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George Sugai, PhD, Co-Director

University of Connecticut

June 11, 2018

ECPCTA.ORG

Early Childhood Personnel Center

ECPC 2

Mary Beth Bruder, Director

Vicki Stayton, Co-Director

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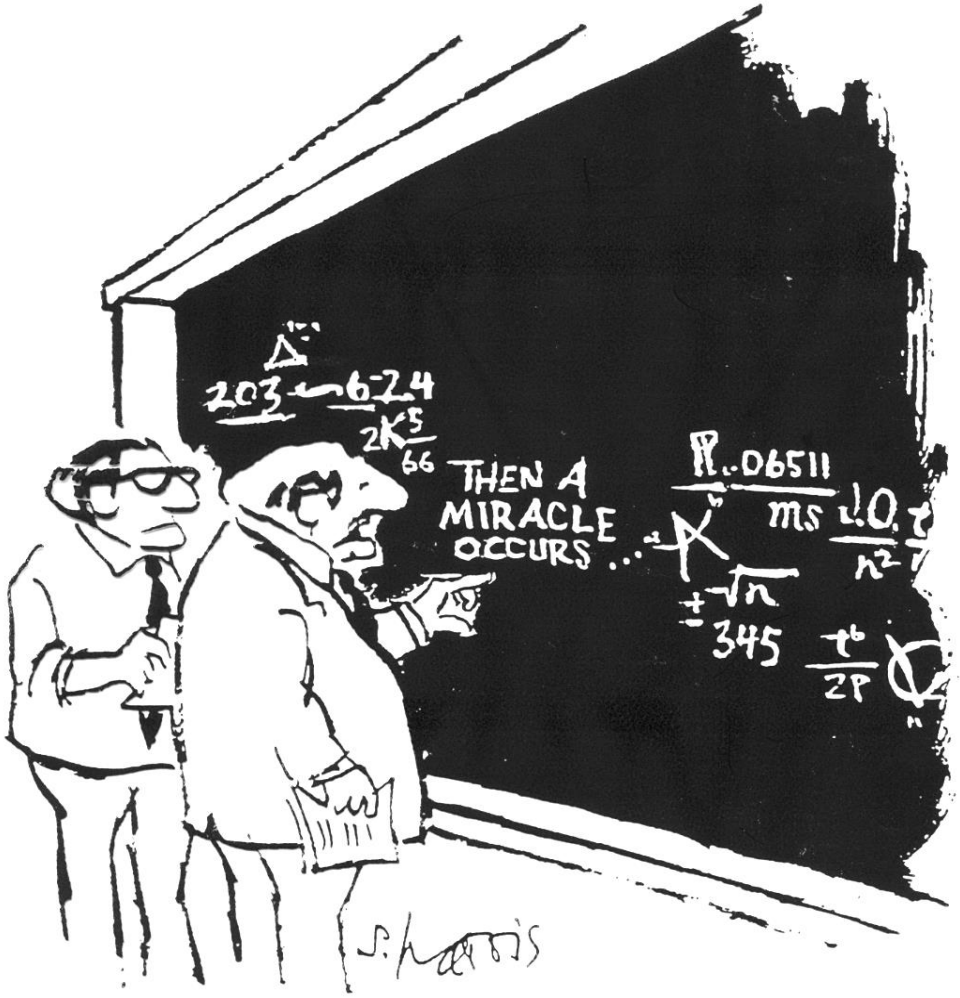


" I think you should be more explicit here in step two."

GIRLS

All you need is
faith, trust
and a little bit of
Pixie Dust
- Tinkerbell

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

Life in the 21st Century

- Change is the Constant
- Technology Rules the World
- Viral Communication
- Instant Gratification
- Personalized Learning

Life Today

- Change is the Constant
- Technology Rules the World
- Viral Communication
- Instant Gratification
- Personalized Learning
- Ego Centrism

EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of

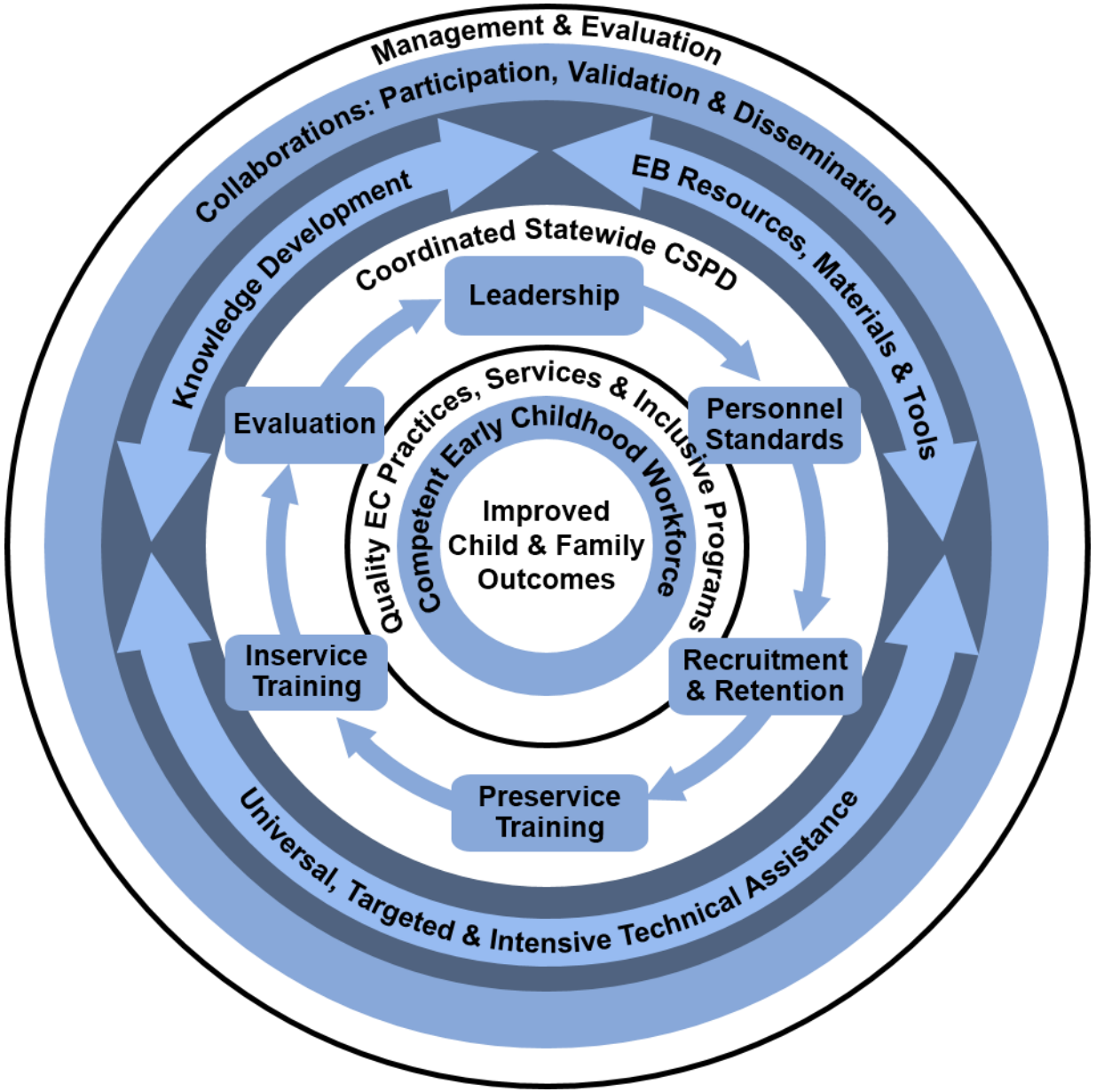
comprehensive systems

of personnel development (CSPD)

