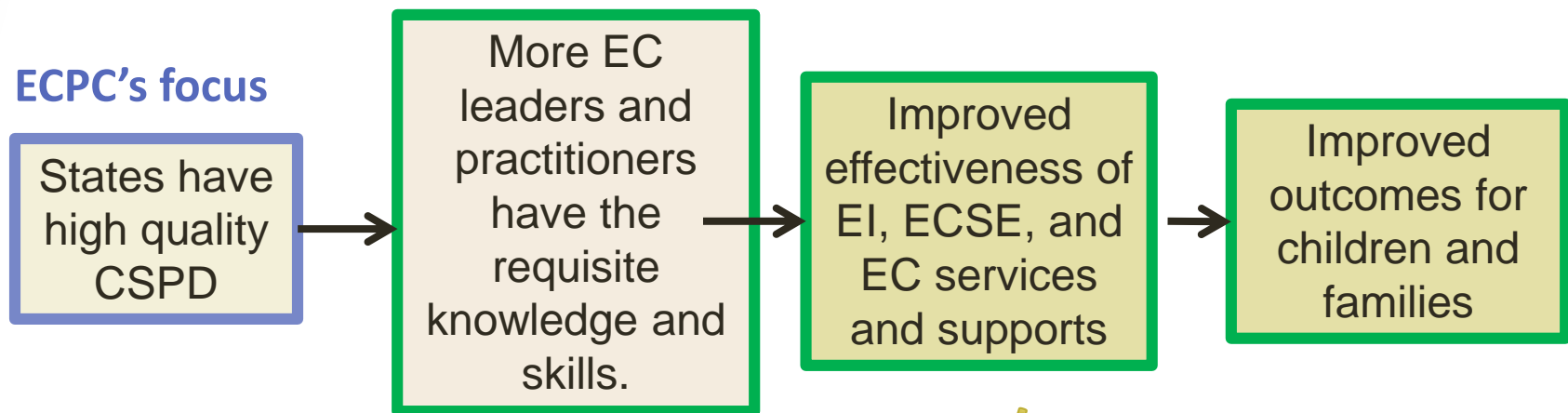# ECPC: Building Leadership Competencies to Collaborate with State Early Childhood Systems

Mary Beth Bruder, PhD

Annie George-Puskar, M.A.

