

Advancing EI/ECSE: Strategic Planning, Collaboration, and Leadership

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Overview of Presentation

Part I: Why This Matters!

Part II: Strategic Planning

Part III: Strategic
Collaboration

Part IV: Strategic Leadership

Part I:

Why this Matters!

WE HAVE A HUGE RESPONSIBILITY

Our overall goal is to support the optimal development of young children who have, or are at risk for, developmental delays/disabilities and their families

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015

WE HAVE A HUGE RESPONSIBILITY

This means that we MUST assist infants and young children with developmental delays/disabilities and their families to meet developmental and behavioral outcomes that will enhance their quality of life (Bruder, 2010)

WE WORK IN A CHALLENGING CONTEXT

- Serves diverse and multiply challenged populations
- Involves many disciplines
- Transcends diverse institutional cultures (e.g. home, program, school, community)
- Administered, governed, and funded by different agencies (e.g. education, health, human services)
- Demands leaders work collaboratively and across program boundaries

WE NEED FRESH, TALENTED, AND QUALIFIED LEADERS

- Every field needs good leaders to meet 21st century demands
- EI/ECSE needs this especially badly:
 - the complexity of the field
 - the lack of leadership preparation in the field
- High-quality leadership should be developed and supported at all levels of service systems in EI/ECSE

TO DO THIS, MORE ATTENTION MUST BE ACCORDED LEADERSHIP

- Leadership is a process that involves mutual influence and shared responsibility (Maxwell, 2007; Yukl, 2013)
- Levels of EI/ECSE service systems must demonstrate individual and collective leadership skills
- Field should engage in identifying specific competencies necessary for leadership

LITERATURE IDENTIFIES MANY COMPETENCIES

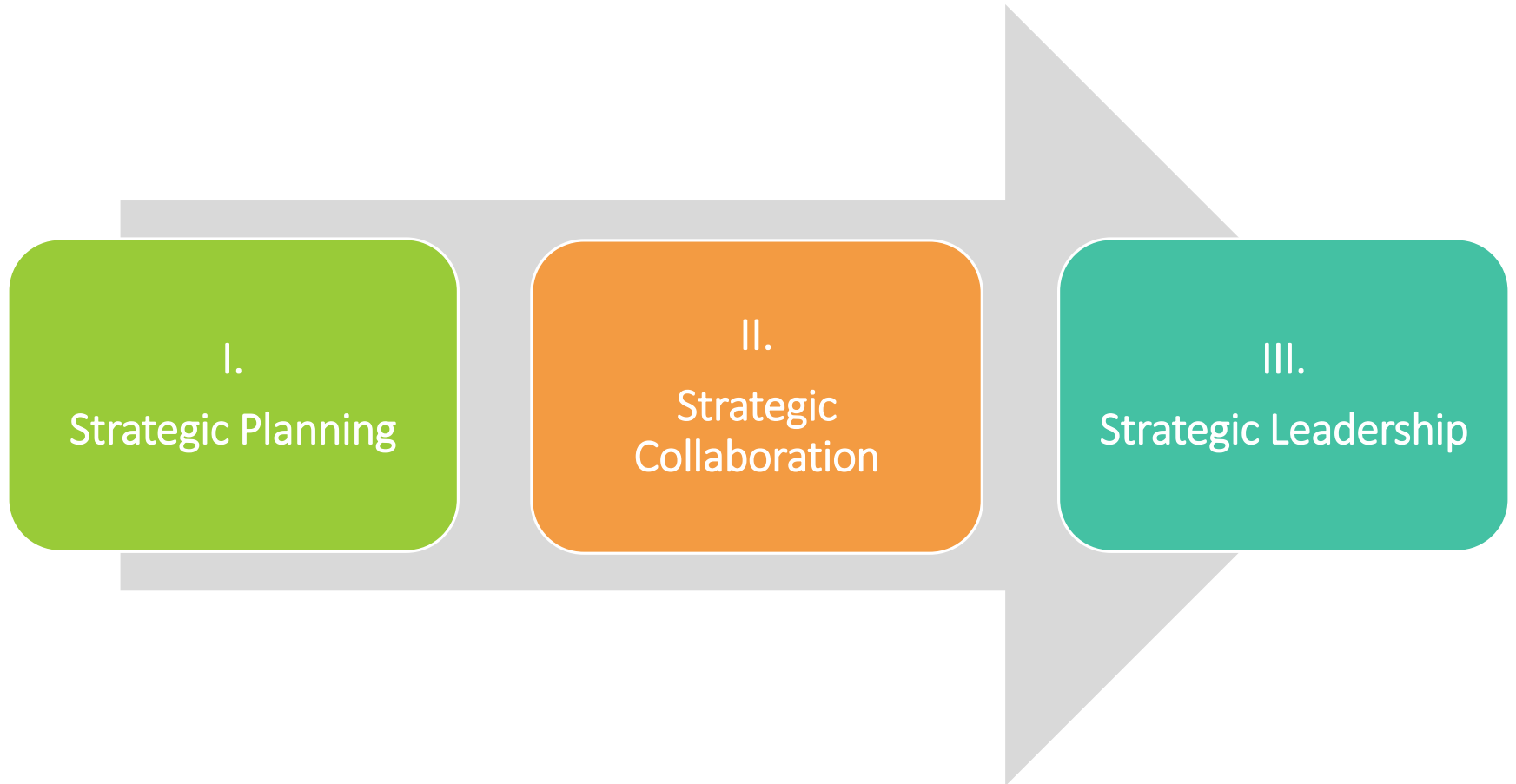
Two options are on the following slides:

- One without question marks
- One with question marks

LITERATURE IDENTIFIES MANY COMPETENCIES

Reflection ?
Interaction ?
Direction
Vision ?
Influence
Risk-taking
Knowledge ?
Trust ?
Organization ?
Inspiration ?
Collaboration ?

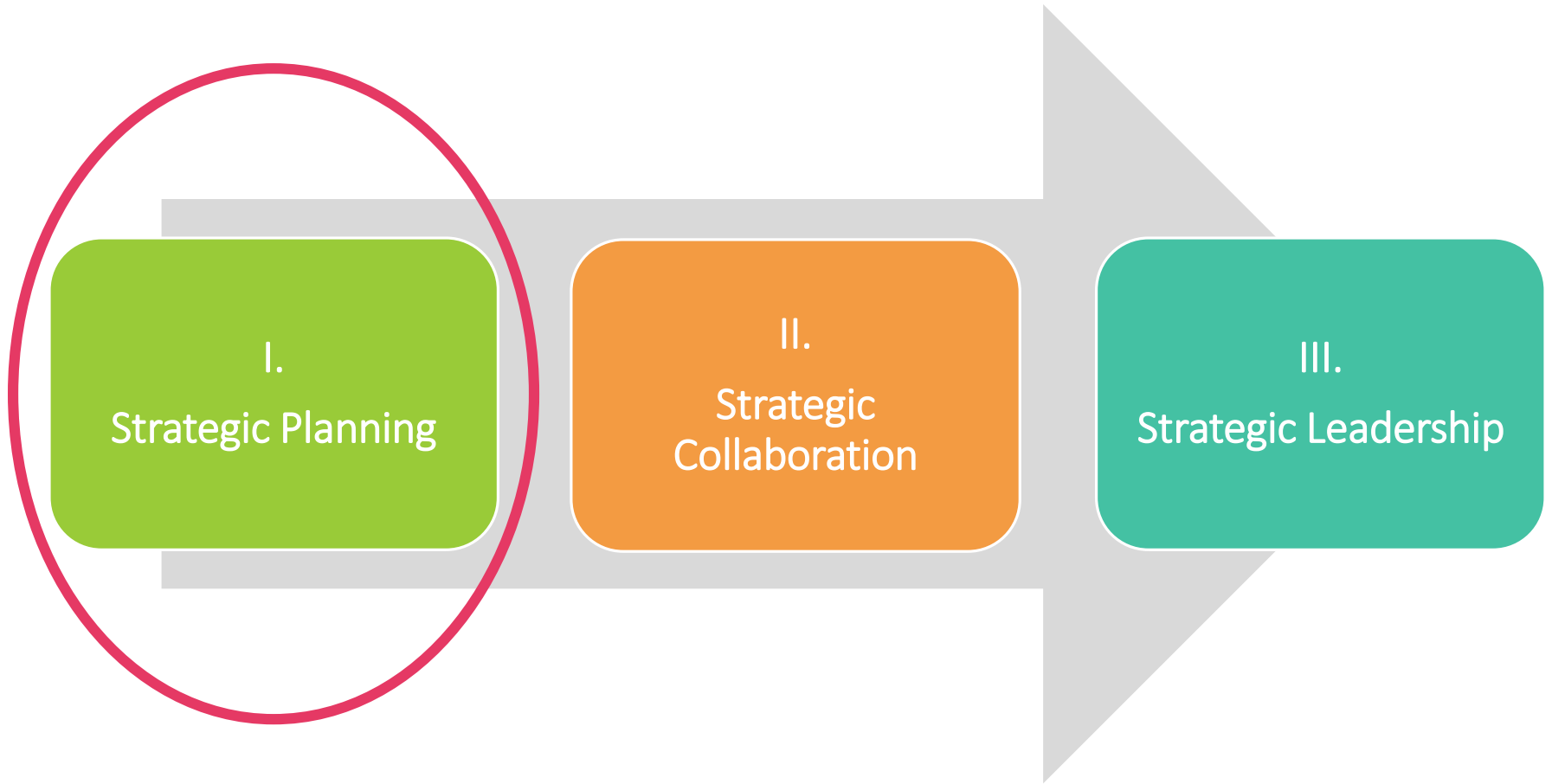
COMPETENCIES FALL INTO THESE THREE CATEGORIES