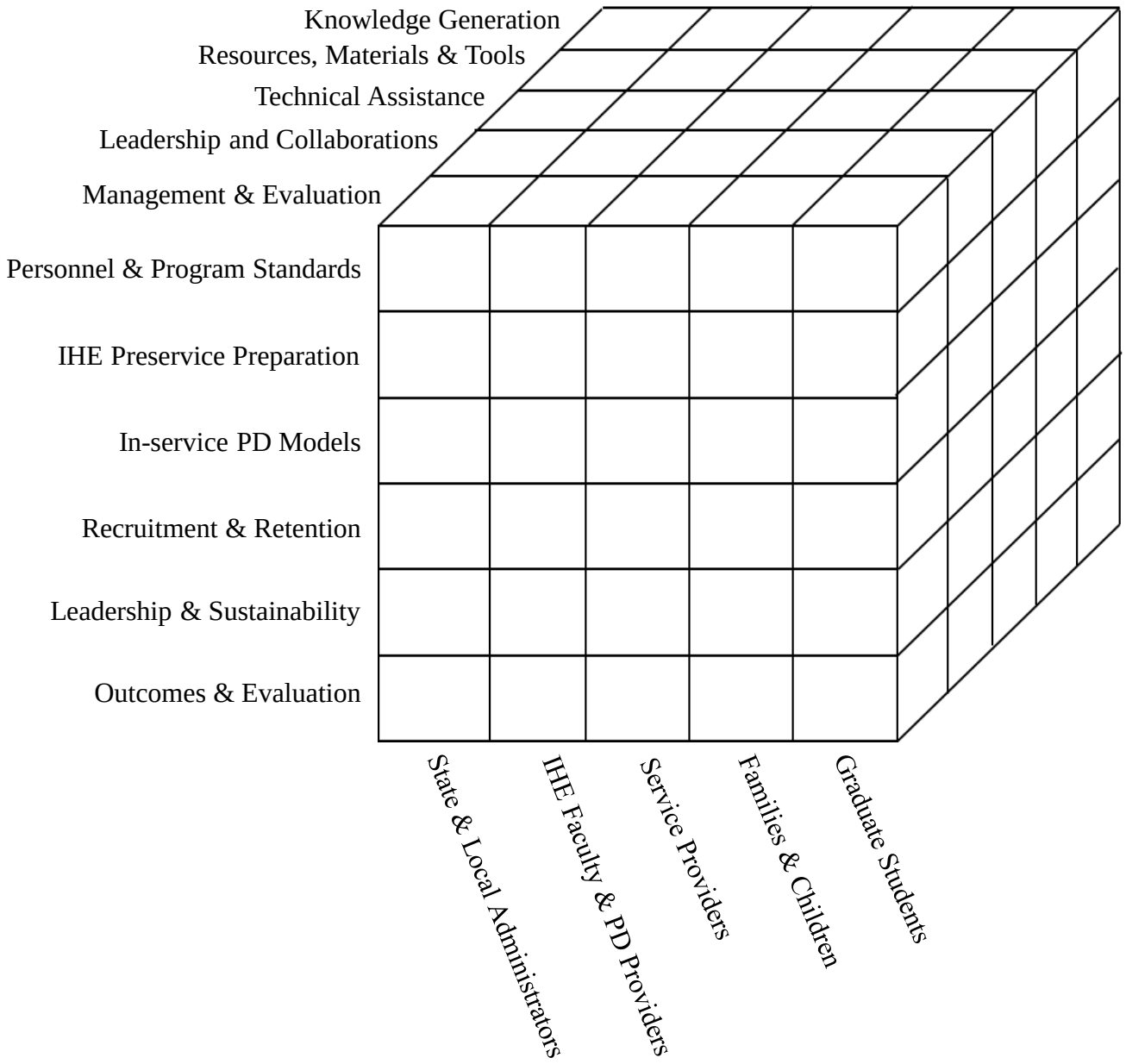
for all disciplines

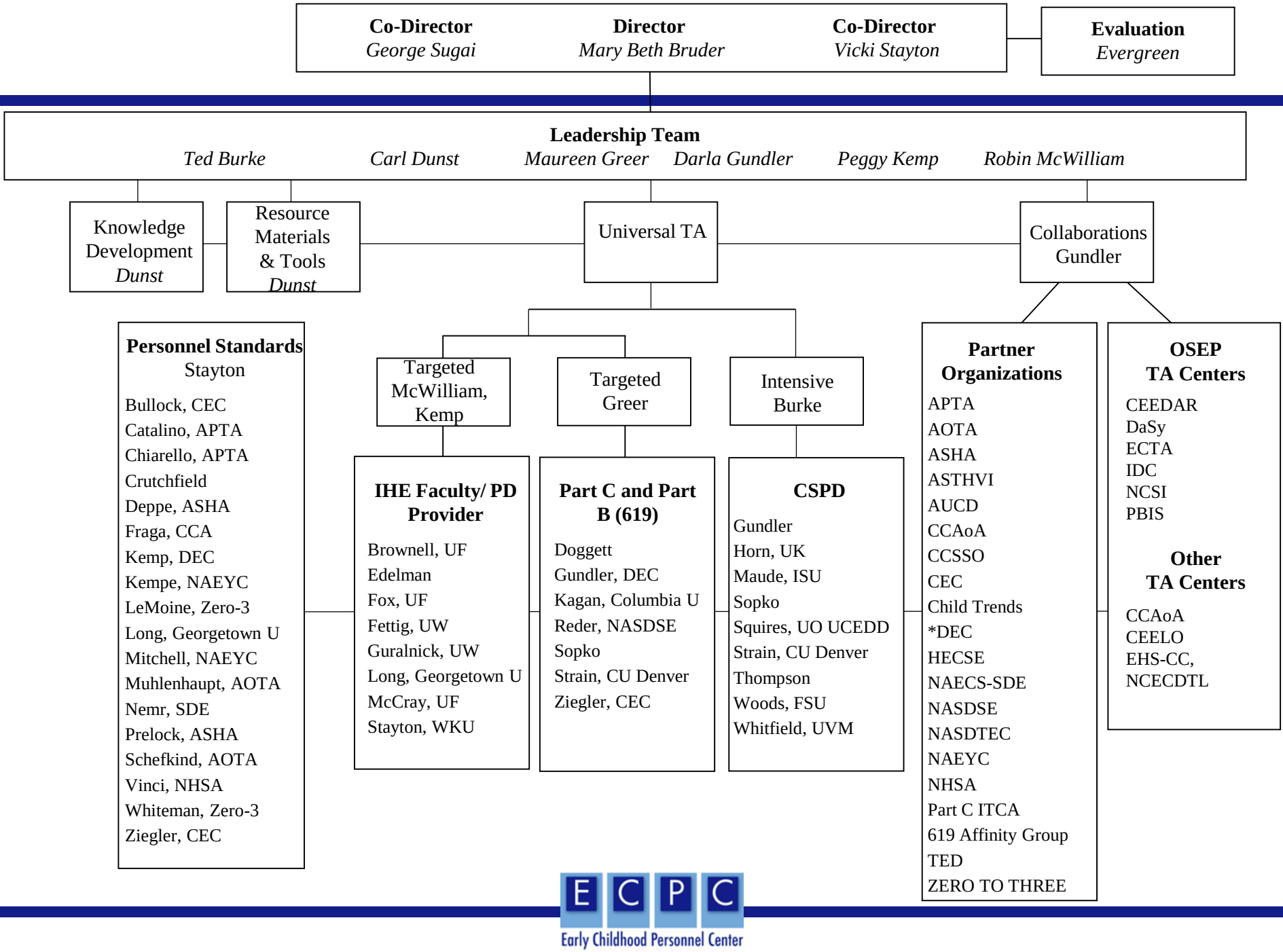
serving infants and young children

with disabilities and their families


Management & Evaluation
Collaborations: Participation, Validation & Dissemination
Knowledge Development
EB Resources, Materials & Tools
Coordinated Statewide CSPD
Leadership
Personnel Standards
Recruitment & Retention
Preservice Training
Inservice Training
Evaluation
Quality EC Practices, Services & Inclusive Programs
Competent Early Childhood Workforce
Improved Child & Family Outcomes
Universal, Targeted & Intensive Technical Assistance