University of Connecticut

October 9, 2015

ECPCTA.ORG

If we want improved outcomes for infants and young children with disabilities and their families, THEN............
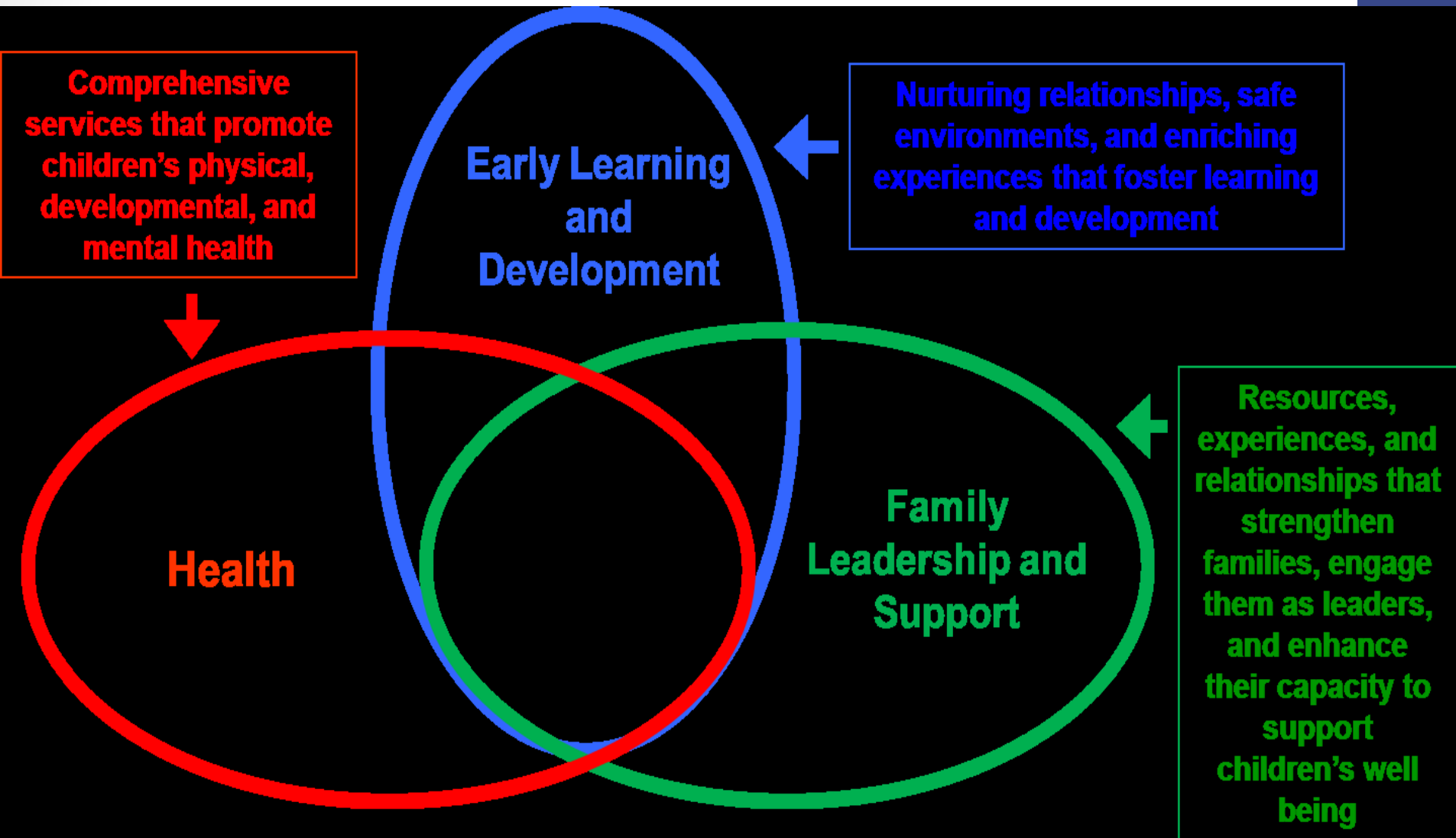
Theory of Action

ECPC's focus

States have high quality CSPD → More EC leaders and practitioners have the requisite knowledge and skills. → Improved effectiveness of EI, ECSE, and EC services and supports → Improved outcomes for children and families

How improved CSPD leads to improved outcomes

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 Systems (BUILD initiative)

Comprehensive services that promote children's physical, developmental, and mental health

Early Learning and Development

Nurturing relationships, safe environments, and enriching experiences that foster learning and development

Health

Family Leadership and Support

Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children's well being

The 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

ECPC Goals and Objectives
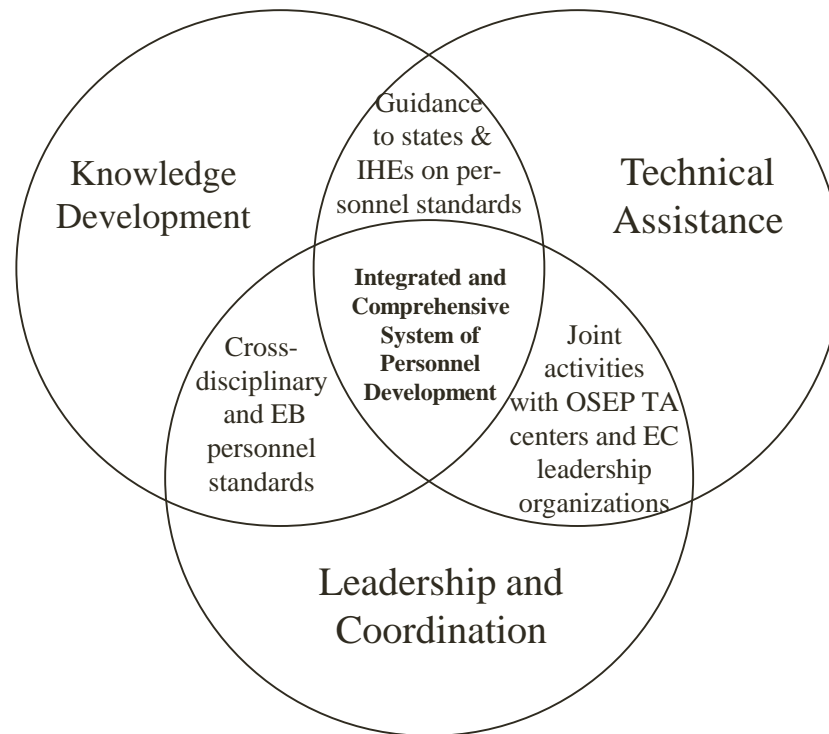
Comprehensive System of Personnel Development

