 7-point scale to rate their overall quality indicator.
 - *5 states (of 15) used the 7-point scale correctly, the remaining states did one of the following:
 - Used the 4 point scale intended for the elements of quality
 - Reported a total sum score adding elements of quality scores

GRAPHS

- Since a majority of states did not correctly use the 7-point scale to rate their overall quality indicator, the following graphs report the average scores across elements of quality
- Averages are set to the elements of quality 4-point scale, and this allows us to make more comparisons between states
- Each graph represents the average score across state data

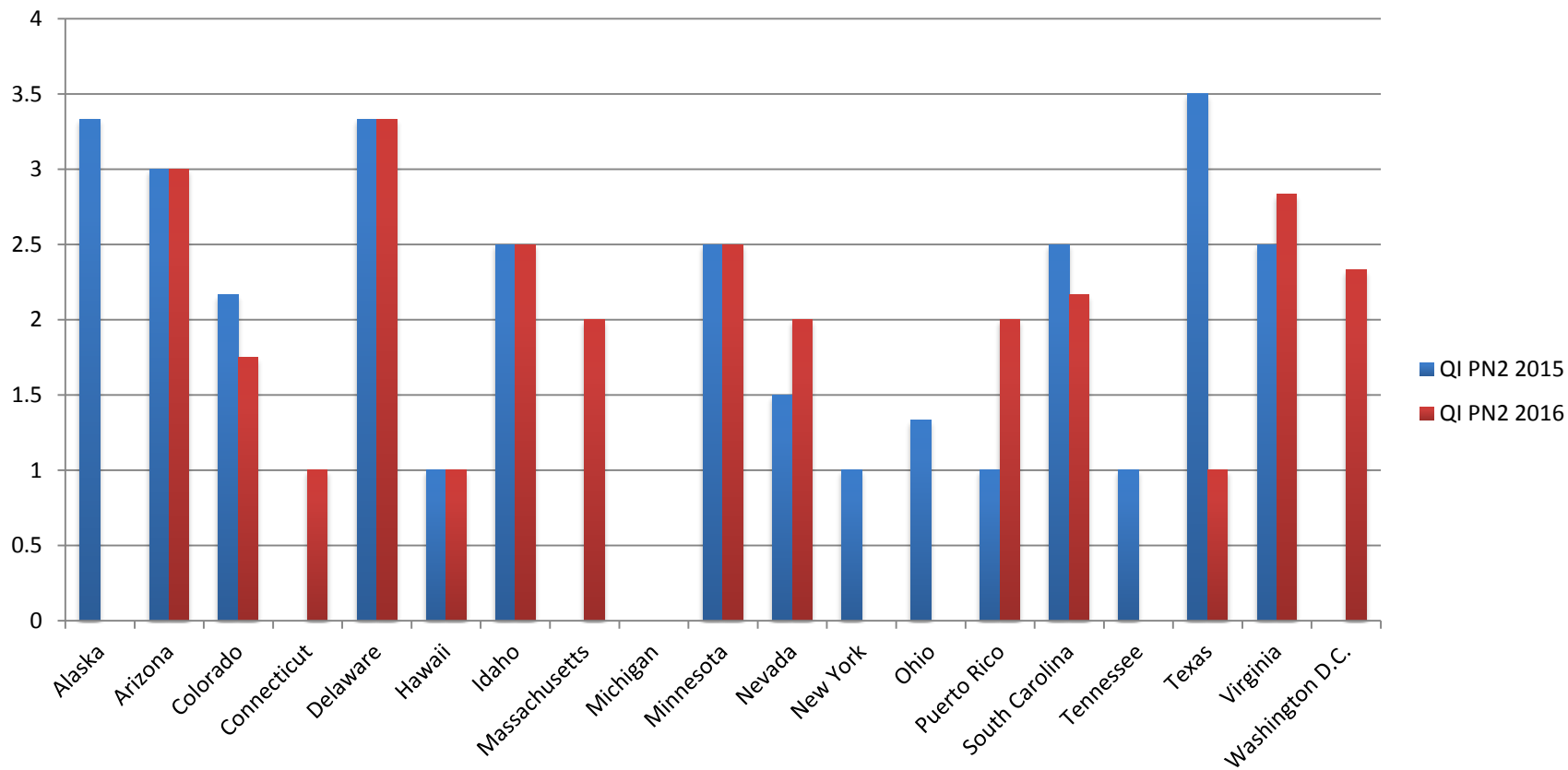
QUALITY INDICATOR 1: A CROSS SECTOR LEADERSHIP TEAM IS IN PLACE THAT CAN SET PRIORITIES AND MAKE POLICY, GOVERNANCE, AND FINANCIAL DECISIONS RELATED TO THE PERSONNEL SYSTEM

