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ECPCTA.ORG
Early Childhood Personnel Center

ECPC 2

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“I think you should be more explicit here in step two.”
All you need is faith, trust, and a little bit of Pixie Dust

- Tinkerbell
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
Life in the 21st Century

- Change is the Constant
- Technology Rules the World
- Viral Communication
- Instant Gratification
- Personalized Learning
Life Today

- Change is the Constant
- Technology Rules the World
- Viral Communication
- Instant Gratification
- Personalized Learning
- Ego Centrism
to facilitate the implementation of comprehensive systems of personnel development (CSPD) for all disciplines serving infants and young children with disabilities and their families
Center Goals, CSPD Components and Stakeholders

- Knowledge Generation
- Resources, Materials & Tools
- Technical Assistance
- Leadership and Collaborations
- Management & Evaluation
- Personnel & Program Standards
- IHE Preservice Preparation
- In-service PD Models
- Recruitment & Retention
- Leadership & Sustainability
- Outcomes & Evaluation

- State & Local Administrators
- IHE Faculty & PD Providers
- Service Providers
- Families & Children
- Graduate Students
PARTNER ORGANIZATIONS

APTA  HECSE
AOTA  NAECS-SDE
ASHA  NASDSE
ASTHVI NASDTEC
AUCD  NAEYC
CCAoA NHSA
CCSSO Part C ITCA
CEC  619 Affinity Group
Child Trends TED
DEC  ZERO TO THREE
A Comprehensive System of Personal 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 Comprehensive System of Personnel Development

- Personnel Standards
- Recruitment and Retention
- Preservice
- Inservice
- Leadership and Sustainability
- Evaluation
Early Childhood CSPD → Competent and High Quality Workforce → Improved Child and Family Outcomes
METHODS OF ECPC 2

• Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products

• Participant Driven

• Continuous Feedback Among and Between ALL Objectives

• Collaborative
Goal 1  Identify or Develop and Advance the Knowledge Base of Early Childhood Personnel Development

1.1  Conduct Literature Synthesis on EB TA Practices  
     *(Activities: 1.1.1-1.1.2)*

1.2  Expand, Update and Revise State Personnel Standards Across EC Disciplines  
     *(Activities: 1.2.1-1.2.6)*

1.3  Identify and Synthesize Implementation Supports For IHE Faculty and PD Providers  
     *(Activities: 1.3.1-1.3.4)*

1.4  Identify and Synthesize Evidenced Based Practices for State IDEA Part C and 619 Administrators on leadership and other administrative supports  
     *(Activities: 1.4.1-1.4.5)*

1.5  Identify and Synthesize Evidence Based Practices for subcomponents of a CSPD  
     *(Activities: 1.5.1-1.5.6)*

1.6  Revise the Personnel Framework Self-Assessment for a CSPD  
     *(Activities: 1.6.1-1.6.3)*
Goal 2  **Identify or Develop Resources, Materials, and Tools for TA**

2.1  Collaboratively Develop Tools to Measure EB TA Practices and TA Readiness with other OSEP TA Centers  
     *(Activities: 2.1.1-2.1.6)*

2.2  Identify or Develop Resources to Illustrate Cross Disciplinary Core Competencies and Standards  
     *(Activities: 2.2.1-2.2.3; Sub-Activities: 2.2.2.1-2.2.2.3)*

2.3  Identify or Develop Resources for IHE Faculty and other PD Providers  
     *(Activities: 2.3.1-2.3.4; Sub-Activities: 2.3.1.1-2.3.1.5; 2.3.2.1-2.3.2.9; 2.3.3.1-2.3.3.7; 2.3.4.1-2.3.4.7)*

2.4  Identify or Develop Resources for State IDEA Part C and 619 Administrators  
     *(Activities: 2.4.1-2.4.8)*

2.5  Identify or Develop Resources to Assist State Administrators to Implement a CSPD.  
     *(Activities: 2.5.1-2.5.5)*
Goal 3  Provide Technical Assistance

3.1  Provide TA through Website to Disseminate Resources, Materials and Tools  
(Activities: 3.1.1-3.1.8; Sub-Activities: 3.1.1)

