



Leadership Institute: Cohort 2

Avon, CT

October 22, 2014

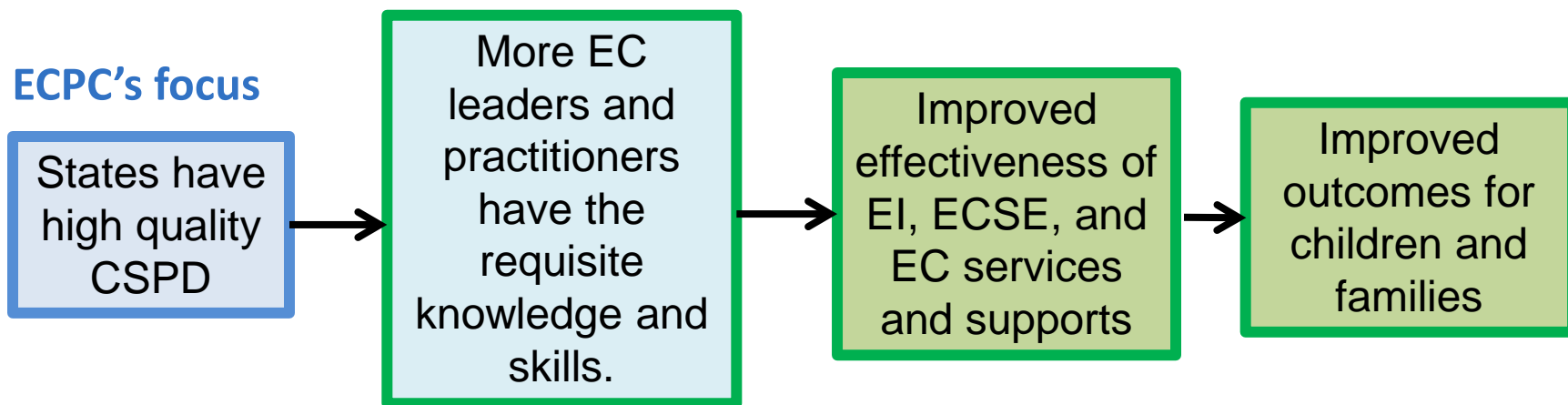
Mary Beth Bruder

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