Part II:

Strategic Planning

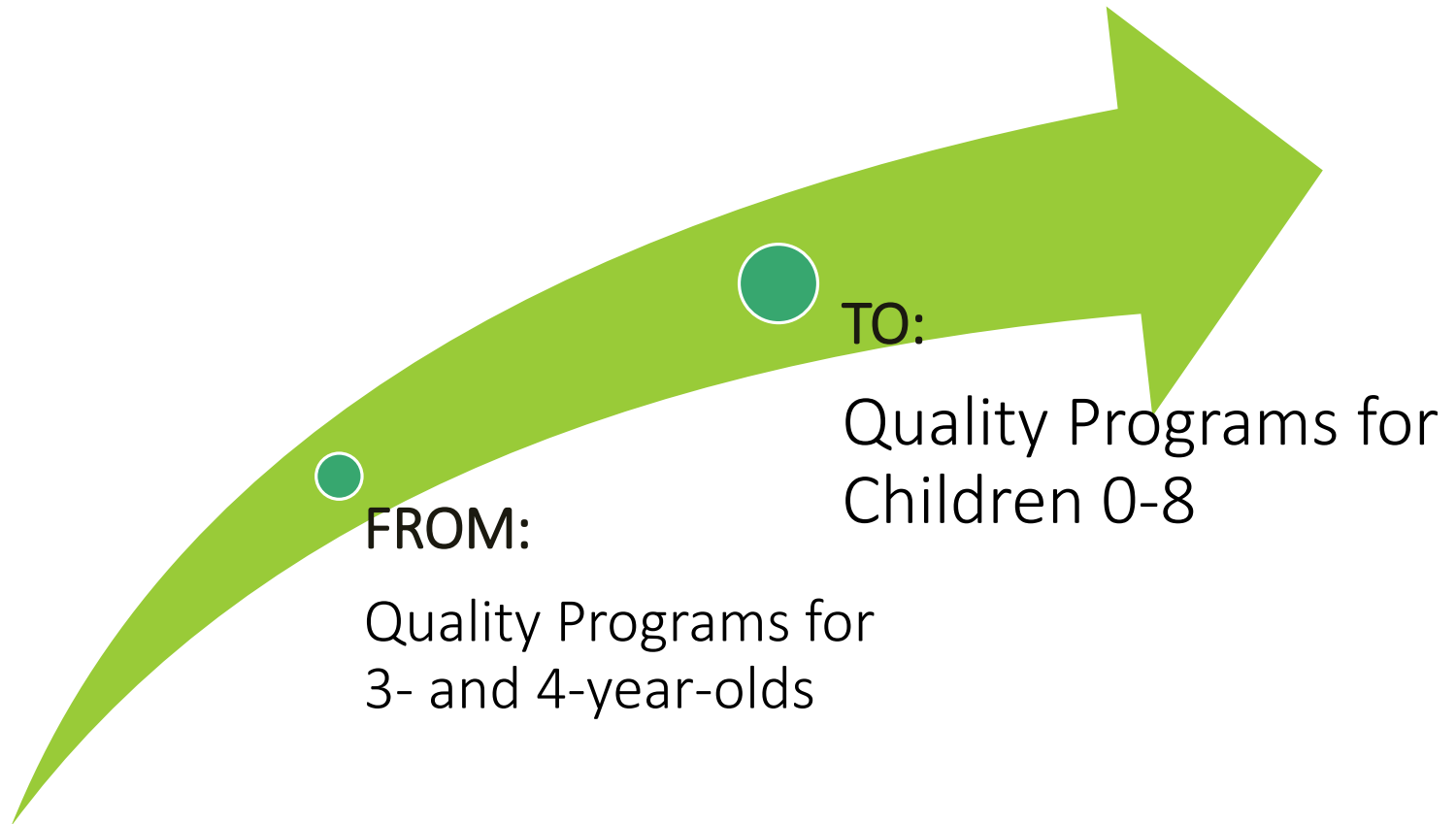
Three Strategies



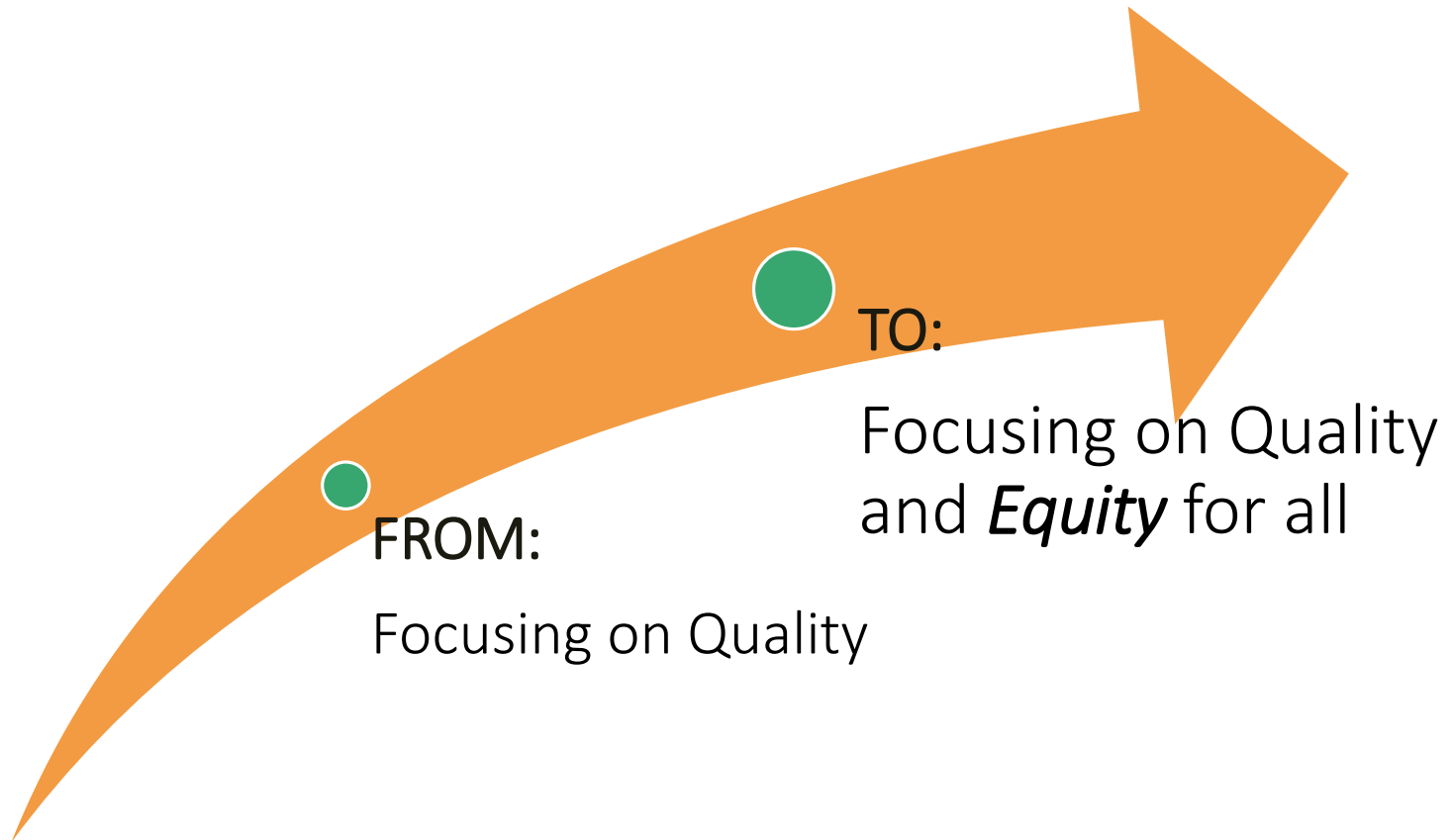
Strategic Planning - Overview

- Have a New Think
- Create a Big Systems Vision
- Work from a Theory of Change

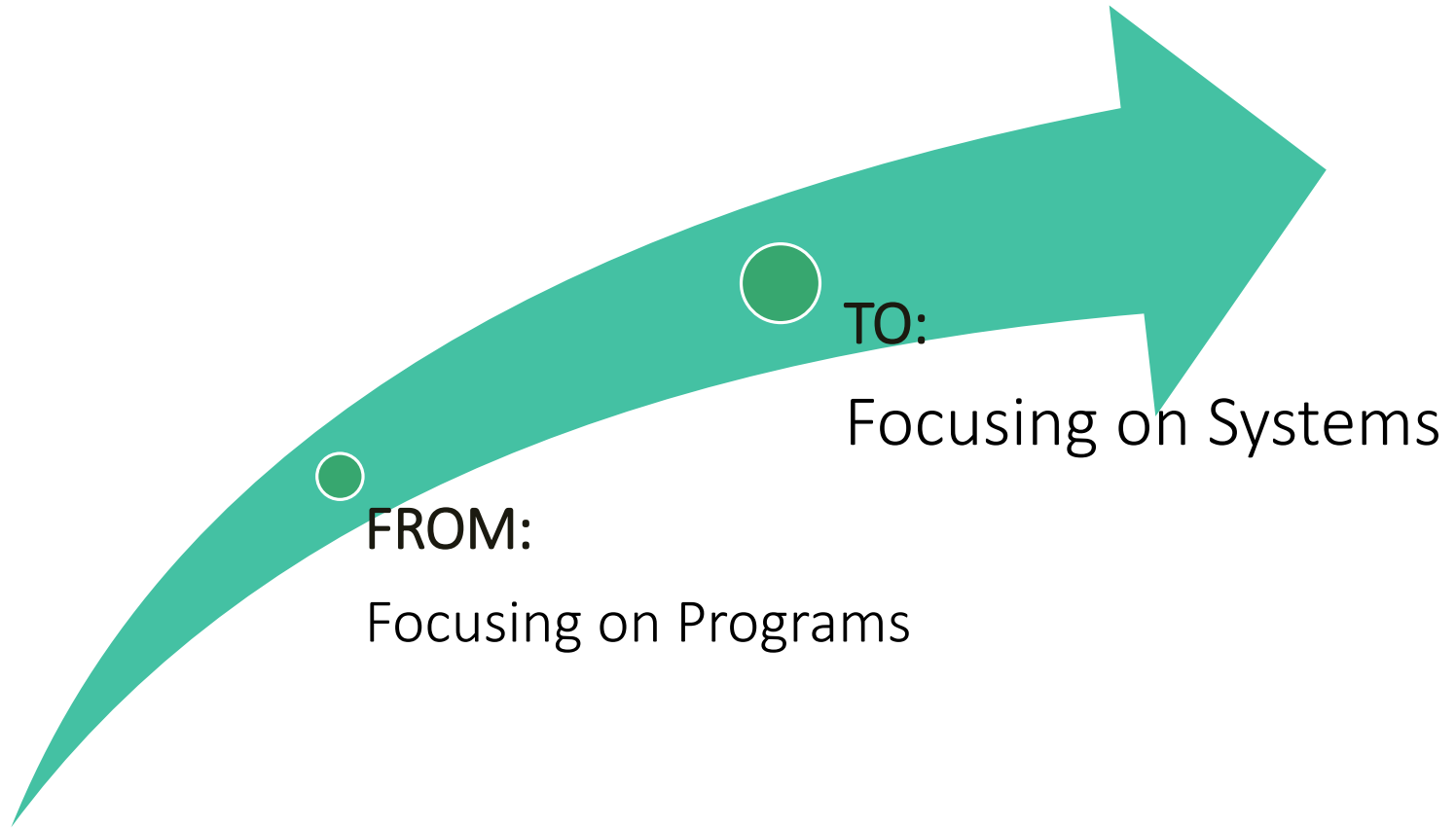
Have A New Think



Have A New Think

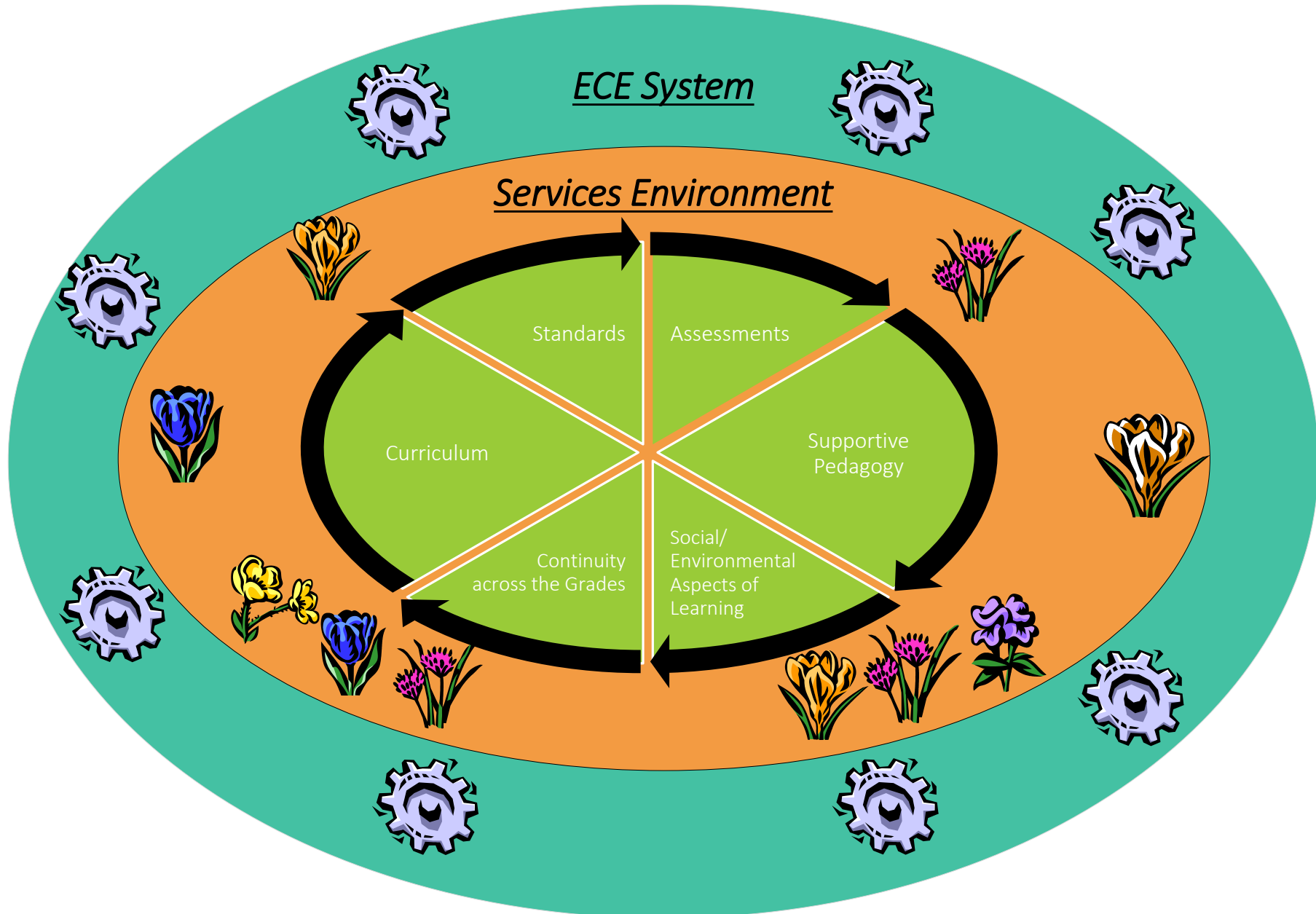


Have A New Think



ECE System

Services Environment



Standards

Assessments

Curriculum

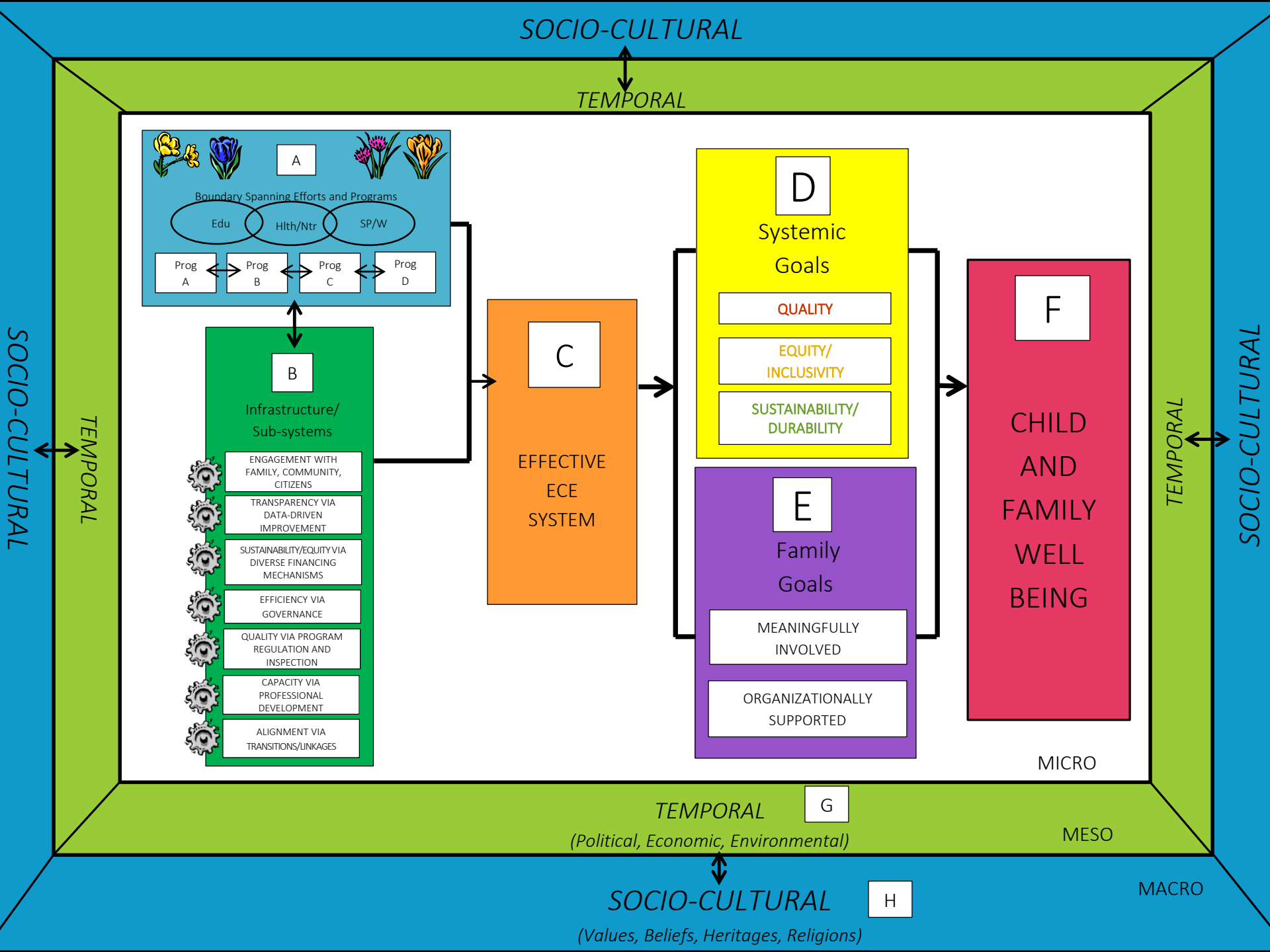
Supportive
Pedagogy

Continuity
across the Grades

Social/
Environmental
Aspects of
Learning

Create a Big Systems Vision

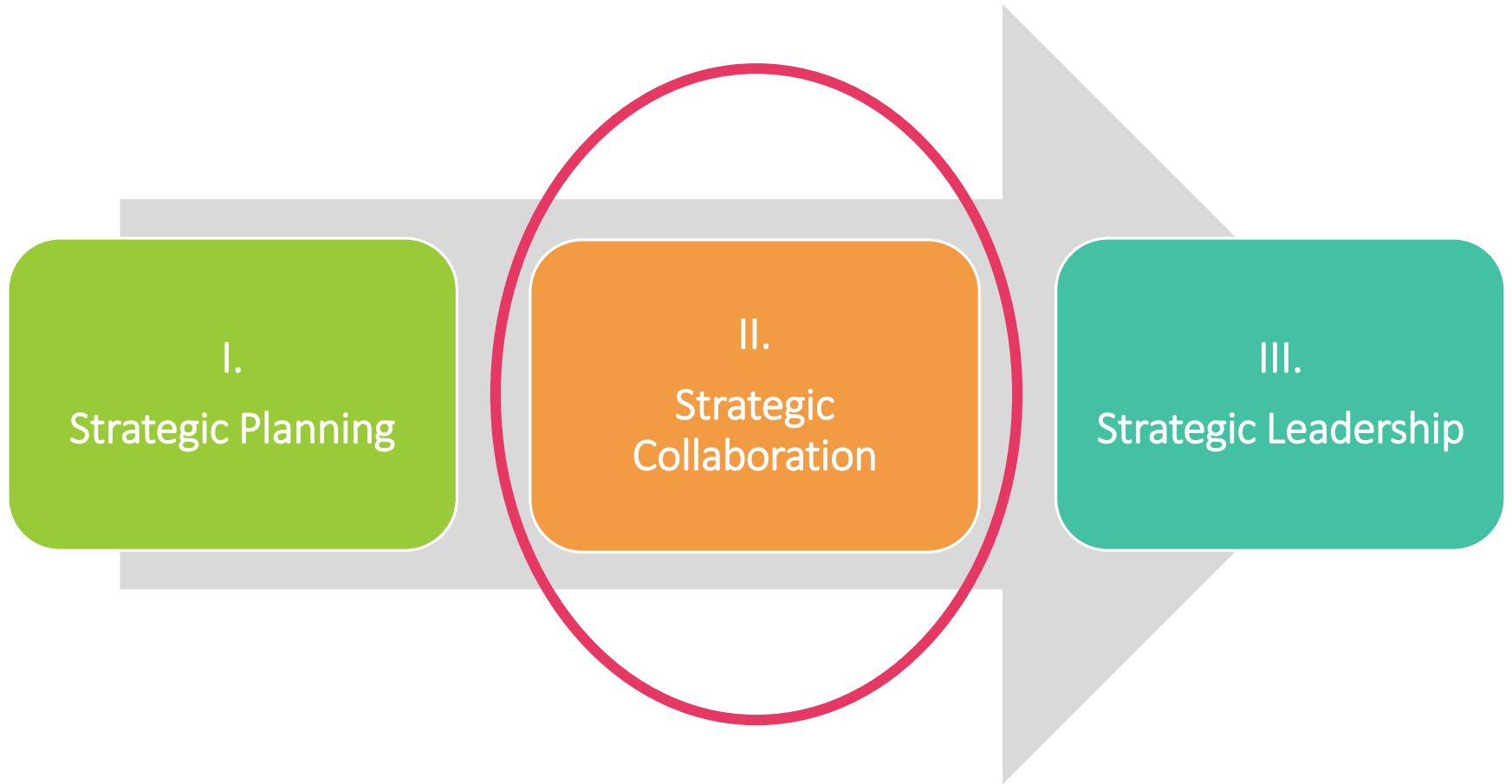
- Envision the ideal
- Think about the short- and long-term tomorrows (they get here fast)
- Reach out to families and communities and join them in creating and realizing the vision
- Think different:
 - Think systems AND sub-systems



Part III:

Strategic Collaboration

Three Strategies



Strategic Collaboration Overview

- Collaboration Myths and Rationales
- Collaboration Through the Years
- Defining Collaboration
- Implementing Collaboration

Collaboration Myths

MYTH 1: Collaboration is THE panacea...

- Can do everything; fix everything
- It is the answer to everything that is (or ever was) wrong.

MYTH 2: Collaboration is THE problem...

- Like miscommunication, non-collaboration is the reason NOTHING works.
- Seen as a time and relationship parasite
- Regarded as an END, not a MEANS

Rationale 1: Children and Their Programs

- Increasing concerns with excellence and equity for all children, beginning in the early years
- Increasing expectations being placed on early childhood education as the rationale for investment