QI PN1



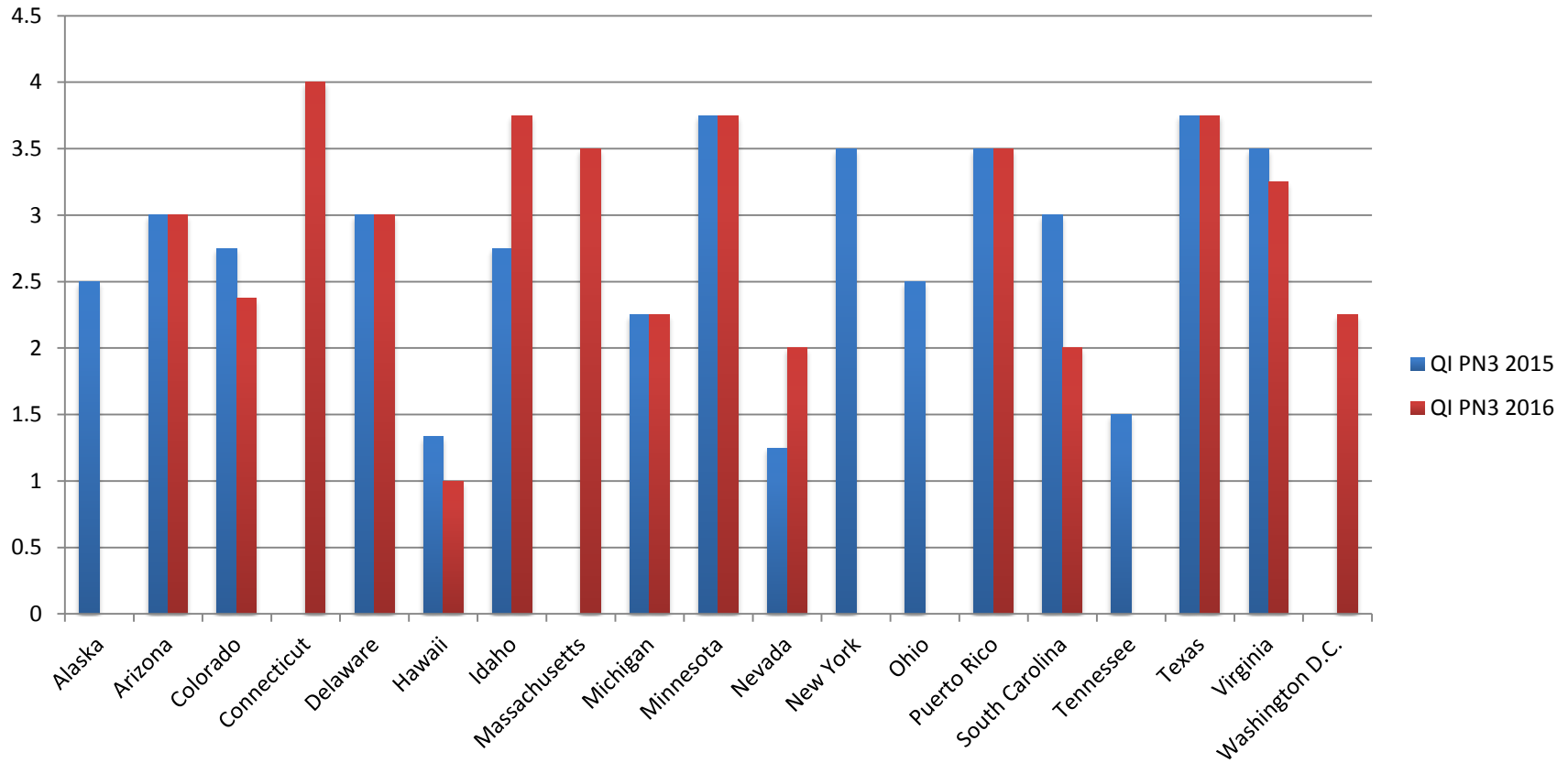
QUALITY INDICATOR 2: THERE IS A WRITTEN MULTI-YEAR PLAN IN PLACE TO ADDRESS ALL SUB-COMPONENTS OF THE CSPD

QI PN2



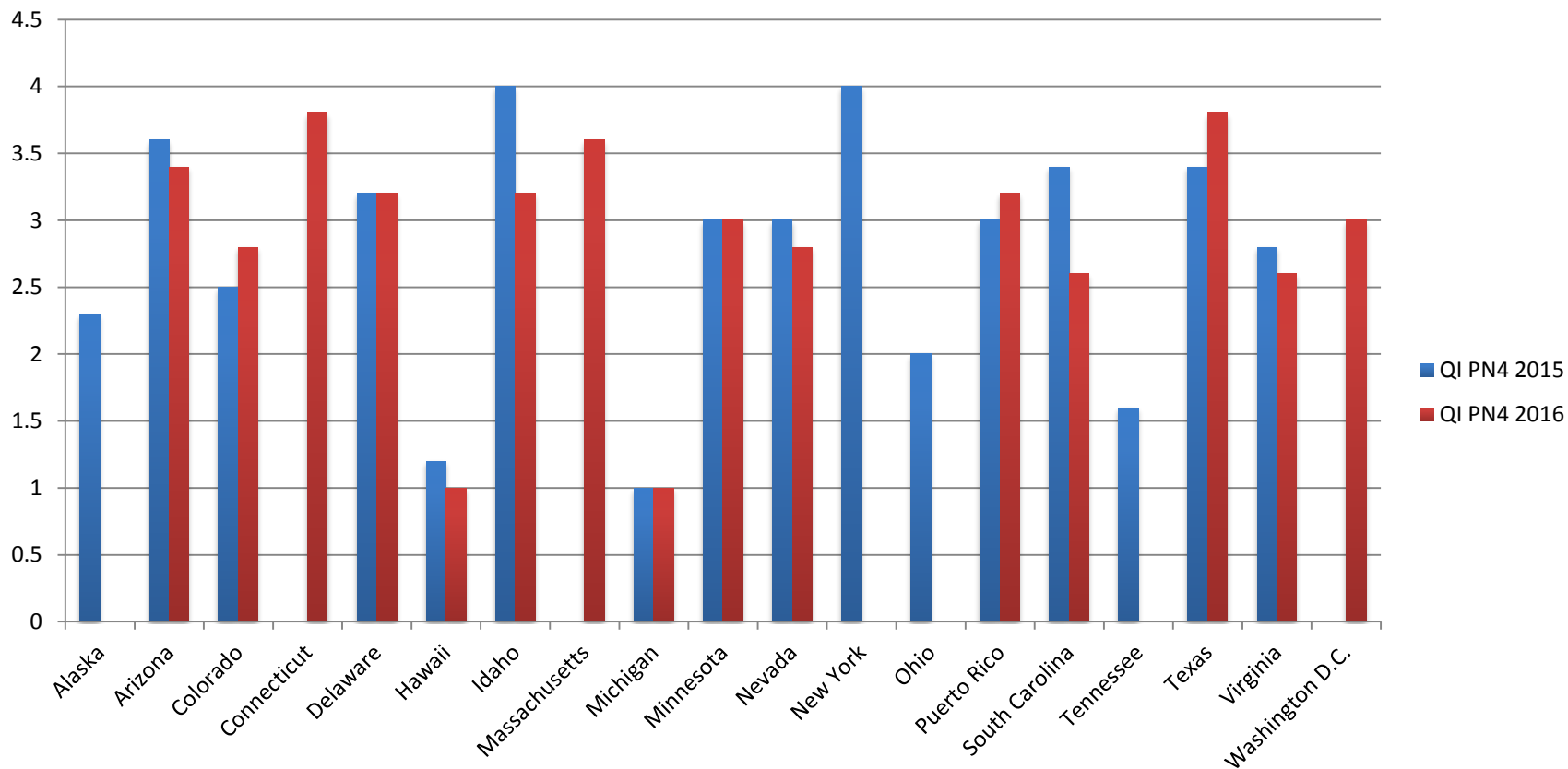
QUALITY INDICATOR 3: STATE PERSONNEL STANDARDS ACROSS DISCIPLINES ARE ALIGNED TO NATIONAL PROFESSIONAL ORGANIZATION PERSONNEL STANDARDS