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

Theory of Action



How improved CSPD leads to improved outcomes

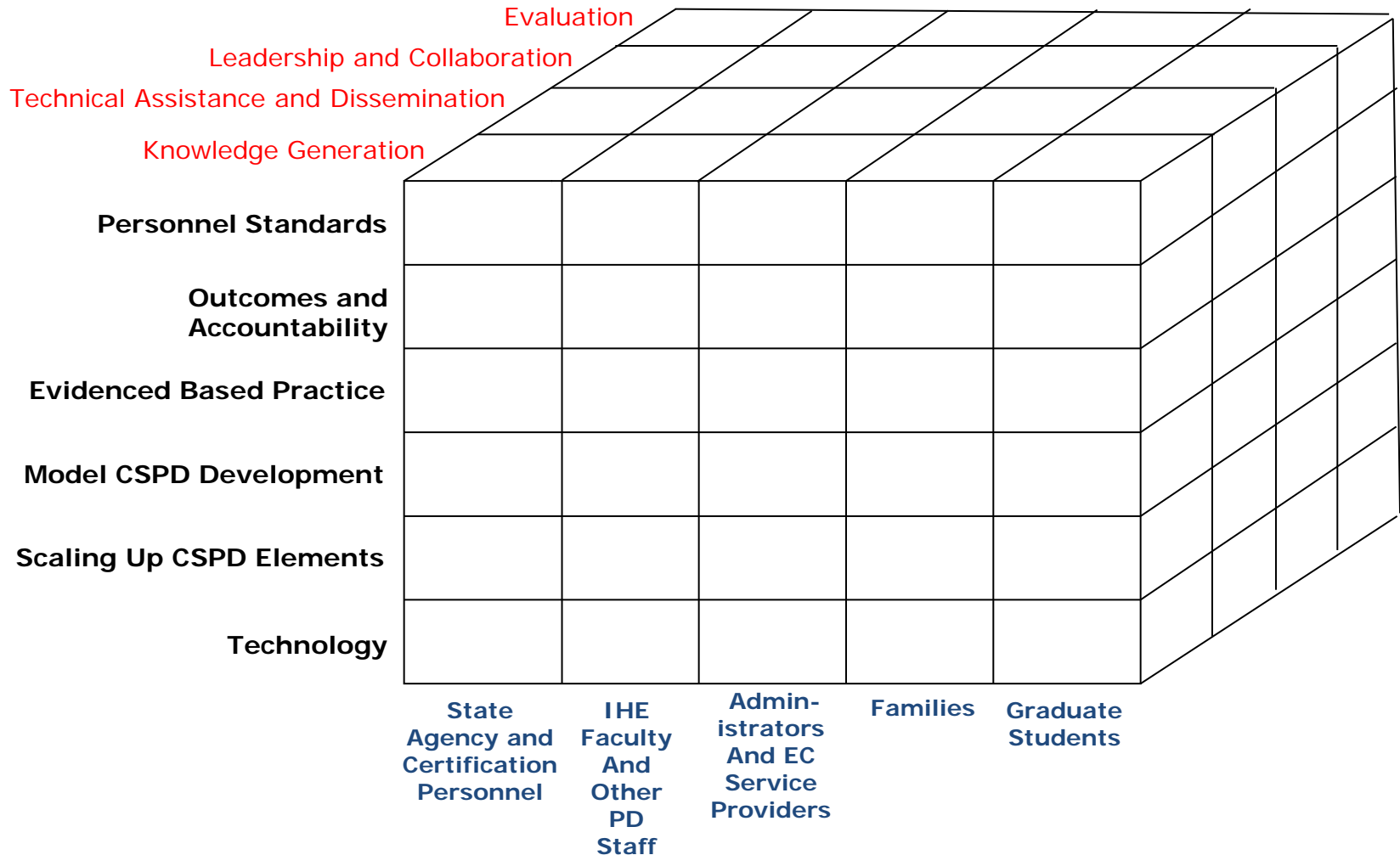
Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