- Quiet secret that normative services for young children are not achieving the accomplishments of the “model” programs

Rationale 2: Social Context

- **New demands of post-industrial world**
 - More technologically sophisticated
 - More rapid change
 - Greater specialization
 - Greater accountability and press for outcomes

Rationale 3: Bureaucratic Context

- **Inadequacies of existing bureaucracies**
 - Inflexibility in the face of change and uncertainty
 - Hierarchical structures don't work in knowledge-driven, team settings
 - Market-driven competition not necessarily the key for social services

Rationale 4: Multiple (NOT ONE) Collaborations

- Leads to a press for collaboration:
 - Among agencies
 - Among institutions
 - Among policies
 - Among people
 - Among practices

Collaboration Through the Years: An Idea Whose Time Has Come?



Life 1: Being Born

Colonial Period (1600s – mid-1700s)

- Poor Law of 1601: towns and parishes provided relief when informal supports (e.g., family and friends) were unavailable or unable to respond

The New Republic (1776 – mid-1800s)

- Federalist duality led to continual debate regarding which level of government should be responsible for the poor and what kind of support it should offer

Civil War and Reconstruction (1861 – early 1900s)

- Shift in ideology led to increased sympathy and support for human services and led to the creation of several private aid charities, mutual aid societies, and settlement houses
- Charity Organization Societies: established in 1877 to bring order to the overlapping and uncoordinated set of charities

Life 2: Early Years