QI PN3



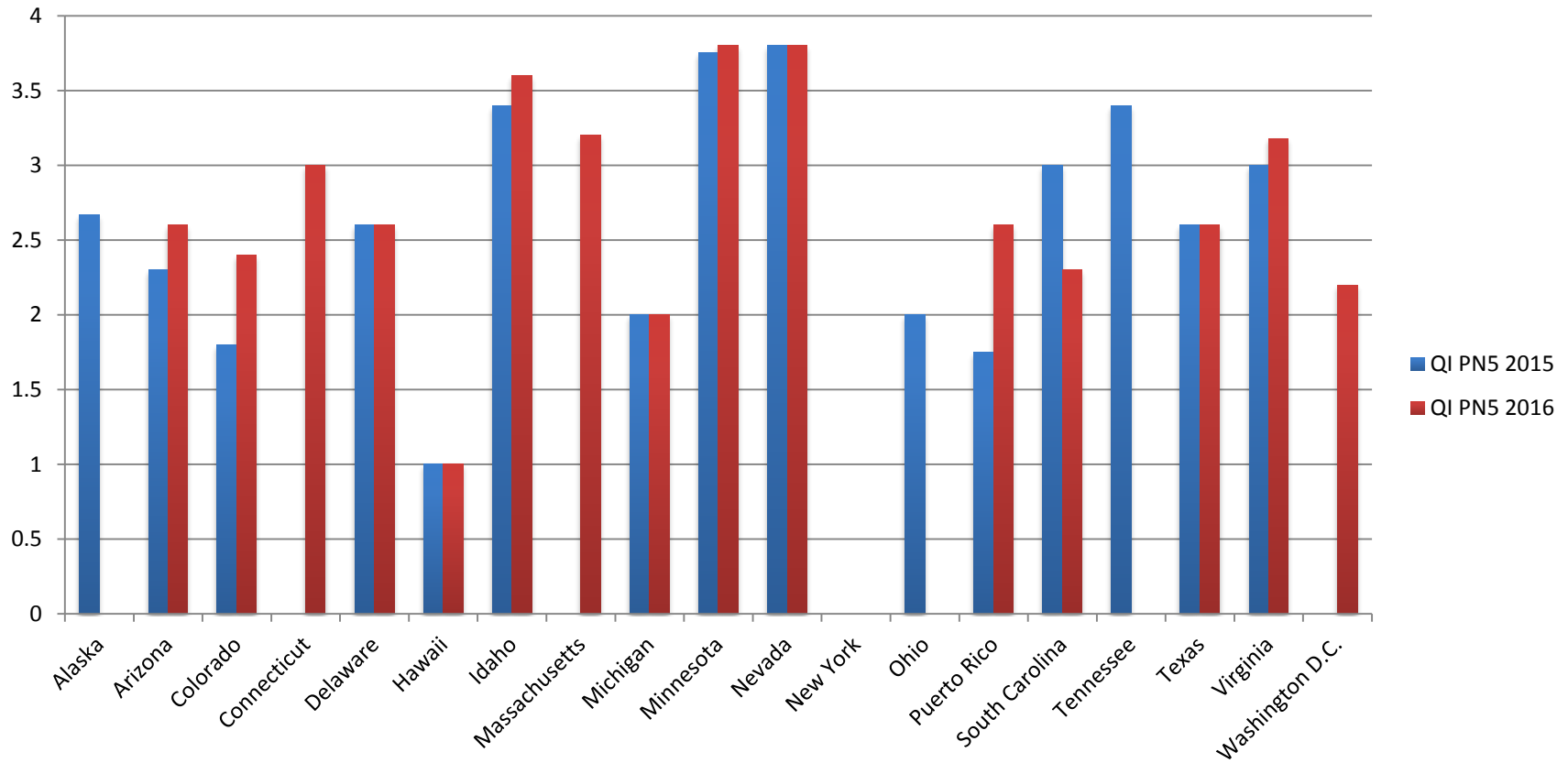
QUALITY INDICATOR 4: THE CRITERIA FOR STATE CERTIFICATION, LICENSURE, CREDENTIALING AND/OR ENDORSEMENT ARE ALIGNED TO STATE PERSONNEL STANDARDS AND NATIONAL PROFESSIONAL ORGANIZATION PERSONNEL STANDARDS ACROSS DISCIPLINES

QI PN4



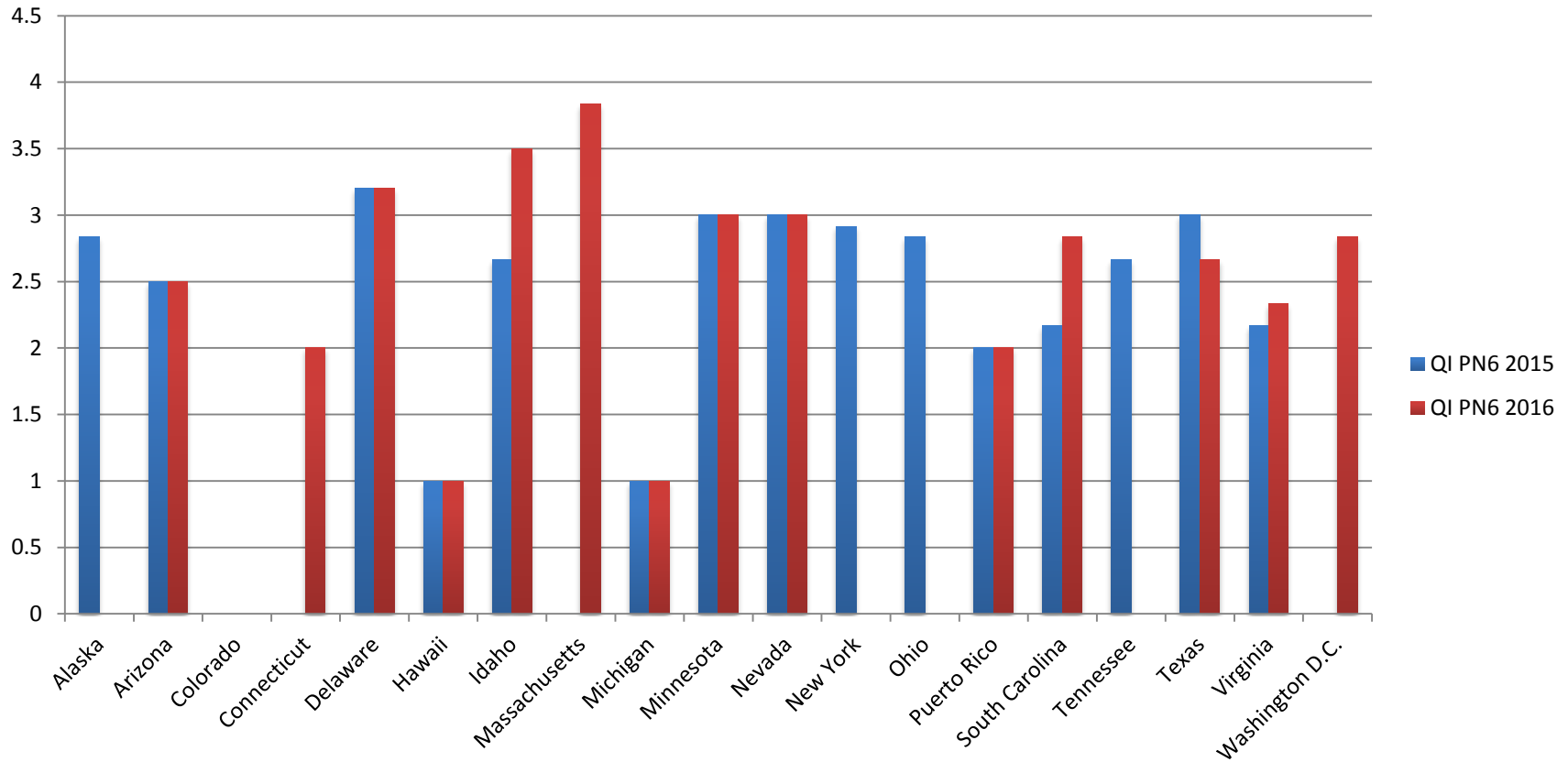
QUALITY INDICATOR 5: INSTITUTION OF HIGHER EDUCATION (IHE) PROGRAMS AND CURRICULA ACROSS DISCIPLINES ARE ALIGNED WITH BOTH NATIONAL PROFESSIONAL ORGANIZATION PERSONNEL STANDARDS AND STATE PERSONNEL STANDARDS

