ECPC: Lessons Learned - Building Leadership Competencies to Collaborate with State Early Childhood Systems

Early Childhood Personnel Center

Division of Early Childhood Annual Conference
Louisville, KY

Thursday October 20, 2016
1:30-2:30pm

Annie George-Puskar, Mary Beth Bruder, Lindsey Lockman-Dougherty, & Dawn Ellis
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

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.
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
Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability
Advocate for resources, make decisions and set priorities for personnel development, involve stakeholders, monitor CSPD

Recruitment and Retention
Information about vacancies and under qualified personnel across systems by discipline and region

Evaluation
Plan for evaluating each subcomponent of the CSPD

Personnel Standards
Establish and maintain high standards for knowledge and skills and competence of EC workforce

Inservice Training
Ongoing training to maintain and build on existing skills and to acquire new knowledge and skills

Preservice Training
IHEs prepare individuals to meet personnel standards established by state and national organizations
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 State Part C and 619 Coordinators

- Research Syntheses

- National Initiative on Cross Disciplinary Standards and Competencies
**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

Family Centered Practice
Date-Based Intervention/Instruction
Coordination & Collaboration
Professionalism
Continuum of EC Personnel Competence

- Early Childhood Intervention Personnel with Specialized Training
  - Infants and Young Children with Developmental Delays, Disabilities, and Extreme Challenges
- Early Childhood Personnel with Advanced Training
  - Infants and Young Children with Various Risk Conditions
- All Early Childhood Personnel
  - All Infants and Young Children
2) TECHNICAL ASSISTANCE

- **General:** To provide information and resources on personnel development

- **Targeted:** To align national and state personnel standards and/or to align preservice preparation with inservice preparation (MA, RI, UT, HI)

- **Intensive:** To develop CSPD framework within 12 states:
  
  **Cohort 1:** DE, IA, KS, OR  
  **Cohort 2:** AZ, NV, MI, MN, PA, PR, SC, VT
INTENSIVE TA

Personnel Framework → Strategic Planning with Stake-holders → CSPD Plan and On-Going Committee
## Comprehensive System of Personnel Development

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

Vision

Mission

Objectives and Plan

Capacity

Evaluation
## Strategic Plan Work Plan

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Leadership Institute with Part C and 619 Coordinators (20 states across 3 cohorts)

Collaborative with other OSEP Early Childhood TA Centers (DaSy; ECTA; IRIS; IDC)

Collaborate with other DoE and HHS TA Centers (RRCs; Workforce Development)

Working Collaboratively with CEC; DEC; NAEYC; AOTA; APTA; ASHA; ZTT
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.

Leadership Cohort 3:
- Hawaii
- Michigan
- New York
- Ohio
- Puerto Rico
3-DAY LEADERSHIP INSTITUTE

• Focuses on developing strategies to enable IDEA (Part C and 619 coordinators) early childhood leaders to integrate their planning with state early childhood programs and partners.

• Topics discussed and presented on by key faculty include leadership, workforce development and early childhood initiatives.

• Leadership teams from each participating state develop a work plan which they will implement in in their home state.
Each Quality Indicator has further elements of quality that are intended to be self-assessed on a 4 point scale:

1= No- element not in place and not planning to work on it at this time
2= No- element not in place by planning to work on it or getting started
3= Yes- element partially implemented
4= Yes- element fully implemented
Once each element of quality is scored, states are supposed to then use a 7-point scale to rate their overall quality indicator.

*5 states (of 15) used the 7-point scale correctly, the remaining states did one of the following:
- Used the 4 point scale intended for the elements of quality
- Reported a total sum score adding elements of quality scores
Since a majority of states did not correctly use the 7-point scale to rate their overall quality indicator, the following graphs report the average scores across elements of quality.

Averages are set to the elements of quality 4-point scale, and this allows us to make more comparisons between states.

Each graph represents the average score across state data.
Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.
QUALITY INDICATOR 2: THERE IS A WRITTEN MULTI-YEAR PLAN IN PLACE TO ADDRESS ALL SUB-COMPONENTS OF THE CSPD
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.
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
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.
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.
**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.

![QI PN12 Graph](chart)

- QI PN12 2015
- QI PN12 2016
"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 Carroll*

*Alice's Adventures in Wonderland*
## Action Planning

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Developing an inclusive state EC leadership team with a shared vision and mission

Data Collection & Analysis

Personnel Standards

Dissemination of Policy & Practice Documents to Support Inclusive EC Systems

Creation and Funding of Inclusive PD Learning Opportunities

State Action Plan Theme

FREQUENCY OF THEMES ACROSS STATE ACTION PLANS
State Leadership Teams

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

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

- Arizona
- Colorado
- South Carolina
- Virginia
GUIDANCE DOCUMENTS

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

- Colorado
- Delaware
- Virginia
- Washington D.C.
PROFESSIONAL DEVELOPMENT OPPORTUNITIES

(INSERVICE) TO GUIDE INCLUSIVE PRACTICE

- Massachusetts
- Virginia
- Washington D.C.
STATE POLICIES

TO SUPPORT HIGH QUALITY INCLUSION FOR ALL INFANTS AND YOUNG CHILDREN

• Delaware
• Virginia
MOVED TO ECPC INTENSIVE TA

TO DEVELOP AN INTEGRATED CSPD

- Arizona
- Michigan
- Nevada
- Puerto Rico
- South Carolina
Lessons Learned According to State Feedback

- Using the state self-assessment framework has supported the goal development in action planning, both at the institute and long term in their state.
- Value in developing and sustaining relationships across stakeholders, particularly in developing a leadership team to implement action plan goals.
Lessons Learned According to State Feedback

- Time to plan as a state team, with the in-person support from ECPC staff at the institute is invaluable
- Sharing resources and hearing from other state updates and progress
Lessons Learned According to State Feedback

- Having the opportunity to learn from one another across states, and hear of similar successes and barriers
“My question is: Are we making an impact?”