Center Goals, CSPD Components and Stakeholders




Co-Director
George Sugai
Director
Mary Beth Bruder
Co-Director
Vicki Stayton
Evaluation
Evergreen
Leadership Team
Ted Burke
Carl Dunst
Maureen Greer
Darla Gundler
Peggy Kemp
Robin McWilliam
Knowledge Development
Dunst
Resource Materials & Tools
Dunst
Universal TA
Collaborations
Gundler
Personnel Standards
Stayton
Bullock, CEC
Catalino, APTA
Chiarello, APTA
Crutchfield
Deppe, ASHA
Fraga, CCA
Kemp, DEC
Kempe, NAEYC
LeMoine, Zero-3
Long, Georgetown U
Mitchell, NAEYC
Muhlenhaupt, AOTA
Nemr, SDE
Prelock, ASHA
Schefkind, AOTA
Vinci, NHSA
Whiteman, Zero-3
Ziegler, CEC
Targeted
McWilliam, Kemp
Targeted
Greer
Intensive
Burke
IHE Faculty/ PD Provider
Brownell, UF
Edelman
Fox, UF
Fettig, UW
Guralnick, UW
Long, Georgetown U
McCray, UF
Stayton, WKU
Part C and Part B (619)
Doggett
Gundler, DEC
Kagan, Columbia U
Reder, NASDSE
Sopko
Strain, CU Denver
Ziegler, CEC
CSPD
Gundler
Horn, UK
Maude, ISU
Sopko
Squires, UO UCEDD
Strain, CU Denver
Thompson
Woods, FSU
Whitfield, UVM
Partner Organizations
APTA
AOTA
ASHA
ASTHVI
AUCD
CCAoA
CCSSO
CEC
Child Trends
*DEC
HECSE
NAECS-SDE
NASDSE
NASDTEC
NAEYC
NHSA
Part C ITCA
619 Affinity Group
TED
ZERO TO THREE
OSEP TA Centers
CEEDAR
DaSy
ECTA
IDC
NCSI
PBIS
Other TA Centers
CCAoA
CEELO
EHS-CC,
NCECDTL
E C P C
Early Childhood Personnel Center

Partner Organizations

APTA
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HECSE
NAECS-SDE
NASDSE
NASDTEC
NAEYC
NHSA
Part C ITCA
619 Affinity Group
TED
ZERO TO THREE

A Comprehensive System of Personal Development

is a *necessary* and *integral*

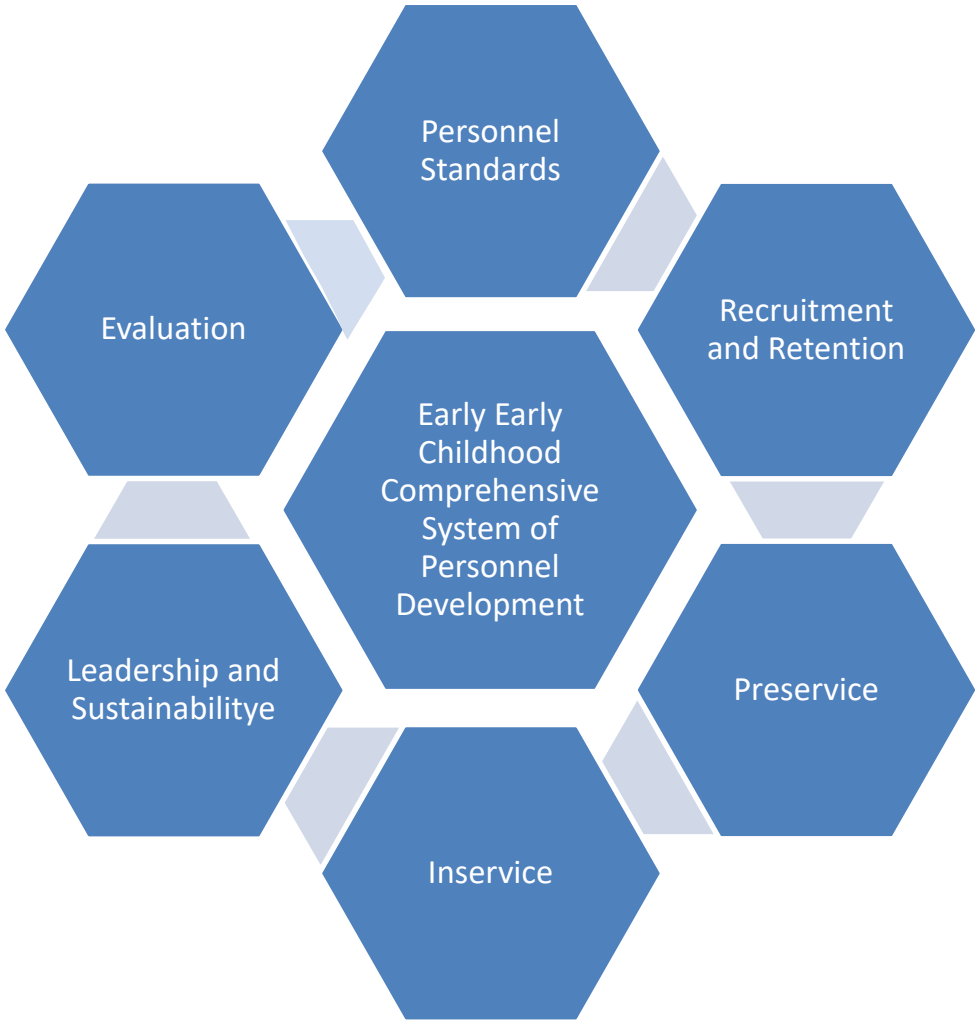
quality indicator of

an early childhood service system

AND

the early childhood workforce

who serve infants, toddlers and preschool children with disabilities and their families


Personnel Standards
Recruitment and Retention
Preservice
Inservice
Leadership and Sustainabilitye
Evaluation
Early Early Childhood Comprehensive System of Personnel Development

Early Childhood CSPD
Competent and High Quality Workforce
Improved Child and Family Outcomes

METHODS OF ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Among and Between ALL Objectives
- Collaborative

Goal 1 Identify or Develop and Advance the Knowledge Base of Early Childhood Personnel Development

1.1 Conduct Literature Synthesis on EB TA Practices
(Activities: 1.1.1-1.1.2)

1.2 Expand, Update and Revise State Personnel Standards Across EC Disciplines
(Activities: 1.2.1-1.2.6)

1.3 Identify and Synthesize Implementation Supports For IHE Faculty and PD Providers
(Activities:1.3.1-1.3.4)

1.4 Identify and Synthesize Evidenced Based Practices for State IDEA Part C and 619 Administrators on leadership and other administrative supports
(Activities: 1.4.1-1.4.5

1.5 Identify and Synthesize Evidence Based Practices for subcomponents of a CSPD
(Activities: 1.5.1-1.5.6)

1.6 Revise the Personnel Framework Self-Assessment for a CSPD
(Activities: 1.6.1-1.6.3)

Goal 2 Identify or Develop Resources, Materials, and Tools for TA

2.1 Collaboratively Develop Tools to Measure EB TA Practices and TA Readiness with other OSEP TA Centers
(Activities: 2.1.1-2.1.6)

