



Early Childhood Personnel Center

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ECPCTA.ORG

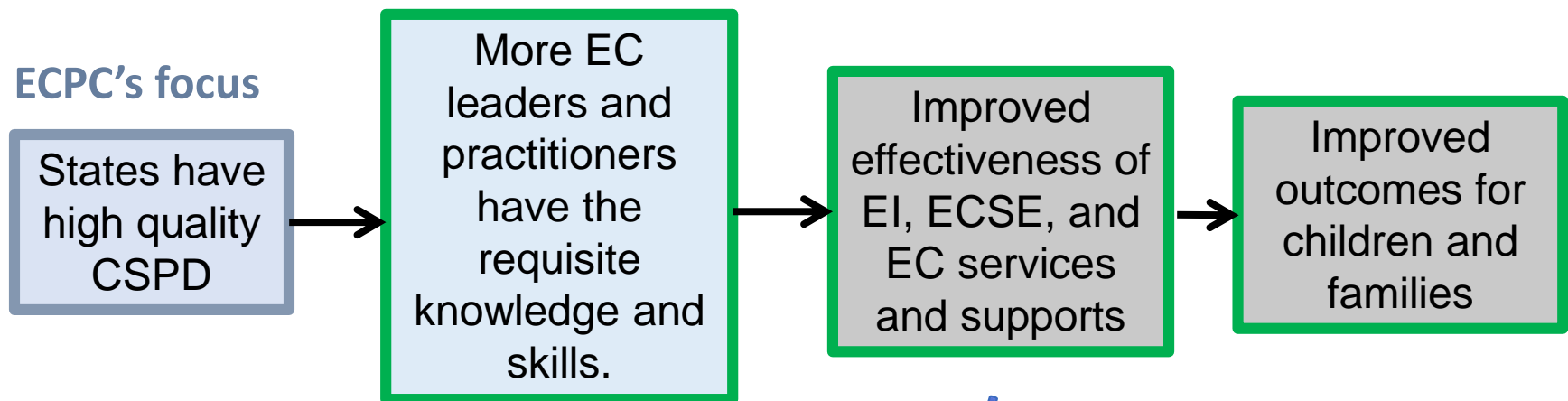


Early Childhood Personnel Center

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.....



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.



“My question is: Are we making an impact?”



Early Childhood Personnel Center

Personnel Can Have a Powerful
Impact....

or NOT

A Comprehensive System of
Personnel Development

is a necessary and integral
quality indicator of
an early childhood service system

AND

the early childhood workforce

who serve infants, toddlers and preschool
children with disabilities and their families



