



## Early Childhood Personnel Center

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**ECPCTA.ORG**

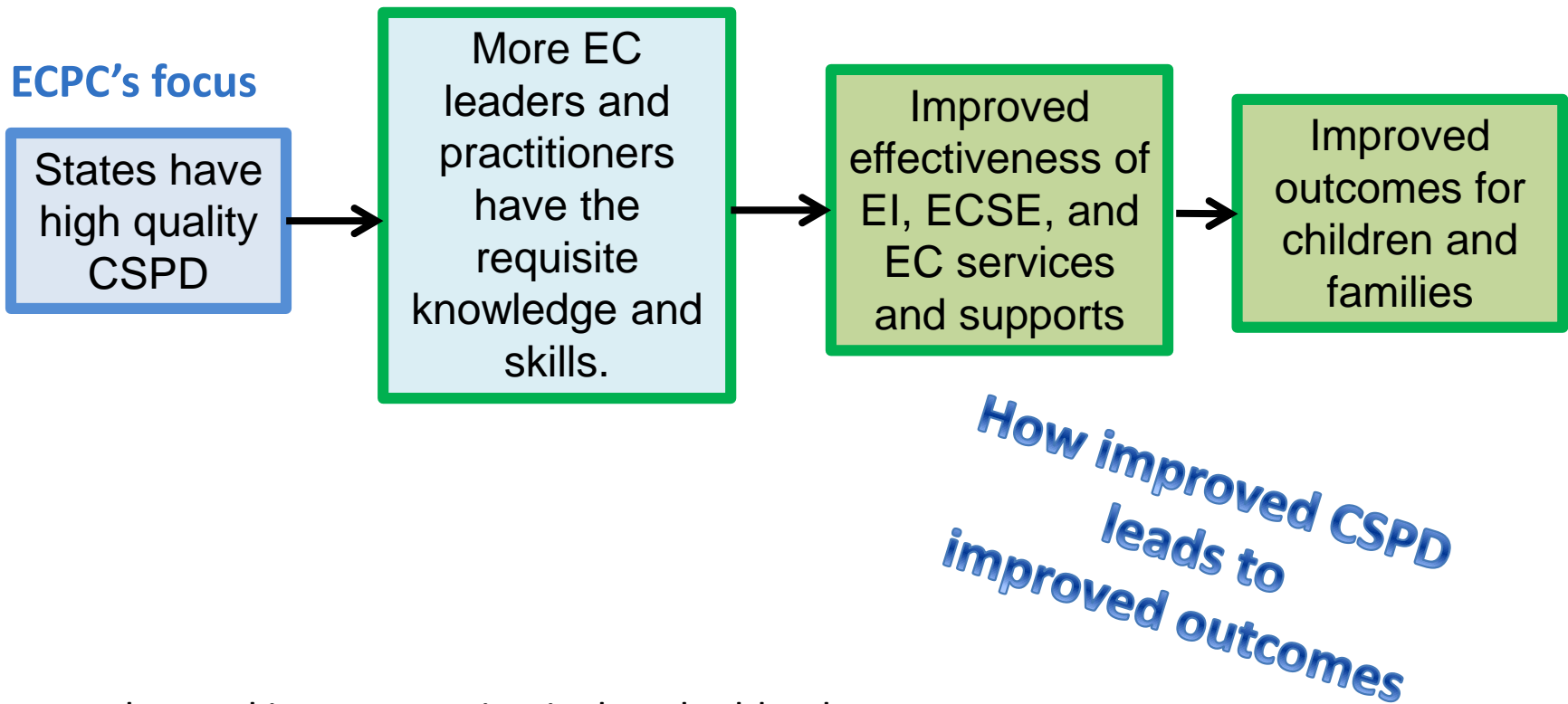
# EARLY CHILDHOOD PERSONNEL CENTER

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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

**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.

# **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**

# Comprehensive System of Personnel Development



# OUTPUTS OF THE CENTER

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- Knowledge Development
  - Technical Assistance
- Leadership and Coordination

# 1) KNOWLEDGE DEVELOPMENT

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

# 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



# CROSS-DISCIPLINARY COMPETENCIES

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- **Council for Exceptional Children**
- **Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)**
- **National Association for the Education of Young Children (NAEYC)**
- **American Occupational Therapy Association (AOTA)**
- **American Physical Therapy Association (APTA)**
- **American Speech-Language-Hearing Association (ASHA)**
- **Zero to Three**