Comprehensive System of Personnel Development



ECPC PROJECT FRAMEWORK

SIMPLIFYING THE COMPLEX



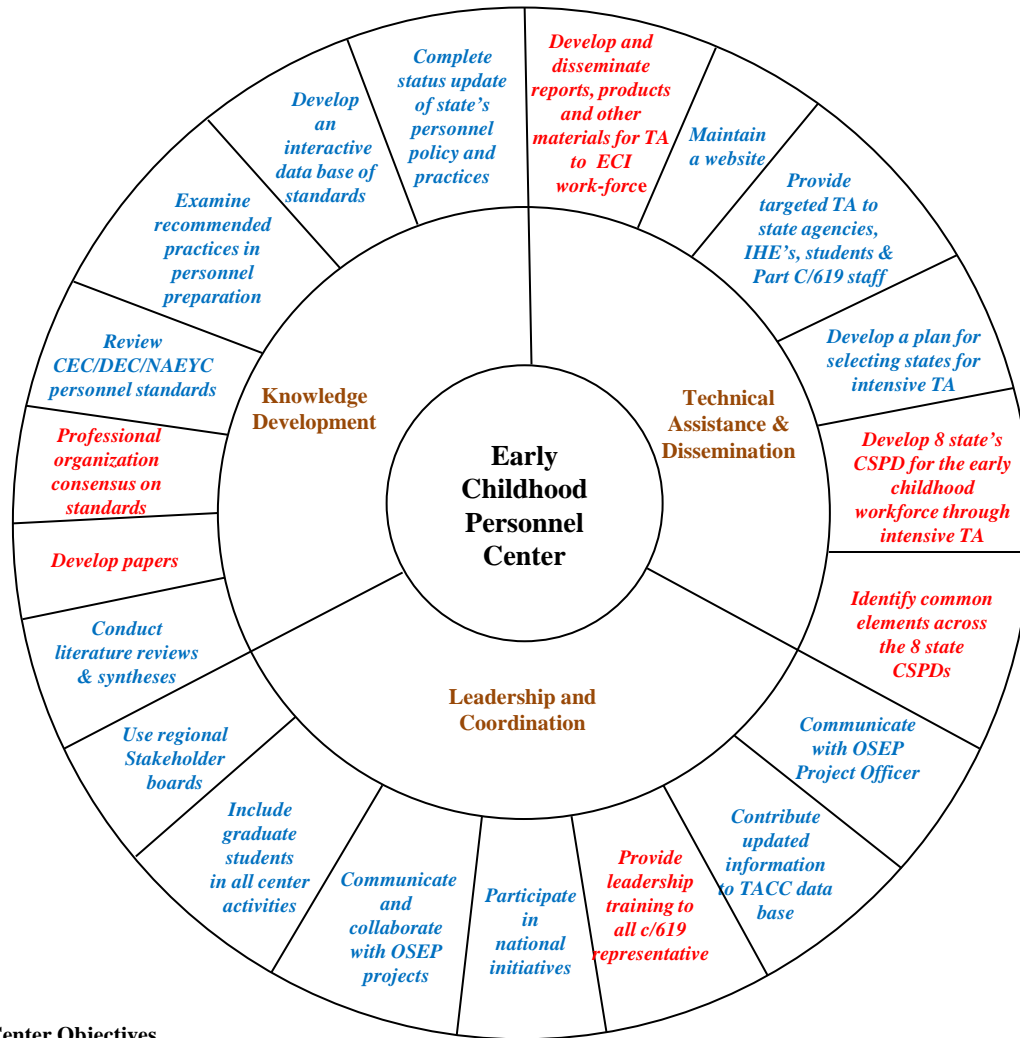
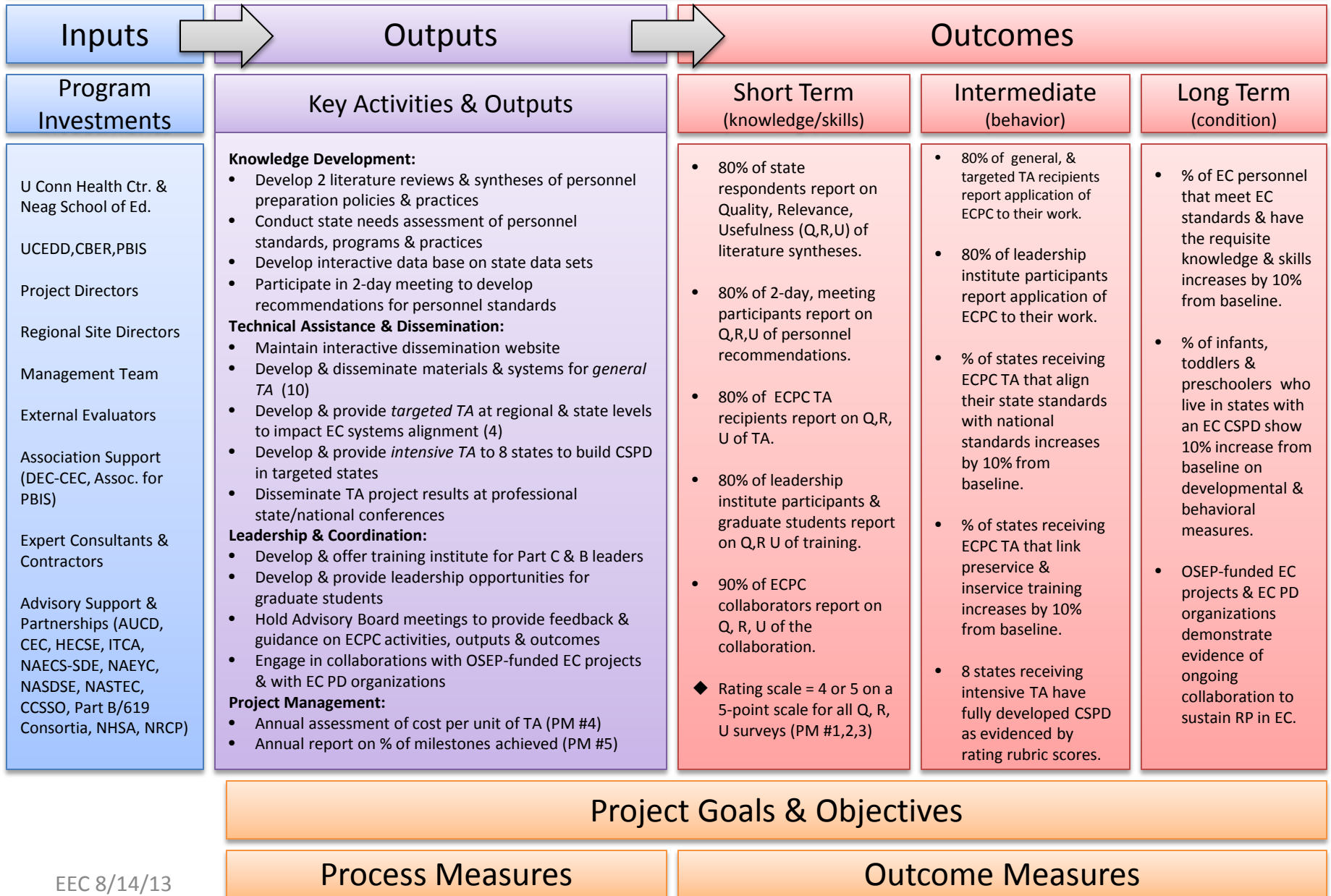