1930s – 1950s

- Era marked by rapid expansion of social services, notably the Social Security Act of 1935, which authorized support for:
 - *Dependent children*
 - *The aged*
 - *The blind*
 - *Maternal and child health services*
 - *Child welfare services*
 - *Vocational rehabilitation*
 - *Public health services*
- 1953: Federal Security Agency became Department of Health, Education, & Welfare (HEW)

Life 3: Early Years

1960s – 1970s

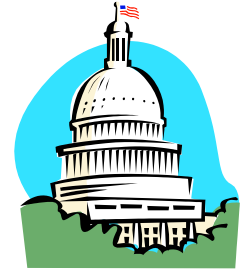
- Number of federal categorical grant programs more than doubled between 1962 and 1966, but the focus was on substance, not structure
 - *No organizational philosophy or coordination of efforts—no master plan*
- Chaos led to creation of Community Action Agencies: non-governmental agencies charged with fostering local-level coordination of services
- The New Federalism
 - *President Nixon encouraged SI through simplification of federal grant processes and program decentralization.*

Life 4: Elementary Years

1970s – 1990s

- Waxing and waning of federal initiatives
- President Reagan emphasized devolution of authority to the states and wanted to reduce human services expenditures
- Block grants became the norm—ostensibly to foster SI, but actually created even more chaos.

Life 5: Allied Services Acts 1972, 1974, and 1975

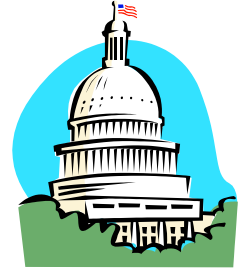


Allied Services Act of 1972

- Attempted to:
 - *Strengthen human resources management and planning operations at the state and local levels (capacity building)*
 - *Integrate human services delivery to meet clients' multiple problems (institutional reform)*