2.2 Identify or Develop Resources to Illustrate Cross Disciplinary Core Competencies and Standards
(Activities: 2.2.1-2.2.3; Sub-Activities: 2.2.2.1-2.2.2.3)

2.3 Identify or Develop Resources for IHE Faculty and other PD Providers
(Activities: 2.3.1-2.3.4; Sub-Activities: 2.3.1.1-2.3.1.5; 2.3.2.1-2.3.2.9; 2.3.3.1-2.3.3.7; 2.3.4.1-2.3.4.7)

2.4 Identify or Develop Resources for State IDEA Part C and 619 Administrators
(Activities: 2.4.1-2.4.8)

2.5 Identify or Develop Resources to Assist State Administrators to Implement a CSPD.
(Activities: 2.5.1-2.5.5)

Goal 3 Provide Technical Assistance

3.1 Provide TA through Website to Disseminate Resources, Materials and Tools
(Activities: 3.1.1-3.1.8; Sub-Activities: 3.1.1.1)

3.2 Provide Universal TA to through the Publication and Dissemination of Practice Guides, Checklists, Consensus Papers, Briefs and Articles
(Activities: 3.2.1-3.2.3)

3.3 Provide Universal TA to through Presentations, Meetings, Webinars, and Workshops
(Activities: 3.3.1-3.3.4)

3.4 Implement Targeted TA through Leadership Institutes for IHE Faculty and PD providers
(Activities: 3.4.1-3.4.8)

3.5 Implement Targeted TA through Leadership Institutes with Part C, 619 and EC Administrators
(Activities: 3.5.1-3.5.7)

3.6 Provide Intensive TA to 12 States from ECPC I to Expand the State CSPD
(Activities: 3.6.1-3.6.6)

3.7 Provide Intensive TA to 8 States to Develop a CSPD to Scale
(Activities: 3.7.1-3.7.6; Sub-Activities: 3.7.6.1-3.7.6.6)

3.5.5. Implement one leadership institute a year with State IDEA Part C and Part B, section 619, EC administrators, families and IHE faculty and other PD providers who have attended a prior leadership institute to continue to increase state teams' knowledge, skills, and competencies in the areas of
1) leadership 2) inclusive service delivery, 3) effective training and coaching models, 4) managing TA from multiple sources,5)implementation strategies to scale up effective and inclusive program models through TA, and 6) other self-identified implementation supports and strategies to enable them to support a competent early childhood workforce that can improve outcomes for young children with disabilities and their families using DEC recommended practices.

3.5.6. Provide at least 1 year of specific TA and support through a Community of Practice after the leadership institutes to State IDEA Part C and Part B, section 619 and EC team administrators to measure action plan outcomes on the expansion of inclusive EC policies, programs and practices and a competent workforce.

Goal 4 Leadership and Collaboration

4.1 Develop Shared TA Content, Products, Methods and Systems across Federal TA Centers
(Activities: 4.1.1-4.1.9; Sub-Activities: 4.1.2.1-4.1.2.4)

4.2 Collaborate with EC Organizations across Sectors for all center Goals and Objectives
(Activities: 4.2.1-4.2.8; Sub-Activities: 4.2.2.1-4.2.2.4)

4.3 Work with Partner Organizations to Identify and Leverage Additional Resources
(Activities: 4.3.1-4.3.5)

Goal 5 Management and Evaluation

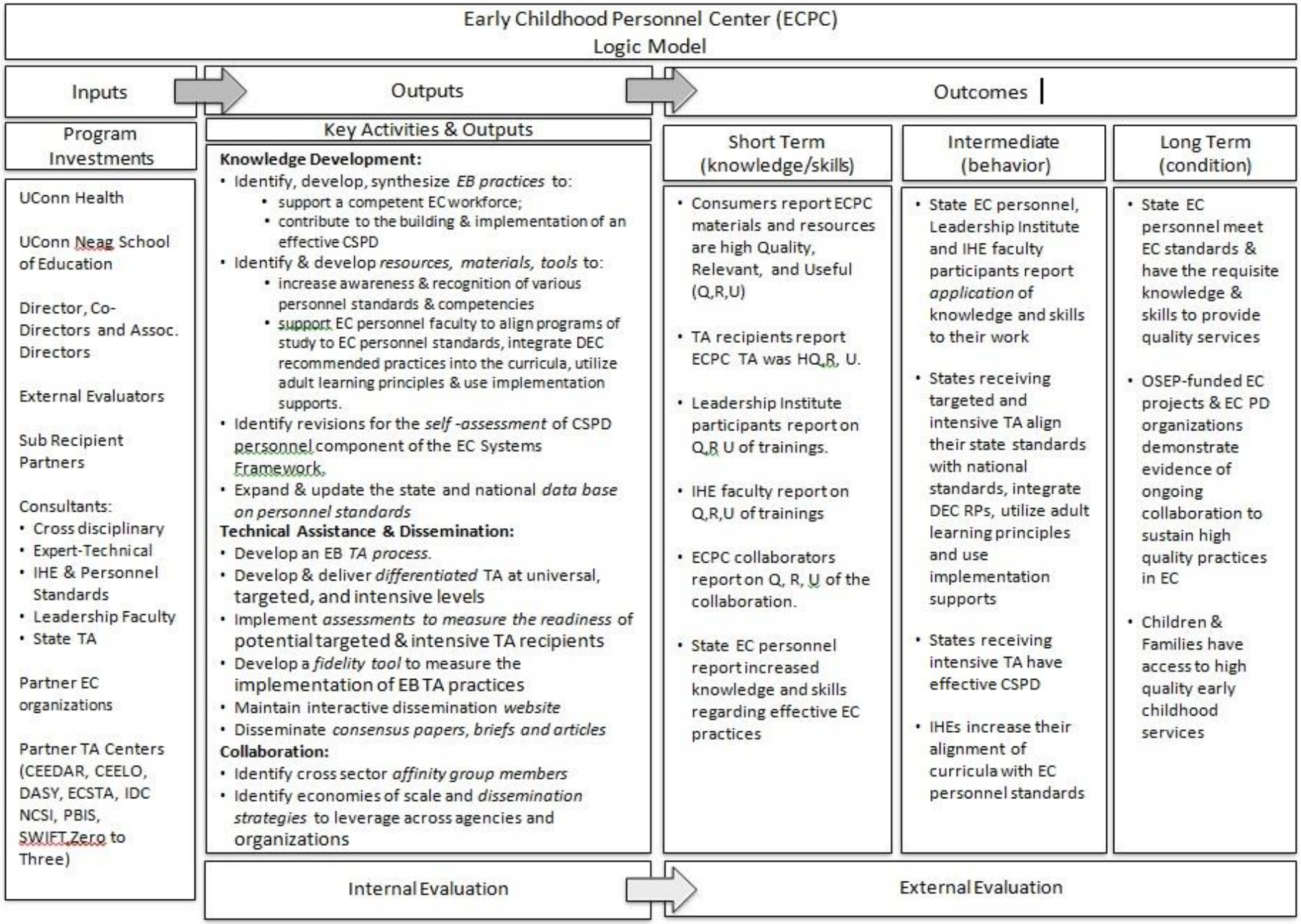
5.1 Develop and Maintain the Center Infrastructure
(Activities: 5.1.1-5.1.9)