Early Childhood Personnel Center

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

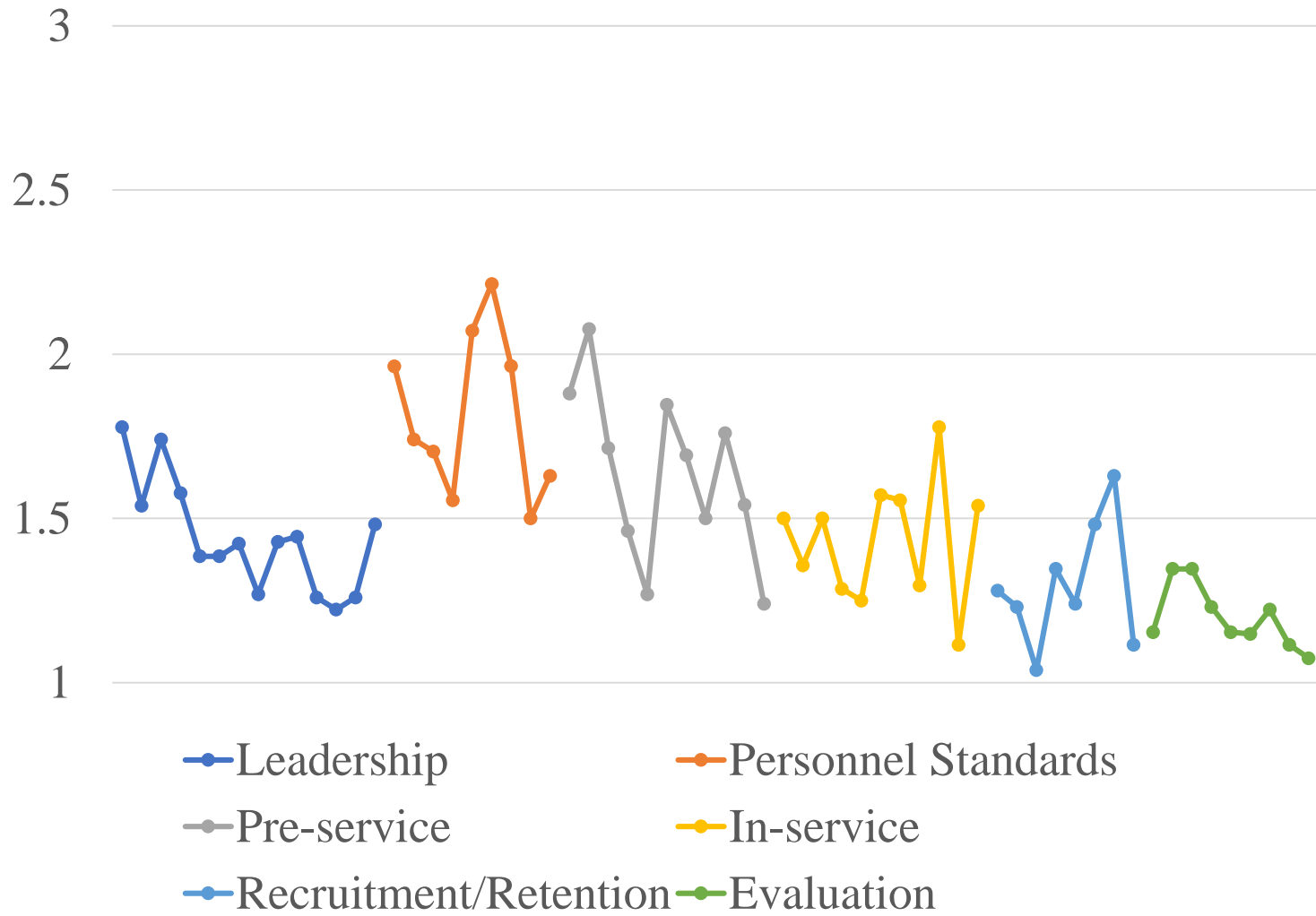


Outputs of the ECPC 1

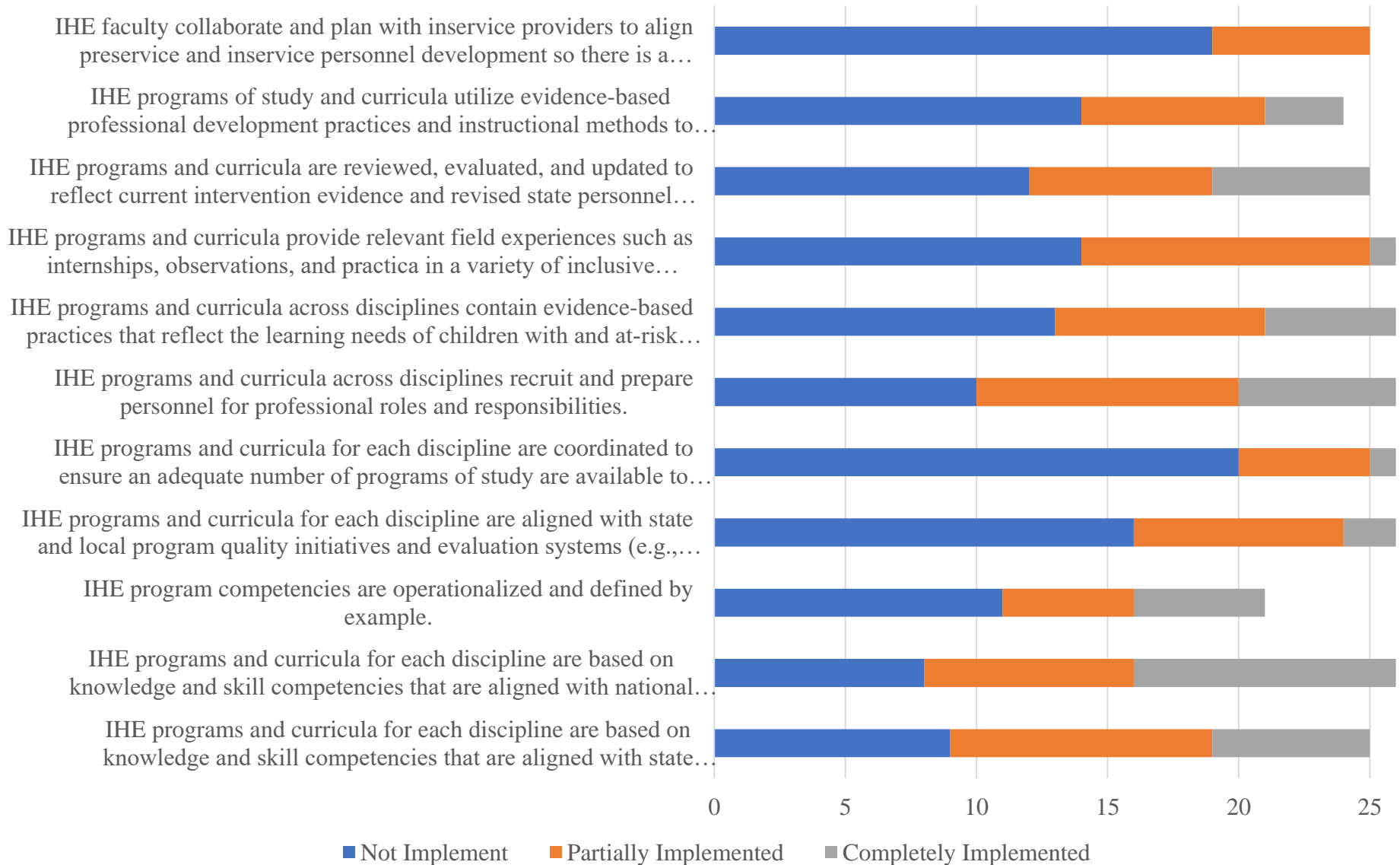
- Knowledge Development
 - Technical Assistance
- Leadership and Coordination

1) Knowledge Development

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



Baseline Ratings for Pre-Service Items



National Data Base of Personnel Standards

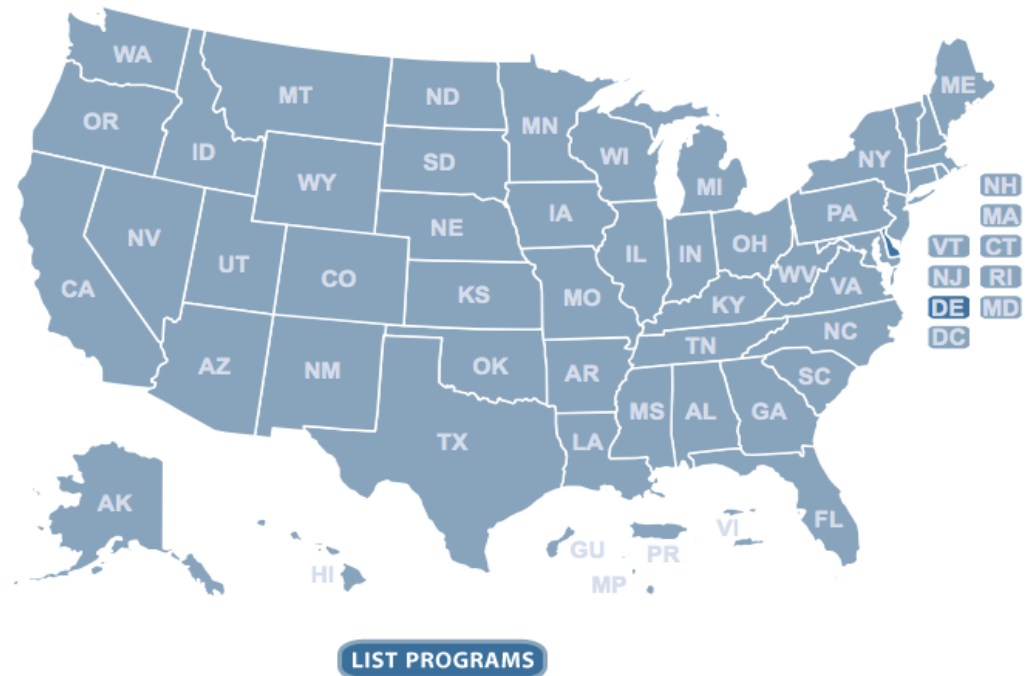
- 13 disciplines
- 20 variables
- A two-step procedure was implemented:
 - Step 1: Internet-based data collection (with inter-rater reliability)
 - Step 2: Telephone interview for verification.
- Analysis: Frequency count and percentage
- Findings:
 - Each state dramatically varied in personnel standards.
 - 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"