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 all State Part C and 619 Coordinators

- Research Syntheses on Personnel Issues

- National Initiative on Cross Disciplinary Personnel Standards

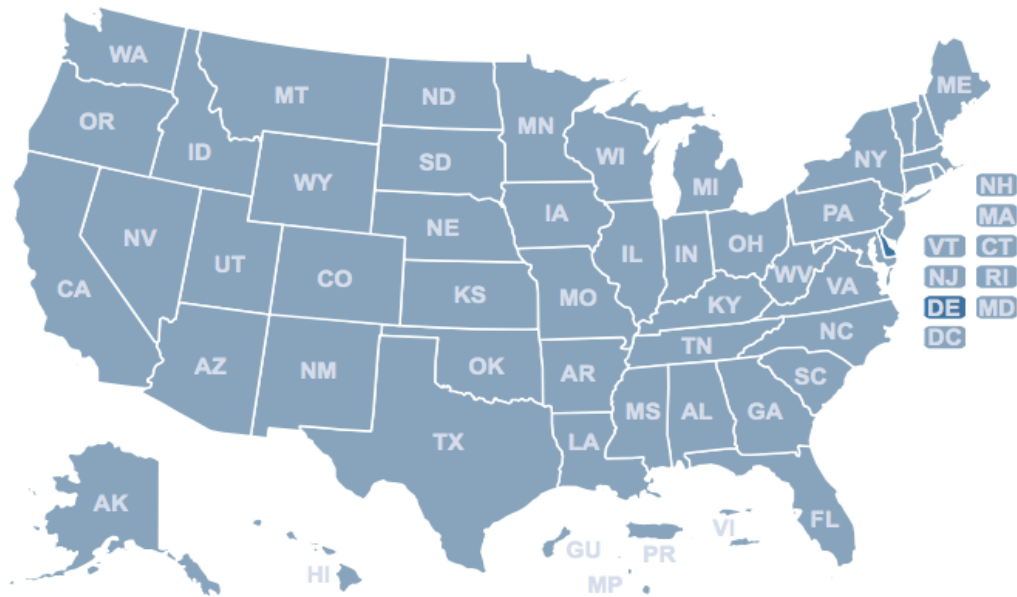# National Data Base of Personnel Standards

- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
  - Step 1: Internet-based data collection (with inter-rater reliability)
  - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
  - Each state dramatically varied in personnel standards.
  - Related service disciplines had less variance.
  - Less than 1/3 of the states specified additional requirements for working in Part C.

Personnel Standards

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families

Select Which State(s) to Search.

If you don't have a preference, select "Any State".
Once you've made your selections, click "Continue"

LIST PROGRAMS

➢Products:

- Data report (will be uploaded to ecpcta.org)
- At-a-glance one page summary (in your folder).
- Web-based personnel standards search tool:

ecpcstandards.info

National Data Base of CSPD Components

➤ Telephone interviews with 619/Part C coordinators

- CSPD components and needs
- Additional information

➤ Analysis:

- 3-step thematic coding: Initial coding; collapse areas; final coding.
- Frequency count and percentage.

➤ Findings:

- 1/4 of the states do not have all components in place for Part C.
- Top components in place: Appropriate licensure and certification; and technical assistance availability
- Top areas of need: Evaluation; ongoing, systematic, and effective in-service opportunities; and ongoing needs assessment.
- Other concerns: Recruitment and retention; and systemic concerns.

➤ Products:

- Data report (will be uploaded to ecpcta.org)

- At-a-glance one page summary (in your folder).