# **ECPC Cross Disciplinary Personnel Competencies**

## **– AOTA, APTA, ASHA, DEC, NAEYC & ZTT**

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Family Centered Practice

Evidenced Based Intervention

Coordination & Collaboration

Professionalism

## 2) TECHNICAL ASSISTANCE

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- **General:** To provide information and resources on personnel development
- **Targeted:** To align national and state personnel standards (MA, RI, UT, HI)
- **Intensive:** To develop an EC CSPD within 12 states:

**Cohort 1: DE, IA, KS, OR**

**Cohort 2: AZ, NV, PA, VT**

**Cohort 3: MI, MN, PR, SC**

# HOW WILL WE DO THIS ?

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- **Content:**

**CSPD**

- **Method:**

**Implementation frame** through  
strategic planning

- **Outcome:**

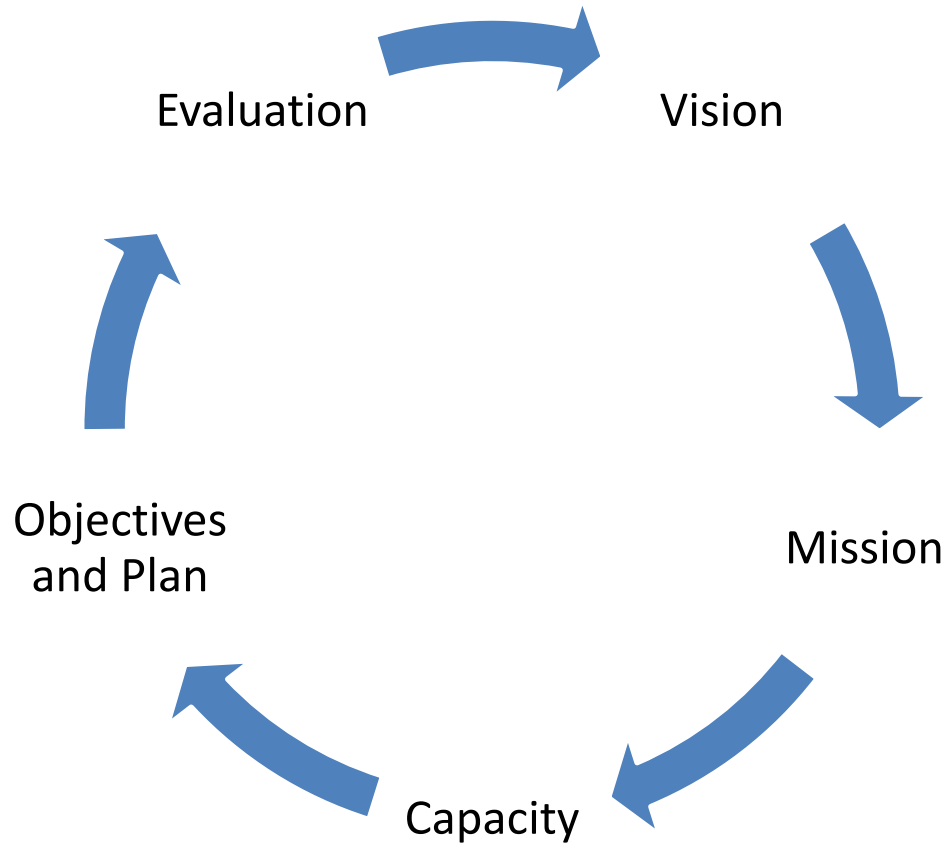
**Scaling up** of effective practices  
for personnel development

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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