THE CHRONICLE OF HIGHER EDUCATION

MISCHA RICHTER AND HARALD BAKKEN

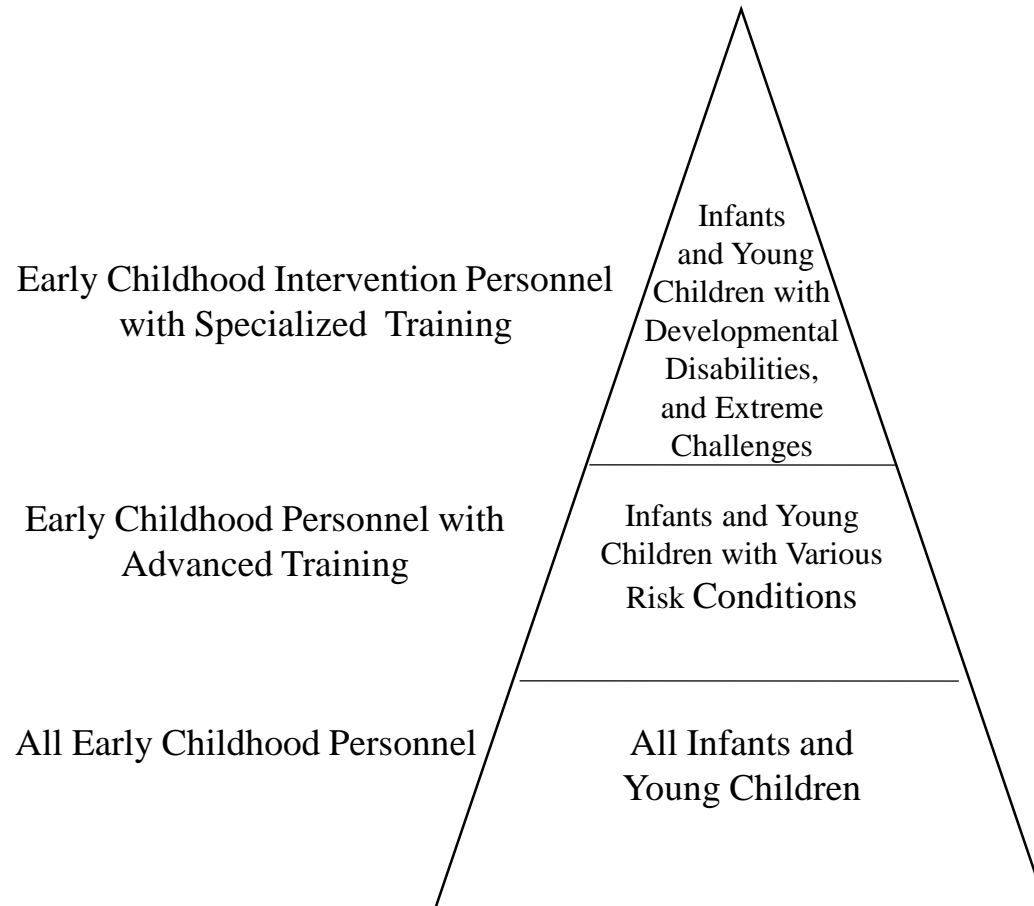
"How are we supposed to teach them professional skills when they come to us not even knowing basic curses and elementary hexes?"

FEBRUARY 13, 1998

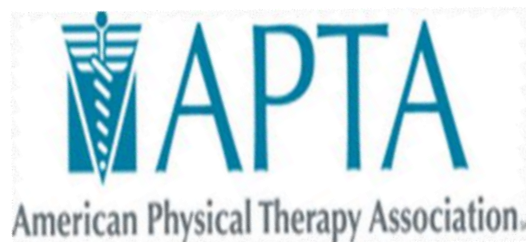


Early Childhood Personnel Center

CONTINUUM OF EC PERSONNEL COMPETENCE



COLLABORATORS



Methodology: Identification of Personnel Competency Areas & Sub-Areas (April-May 2016)

Step	Description/Results
Document Identification	<ul style="list-style-type: none">• ECPC requested the document(s) of current personnel standards<ul style="list-style-type: none">• AOTA, APTA, AHSA, CEC, DEC, NAEYC and ZTT• Organizations provided 1-10 documents• Upon review, one document was identified as the organization's personnel standards (i.e., knowledge and skill statements)<ul style="list-style-type: none">• Two organizations had secondary document with personnel standards• Remaining documents identified as supportive documents<ul style="list-style-type: none">• Position statements, technical reports, systematic reviews, etc.
Categorization of Standards by Competency Area	<ul style="list-style-type: none">• Two ECPC staff members (1 post doc, 1 RA) individually grouped each standard (n=752) into 1 of 4 cross disciplinary personnel competency areas<ul style="list-style-type: none">• 96% of the items were coded the same between the two staff• 4% of the items (n=27) were categorized by the ECPC Director• Two independent reviewers (EC professionals, graduate students in ECI) reviewed items to ensure they were properly assigned<ul style="list-style-type: none">• Identified 37 items (5%) of disagreement with original coders• ECPC Director identified 20 items (3%) to be re-categorized

Methodology

Step	Description/Results
Identification of Personnel Competency Sub-Areas	<ul style="list-style-type: none">• Two ECPC staff members grouped individual personnel standard items into each of four multi-disciplinary competency areas through thematic analysis<ul style="list-style-type: none">• Subcomponent titles developed solely on the basis of the information in the personnel standard items• Categorizing process was iterative<ul style="list-style-type: none">• Two staff reviewed, re-reviewed the groupings and re-grouped items based on discussion• ECPC Director then reviewed the groupings and the subcomponent names for each of the four competency areas

Methodology

Categorization of Standards by Cross-Disciplinary Competency Areas					
Organization	Number of Items	Competency Areas			
		Family Centered Practice	Instruction/ Intervention	Collaboration & Coordination	Professionalism
Total	752	149	406	98	99
Percent		20%	54%	13%	13%
AOTA	40	1	20	6	13
APTA	40	8	17	11	4
ASHA	263	42	163	36	22
CEC	35	4	21	4	6
DEC	80	12	50	10	8
NAEYC	24	4	12	0	8
ZTT	270	78	123	31	38

Examples

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
AOTA	An OT is responsible for all aspects of the screening, evaluation, and re-evaluation process
APTA	Use valid, reliable, nondiscriminatory examination instruments and procedures: a) identification and eligibility, b) diagnostic, c) individual program planning, d) documentation of child progress, family outcomes, program impact
ASHA	Knowledge of methods of evaluation, assessment appropriate for birth-3: includes interview, parent report, observation, criterion-referenced tools

Examples

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
CEC	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
DEC	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
NAEYC	Understanding the goals, benefits, and uses of assessment
ZTT	When available, uses evidenced-based screening, observation, and assessment tools and strategies to inform planning and provision of appropriate services for the unique needs of each individual child, including children with special needs and dual language learners

Family Centered Practice

- Parent Partnership, Advocacy & Help-Giving (5)
- Parent Education in Child Development & Interventions (5)
- Family Involvement in Assessment (5)
- Cultural, Linguistic and Socioeconomic Competency (4)
- Family Systems Theory (4)
- Laws & Policies (3)
- Supporting Home Language Development (2)
- Stress, Trauma, & Safety (2)
- Parent/Caregiver Social Emotional/Attachment (2)
- Communicating with Families (2)
- Nutrition (1)

Intervention/Instruction Informed by Evidence

- Intervention (6)
- Assessment (6)
- Knowledge of Typical Child Development & Behavior (4)
- Communicating & Interpreting Assessment Results (4)
- Progress Monitoring (4)
- Evidence Based Practice (4)
- Health & Safety (4)
- IEP/IFSP (4)
- Knowledge of Risk Factors & Atypical Child Development (3)
- Accommodations & Adaptations (3)
- Service Delivery Models (2)