- Would have allowed governors to designate a state agency to develop a statewide plan to:
 - *Create statewide service areas*
 - *Select local areas to participate in the plan and to designate a local agency to develop the plan*
 - *Approve local service plans and their incorporation into a statewide plan*

Collaboration Through the Years: The Cat with Nine Lives

Life 6: Omnibus Act



Omnibus Reconciliation Act of 1981

- Established 9 new or revised block grants
- Reduced funding for the consolidated programs by 25%
- Strengthened role of state at expense of local nonprofit agencies, school districts, and small municipalities

Life 7: IDEA

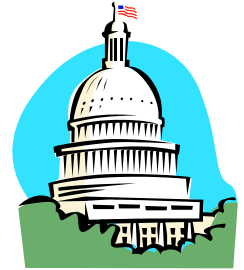


Individuals with Disabilities Education Act

- Part C: Early Intervention for Infants and Toddlers with Disabilities (1986)
 - *Assists states in operating a comprehensive, statewide program of early intervention services for children up to age 3*
 - *States have much discretion in developing their service coordination system*
- Section 619: Preschool Grants Program (1991)
 - *Authorizes state grants to serve children with disabilities ages 3-5 (and in some cases, younger children) if the state qualifies for the Part B grants-to-states program*
 - *Currently, all states qualify for and receive IDEA preschool grants*

Collaboration Through the Years: The Cat with Nine Lives

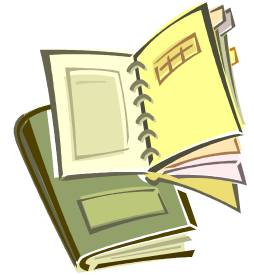
Life 8: ECE



Early Childhood Legislation

- Head Start Collaboration Grants
- CCDF set aside allowing funds to be used for coordination
- Early Learning Challenge Fund
- HS-CC Partnership Grants
- Emergence of State Offices and Coordinating Mechanisms
 - *MA, PA, GA, MD, CT*