# STRATEGIC PLANNING

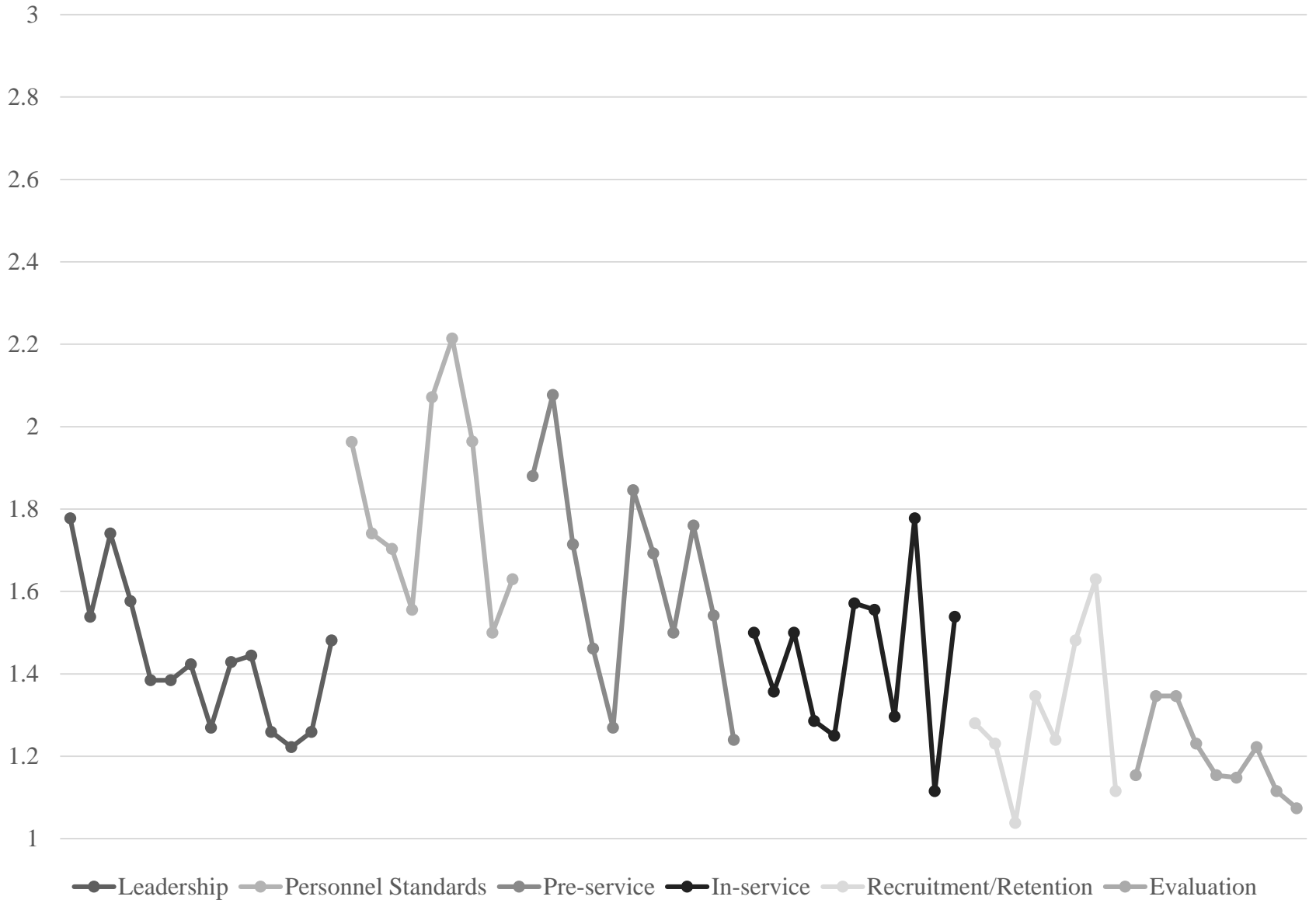
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# STRATEGIC PLAN WORK PLAN