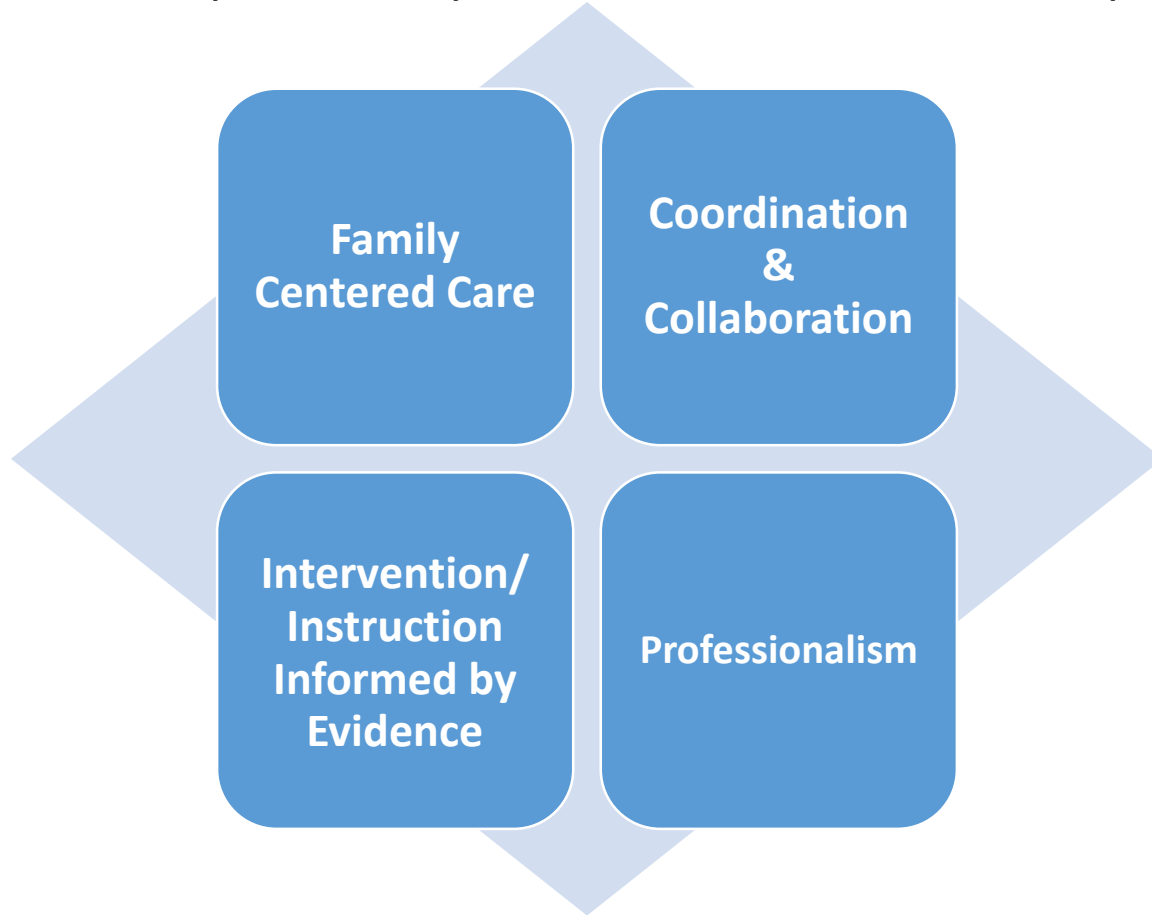
Coordination and Collaboration

- General Teaming (5)
- Resource & Referrals (4)
- Effective Communication (3)
- Transitions (3)
- Teaming with Families (3)
- Role as a Consultant (3)
- Problem Solving (2)
- Leader of a Team (2)
- Medical Home (2)
- Positive & Respectful Relationships (1)

Professionalism

- Advocacy/Public Awareness (6)
- Laws, Policies & Practice Standards (5)
- Professional Development & Self-Reflection (5)
- Knowledge of the Field (5)
- Ethics (4)
- Administrative Leadership (3)
- Supervision (2)
- Communication (1)
- Wellness (1)

Core Competency Areas across Disciplines



Effective Training-Research Meta-Synthesis

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

2) Technical Assistance

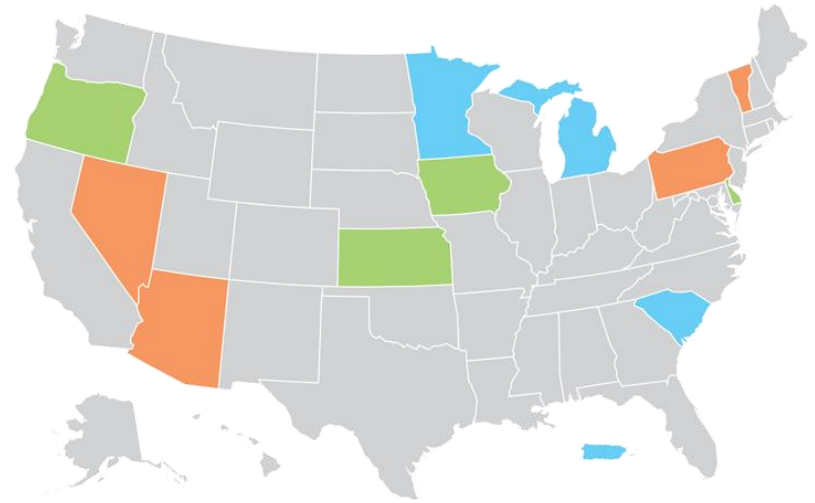
General: To provide information and resources on personnel development

Targeted: To align national and state personnel standards

Intensive: To develop an EC CSPD within 11 states

Intensive TA States

- 12 States total
- Currently assisting 5 States



Cohort 1: DE, IA, KS, OR – *completed!*

Cohort 2: AZ, NV, PA, VT – *in progress or completed*

Cohort 3: MN, PR, SC – *in progress!*

Sample vision and mission statements can be found on our website under
“Technical Assistance”: <http://ecpcta.org/cspd/>

How Will We Do This ?

- Content:

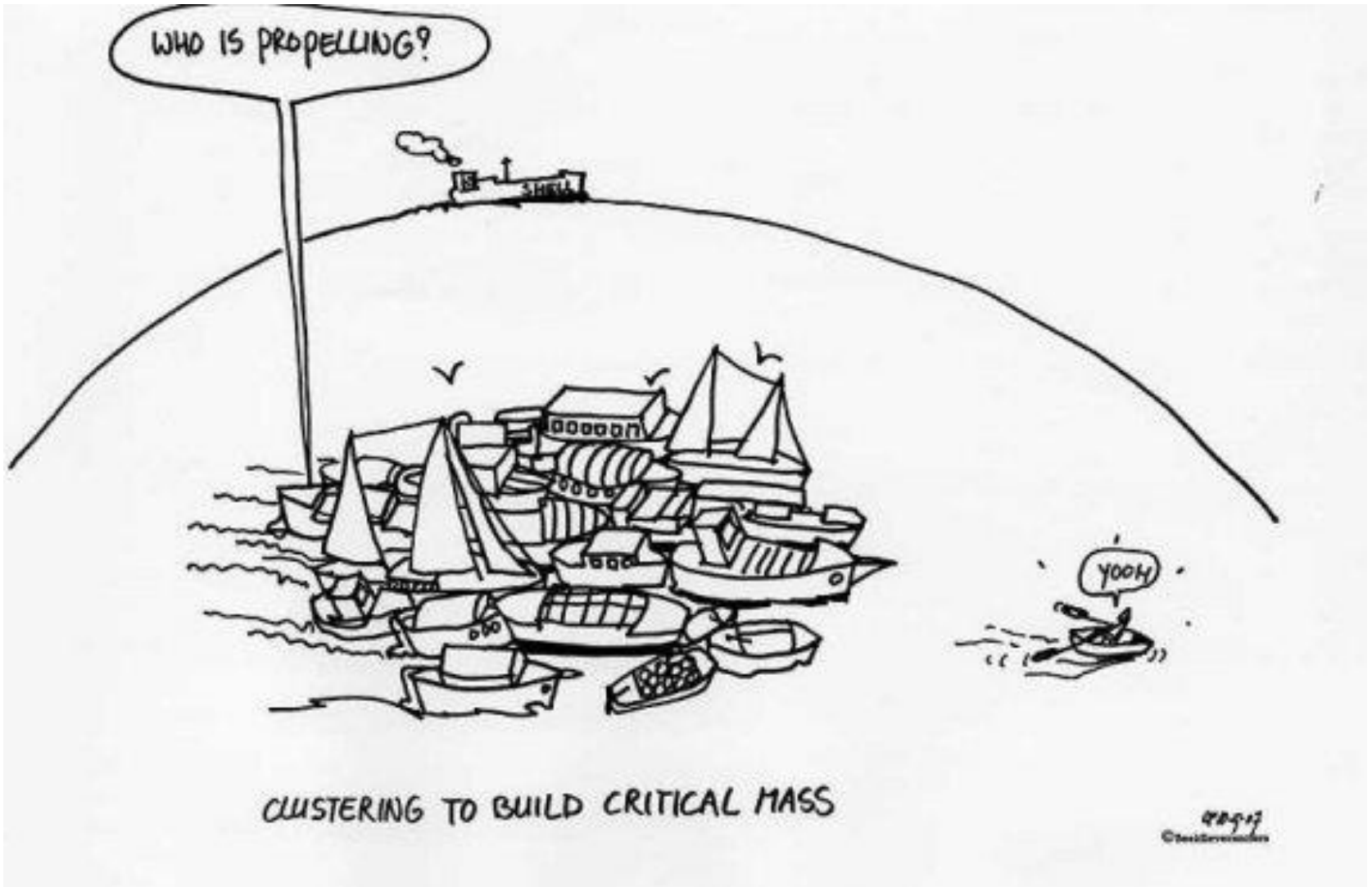
CSPD

- Method:

Implementation frame through
strategic planning

- Outcome:

Scaling up of effective practices
for personnel development



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 ONE Exploration

Develop core planning team and project liaison

Identify stakeholders for strategic planning team

Identify a date and place for strategic planning

Complete self assessment of the framework

PHASE TWO Installation

Invite stakeholders to be part of strategic CSPD team

Develop strategic plan

Assign stakeholder to CSPD component workgroup

Establish meeting and reporting schedule

PHASE THREE Implementation

Objectives and activities of strategic plan

Engage in problem solving activities

Workgroups document, evaluate, and report findings recommendations on tasks

Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives

PHASE FOUR Standardization

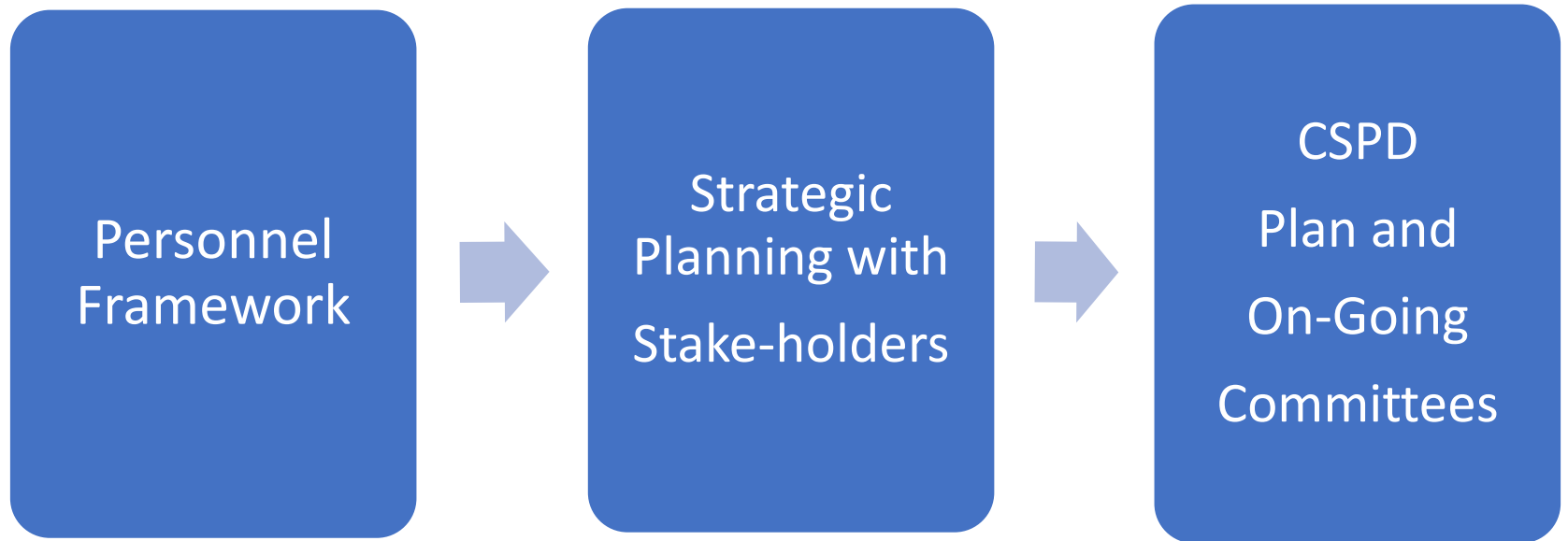
Reassess and prioritize objectives and outcomes based on results of implementation annually