3.2  Provide Universal TA to through the Publication and Dissemination of Practice Guides, 
Checklists, Consensus Papers, Briefs and Articles  
(Activities: 3.2.1-3.2.3)

3.3  Provide Universal TA to through Presentations, Meetings, Webinars, and Workshops  
(Activities: 3.3.1-3.3.4)

3.4  Implement Targeted TA through Leadership Institutes for IHE Faculty and PD providers  
(Activities: 3.4.1-3.4.8)

3.5  Implement Targeted TA through Leadership Institutes with Part C, 619 and EC Administrators  
(Activities: 3.5.1-3.5.7)

3.6  Provide Intensive TA to 12 States from ECPC I to Expand the State CSPD  
(Activities: 3.6.1-3.6.6)

3.7  Provide Intensive TA to 8 States to Develop a CSPD to Scale  
(Activities: 3.7.1-3.7.6; Sub-Activities: 3.7.6.1-3.7.6.6)
3.5.5. Implement one leadership institute a year with State IDEA Part C and Part B, section 619, EC administrators, families and IHE faculty and other PD providers who have attended a prior leadership institute to continue to increase state teams’ knowledge, skills, and competencies in the areas of
1) leadership 2) inclusive service delivery, 3) effective training and coaching models, 4) managing TA from multiple sources, 5) implementation strategies to scale up effective and inclusive program models through TA, and 6) other self-identified implementation supports and strategies to enable them to support a competent early childhood workforce that can improve outcomes for young children with disabilities and their families using DEC recommended practices.

3.5.6. Provide at least 1 year of specific TA and support through a Community of Practice after the leadership institutes to State IDEA Part C and Part B, section 619 and EC team administrators to measure action plan outcomes on the expansion of inclusive EC policies, programs and practices and a competent workforce.
Goal 4  Leadership and Collaboration

4.1  Develop Shared TA Content, Products, Methods and Systems across Federal TA Centers  
(Activities: 4.1.1-4.1.9; Sub-Activities: 4.1.2.1-4.1.2.4)

4.2  Collaborate with EC Organizations across Sectors for all center Goals and Objectives  
(Activities: 4.2.1-4.2.8; Sub-Activities: 4.2.2.1-4.2.2.4)

4.3  Work with Partner Organizations to Identify and Leverage Additional Resources  
(Activities: 4.3.1-4.3.5)
Goal 5  Management and Evaluation

5.1  Develop and Maintain the Center Infrastructure  
   *(Activities: 5.1.1-5.1.9)*

5.2  Establish Communication with OSEP  
   *(Activities: 5.2.1-5.2.4)*

5.3  Support Diversity and Inclusion throughout Center Activities  
   *(Activities: 5.3.1-5.3.3)*

5.4  Evaluate All Center Objectives and Outcomes  
   *(Activities: 5.4.1-5.4.3)*
Logic Model

Early Childhood Personnel Center (ECPC) Logic Model

Inputs
- Program Investments
- UConn Health
- UConn Neag School of Education
- Director, Co-Directors and Assoc. Directors
- External Evaluators
- Sub Recipient Partners
- Consultants:
  - Cross disciplinary
  - Expert-Technical
  - IHE & Personnel Standards
  - Leadership Faculty
  - State TA
- Partner EC organizations
- Partner TA Centers (CEEDAR, CELO, DASY, ECSTA, IDC NCSP, PBIS, SWIFT Zero to Three)

Outputs
- Key Activities & Outputs
  - Knowledge Development:
    - Identify, develop, synthesize EB practices to:
      - Support a competent EC workforce;
      - Contribute to the building & implementation of an effective CSPD
      - Identify & develop resources, materials, tools to:
        - Increase awareness & recognition of various personnel standards & competencies
        - Support EC personnel to align programs of study to EC personnel standards, integrate DEC recommended practices into the curricula, utilize adult learning principles & use implementation supports.
    - Identify revisions for the self-assessment of CSPD personnel component of the EC Systems Framework.
    - Expand & update the state and national data base on personnel standards
  - Technical Assistance & Dissemination:
    - Develop an EB TA process.
    - Develop & deliver differentiated TA at universal, targeted, and intensive levels.
    - Implement assessments to measure the readiness of potential targeted & intensive TA recipients.
    - Develop a fidelity tool to measure the implementation of EB TA practices.
    - Maintain interactive dissemination website.
    - Disseminate consensus papers, briefs and articles
  - Collaboration:
    - Identify cross sector affinity group members
    - Identify economies of scale & dissemination strategies to leverage across agencies and organizations