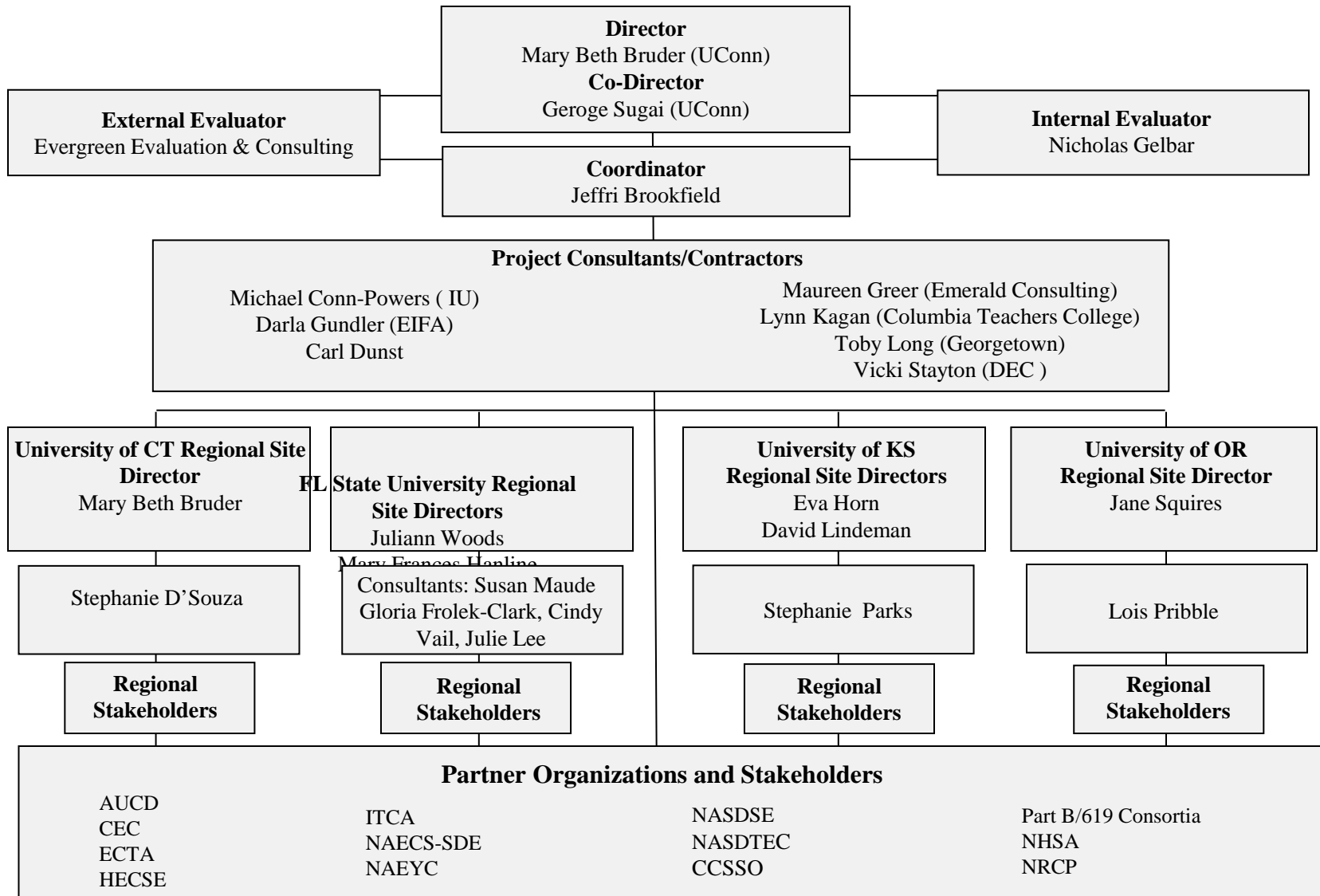
Figure 1. Center Objectives

Early Childhood Personnel Center (ECPC)

Logic Model



ORGANIZATIONAL CHART



Regional Center	Region	States
University of Connecticut	1	Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont
University of Connecticut	2	New Jersey, New York, Puerto Rico, Virgin Islands
University of Connecticut	3	Delaware, Washington DC, Maryland, Pennsylvania, Virginia, West Virginia
Florida State University	4	Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee
Florida State University	5	Illinois, Indiana, Michigan, Minnesota, Ohio, Wisconsin, (Iowa)
University of Kansas	6	Arkansas, Louisiana, New Mexico, Oklahoma, Texas
University of Kansas	7	Iowa, Kansas, Missouri, Nebraska, (Iowa to FSU)
University of Kansas	8	Colorado, Montana, North Dakota, South Dakota, Utah, Wyoming
University of Oregon University of Hawaii	9	Arizona, California, Nevada Hawaii, Guam, American Samoa, Marianna, Marshal Palou, Micronesia
University of Oregon	10	Alaska, Idaho, Oregon, Washington

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 Standards

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

HOW WILL WE DO THIS ?