Prepare annual report of planning group process and recommendations

Develop an evaluation process of the state's CSPD components

Evaluate CSPD and recommend needed modifications for sustainability

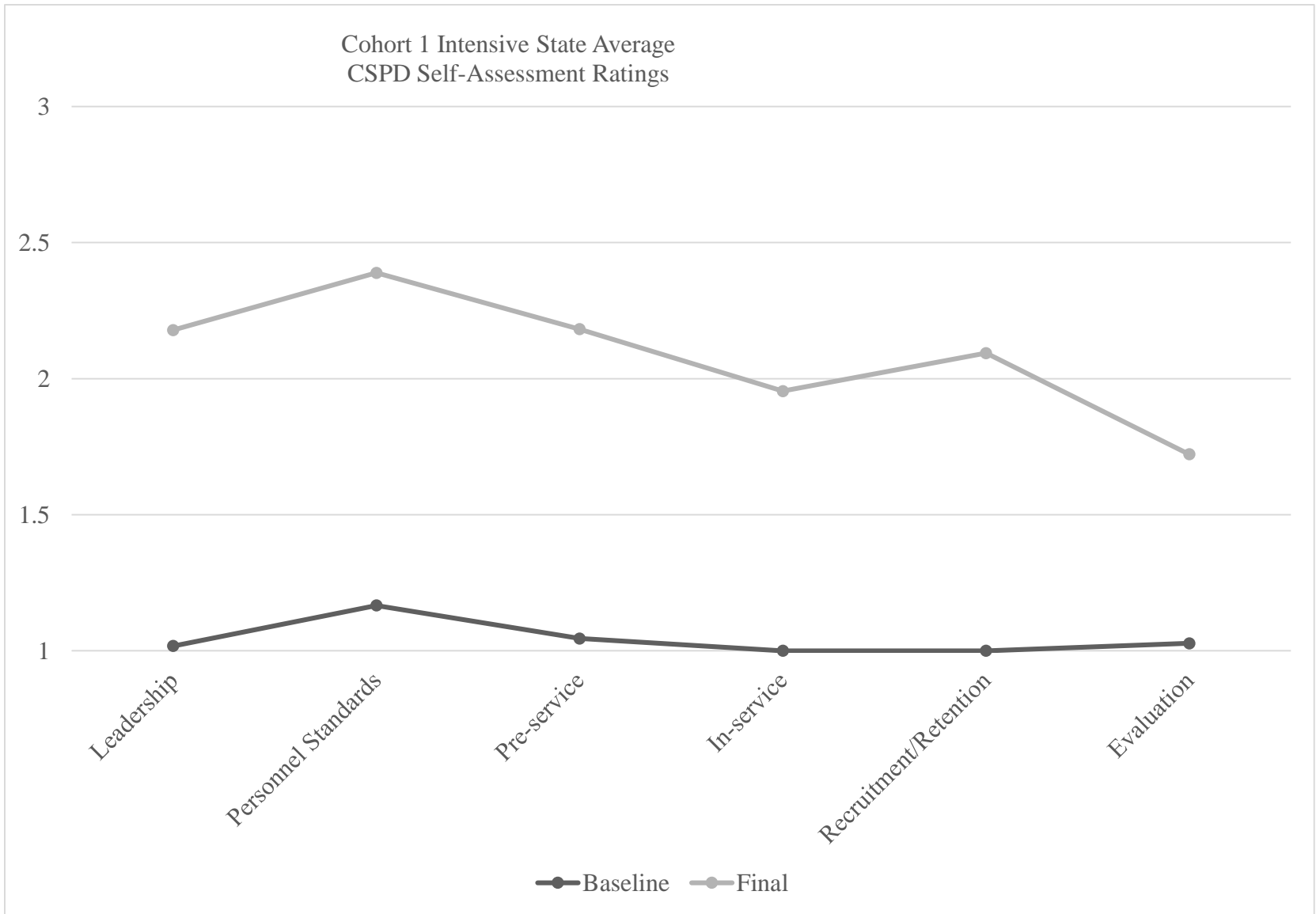
Intensive TA



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>

Cohort 1 Intensive State Average
CSPD Self-Assessment Ratings

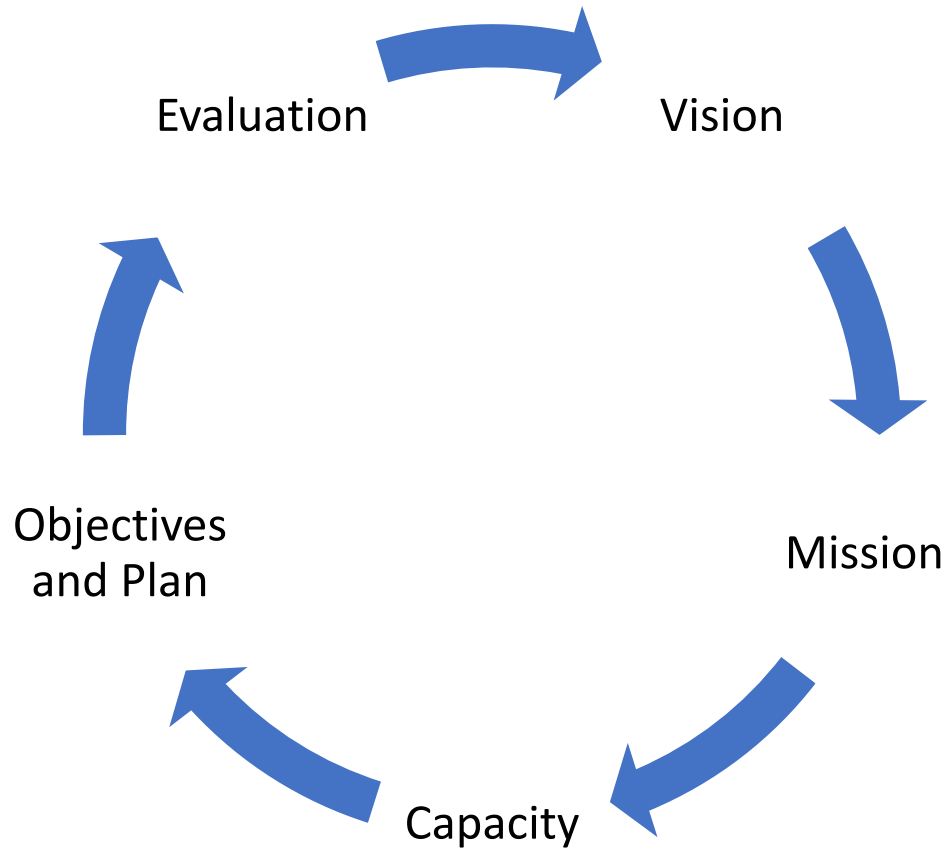


Strategic Planning for a CSPD

Process by which CSPD:

- Sets its direction
- States its intent
- Establishes parameters for implementation

Strategic Planning



State Team Strategic Plan Participants

- Part C = 35
- 619 = 35
- Head Start = 15
- Child Care = 16
- Race to the Top = 4
- Home Visiting = 2
- Pre-Service/IHE= 15
- In-Service/TA/ = 13
- UCEDD = 7
- Family = 11
- State/Other Early Childhood =72

CSPD should include:

- Clear statement of the problem the strategic plan intends to address
- Broad goal statement of what to be accomplished
- Outcome-oriented objectives which move toward that accomplishment
- Strategies and actions which will enable the accomplishment of objectives
- Operational guidelines for implementation

Vision Statement: Iowa

Every child, beginning at birth, will be healthy and successful

Vision Statement: Oregon

We believe that as early childhood practitioners we are collectively responsible for assuring that the young children we work with are ready for school and are building the emotional and developmental tools necessary to live a life of positive experiences. Oregon's early intervention/early childhood special education (EI/ECSE) Comprehensive System of Professional Development (CSPD) will ensure that all EI/ECSE practitioners receive the appropriate training and support needed to provide effective services to infants, toddlers, and preschool children with special needs and their families, which will result in positive developmental and behavioral child outcomes.

CSPD Mission Statements

To advocate, create, and implement a statewide, comprehensive early childhood professional development system to improve quality and services for all children and families.

- Delaware CSPD

Our Early Childhood Comprehensive System of Personnel Development will be a well-communicated system of integrated professional development supports for early childhood professionals across disciplines that directly impact infants, toddlers, and preschoolers with and without diverse abilities and their families.

-Iowa CSPD

We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

-Oregon CSPD

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.					