5.2 Establish Communication with OSEP
(Activities: 5.2.1-5.2.4)

5.3 Support Diversity and Inclusion throughout Center Activities
(Activities: 5.3.1-5.3.3)

5.4 Evaluate All Center Objectives and Outcomes
(Activities: 5.4.1-5.4.3)

Logic Model


Early Childhood Personnel Center (ECPC)
Logic Model
Inputs
Outputs
Outcomes
Program Investments
UConn Health
UConn Neag School of Education
Director, Co-Directors and Assoc. Directors
External Evaluators
Sub Recipient Partners
Consultants:
• Cross disciplinary
• Expert-Technical
• IHE & Personnel Standards
• Leadership Faculty
• State TA
Partner EC organizations
Partner TA Centers (CEEDAR, CEELO, DASY, ECSTA, IDC NCSI, PBIS, SWIFT Zero to Three)
Key Activities & Outputs
Knowledge Development:
• Identify, develop, synthesize EB practices to:
• support a competent EC workforce;
• contribute to the building & implementation of an effective CSPD
• Identify & develop resources, materials, tools to:
• increase awareness & recognition of various personnel standards & competencies
• support EC personnel faculty to align programs of study to EC personnel standards, integrate DEC recommended practices into the curricula, utilize adult learning principles & use implementation supports.
• Identify revisions for the self -assessment of CSPD personnel component of the EC Systems Framework.
• Expand & update the state and national data base on personnel standards
Technical Assistance & Dissemination:
• Develop an EB TA process.
• Develop & deliver differentiated TA at universal, targeted, and intensive levels
• Implement assessments to measure the readiness of potential targeted & intensive TA recipients
• Develop a fidelity tool to measure the implementation of EB TA practices
• Maintain interactive dissemination website
• Disseminate consensus papers, briefs and articles
Collaboration:
• Identify cross sector affinity group members
• Identify economies of scale and dissemination strategies to leverage across agencies and organizations
Short Term (knowledge/skills)
• Consumers report ECPC materials and resources are high Quality, Relevant, and Useful (Q,R,U)
• TA recipients report ECPC TA was HQ,R, U.
• Leadership Institute participants report on Q,R U of trainings.
• IHE faculty report on Q,R,U of trainings
• ECPC collaborators report on Q, R, U of the collaboration.
• State EC personnel report increased knowledge and skills regarding effective EC practices
Intermediate (behavior)
• State EC personnel, Leadership Institute and IHE faculty participants report application of knowledge and skills to their work
• States receiving targeted and intensive TA align their state standards with national standards, integrate DEC RPs, utilize adult learning principles and use implementation supports
• States receiving intensive TA have effective CSPD
• IHEs increase their alignment of curricula with EC personnel standards
Long Term (condition)
• State EC personnel meet EC standards & have the requisite knowledge & skills to provide quality services
• OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain high quality practices in EC
• Children & Families have access to high quality early childhood services
Internal Evaluation
External Evaluation

OUTPUTS OF THE ECPC 2

- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation

ECPC 2 Will Deliver TA
Using Evidenced Based Practices
IN
Collaboration with Others

© 1999 Mike Twohy Dist. by Washington Post Writers Group
11-16
M2Ecomics@aol.com
"We're not sure what you have, but whatever it is, we have it outnumbered."

Definition of TA

The provision of

targeted and customized supports;

to develop or strengthen processes,

knowledge, application, or

implementation of services

by recipients.

- (Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC &
- NACCRRA, 2011).

Effective TA:

Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.

May include mentoring, coaching, consultation, PD advising, and peer-to-peer TA.

May use strategies that are discrete processes, or used as part of education and/or training programs.

Should be embedded in the recipient's broader professional development plan.

Is relationship-based and builds positive, trusting, and respectful relationships.

Continued:

May be delivered by an individual or a team, to one individual or a group

May include combinations of information and resource dissemination and referrals, coaching, mentoring, consultation, and professional development advising, peer- to-peer TA, as well as other forms of support.

May use varied levels of duration and intensity depending on need and resources.

May be provided face-to-face, through distance, technology-based, or hybrid methods.

•**(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRRA, 2011).**

Caveats:

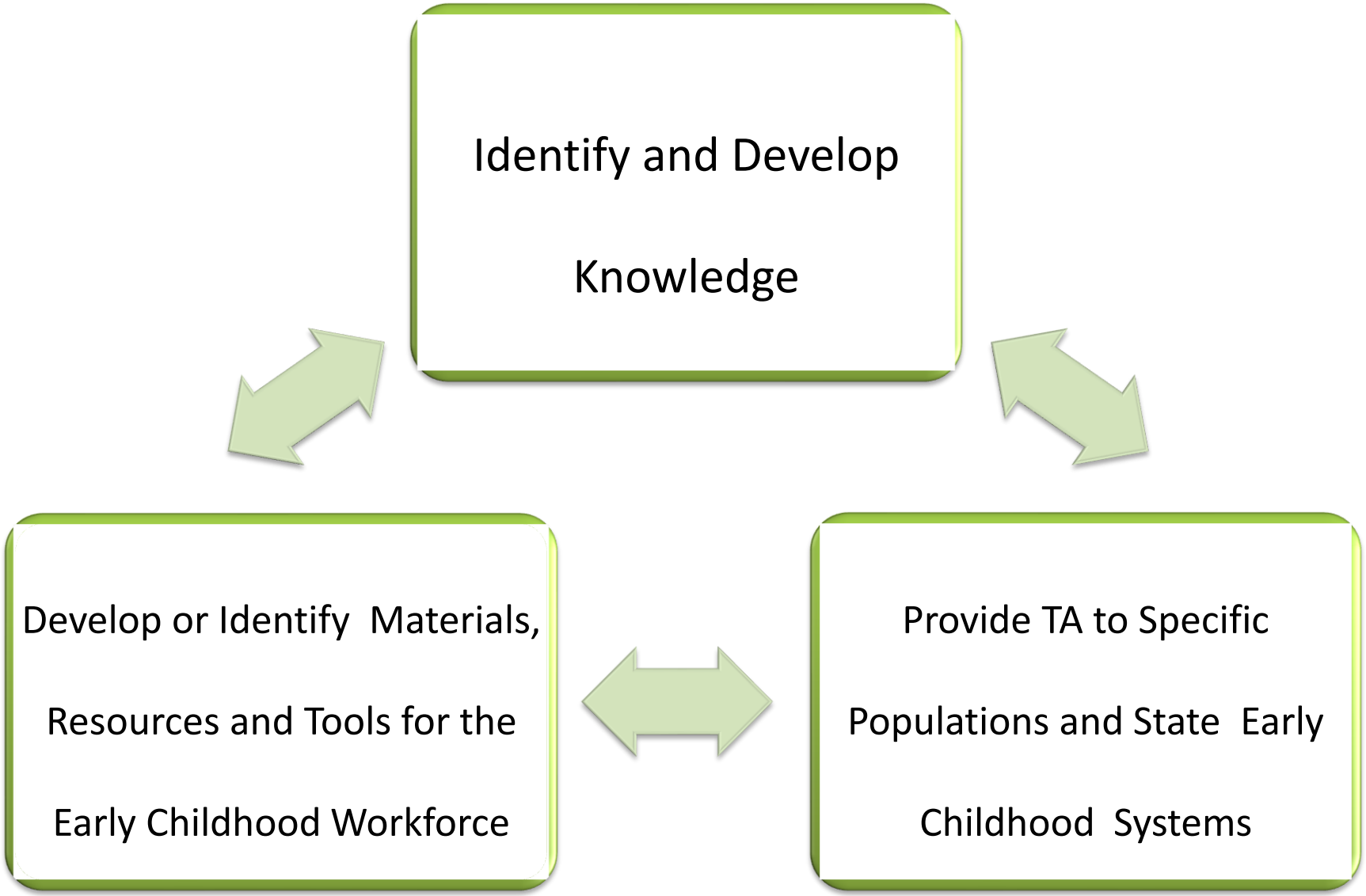
- **TA techniques are not sufficient, and should be**
  •augmented with relationships. Trust, collaboration,
  •respect, and encouragement were frequent
  •supports to effective TA;