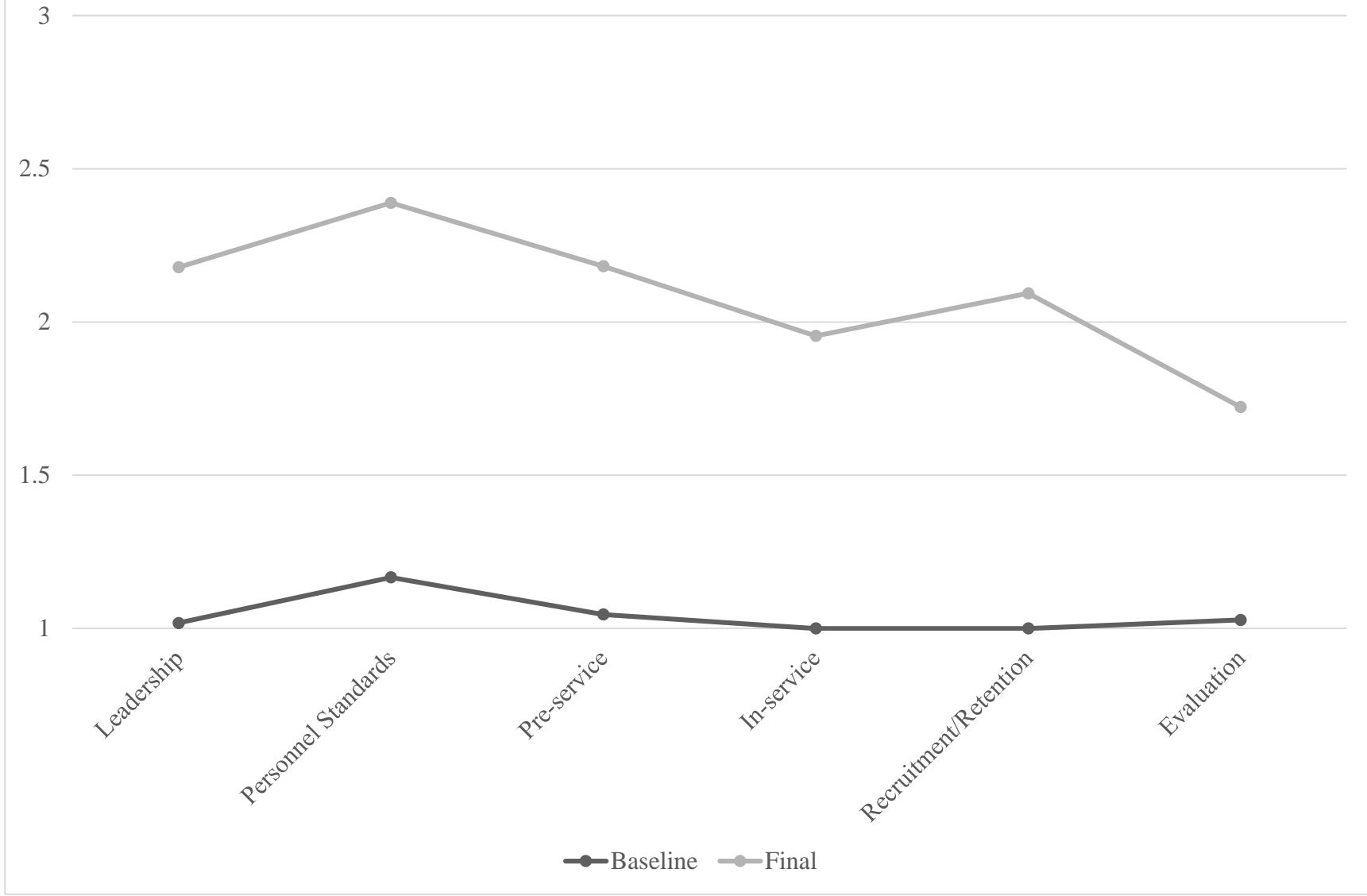
Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
<b>GOAL 1.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 2.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 3.</b>					
Objective 1.					
Objective 2.					
Objective 3.					

CSPD Baseline Average Ratings by Item





Cohort 1 Intensive State Average  
CSPD Self-Assessment Ratings



### 3) LEADERSHIP AND COORDINATION

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- **Leadership Institute with Part C and 619 Coordinators (25 states)**
- Collaborative with other OSEP Early Childhood TA Centers
- Collaborate with other DoE and HHS TA Centers

# Leadership Institute

- Colorado
- South Carolina
- Illinois
- Arizona
- Rhode Island
- Indiana
- Massachusetts
- South Carolina
- Delaware
- Connecticut
- Nevada
- Washington DC
- Tennessee
- Minnesota
- Texas
- Iowa
- Virginia
- Idaho
- Michigan
- New York

# Focus of ECPC Leadership Institute and Action Plans

**To integrate Part C/Part B 619  
Programs into state Early Childhood  
policy, programs, practices and  
personnel development activities**

# STATE LEADERSHIP TEAMS

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## 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

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

- Arizona
- Colorado
- South Carolina
  - Virginia

# GUIDANCE DOCUMENTS

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

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

# PROFESSIONAL DEVELOPMENT OPPORTUNITIES

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## (INSERVICE) TO GUIDE INCLUSIVE PRACTICE

- Massachusetts
  - Virginia
- Washington D.C.