- Selection of intensive and targeted technical assistance states:

  - Intensive TA: Delaware, Iowa, Kansas, and Oregon
  - Targeted TA: Rhode Island, Massachusetts, Florida, Utah, and Hawaii

Literature Syntheses

- #1: Systematic Review of Models of State Agency and Institutions of Higher Education (IHE) Practices Leading to Alignment of State Personnel Standards and Competencies with Curricula at Institutions of Higher Education

- #2: Systematic Review of Models of State Agency and Institutions of Higher Education Practices Leading to Alignment of Preservice and Inservice Training for Early Childhood Interventionists

  → **0** articles met inclusion criteria.

Knowledge Development Cross-Disciplinary Activities

- Two National Meetings of the Organizations to Share Information and Priorities

- Presentations at DEC, ASHA in Year 2; More in Year 3
- Completed Crosswalks of Personnel Standards Across:
   DEC; NAEYC; AOTA; APTA: ASHA

- Manuscripts Completed by Disciplines Organizations(IYC Current Issue)

- DEC Workgroup Validated a Refined Item by Item Analysis of DEC/NAEYC Personnel Standards……..

National Initiative on Cross Disciplinary Standards

- Crosswalk the personnel standards of DEC, NAEYC, ASHA, AOTA and APTA.

- Across 7 practice areas:
  - Assessment Practices
  - Family Centered Care
  - Collaboration/Teaming
  - Natural Environments
  - Achieving individualized family service plan and individualized education program
  - Instruction/Intervention
  - Others

National Initiative on Early Childhood Personnel Standards: Collaborators

- **Early Childhood Personnel Center (ECPC)**

- **National Association for the Education of Young Children (NAEYC)**

- **Council for Exceptional Children (CEC)**

- **Division of Early Childhood (DEC) of CEC**

2) Technical Assistance

- **General**: Across audiences, regions, and states: **To provide information and resources on personnel development**

- **Targeted**: State specific CSPD components: **To align national personnel standards and state personnel standards and/or to align preservice preparation with inservice preparation:**

  MA, RI, UT, HI

- **Intensive**: State specific: **To develop CSPD framework within 8 states:**

  DE, Iowa, KS, OR

Comprehensive System of Personnel Development

Strategic Planning

- Vision

- Mission

- Goals/Objectives

- Self Assessment

- Action/Implementation Plan

- Implement

- Evaluate

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

How Will We Do This ?

- **Content**:

    CSPD

- **Method:**

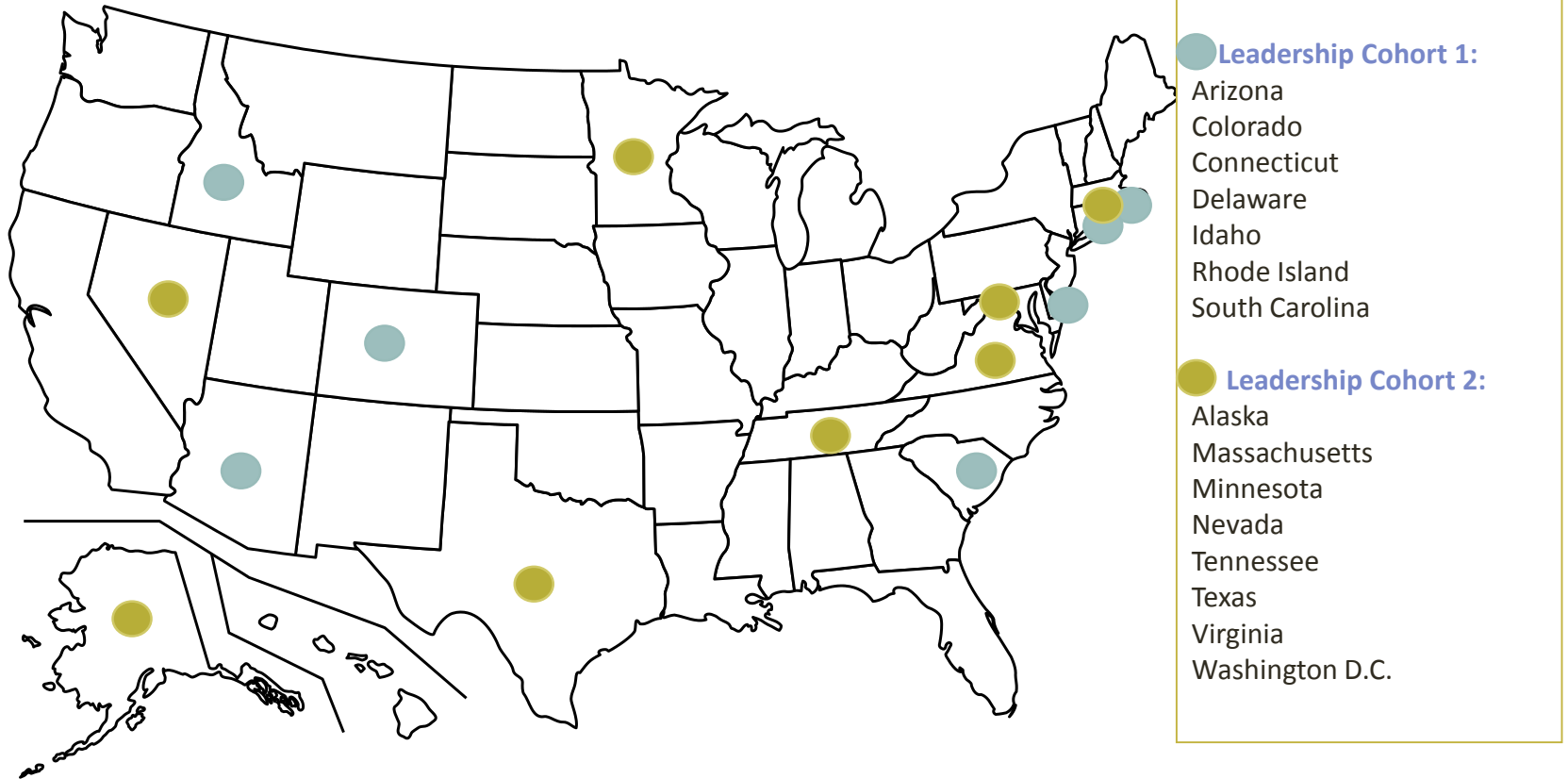   Implementation frame through strategic planning

- **Outcome:**

    Scaling up of effective practices for personnel development

3) Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators (15 states in cohorts 1 and 2)

- Working Collaboratively with other OSEP Early Childhood TA Centers: **DaSy; ECTA; IRIS;IDC**

- Working Collaboratively with Other Education and HHS TA Centers: **RRCs; Workforce Development**

- Working Collaboratively with DEC; NAEYC;AOTA;APTA;ASHA; Zero to Three

OUR CURRENT LEADERSHIP TA STATES

Leadership Cohort 1:
Arizona
Colorado
Connecticut
Delaware
Idaho
Rhode Island
South Carolina

Leadership Cohort 2:
Alaska
Massachusetts
Minnesota
Nevada
Tennessee
Texas
Virginia
Washington D.C.

ECPC
Early Childhood Personnel Center

Leadership Institute Cohort 1 & 2 Follow-Up Meeting
May 27-May 29, 2015
The University of Connecticut
Avon Old Farms Hotel, Avon CT

As a result of participating in the meeting, state teams will be able to:

1. Discuss the ECPC activities and outcomes to date.

2. Describe and use the ECPC/ECTA personnel framework to build an Integrated and Comprehensive System of Personnel Development in your state to assist in the refinement of your action plan.

3. Describe current and emerging issues in Part C and B/619 programs across the states of states of Alaska, Arizona, Colorado, Connecticut, Delaware, Idaho, Minnesota, Rhode Island, South Carolina, Tennessee, Texas, and Virginia.

4. Describe challenges and solutions on involving parents, caregivers and other stakeholders in early childhood systems.

5. Describe challenges and solutions in finding, obtaining, and maintaining Part C/619/early childhood services and program financing.

6. Identify evidence based practices in pre-service and in-service personnel development and describe how they can impact workforce development.

7. Identify principles of evaluation for state planning.

8. Describe challenges and solutions for systems thinking across early childhood systems and agencies.

9. Discuss the role of collaboration and advocacy when building early childhood systems.

10. Describe challenges and solutions for cross early childhood service systems and agencies.

11. Describe leadership strategies for early childhood systems and yourself.

12. Use individual state planning time to refine state plan and incorporate problem solving strategies provided by other institute faculty participants.