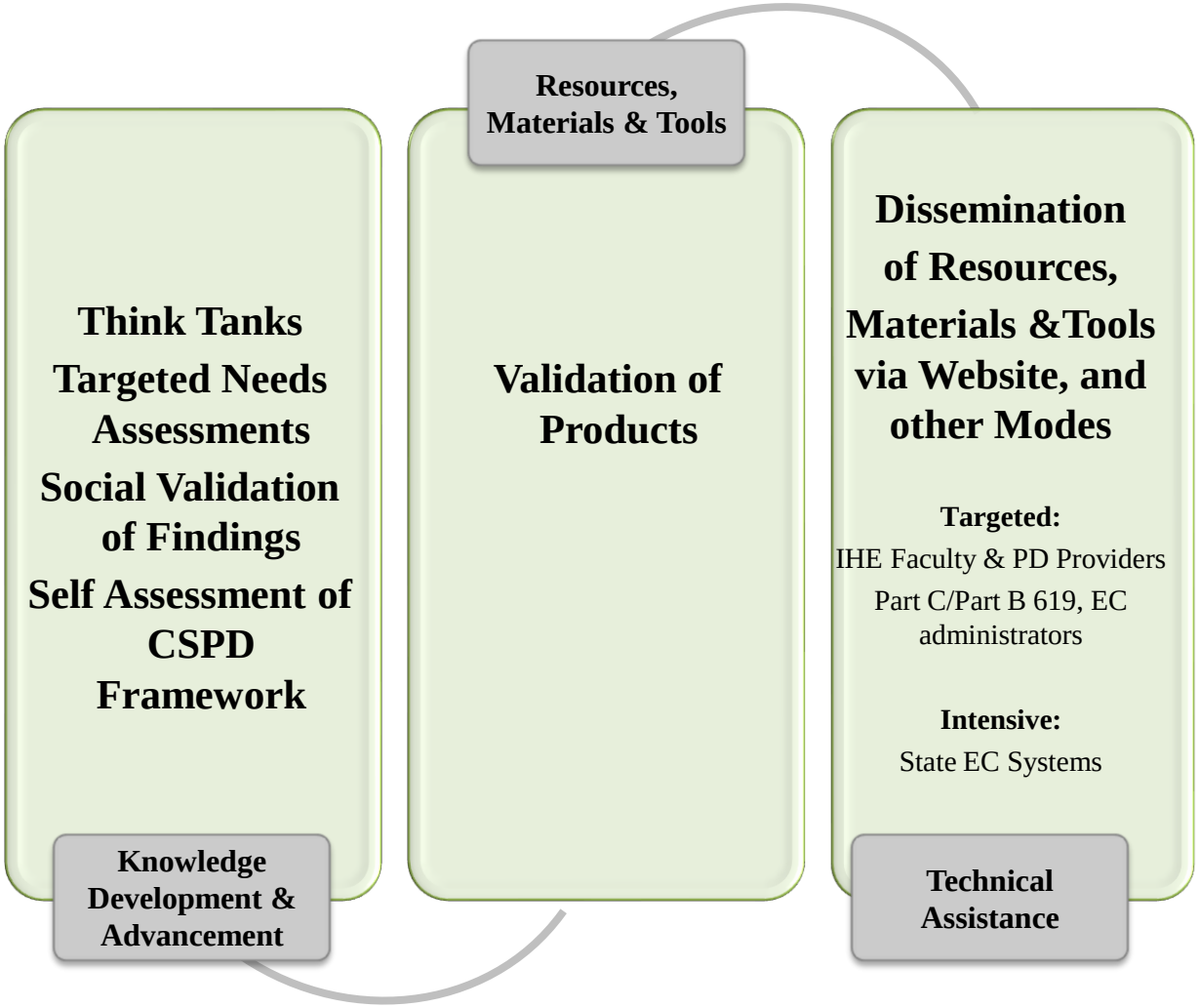
- **Relationships are not sufficient and should be**
  •augmented with techniques using goals that are
  •specific, measurable, attainable, realistic, and time-
  •bound, **or there is a risk that the TA will not be**
  •accomplished.

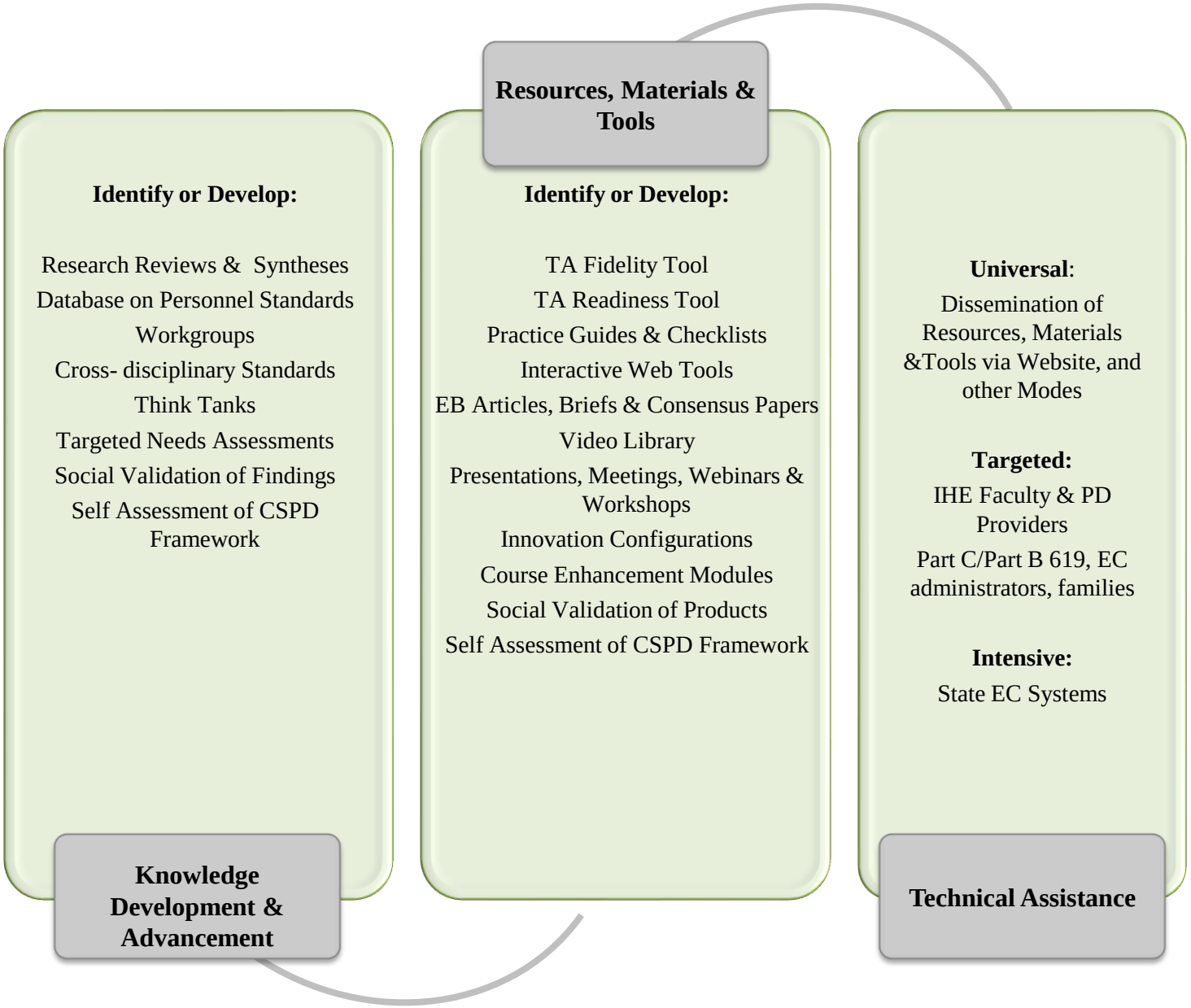
•(Katz, 2015)