# STATE POLICIES

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

- Delaware
- Virginia

# **MOVED TO ECPC INTENSIVE TA**

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## **TO DEVELOP AN INTEGRATED CSPD**

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



*“So, how come I get ”adapted leisure skill / gross and fine motor skill therapy”  
and you get to just “play”?”*







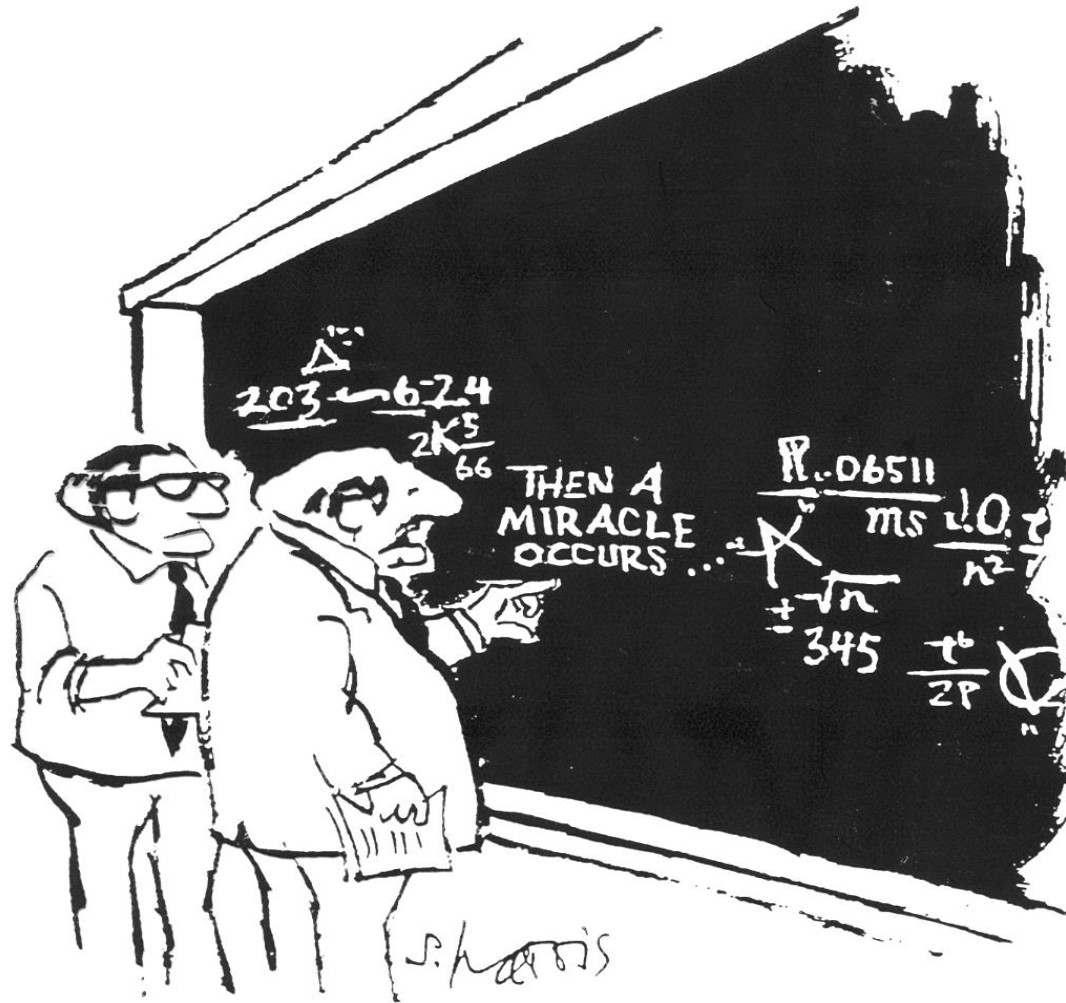












*"I think you should be more explicit here in step two."*

*Change is not magic or  
inspiration.*

*It's completing many  
undramatic, small steps  
successfully.*