

Leadership Institute: Cohort 2

Avon, CT

October 22, 2014

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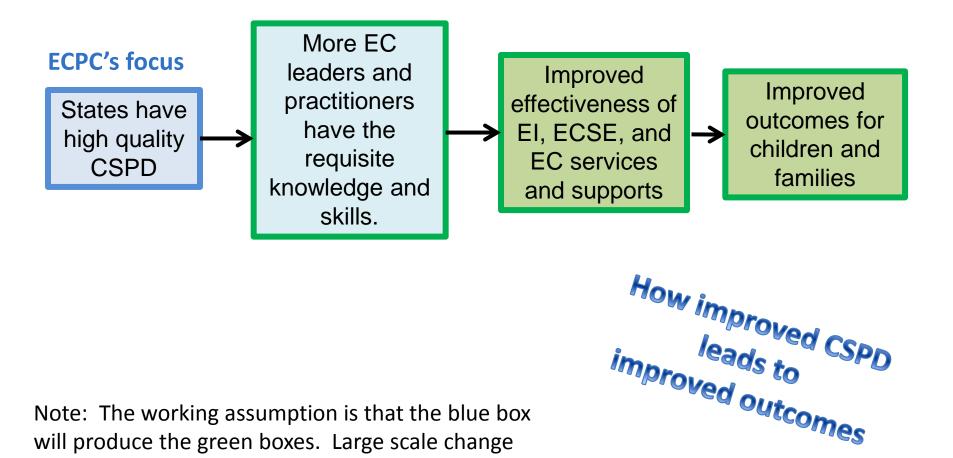
#### EARLY CHILDHOOD PERSONNEL CENTER

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

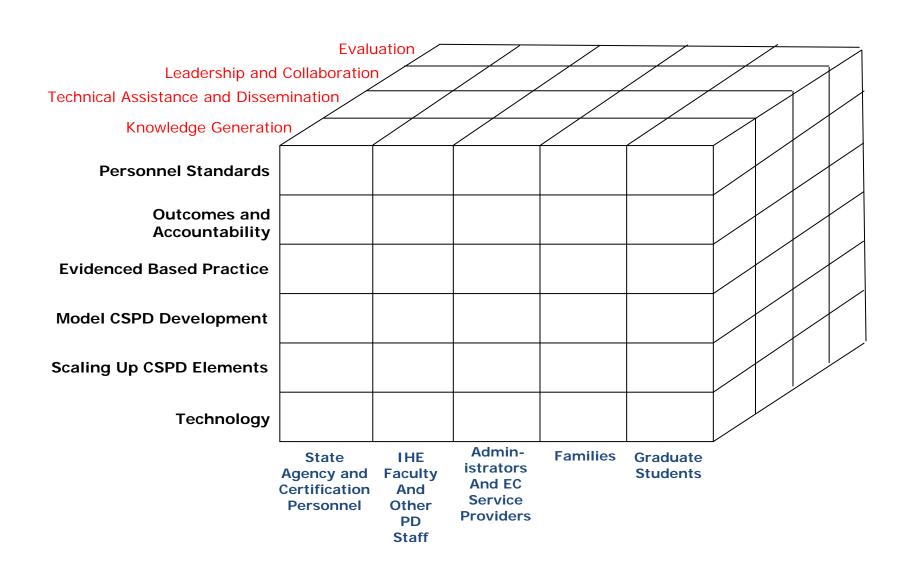


Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

#### Comprehensive System of Personnel Development



# ECPC PROJECT FRAMEWORK SIMPLIFYING THE COMPLEX



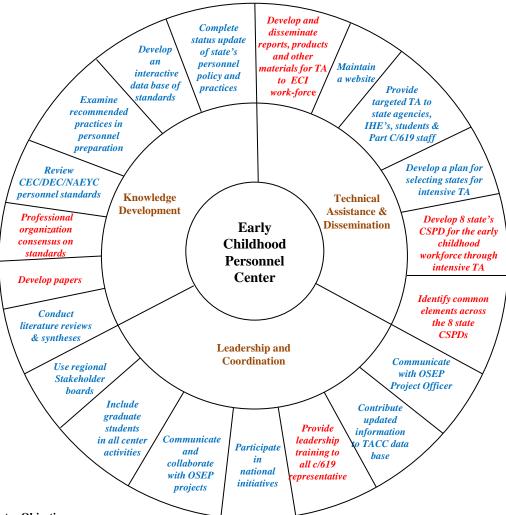


Figure 1. Center Objectives

# Early Childhood Personnel Center (ECPC) Logic Model

#### Inputs

#### Outputs

#### **Outcomes**

#### Program Investments

U Conn Health Ctr. & Neag School of Ed.