QI PN5



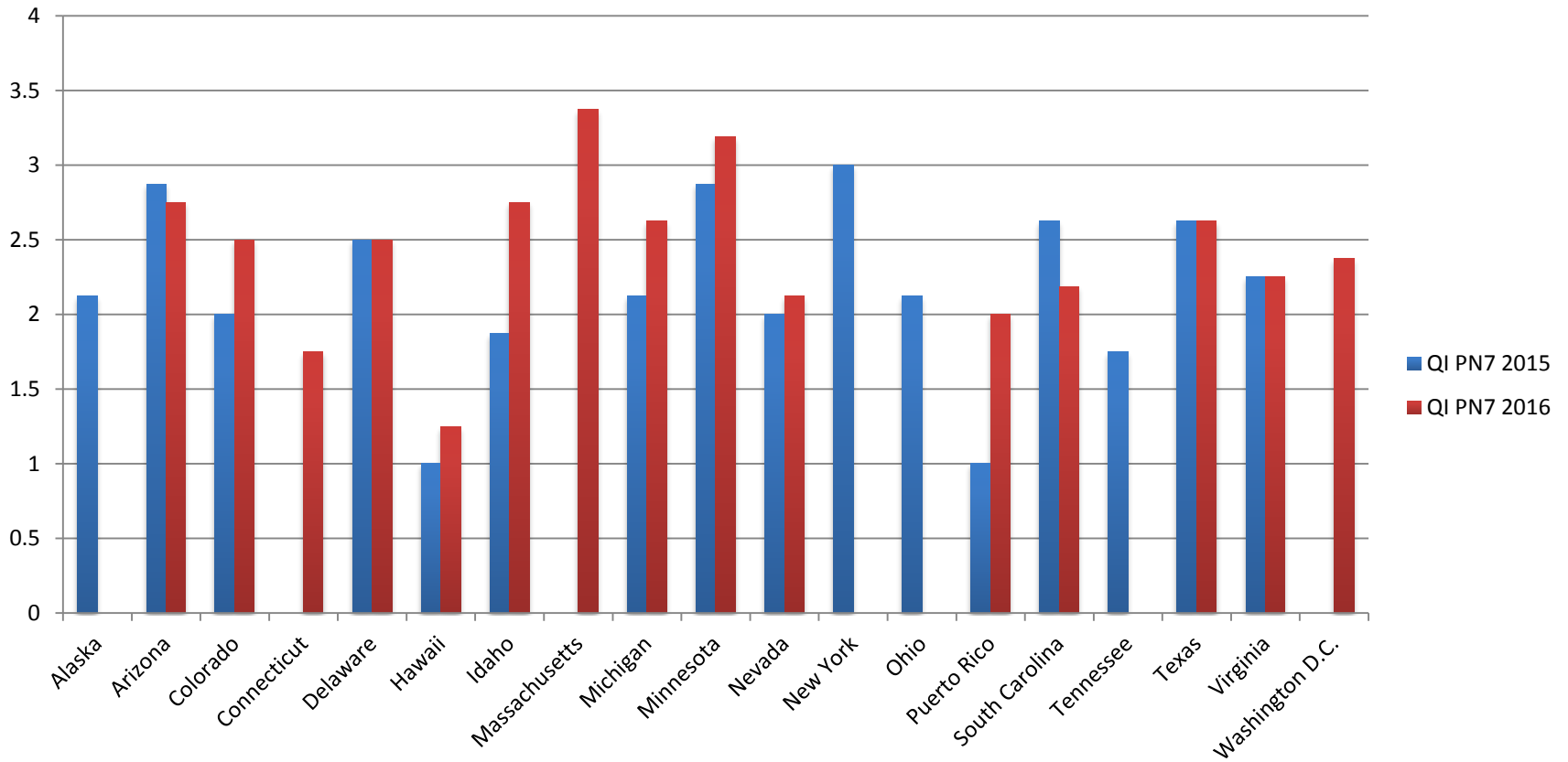
QUALITY INDICATOR 6: INSTITUTION OF HIGHER EDUCATION PROGRAMS AND CURRICULA ADDRESS EARLY CHILDHOOD DEVELOPMENT AND DISCIPLINE SPECIFIC PEDAGOGY