OUTPUTS OF THE ECPC 2

- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation


Identify and Develop Knowledge
Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce
Provide TA to Specific Populations and State Early Childhood Systems


Resources, Materials & Tools
Think Tanks
Targeted Needs Assessments
Social Validation of Findings
Self Assessment of CSPD Framework
Validation of Products
Dissemination of Resources, Materials &Tools via Website, and other Modes
Targeted:
IHE Faculty & PD Providers
Part C/Part B 619, EC administrators
Intensive:
State EC Systems
Knowledge Development & Advancement
Technical Assistance


Resources, Materials & Tools
Identify or Develop:
Research Reviews & Syntheses
Database on Personnel Standards
Workgroups
Cross- disciplinary Standards
Think Tanks
Targeted Needs Assessments
Social Validation of Findings
Self Assessment of CSPD Framework
Knowledge Development & Advancement
Identify or Develop:
TA Fidelity Tool
TA Readiness Tool
Practice Guides & Checklists
Interactive Web Tools
EB Articles, Briefs & Consensus Papers
Video Library
Presentations, Meetings, Webinars & Workshops
Innovation Configurations
Course Enhancement Modules
Social Validation of Products
Self Assessment of CSPD Framework
Universal:
Dissemination of Resources, Materials &Tools via Website, and other Modes
Targeted:
IHE Faculty & PD Providers
Part C/Part B 619, EC administrators, families
Intensive:
State EC Systems
Technical Assistance

Early Childhood Personnel Center

CEC ECSE/EI Knowledge and Skill Speciality Set

ECPC Knowledge and Skill Competencies

Higher Education Faculty Guide

K & S Set (Faculty)

Research Syntheses

- Inservice
- Preservice
- Technical Assistance

PD Rubric for

Guiding Product Development

Student Readings

- Foundations
- Research
- Practice

K & S Set (Students)

Competency Checklists

for Each K & S Area

e-Lessons

- Video of Practice Characteristics
- ECTA Checklists

Practice Guides

for Reinforcing an Understanding of the Practices

To Increase the Knowledge, Skills and Competencies Of Those Serving Infants and Young Children with Disabilities and their Families

Universal TA for All

Web Site

Materials, Resources and Tools

Targeted TA to Build Leadership to Specific Populations

State IDEA Part C and 619, and EC Staff

IHE Faculty, Students, Families and State PD Providers

Intensive TA for State CSPD Development and Implementation

Expand in 12 Current States

Develop and Implement in 8 New States

ECPC 2

To provide **targeted TA to:**

early childhood IHE faculty and
other professional development (PD) staff

to improve outcomes

for infants and young children with disabilities and their families.

IHE Faculty and PD Staff

- to align programs of study to State and national professional organization personnel standards and interdisciplinary competencies
- integrate Division of Early Childhood recommended practices (RP) into programs of study
- utilize adult learning principles

ECPC 2

To provide **targeted TA to:**

State IDEA Part C and 619 administrators

to improve outcomes

for infants and young children with disabilities and their families

PART C AND 619

- to lead systemic improvement efforts
- actively engage in broader early childhood initiatives
- use TA effectively
- build more effective and sustainable state systems that can support a competent early childhood workforce

PART C AND 619 CONTENT

- leadership
- inclusive service delivery,
- effective training and coaching models
- implementation strategies to scale up effective program models through TA
- other implementation strategies as identified.

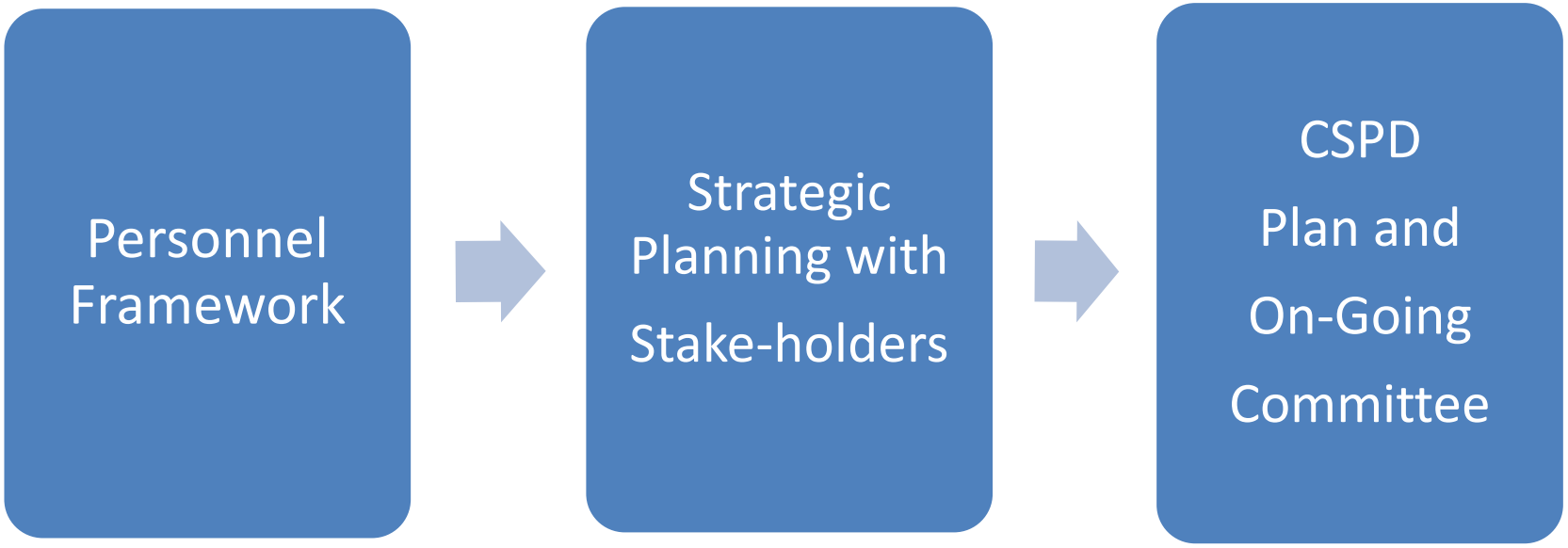
Comprehensive System of Personnel Development

Building a Model

- Operational definition and reliable measurement of the outcomes
- Socially valid relationship between intervention and socially valid outcome: if/then
- Consistency of effects across users
- Advantage of alternative service delivery
- **Fidelity of Implementation**