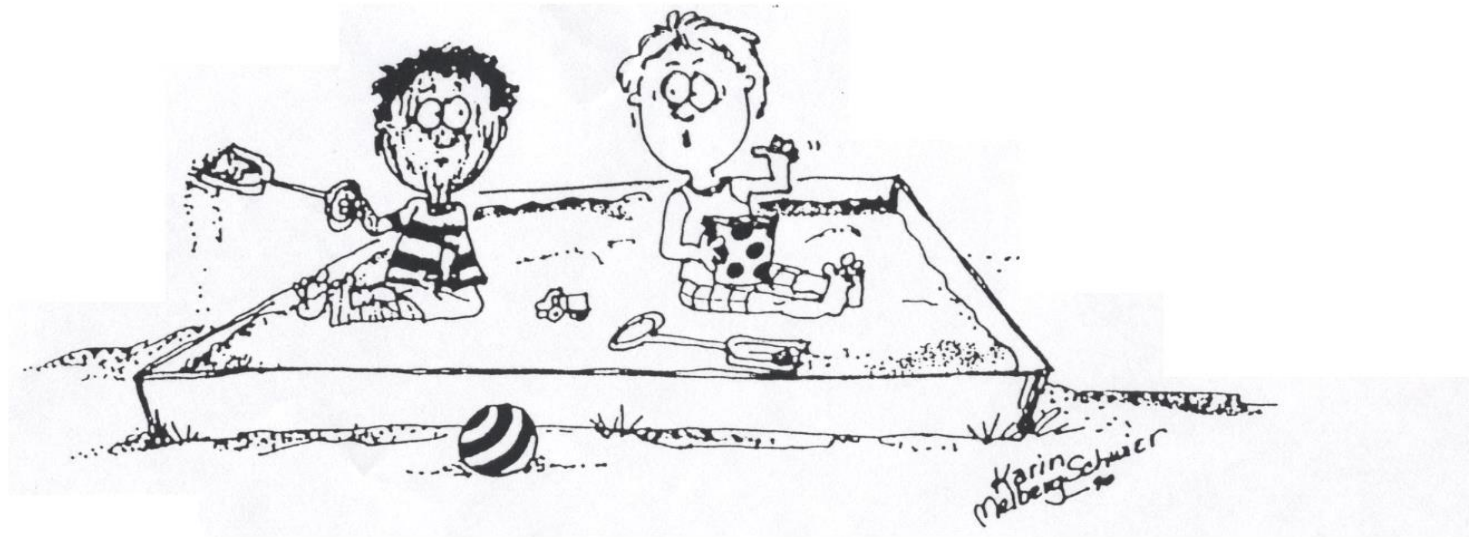
3) Leadership and Coordination

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

FOCUS OF ECPC LEADERSHIP INSTITUTE

**To integrate
Part C/Part B 619 programs
into statewide early childhood
policies, practices, programs,
and
personnel development
activities**





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

Leadership Institute

** Intensive TA State*

Cohort 1:

- Arizona*
- Colorado
- Connecticut
- Delaware*
- Idaho
- Rhode Island
- South Carolina*

Cohort 2:

- Alaska
- Massachusetts
- Minnesota*
- Nevada*
- Tennessee
- Texas
- Virginia
- Washington D.C.

Cohort 3:

- Hawaii
- Michigan*
- New York
- Ohio
- Puerto Rico*

Cohort 4:

- Illinois
- Mississippi
- New Mexico
- Vermont
- Washington

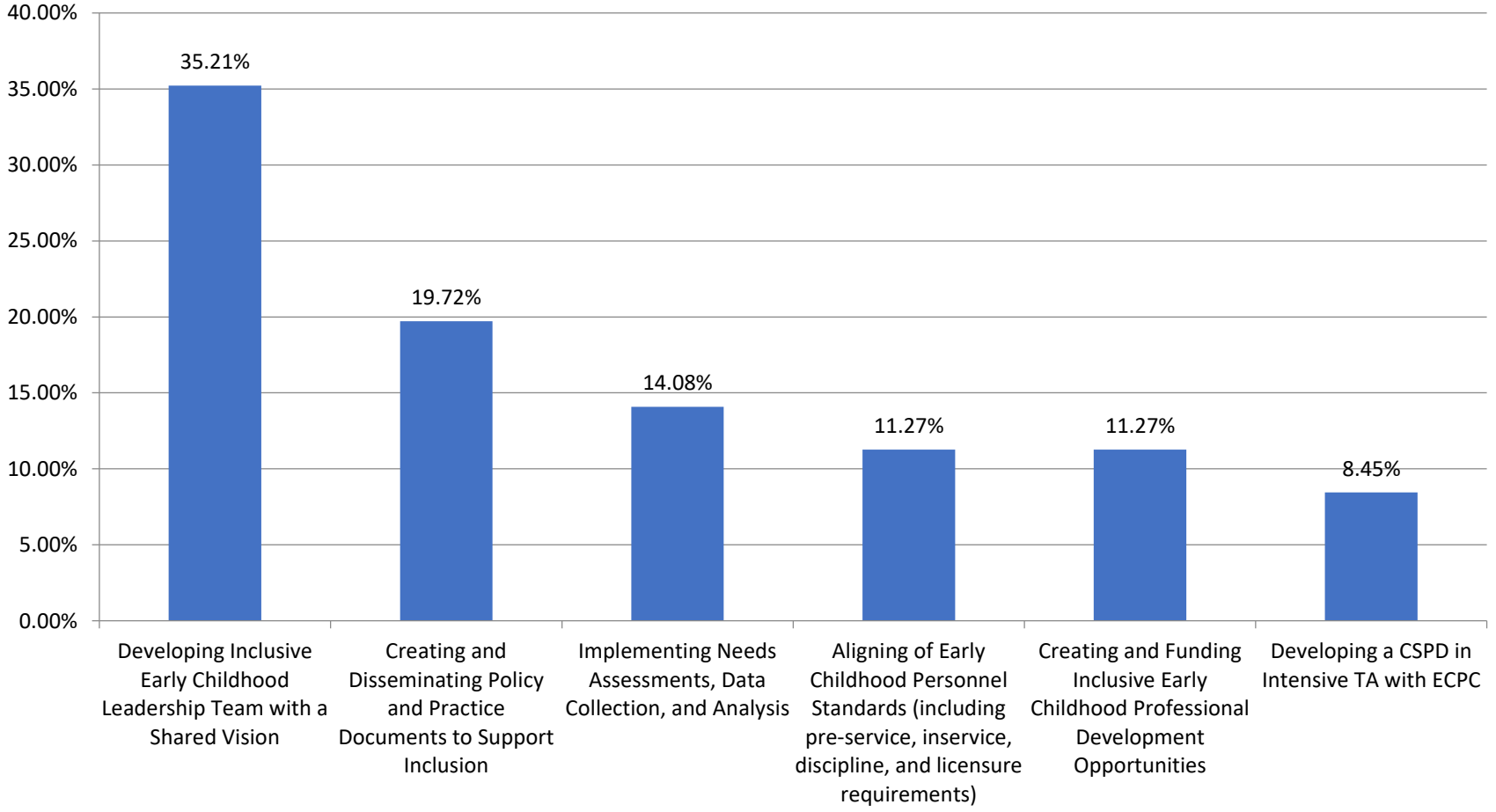
Cohort 5:

- Connecticut
- Florida
- Illinois
- Indiana

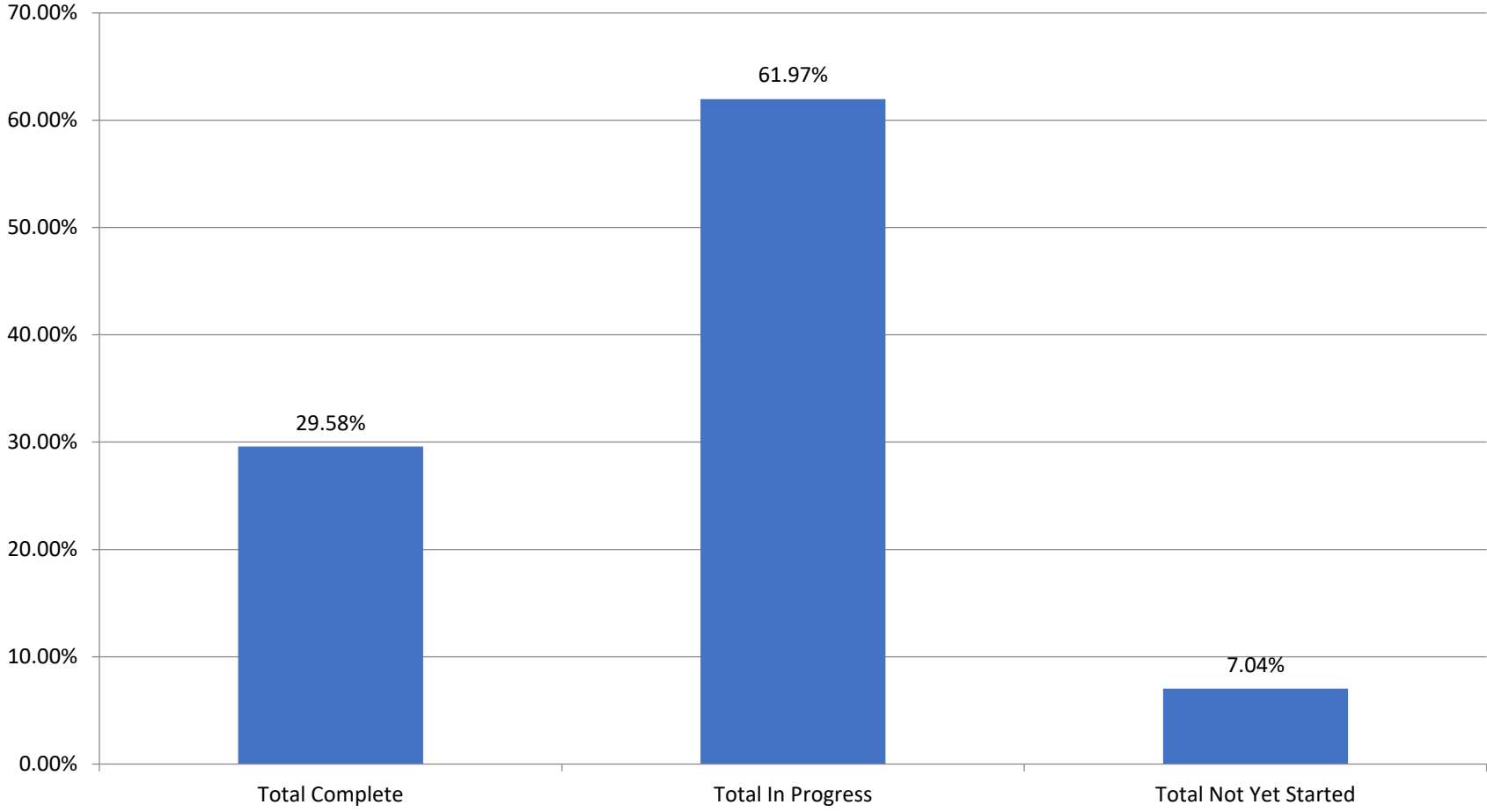
Leadership Institute Action Plan Statistics

Total Number of States Action Plans	25
Total Number of Goals Across States:	71
Goal Range (Min)	1
Goal Range (Max)	7
Average Goals	2.96
Total Number Objectives	197
Obj. Range (Min)	0
Obj. Range (Max)	9
Average Objectives/Goal	3.23

Percent of Themes Across All Action Plan Goals



Current Goal Status Across Action Plans



Developing an Inclusive State Early Childhood Leadership Team with a Shared Vision and Mission

Definition	State Examples
<p>Identifying and including key stakeholders at the state level, increasing family engagement in leadership teams, building leadership capacity of all early childhood personnel to support children with disabilities across all early childhood environments, create a consistent mission and vision across agencies on the inclusion of children under Part C/B619 in all early childhood environments</p>	<ul style="list-style-type: none">*Identify and recruit core leadership team to include 619, Part C, ECE (Child Care), IHE, Head Start, Parent, and Graduate Student*Develop and Vision Statement with leadership team that includes children with disabilities across state PD Systems*Develop key stakeholder leadership team and priorities*Identify opportunities to include UCEDD representative*Develop a leadership team that is representative of cross agency personnel*Establish a CSPD group on improving the quality of early childhood workforce

Creating and Disseminating Policy and Practice Documents to Support Inclusion

Definition	State Examples
<p>Creation of documents and materials guiding the policy and practice of inclusive childcare settings across early childhood personnel, reaching out to service providers with documents and materials, identifying pilot programs or areas for creation of training materials or modules</p>	<ul style="list-style-type: none">*Create a product that will support early learning providers' ability to integrate inclusive practices into the early childhood state standards*Create a medium for sharing information about early childhood system partners to increase provider awareness and improve the continuum for children*Create products around inclusion practice* Develop Practice guide that integrates policies across ESIT, ECSE, Head Start, and ECEAP

Implementing Needs Assessments, Data Collection, and Analysis

Definition	State Examples
<p>Consistent systems of tracking personnel for licensure and professional development opportunities across the state, use data from needs assessments to inform decisions on professional development opportunities and need of personnel across the state</p>	<ul style="list-style-type: none">*Identify and recognize high quality inclusive community programs*Develop an integrated recruitment and retention plan for personnel in EC*Collect information about current statewide training of EC personnel around intentional social emotional instruction for children across all EC programs*Develop and disseminate a state-wide survey to collect data on the incidence of challenging behaviors in early childhood settings

Aligning of Early Childhood Personnel Standards (including pre-service, in-service, discipline, and licensure requirements)

Definition	State Examples
<p>Development of state personnel competencies that align with national standards, alignment of state preservice and inservice standards, alignment of standards to licensing or credential requirements, Development of training modules as part of professional development (inservice) requirements</p>	<ul style="list-style-type: none">*State certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organizations across disciplines*Develop shared EI/ECSE Standards that align with CEC/DEC Personnel Standards*Develop the pathway for obtaining EI/ECSE credential*Utilize ECPC Crosswalk of discipline practices AOTA, ASHA, DEC, etc and align to state personnel standards*Create Core Knowledge and Competencies for ECSE staff (birth to 5)

Creating and Funding Inclusive Early Childhood Professional Development Opportunities

Definition	State Examples
Utilize current state early childhood personnel initiatives and infuse Part C/B619 to target all early childhood personnel across the state, the examination of financial resources available to provide PD across agencies	<ul style="list-style-type: none">*Identify funding sources to support training structures that are in place, including researching private foundation and grant sources*Integrate inservice professional development for providers across disciplines*Integrate itinerant teaching into Inclusion Facilitators training being developed and delivered by IHE

Developing A CSPD In Intensive TA With ECPC

Definition	State Examples
Identifying the need for additional support from ECPC with the aim to develop a full CSPD through intensive TA	*Develop and integrated early childhood personnel professional development system *Develop a CSPD Plan

- **Arizona**
- **Delaware**
- **Puerto Rico**
- **South Carolina**
- **Minnesota**
- **Nevada**
- **Vermont**

*Change is not magic or
inspiration.*

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







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