UCEDD, CBER, PBIS

**Project Directors** 

**Regional Site Directors** 

Management Team

**External Evaluators** 

Association Support (DEC-CEC, Assoc. for PBIS)

Expert Consultants & Contractors

Advisory Support & Partnerships (AUCD, CEC, HECSE, ITCA, NAECS-SDE, NAEYC, NASDSE, NASTEC, CCSSO, Part B/619 Consortia, NHSA, NRCP)

#### **Key Activities & Outputs**

#### **Knowledge Development:**

- Develop 2 literature reviews & syntheses of personnel preparation policies & practices
- Conduct state needs assessment of personnel standards, programs & practices
- Develop interactive data base on state data sets
- Participate in 2-day meeting to develop recommendations for personnel standards

#### **Technical Assistance & Dissemination:**

- Maintain interactive dissemination website
- Develop & disseminate materials & systems for general TA (10)
- Develop & provide targeted TA at regional & state levels to impact EC systems alignment (4)
- Develop & provide intensive TA to 8 states to build CSPD in targeted states
- Disseminate TA project results at professional state/national conferences

#### Leadership & Coordination:

- Develop & offer training institute for Part C & B leaders
- Develop & provide leadership opportunities for graduate students
- Hold Advisory Board meetings to provide feedback & guidance on ECPC activities, outputs & outcomes
- Engage in collaborations with OSEP-funded EC projects & with EC PD organizations

#### **Project Management:**

- Annual assessment of cost per unit of TA (PM #4)
- Annual report on % of milestones achieved (PM #5)

#### Short Term (knowledge/skills)

- respondents report on Quality, Relevance, Usefulness (Q,R,U) of literature syntheses.
- 80% of 2-day, meeting participants report on Q,R,U of personnel recommendations.
- 80% of ECPCTA recipients report on Q,R, U of TA.
- 80% of leadership institute participants & graduate students report on Q,R U of training.
- 90% of ECPC collaborators report on Q, R, U of the collaboration.
- Rating scale = 4 or 5 on a 5-point scale for all Q, R, U surveys (PM #1,2,3)

#### Intermediate (behavior)

- 80% of general, & targeted TA recipients report application of ECPC to their work.
- 80% of leadership institute participants report application of ECPC to their work.
- % of states receiving ECPC TA that align their state standards with national standards increases by 10% from baseline.
- % of states receiving ECPC TA that link preservice & inservice training increases by 10% from baseline.
- 8 states receiving intensive TA have fully developed CSPD as evidenced by rating rubric scores.

#### Long Term (condition)

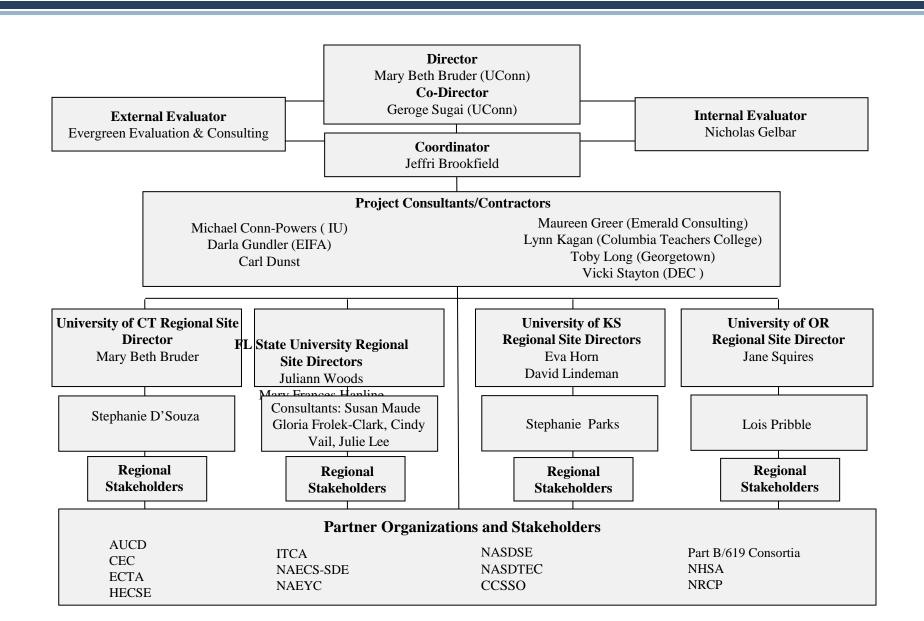
- % of EC personnel that meet EC standards & have the requisite knowledge & skills increases by 10% from baseline.
- % of infants, toddlers & preschoolers who live in states with an EC CSPD show 10% increase from baseline on developmental & behavioral measures.
- OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain RP in EC.

#### **Project Goals & Objectives**

**Process Measures** 

**Outcome Measures** 

#### **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

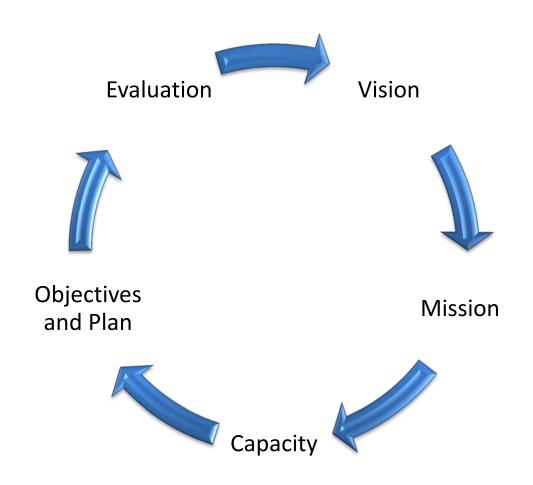
Outcome:

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

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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

## 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

#### 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> <li>Break down by roles</li> <li>Supervisor</li> <li>Administrator</li> <li>Direct Service Provider, et.</li> <li>Break down by disciplines – crosswalk with national organizations, DEC, CEC.</li> </ol>	Jean Nigro ECPC Staff	August 2014 August 2014	July 2014	

### 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
- EvaluationPlan

#### Used for:

- ProjectManagement
- 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	
	n	n	
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:				