Paine, Bellamy & Wilcox, 1984

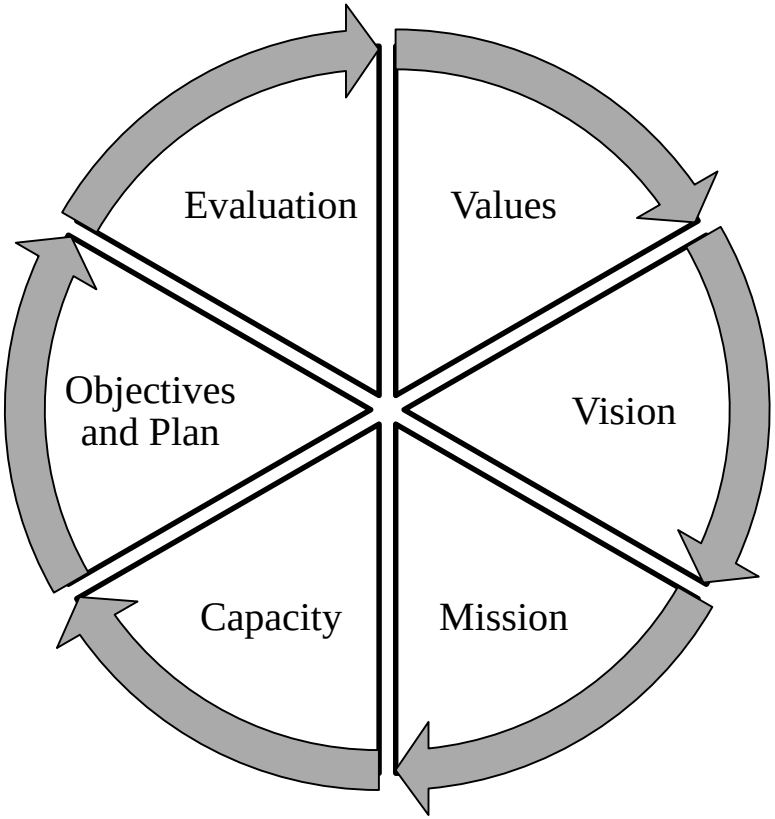
INTENSIVE TA



Comprehensive System of Personnel Development

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

Strategic Planning Sequence



Principles of Strategic Planning

- **Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.**

- **The process of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.**

- **Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.**

The Strategic Planning Process: Key Characteristics

- Focused and Decision Related
- Future Oriented
- Fact-Based
- Avoids Over-Generalization
- Explores Alternative Solutions
- Reassesses Decisions Over Time
- Politically Realistic

Model Demonstration to Scaling up Through Replication and Further Implementation

- A *specified set of activities* designed to put into practice a policy, activity, or program of known dimensions.

- Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”

PHASE ONE
Exploration

- Develop core planning team and project liaison
- Identify stakeholders for strategic planning team
- Identify a date and place for strategic planning
- Complete self assessment of the framework

PHASE TWO
Installation

- Invite stakeholders to be part of strategic CSPD team
- Develop strategic plan
- Assign stakeholder to CSPD component workgroup
- Establish meeting and reporting schedule

PHASE THREE
Implementation

- Objectives and activities of strategic plan
- Engage in problem solving activities
- Workgroups document, evaluate, and report findings recommendations on tasks
- Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives

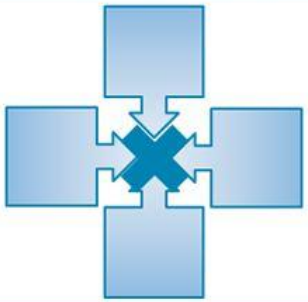
PHASE FOUR
Standardization

- Reassess and prioritize objectives and outcomes based on results of implementation annually
- Prepare annual report of planning group process and recommendations
- Develop an evaluation process of the state's CSPD components
- Evaluate CSPD and recommend needed modifications for sustainability

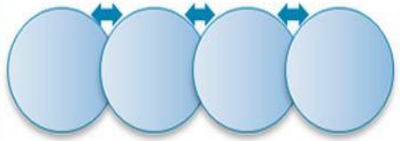
Implementation Science

Active Implementation Frameworks

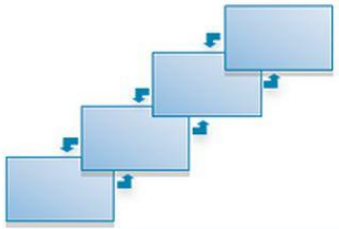
Usable Interventions



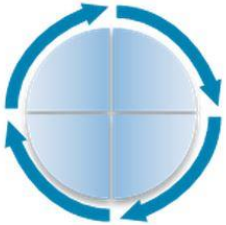
Stages



Teams



Improvement Cycles

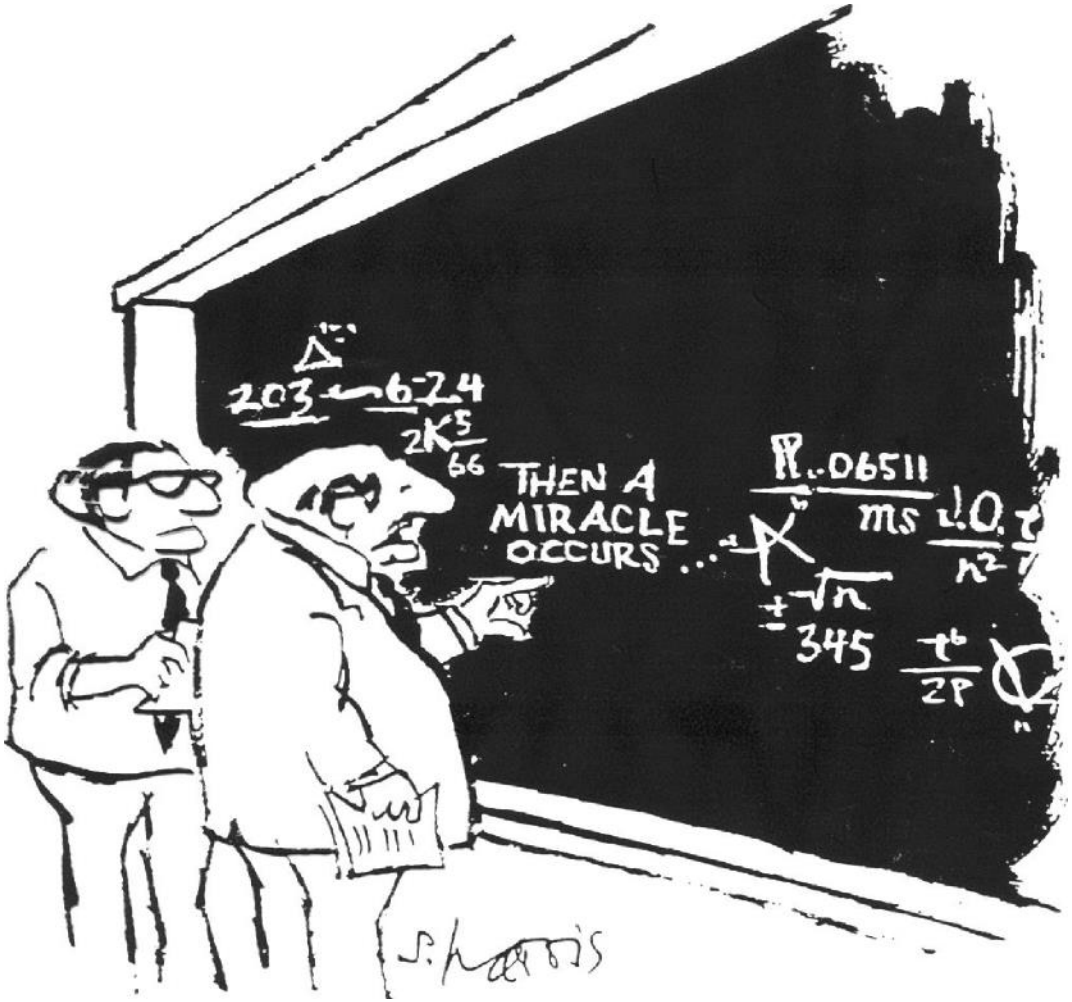


Major Themes in Implementation Literature

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation

So How Do We Maximize Effective TA?

- Form A Leadership Team
- Gather Stakeholders to Identify Needs (eg. Focus •Groups, Think Tanks, Meetings etc.)
- Confirm Needs Through Systematic Assessments •(Scans, Surveys, Interviews of Informants, etc.)
- Prioritize Needs
- Develop a Logic Model of State Needs: Outcomes
- Identify Current Resources
- Identify Needed Resources



•***"I think you should be more explicit here in step two."***

And the Miracle:

Develop A TA Plan

To HELP YOU

Meet Your State Needs

AND.....

- **Develop Measurable Goals, Objectives and Activities**
- **Develop Timelines and Responsibilities**
- **Implement Goals, Objectives and Activities**
- **Measure and Keep Measuring Outcomes of….**

  Your Logic Model and TA Plan

Strategic 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.					

Elements of Change

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?