Short Term (knowledge/skills)
- Consumers report ECPC materials and resources are high quality, relevant, and useful (Q,R,U)
- TA recipients report ECPC TA was HQR, U.
- Leadership Institute participants report application of knowledge and skills to their work.
- IHE faculty report on Q,R,U of training.
- ECPC collaborators report on Q,R,U of the collaboration.
- State EC personnel report increased knowledge and skills regarding effective EC practices.

Intermediate (behavior)
- State EC personnel, Leadership Institute and IHE faculty participants report application of knowledge and skills to their work.
- States receiving targeted and intensive TA align their state standards with national standards, integrate DEC RPs, utilize adult learning principles and use implementation supports.
- States receiving intensive TA have effective CSPD.
- IHEs increase their alignment of curricula with EC personnel standards.
- OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain high quality practices in EC.
- Children & Families have access to high quality early childhood services.

Long Term (condition)
- State EC personnel meet EC standards & have the requisite knowledge & skills to provide quality services.
- OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain high quality practices in EC.
- Children & Families have access to high quality early childhood services.

Internal Evaluation

External Evaluation
OUTPUTS OF THE ECPC 2

• Knowledge Development

• Materials, Resources and Tools

• Technical Assistance

• Leadership and Collaboration

• Management and Evaluation
ECPC 2 Will Deliver TA Using Evidenced Based Practices IN Collaboration with Others
"We're not sure what you have, but whatever it is, we have it outnumbered."
Definition of TA

The provision of targeted and customized supports; to develop or strengthen processes, knowledge, application, or implementation of services by recipients.

*(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRA, 2011).*
Effective TA:

Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.

May include mentoring, coaching, consultation, PD advising, and peer-to-peer TA.

May use strategies that are discrete processes, or used as part of education and/or training programs.

Should be embedded in the recipient’s broader professional development plan.

Is relationship-based and builds positive, trusting, and respectful relationships.
Continued:

May be delivered by an individual or a team, to one individual or a group

May include combinations of information and resource dissemination and referrals, coaching, mentoring, consultation, and professional development advising, peer-to-peer TA, as well as other forms of support.

May use varied levels of duration and intensity depending on need and resources.

May be provided face-to-face, through distance, technology-based, or hybrid methods.

*(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRA, 2011).*
Caveats:

- TA techniques are not sufficient, and should be augmented with relationships. Trust, collaboration, respect, and encouragement were frequent supports to effective TA;

- Relationships are not sufficient and should be augmented with techniques using goals that are specific, measurable, attainable, realistic, and time-bound, or there is a risk that the TA will not be accomplished.

(Katz, 2015)
Outputs of the ECPC 2

• Knowledge Development

• Materials, Resources and Tools

• Technical Assistance

• Leadership and Collaboration

• Management and Evaluation
Identify and Develop Knowledge

Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce

Provide TA to Specific Populations and State Early Childhood Systems
Dissemination of Resources, Materials & Tools via Website, and other Modes

Targeted:
IHE Faculty & PD Providers
Part C/Part B 619, EC administrators

Intensive:
State EC Systems

Knowledge Development & Advancement
Think Tanks
Targeted Needs Assessments
Social Validation of Findings
Self Assessment of CSPD Framework

Validation of Products
Identify or Develop:
- Research Reviews & Syntheses
- Database on Personnel Standards
- Workgroups
- Cross-disciplinary Standards
- Think Tanks
- Targeted Needs Assessments
- Social Validation of Findings
- Self Assessment of CSPD Framework

Knowledge Development & Advancement

Identify or Develop:
- TA Fidelity Tool
- TA Readiness Tool
- Practice Guides & Checklists
- Interactive Web Tools
- EB Articles, Briefs & Consensus Papers
- Video Library
- Presentations, Meetings, Webinars & Workshops
- Innovation Configurations
- Course Enhancement Modules
- Social Validation of Products
- Self Assessment of CSPD Framework