13. Identify and update state plan for Part C/619/early childhood collaborations to insure services for infant and young children with disabilities and families are integrated into state and local early childhood initiatives through the identification of resources, support systems, outputs, timelines and outcomes.

ECPC
Early Childhood Personnel Center

Wednesday, May 27
9:00 AM-5:00 PM

9:00   **Welcome and Opening session: (Mary Beth Bruder)**

            State Updates
            Personnel Framework
            Overview of Break Out Sessions **(Breakout Speakers)**

10:30   Breakout Sessions:
            1. Financing the system: Crossing sectors and funding streams
               (Maureen Greer)

            2. Bringing stakeholders to the table--especially families
               (Darla Gundler)

            3. Personnel Standards: Pre-service/In-service alignments in
               personnel development **(Mary Beth Bruder and Carl
               Dunst)**

            4. Evaluation 101 **(Jeffri Brookfield and Nick Gelbar)**

12:00   Lunch

1:30   Evidence Based Practice: What does it mean and how does it apply to
            Personnel Development? **(Carl Dunst)**

2:45   Breakout Sessions: Morning sessions repeated

4: 15   Reflections on Action Plan

5:00   Adjournment

Early Childhood Personnel Center

Day Two: Thursday, May 28
9:00 AM-4:00 PM

8:45   Systems Thinking in Early Childhood: The Whys and the Whats:
            (Lynn Kagan)
            Presentation and Exercise

10:45   Break

11:00   The Hows: Collaboration and Advocacy: **(Lynn Kagan)**
            Presentation and Discussion

12:15   Lunch
            Affinity Groups: Families; Part C staff; 619 staff; University Staff;
            Graduate Students.

1:30   Early Childhood Leadership: **(Lynn Kagan)**
            Presentation and Exercise

3:00   Break

3:15   Listening Sessions:

            1. The Challenges of Building Early Childhood Systems **(Linda Goodman)**

            2. EBP for in-service and pre-service systems **(Carl Dunst)**

            3. QRIS Systems and early learning standards **(Lynn Kagan)**

            4. Part C and 619 entitlements: Do we need them? **(Maureen Greer and Darla Gundler)**

4:30   Debrief and homework

Early Childhood Personnel Center

Day Three: Friday, May 29
8:00 AM- 12:00 PM

8:30	Opening Session: The vision for the future **(Mary Beth Bruder)**
9: 30	State Strategic Planning Work Groups
10:30	Break
11:00	Closing Remarks on Leadership **(Darla Gundler and Anne Marie Davidson)**
11:15	Future planning: Debrief from State Groups
12:30	Adjournment