- **Content:**

CSPD

- **Method:**

Implementation frame through
strategic planning

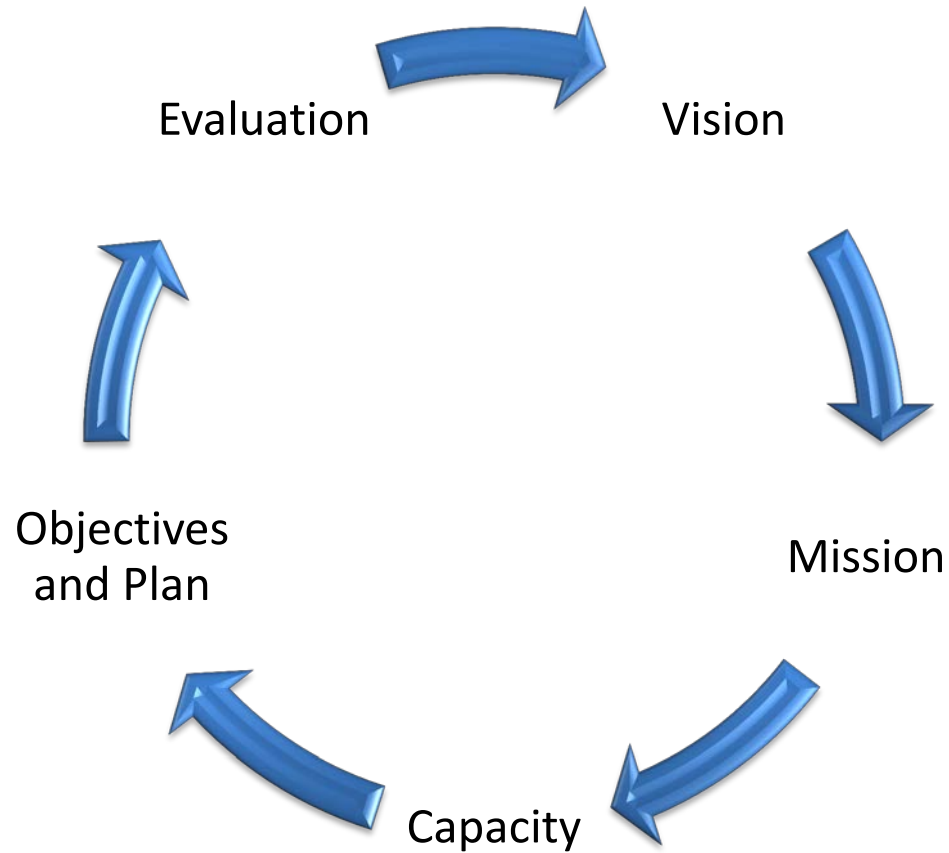
- **Outcome:**

Scaling up of effective practices
for personnel development

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



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

PHASE I

- Exploration
- Installation
- Initial Implementation
- Full Implementation

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.					

PHASE I: DEVELOPING MODEL CSPDs

Intensive TA:

Delaware, Iowa, Kansas, Oregon

Targeted TA:

Florida(c and 619), Hawaii,
Massachusetts, Nevada,
Rhode Island, Utah (CO)

MA SAMPLE

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Expand/Utilize Stakeholders					
Objective 1. Expand to service coordinators and providers of a variety of disciplines.	Patti will reach out to program directors to identify staff available to participate.	Patti	Next quarter	July 2014	
Objective 2. Increase the involvement of child care and Early Head Start providers and transition professionals	Jennifer Amaya Thompson – HS Collaboration, Asst. Director	Patti	Next quarter	August 2014	
Objective 3. Increase parent/family involvement.	Lisa Jennings, parent representative will assist in recruiting another parent.	Patti/Lisa	Next quarter	August 2014	
Objective 4. Expand to special health care professionals.		Patti	Next quarter	August 2014	
GOAL 2.					
Identify Content: Evidence-Based Practices					
Objective 1. Identify knowledge and skills that providers are expected to have.	<ol style="list-style-type: none"> Break down by roles <ul style="list-style-type: none"> Supervisor Administrator Direct Service Provider, et. Break down by disciplines – crosswalk with national organizations, DEC, CEC. 	<p>Jean Nigro</p> <p>ECPC Staff</p>	<p>August 2014</p> <p>August 2014</p>	<p>July 2014</p>	