QI PN6



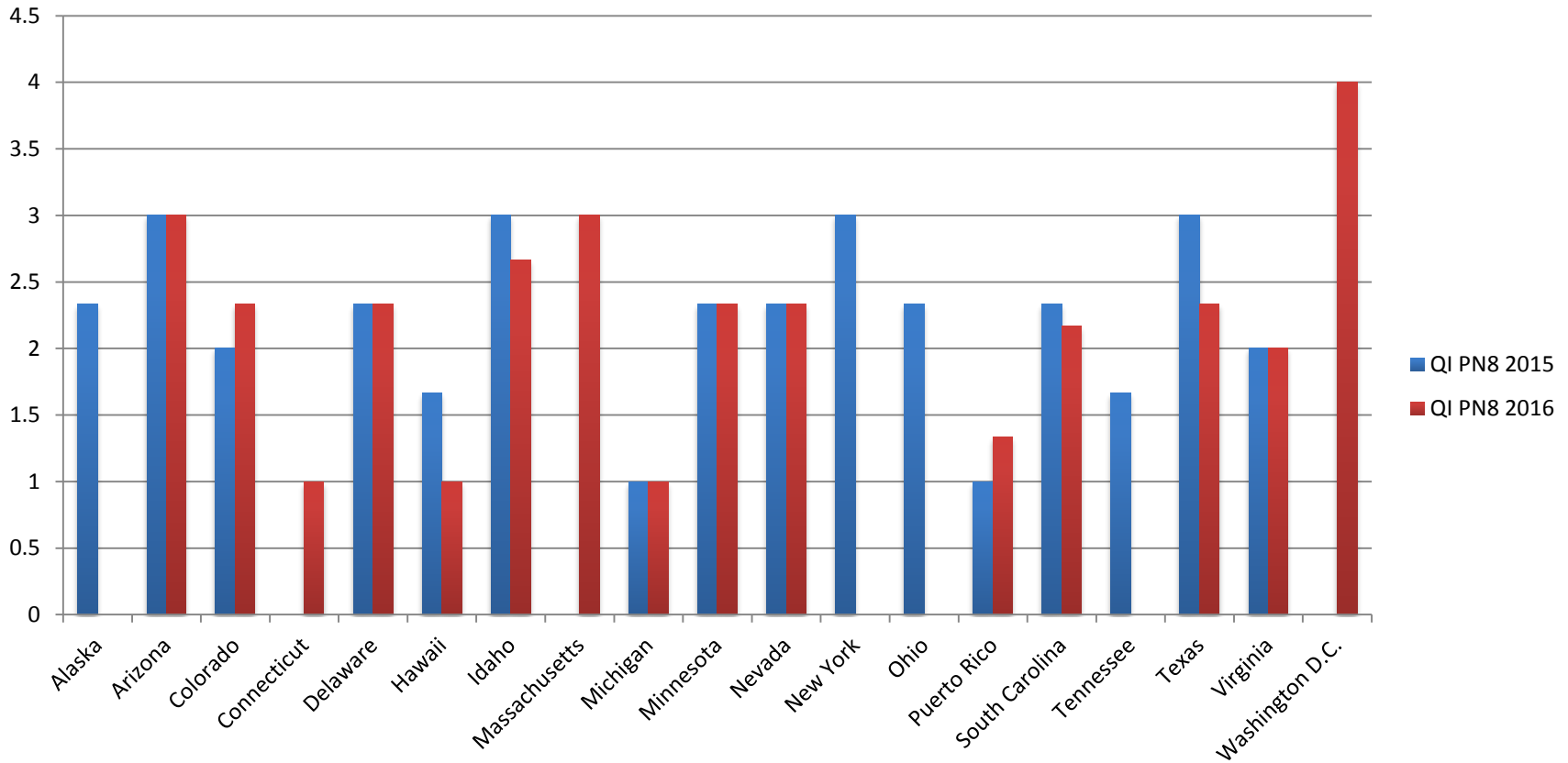
QUALITY INDICATOR 7: A STATEWIDE SYSTEM FOR INSERVICE PERSONNEL DEVELOPMENT AND TECHNICAL ASSISTANCE IS IN PLACE FOR PERSONNEL ACROSS DISCIPLINES

QI PN7



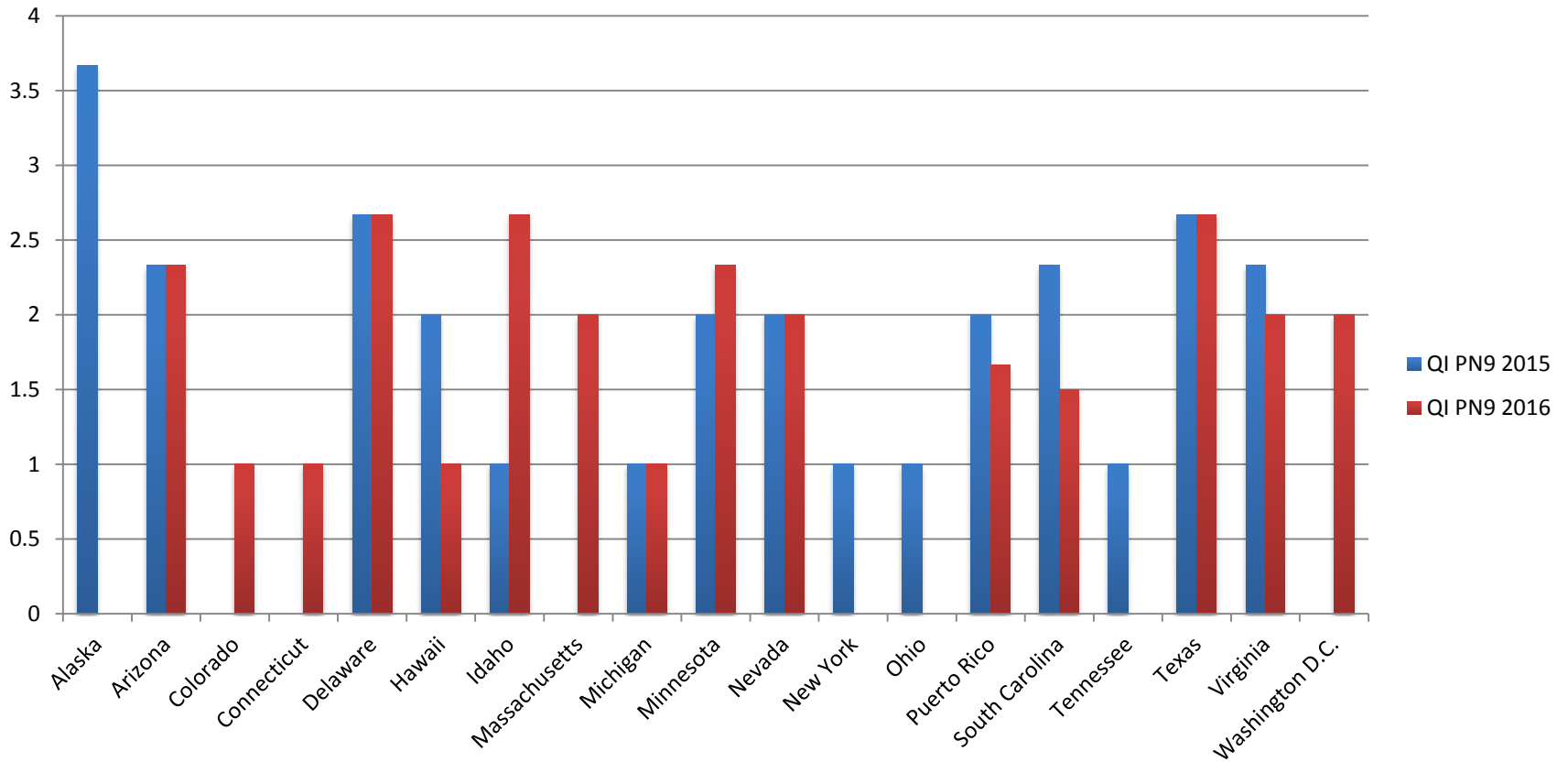
QUALITY INDICATOR 8: A STATEWIDE SYSTEM FOR INSERVICE PERSONNEL DEVELOPMENT AND TECHNICAL ASSISTANCE IS ALIGNED AND COORDINATED WITH HIGHER EDUCATION PROGRAM AND CURRICULA ACROSS DISCIPLINES