•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.*
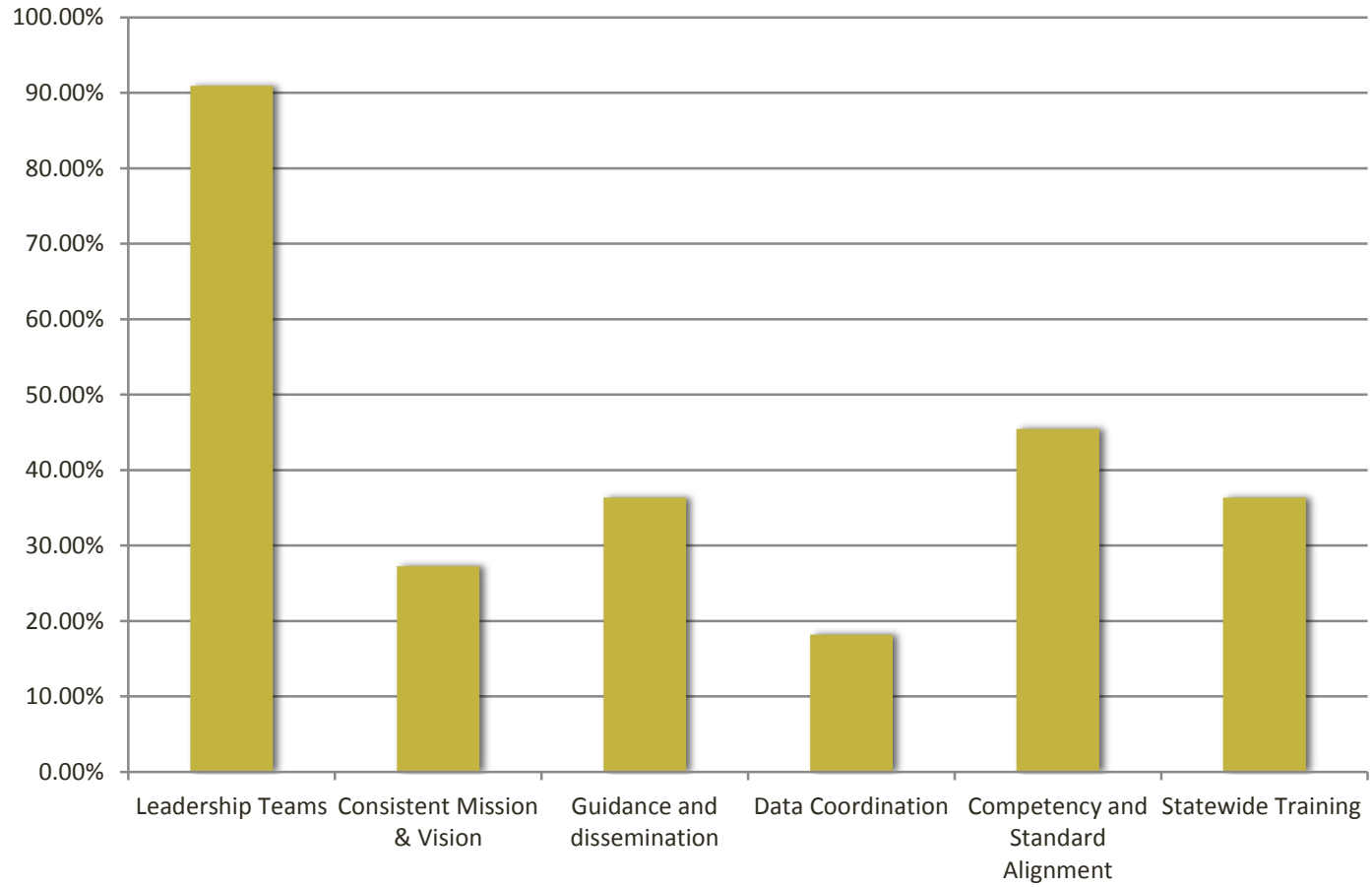
• ***Lewis*** Carroii
• ***Alice's Adventures in Wonderland***

State: Nevada_____   Period Covered By Plan: ___Dec 31, 2015_____

Outcome: ___Develop a CSPD that creates and supports a system of early childhood continuum of learning__

Objective	Strategies/Action Steps	Resources	Responsibility	Timeline	Evaluation
1.By July 15, 2015,Nevada will develop a cross sector ECSoL (EC System of Learning) State Leadership Team. 2. By July 15, 2015 Nevada will develop a ECSoL Vision and Mission statement. 3. By June 30, 2015, Nevada will submit letter of interest for intensive TA to ECPC. 4. By December 31, 2015, Nevada will create a ECSoL strategic plan. • Complete Financial Framework • Consider Data System • Evaluation	1. Identify additional members 2. Meet 2 X per year in person. 3. Meet monthly via technology. -------------- Share with: ECAC (8/4/15) ICC (7/16/15) NvAEYC (9/17/15) DEC TACSEI (7/31/15) EI Statewide Mgmt Edie will draft and send to ECSoL for apprioval. Submit to MaryBeth.	ECPC (DG) [413-822-1609] gundler@live.com ECSoL Leadership Team ECPC Faculty ECSoL Partners Existing REsouces • SSS • Registry • QRIS • Nevada Ready • SSIP • Other states CSPD	ECSoL Leadership Team ECSoL Leadership Team Edie King ECSoL Leadership Team	May 29-July 15 July 15 10:00-12:00.	Confirmation of ECSoL Team members. Written document Written document Written document

Themes Across State Action Plans

"My question is: Are we making an impact?"