Life 8: Research and Demonstration



Hew Task Forces (1971)

Service Integration Target of Opportunity (SITO) Projects (1972)

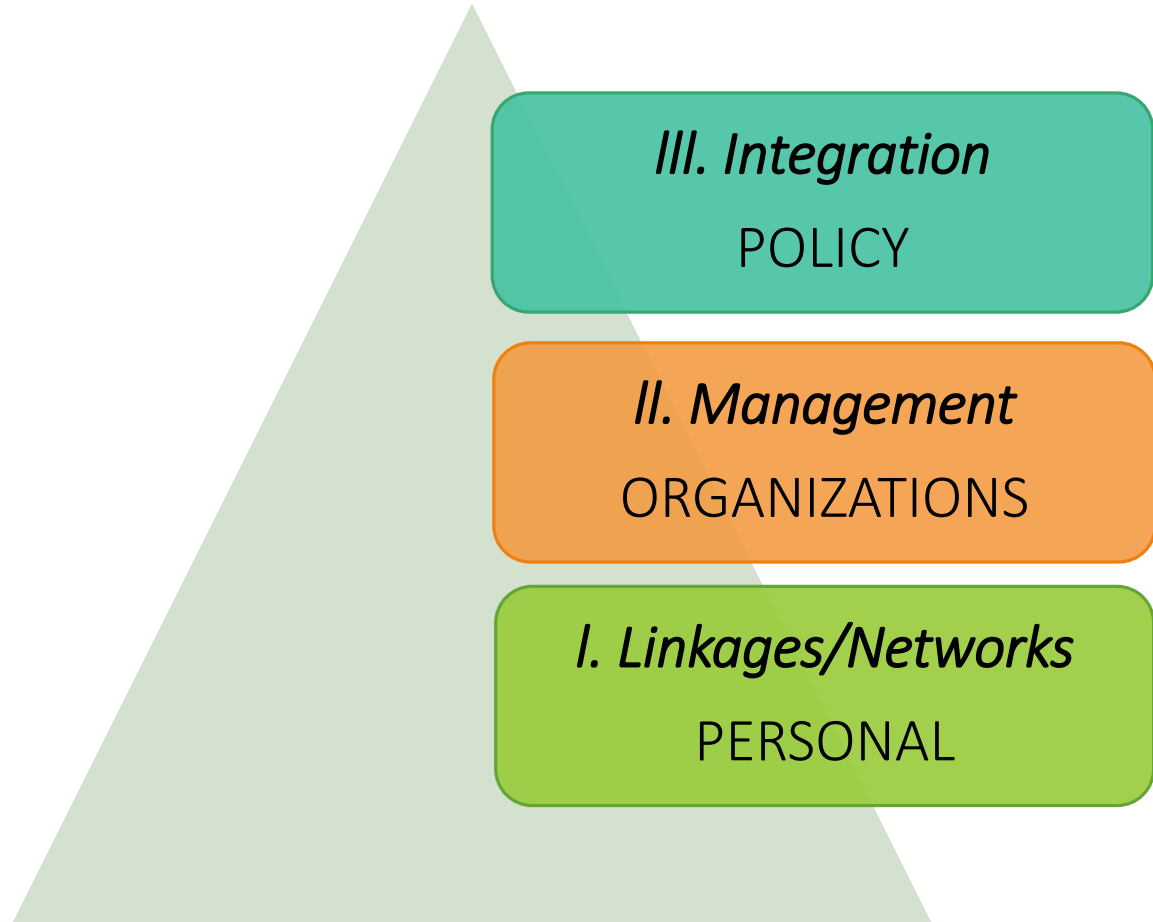
Partnership Grants Program (PGP) (1974)

Service Integration Pilot Projects (1984)

Collaboration History: Summary

- Era of ardent attempts to draft legislation to address the problems caused by growing social services industry
- Need to acknowledge and understand why these efforts failed
- May have failed for the very same reasons that we face today:
 - Unresolved federalist issues
 - Concerns about power diminution
 - Lack of political and field support
 - Always associated with block grants and efforts to reduce funds (SI as the fig leaf for spending cuts)

Defining Collaboration



Defining Collaboration

- Levels do not function independently
- Each is linked with the others, with the policy influencing the programs, and, professionally, the programs influencing the personal
- Can't address collaboration without looking at all three
- One of the problems is that we look at the personal and maybe organizational tiers, but not at the policy tier.

Defining Collaboration

Integration	POLICY	Collaboration	Goods, materials, accountabilities, responsibilities shared durably over time
Management	ORGANIZATIONS	Coordination	Events and materials/documents coordinated among disparate entities to promote coordinated actions
Linkages/ Networking	PERSONAL	Cooperation	Non-institutional exchanges

Tier 1: Linkages/Networking

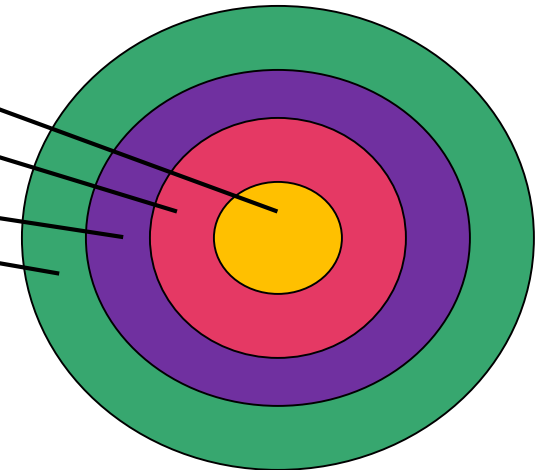
- Social media
- Webinars
- Conferences
- Mentoring/Coaching
- Etc.

Tier 2: Management

- Shared leadership among organizations
- Local level: P-3 Coordination
- State Level: Cross-agency commissions
- National Level: Groups of professional organizations coordinating efforts to:
 - Draft and promulgate position statements
 - Sponsor joint conferences
 - Advance policy stances

Tier 3: Integration

- Integration means many different things!
- Easiest to understand using a framework based on the works of Agranoff & Pattakos (1979), which suggests four dimensions:
 - Client-centered integration
 - Program-centered integration
 - Policy-centered integration
 - Organizationally centered integration



Tier 3: Integration

- **Client-centered integration**
 - Case management
 - Shifted responsibility as client needs change
- **Program-centered integration**
 - Colocation: coordinate programs by joining them physically in one all-purpose facility
 - Integrated staffing: make collective decisions on staff management issues, including reassignment and sharing of staff across programs
 - Joint planning and programming linkages
- **Policy-centered integration**
 - Refinancing – share of services currently paid for by state and local dollars refinanced with federal resources
 - De-categorization – allows for greater discretion in use of funds at both policy and program/provider levels
- **Organizationally centered integration**
 - Involves the creation of a new organization or the consolidation of existing ones

Implementing Collaboration

1. Good systemic efforts underway, but often informal starts at the program level

- Many tend to be leader-dependent and fold when leaders leave or are transferred
- Most are under-resourced, so very hard to be successful
- More severely challenged because the organizations that serve the human services sector are seriously challenged.
- Such challenges may make cooperation ripe.