QI PN8



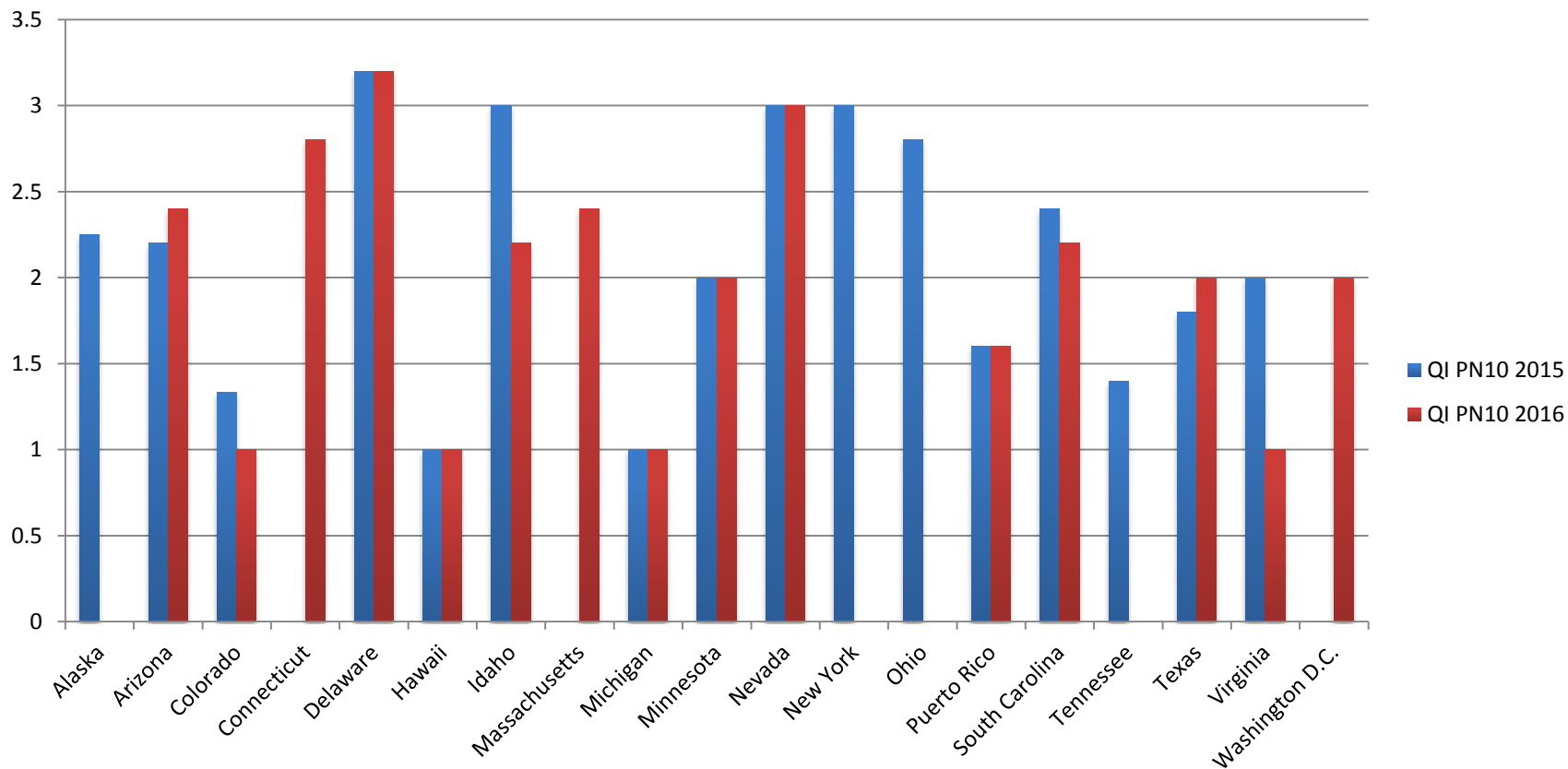
QUALITY INDICATOR 9: COMPREHENSIVE RECRUITMENT AND RETENTION STRATEGIES ARE BASED ON MULTIPLE DATA SOURCES, AND REVISED AS NECESSARY