PHASE II: CSPD REPLICATION

We Will

**Scale Up Effective Practices for Integrated
and Comprehensive Early Childhood Systems
of Personnel Development**

FOR SUSTAINABLE CHANGE

WE SCALE UP WHEN WE

- Demonstrate a Reliable Relationship Between and Among Variables
- Replicate across.....
- Evaluate Fidelity and Outcomes
- Isolate Elements that are Effective Across Multiple Exemplars

3) LEADERSHIP AND COORDINATION

- Leadership Institute with Part C and 619 Coordinators
- Working Collaboratively with other OSEP Early Childhood TA Centers: **DaSy; ECTA; IRIS**
- Working Collaboratively with Other Education and HHS TA Centers: **RRCs; Workforce Development;**

LEADERSHIP INSTITUTE: COHORT 1 & 2

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

LEADERSHIP AND COLLABORATIONS: INSTITUTE

- Cohort 1 continues as a community of practice
- Cohort 2 begins fall of 2014
- Another cohort in each year of the project

C) EVALUATION PLAN

- Logic Model and Outcome Driven
- Data Collection Schedule
- Data Management System
- Feedback Loops

EVALUATION ACTIVITIES



Objectives and Performance Measures

Aligned with:

- Strategic Plan
- Cooperative Agreement

Aligned with:

- Logic Model
- Evaluation Plan

Used for:

- Project Management
- Continuous Improvement

D) EVIDENCE OF EFFECTIVENESS

- Need Assessments
- QRU for All Activities
- Qualitative and Process Data
- Facilitating Leadership and Systems Thinking

NEEDS OF PART C/619 COORDINATORS

CSPD Components	Part C	Part B 619
	<i>n</i>	<i>n</i>
Technical assistance availability	37	32
Appropriate licensure and certification	37	36
Dissemination	36	29
Higher education programs to provide pre-service training	31	33
Ongoing, systematic, and effective professional development in-service opportunities	29	29
Ongoing needs assessment	27	15
A data system for personnel	26	25
Evaluation	18	17

QRU RATINGS

Summary of Average QRU Ratings for ECPC Products and Services

	Data Report 1	Data Report 2	Literature Synthesis 1	Literature Synthesis 2	Literature Synthesis 3	Leadership Institute	Technical Assistance (DE)
N	7	6	9	5	6	15	17
Quality	100%	100%	89%	90%	100%	100%	95%
Relevance	86%	89%	89%	93%	100%	100%	98%
Usefulness	79%	83%	83%	80%	100%	100%	100%

Note: The bolded numbers indicate areas in which ECPC met or exceeded their goal.

COMMENTS ON EVALUATION OF LEADERSHIP INSTITUTE

The conference provided a good foundation to start building a more integrated system.

I developed a plan to improve the quality of inclusion in communities child care center to ensure they are providing access, participation and supporting needs of children with disabilities.

This institute helped me to evaluate my leadership abilities and help me to identify an area of focus for our state to improve outcomes for young children with disabilities.

It also helped me find other state coordinators who are working on the same focus and help us develop a communities of practice group. We need this to continue to apply this focus to our work

I learned about the difference between the “circles” of collaboration and what is needed to achieve a permanent process for collaboration between EC providers.

Our state needs to work on leadership competencies for all EC roles. I have increased information to begin this work. I also learned about the importance of nurturing leadership.

We learned about many examples of good and imperfect collaborations and developed a list of essential elements needed to develop collaborations.

We developed a measureable plan for our state to improve collaborations and policies related to EC and children with disabilities.

ECI SYSTEMS CHANGE STATE WORK PLAN

Goals/Objectives	Activities/ Strategy	Persons Resp.	Timeline	Eval.
GOAL 1.				
Obj. 1:				
Obj. 2:				
Obj. 3:				
GOAL 2.				
Obj. 1:				
Obj. 2:				
Obj. 3:				
GOAL 3.				
Obj. 1:				
Obj. 2:				
Obj. 3:				