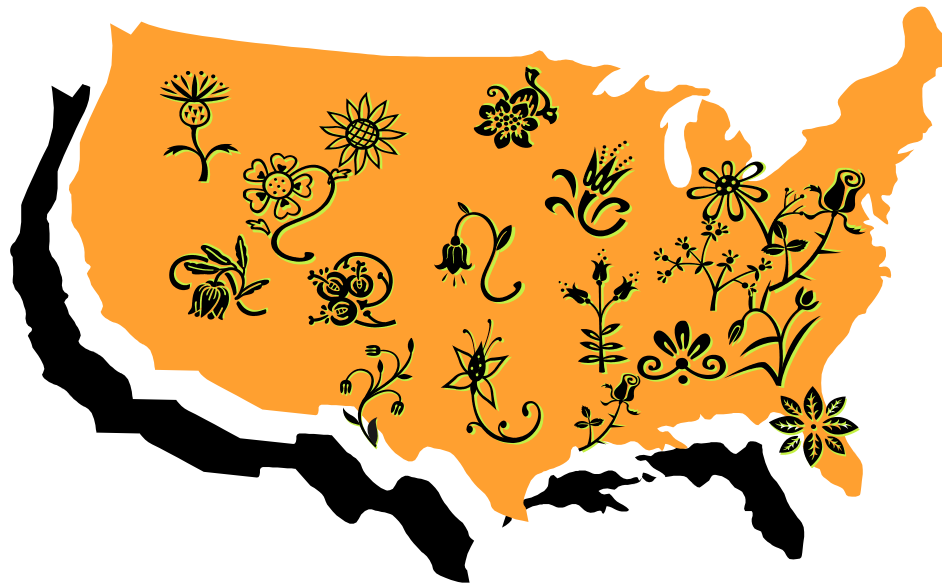
Implementing Collaboration

2. Move toward scientifically rigorous research as a prerequisite for federal funding poses real challenges for collaboration:

- Difficult to invoke random assignment
- Difficult to find comparable control groups
- Difficult to measure success over the short term
- Inadequate instrumentation
- Difficult to discern the legitimate end of contemporary service integration

Implementing Collaboration

3. Devolution of responsibility to states has led to a highly idiosyncratic approach to policy
- “Let 1,000 flowers bloom” – each state has developed a different collaborative approach



Implementing Collaboration

BOTTOM LINE:

- It is doable, but it's tough
- Need to moderate expectations
- Cooperation easier and it matters a great deal

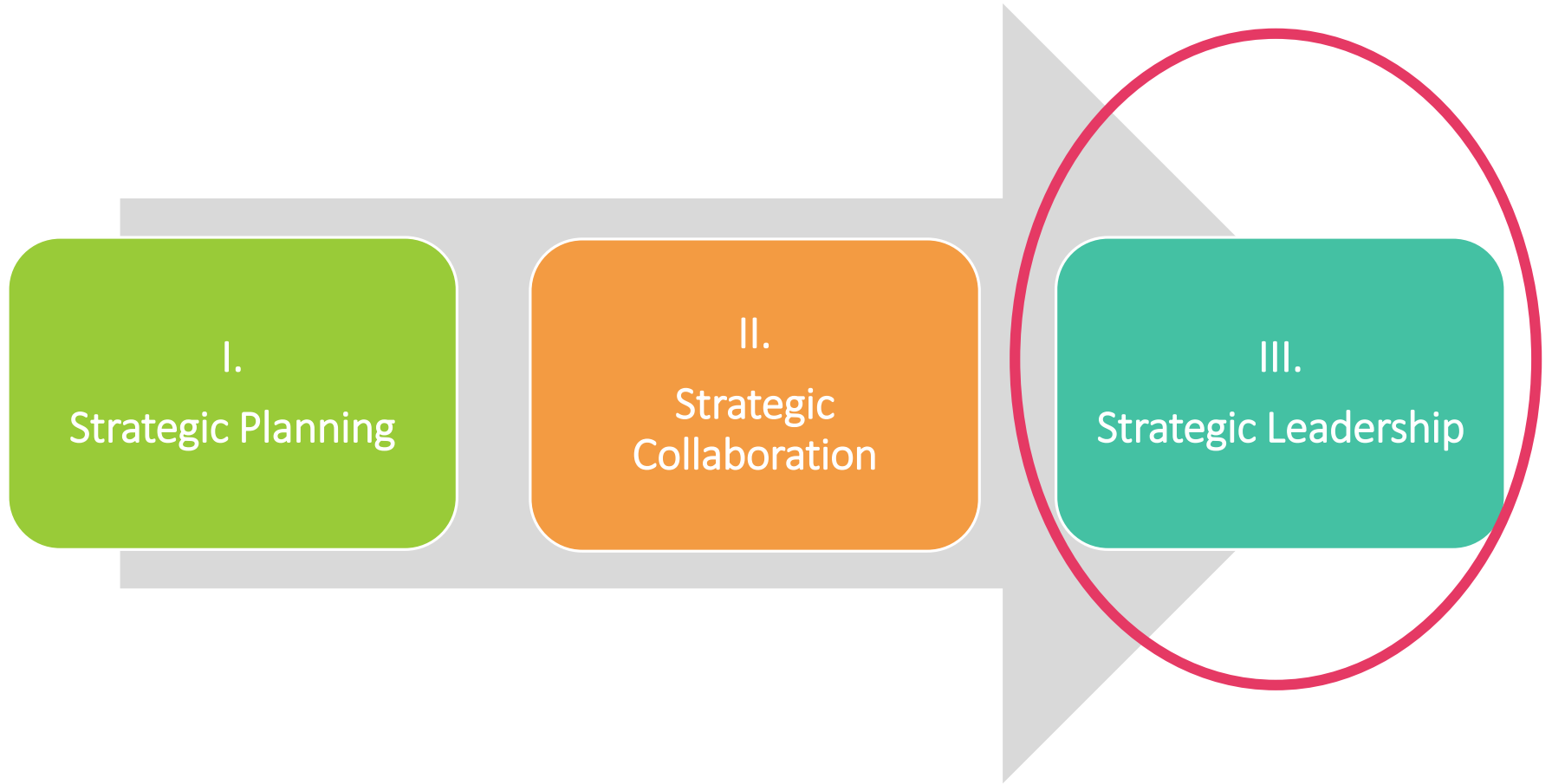
Implementing Collaborations

- Not the first generation to recognize the need for importance of collaboration; learn from the past
- Examine what has worked in your own context
- Acknowledge that we have better tools (media, technology) to make it easier and more efficient

Part IV:

Strategic Leadership

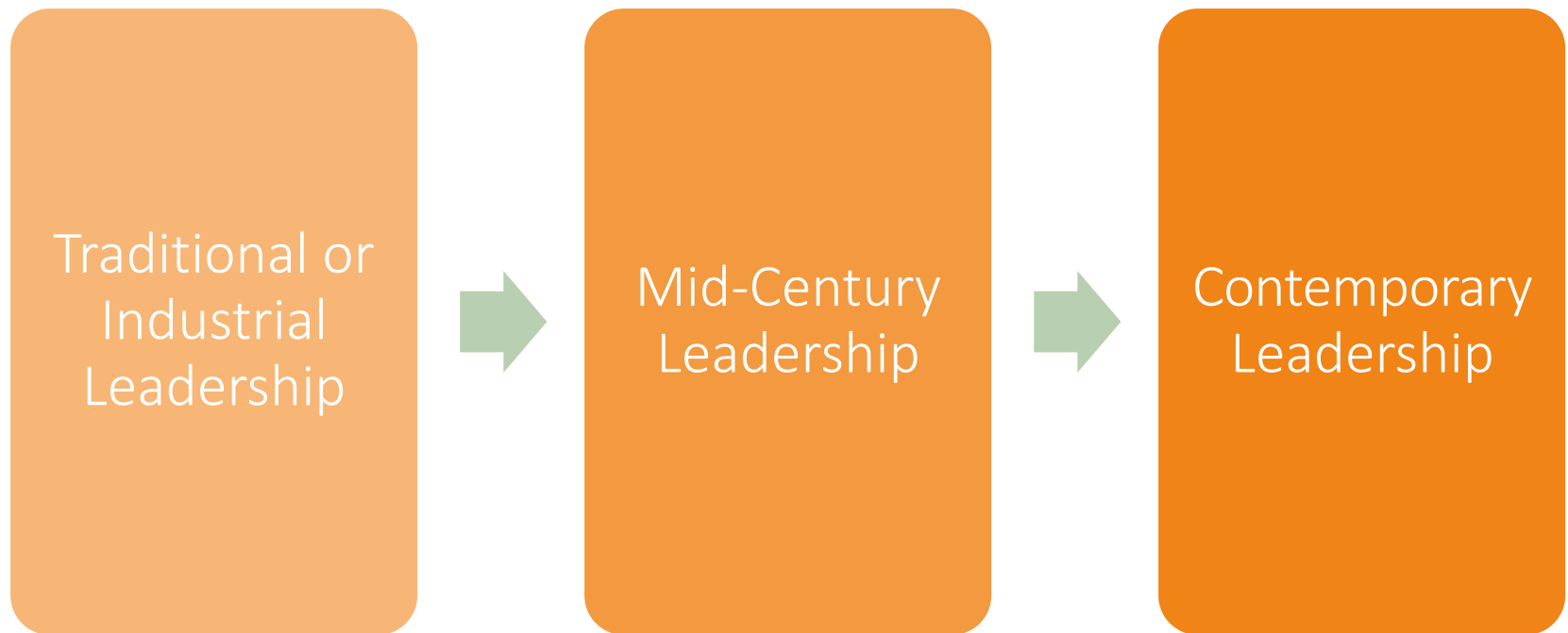
Three Strategies



Strategic Leadership Overview

- Evolution of Leadership Theory/Thinking
- Leadership in EI/ECSE
- A New Think on Leadership for EI/ECSE

Leadership Evolution at a Glance



Traditional or Industrial Leadership Phase (Biddle, 2010)

- Leadership is linear and bureaucratic
- Decisions are made from a top-down approach
- Predominant model until the 1960s
- Structurally based on defined hierarchies
- Based on assumptions of people's powerlessness, lack of personal vision, and inability to master the forces of change (Senge, 1990)
- Influenced businesses, corporate America, and schools

Mid-Century Leadership Phase

- Focus shifted from:
 - One key individual to many contributing individuals
 - One institution to cross-institutional leadership
 - The *process* of leadership to the *results* of leadership
 - *For example, the leadership required to get results across organizational boundaries (Archer & Cameron, 2012)*

Mid-Century Leadership Phase

- Identified new skills for this kind of “new leader”:
 - Build relationships
 - Resolve conflicts
 - Share control
- Identified new mindsets:
 - Value diverse cultures
 - Value diverse skills and experiences
 - Value diverse thinking

Mid-Century Leadership Phase

- Collaborative Leadership

- “An organization cannot flourish—at least, not for long—on the actions of the top leader alone” (Fullan, 2002)
- Leadership should go beyond position and authority to be seen as an emergent and interactive dynamic (Uhl-Bien, Marion, & McKelvey, 2007)

Contemporary Phase

- Shared leadership: a dynamic and interactive influence process in which individuals in a group share the responsibility of leading one another to achieve group/organizational goals (Pearce & Conger, 2003)
- “Effective followers make an active decision to contribute towards the achievement of the goal and demonstrate enthusiasm, intelligence, self-reliance, and the ability to work with others in pursuit of the goal” (Kelley, 1992)
- Idea that everybody is both a leader and a follower
 - The challenge of leadership is for an individual to know when to be what

Leadership in EI/ECSE: Doesn't Follow a Similar Trajectory

- In part, because the field is newer
- In part, because so much of special education leadership comes from teachers
- In part, because there is a fairly good database on special education teachers in general
- In part, because of the challenges special educators face

Leadership in EI/ECSE: Database

- Special education teachers who have the skills and the opportunities to collaborate often tend to work with others in ways that are consistent with those of a teacher leader (Billingsley, 2007)
- Teacher leaders in collaborative settings initiate new programs and ideas, motivate others, and engage in problem-solving (Rosenholtz, 1989)
- Special educators take on a leadership role in problem-solving meetings and in school-wide implementation and interpretation of curriculum-based assessments (Zigmond et al., 1995)
- Special education teachers are leaders because they confront the educational barriers for children with special needs (Billingsley, 2007)
- Special education teachers have a “sophisticated understanding of how their schools and districts function organizationally and politically”
 - These teachers are the leaders that provide the vision, direction, and plans for special education (York-Barr et al., 2005)

Leadership in Special Education

CEC Leadership

- Council for Exceptional Children (CEC) created new Advanced Content Standards that state that special educators must develop “new responsibilities for leadership” (CEC, as cited in Ludlow, 2011)
 - “Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments” (CEC, 2012)

Leadership in Special Education

Challenges to Teacher Leadership

- (Murphy, 2005; Sherrill, 1999; Wasley, 1991; York-Barr & Duke, 2004)
- Hierarchical school structures
- High costs of collaborative work
- Lack of administrative support for new teachers
- Stress among teacher leaders
- Traditional separation of special and general education
- Focus on compliance and the legal regulation of special education
- Instability in the special education teaching workforce
 - Chronic and persistent shortage of special education teachers (Smith, Robb, West, & Tyler, 2010)
- Lack of a conceptual “think” to guide action for supporting teacher leaders



Administrative Leadership

- Early care and education (ECE) program can be thought of as a business organization that provides services to children and families
- Administrator of the ECE program is the director
- **Effective administrative leaders:**
 - Provide for ongoing learning for staff
 - Direct child and family services
 - Build internal and external communication networks
 - Manage the program's finances
- **Directors of ECE programs are central to program quality**
- **Managers vs. leaders**
 - Managers in ECE settings focus on the specific details of daily operation
 - Leaders engage in reflective, dynamic, value-based planning and organizing
 - *Provide vision, inspiration, structure, and direction to their colleagues*

Community Leadership

- ECE community leaders help the community understand why ECE is important
- Effective ECE community leaders:
 - Show the community that quality ECE significantly affects children's later success in school and in life
 - Convince other community leaders to place ECE prominently in the community agenda
 - Influence community policies to create quality ECE programs by outlining what needs to be done
 - Assist in securing the human and financial resources needed for quality ECE programs

Conceptual Leadership

- Conceptual leadership is about creating new ideas.
- Effective ECE conceptual leaders:
 - Think about the field of ECE as a whole, rather than as individual programs
 - “Think together” by collaborating with others in the field
 - Are responsive to diverse perspectives
 - Look toward the future and consider possibility
 - Reach out to other institutions and their leaders, families, and communities
 - Seek to impact the social good by considering how ECE contributes to society

Advocacy Leadership

- The significant progress that has been made in the field of ECE is due in large part to the strong leadership and advocacy within the ECE community
- ECE advocates have demonstrated strong leadership skills by influencing both federal and state ECE policies and private sector investments
- **Effective ECE advocacy leaders:**
 - Have a vision for what they believe children need to grow and thrive
 - Are able to communicate this vision
 - Are able to plan for the long-term
 - Use data strategically
 - Use their time, resources, and efforts in an effective and timely manner
 - Are persistent
 - Know how and when to compromise
 - Work collaboratively with colleagues

Pedagogical Leadership

- **Effective ECE pedagogical leaders:**
 - Achieve and maintain credibility in both the practitioner and research worlds
 - Make their ideological assumptions about ECE and the sources of these assumptions explicit
 - Engage in open discussion and exchange with their colleagues by presenting their ideas in public forums and documents
 - Help researchers and practitioners understand each others' perspectives and their contributions to the field of ECE
 - Are able to communicate the views and findings of practitioners and researchers to others involved in field (e.g., families, school boards, etc.)
 - Set the pedagogical agenda by maintaining an awareness of the issues in pedagogy
 - Identify new developments in pedagogy



Reflections Questions on Leadership

- Given 100 points, how would you assess the ways you practice leadership in your current role?
- Given 100 points, how would you like to practice leadership?