QI PN9



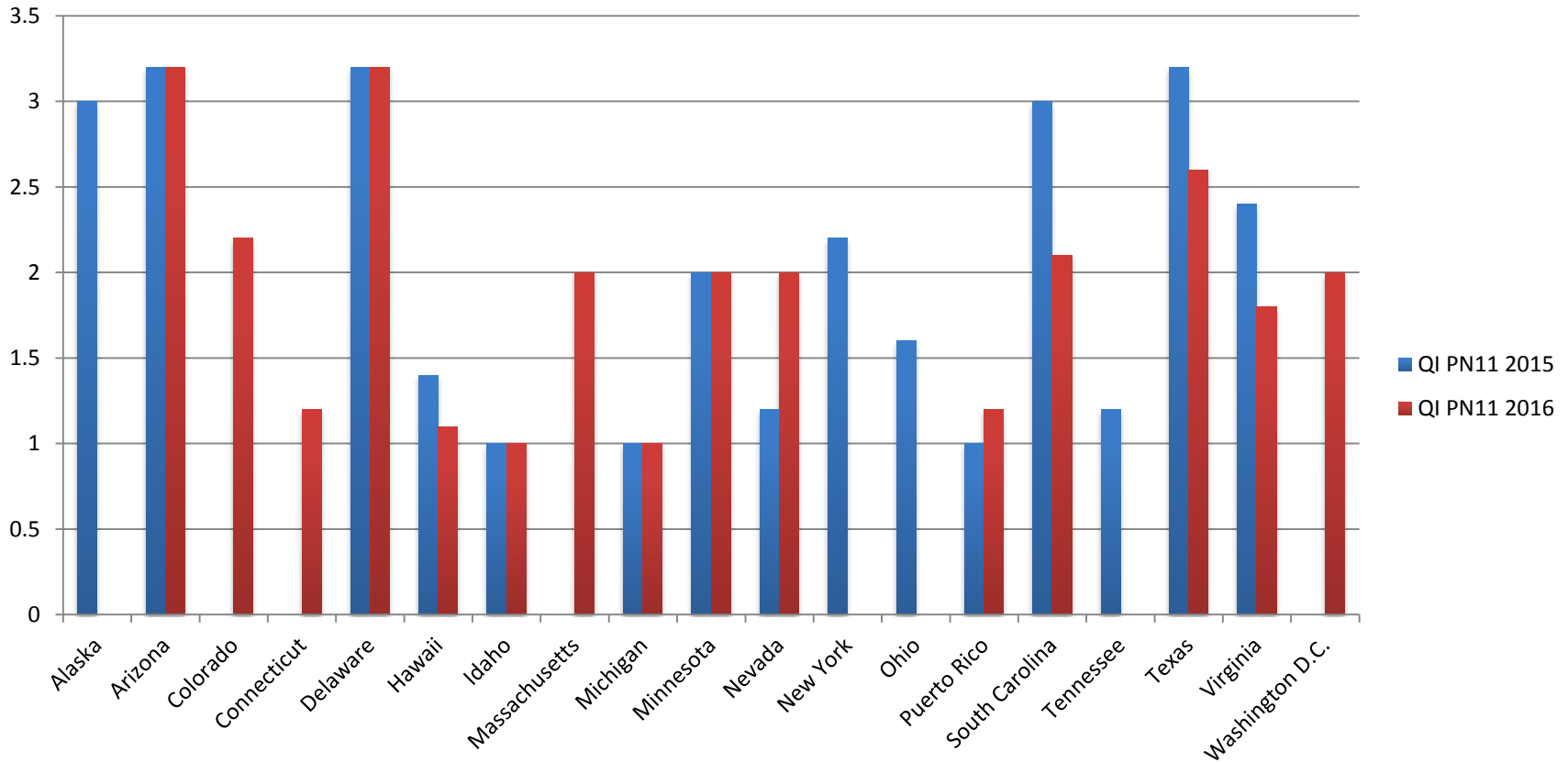
QUALITY INDICATOR 10 COMPREHENSIVE RECRUITMENT AND RETENTION STRATEGIES ARE BEING IMPLEMENTED ACROSS DISCIPLINES

QI PN10



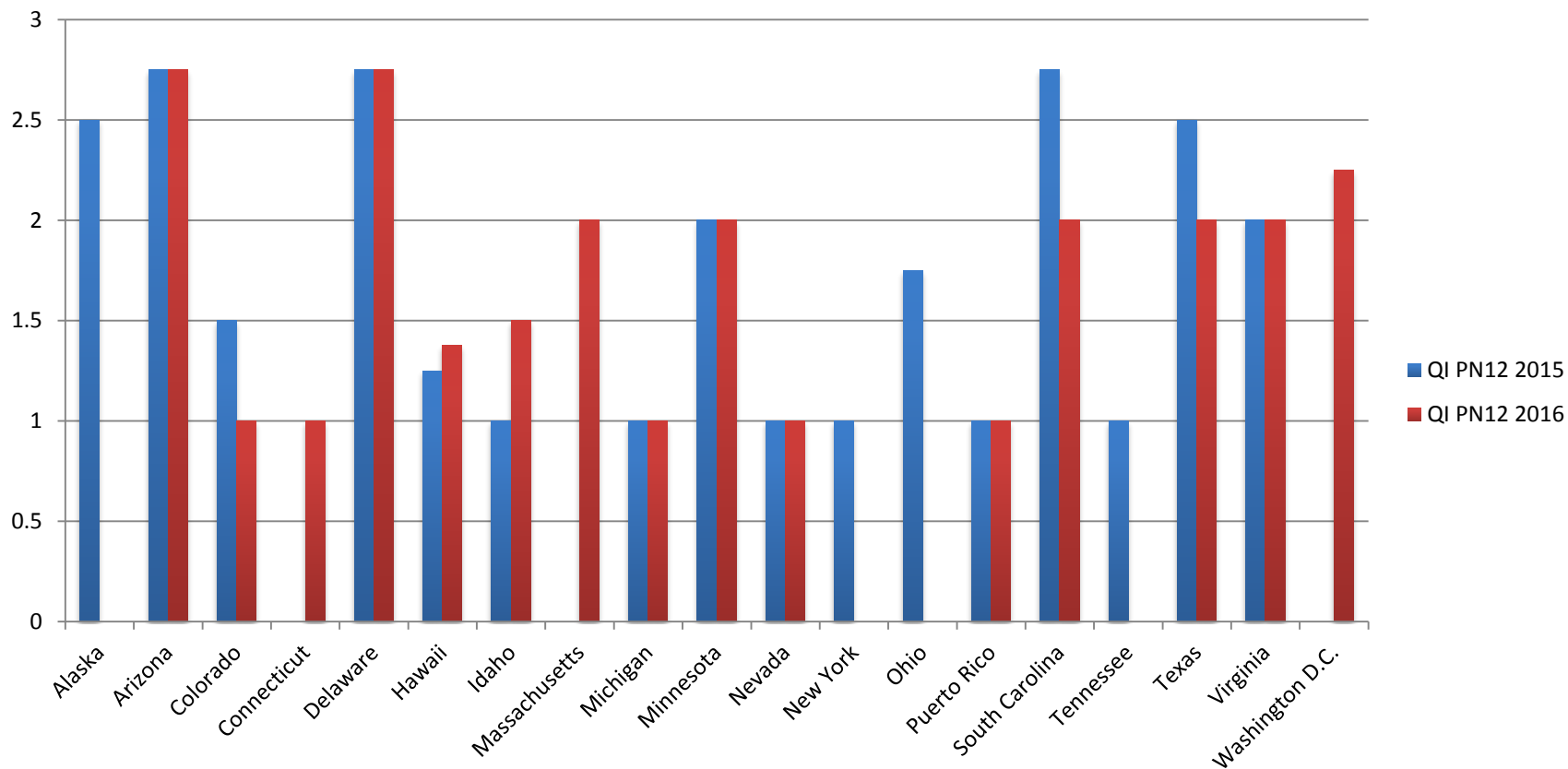
QUALITY INDICATOR 11: THE EVALUATION PLAN FOR THE CSPD INCLUDES PROCESSES AND MECHANISMS TO COLLECT, STORE, AND ANALYZE DATA ACROSS ALL SUBCOMPONENTS

QI PN11



QUALITY INDICATOR 12: THE EVALUATION PLAN IS IMPLEMENTED, CONTINUOUSLY MONITORED, AND REVISED AS NECESSARY BASED ON MULTIPLE DATA SOURCES

QI PN12



GOAL SETTING

"Can you tell me please which way I ought to go from here?"

"That depends a good deal on where you want to get to," said the Cat.

"I don't much care where," said Alice.

"Then it doesn't matter which way you walk," said the Cat.

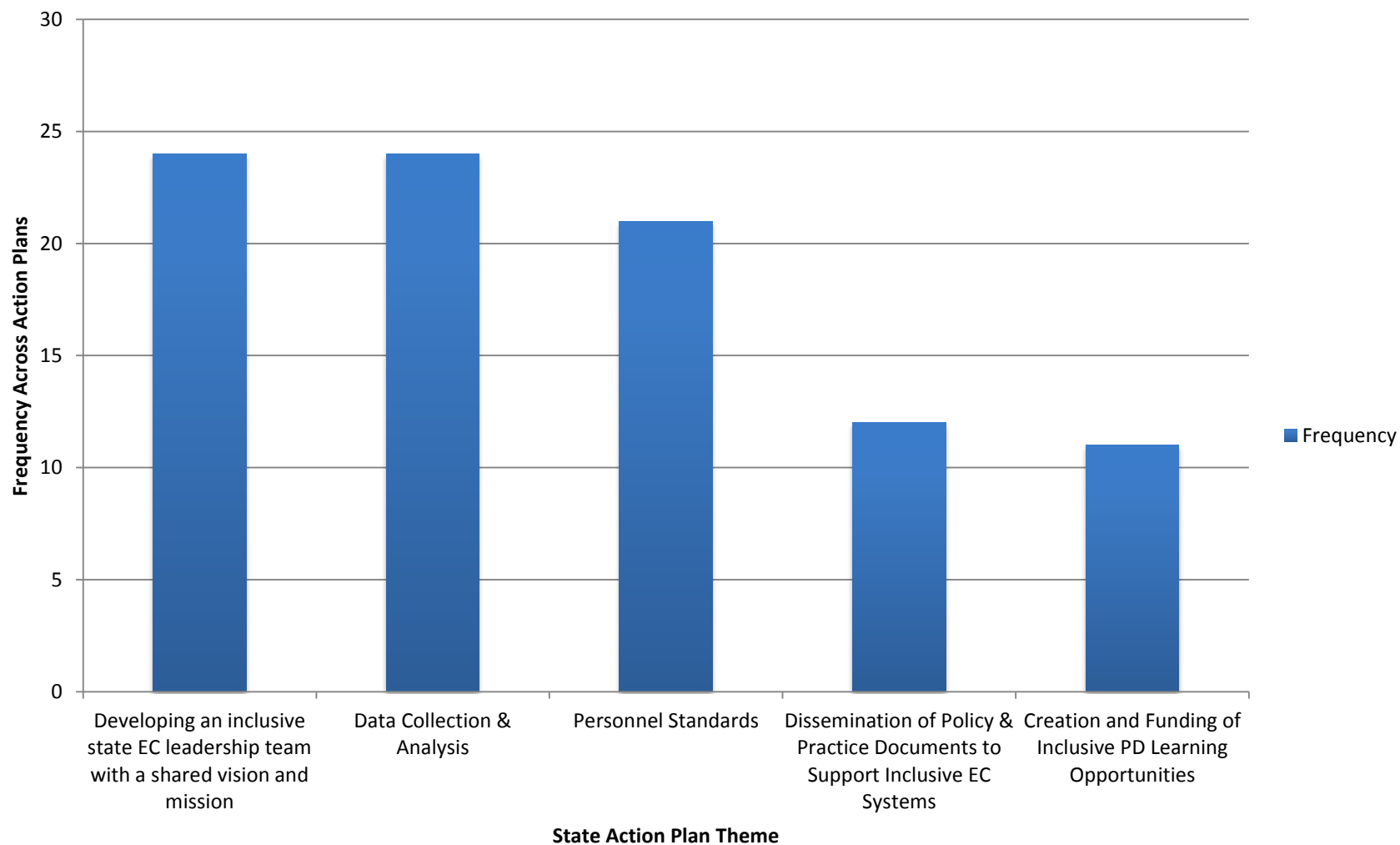
*Lewis Carroll
Alice's Adventures in Wonderland*



ACTION PLANNING

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					

FREQUENCY OF THEMES ACROSS STATE ACTION PLANS



STATE LEADERSHIP TEAMS

TO INTEGRATE PART C AND 619 INTO LARGER STATE EARLY CHILDHOOD INITIATIVES IN PERSONNEL DEVELOPMENT

- Connecticut
 - Delaware
 - Hawaii
 - Michigan
- Minnesota
- New York
 - Texas

PERSONNEL STANDARDS

TO INCLUDE CRITERIA TO ENABLE PERSONNEL TO SUPPORT ALL INFANTS AND YOUNG CHILDREN

- Arizona
- Colorado
- South Carolina
 - Virginia

GUIDANCE DOCUMENTS

TO DISSEMINATE INFORMATION ON HIGH
QUALITY INCLUSIVE PRACTICES FOR ALL
INFANTS AND YOUNG CHILDREN

- Colorado
- Delaware
- Virginia
- Washington D.C.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

(INSERVICE) TO GUIDE INCLUSIVE PRACTICE

- Massachusetts
 - Virginia
- Washington D.C.

STATE POLICIES

**TO SUPPORT HIGH QUALITY INCLUSION FOR ALL
INFANTS AND YOUNG CHILDREN**

- Delaware
- Virginia

MOVED TO ECPC INTENSIVE TA

TO DEVELOP AN INTEGRATED CSPD

- Arizona
- Michigan
- Nevada
- Puerto Rico
- South Carolina

LESSONS LEARNED ACCORDING TO STATE FEEDBACK

- Using the state self-assessment framework has supported the goal development in action planning, both at the institute and long term in their state
- Value in developing and sustaining relationships across stakeholders, particularly in developing a leadership team to implement action plan goals

LESSONS LEARNED ACCORDING TO STATE FEEDBACK

- Time to plan as a state team, with the in-person support from ECPC staff at the institute is invaluable
- Sharing resources and hearing from other state updates and progress



LESSONS LEARNED ACCORDING TO STATE FEEDBACK

- Having the opportunity to learn from one another across states, and hear of similar successes and barriers





“My question is: Are we making an impact?”