Universal:
- Dissemination of Resources, Materials & Tools via Website, and other Modes

Targeted:
- IHE Faculty & PD Providers
- Part C/Part B 619, EC administrators, families

Intensive:
- State EC Systems

Technical Assistance

Universal:
- Dissemination of Resources, Materials & Tools via Website, and other Modes

Targeted:
- IHE Faculty & PD Providers
- Part C/Part B 619, EC administrators, families

Intensive:
- State EC Systems

Technical Assistance
To Increase the Knowledge, Skills and Competencies of Those Serving Infants and Young Children with Disabilities and Their Families

Universal TA for All

- Web Site
- Materials, Resources and Tools

Targeted TA to Build Leadership to Specific Populations

- State IDEA Part C and 619, and EC Staff
- IHE Faculty, Students, Families and State PD Providers

Intensive TA for State CSPD Development and Implementation

- Expand in 12 Current States
- Develop and Implement in 8 New States
To provide **targeted TA to:**

early childhood IHE faculty and other professional development (PD) staff

to improve outcomes

for infants and young children with disabilities and their families.
IHE Faculty and PD Staff

- to align programs of study to State and national professional organization personnel standards and interdisciplinary competencies

- integrate Division of Early Childhood recommended practices (RP) into programs of study

- utilize adult learning principles
To provide targeted TA to:

State IDEA Part C and 619 administrators
to improve outcomes
for infants and young children with disabilities and their families
• to lead systemic improvement efforts

• actively engage in broader early childhood initiatives

• use TA effectively

• build more effective and sustainable state systems that can support a competent early childhood workforce
**Part C and 619 Content**

- leadership

- inclusive service delivery,

- effective training and coaching models

- implementation strategies to scale up effective program models through TA

- other implementation strategies as identified.
COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

**Leadership, Coordination & Sustainability**
Structures for ongoing support of all personnel development activities

**Recruitment and Retention**
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

**Inservice Training**
Ongoing learning activities to maintain and build the competence of the EC workforce

**Preservice Training**
Formal program of study at an IHE to prepare for the EC workforce

**Personnel Standards**
Discipline specific knowledge, skills and competencies for the EC workforce

**Evaluation**
Plans for evaluating each subcomponent of the CSPD
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
INTENSIVE TA

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

| Leadership, Coordination, & Sustainability | Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.  
| Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD. |
| State Personnel Standards | 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. |
| Preservice Personnel Development | 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. |
| Inservice Personnel Development | 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 |
| Recruitment and Retention | 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. |
| Evaluation | 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 |
Strategic Planning Sequence

- Evaluation
- Values
- Objectives and Plan
- Vision
- Capacity
- Mission
PRINCIPLES OF STRATEGIC PLANNING

• Strategic planning is directed toward creating a future that could be, rather than reacting to a future that will be.

• The process of strategic planning is as important as the product because the process is designed to create understanding, consensus, and commitment through interactions of leaders and stakeholders.

• Strategic plans must be sufficiently broad to provide flexibility and sufficiently specific to provide direction for functional and operational planning.
THE STRATEGIC PLANNING PROCESS: KEY CHARACTERISTICS

• Focused and Decision Related
• Future Oriented
• Fact-Based
• Avoids Over-Generalization
• Explores Alternative Solutions
• Reassesses Decisions Over Time
• Politically Realistic
Model Demonstration to Scaling up Through Replication and Further Implementation

- A specified set of activities designed to put into practice a policy, activity, or program of known dimensions.

- Implementation processes are purposeful and defined in sufficient detail such that independent observers can detect the presence and strength of these “specified activities”
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
Implementation Science

Active Implementation Frameworks

Usable Interventions

Stages

Teams

Improvement Cycles

Early Childhood Personnel Center
MAJOR THEMES IN IMPLEMENTATION LITERATURE

1. Assessing readiness and capacity
2. Structure of the implementation process
3. Engagement and buy-in
4. Program installation
5. Outcome evaluation and fidelity monitoring
6. Feedback and quality improvement
7. Innovation and adaptation
So How Do We Maximize Effective TA?

• Form A Leadership Team
• Gather Stakeholders to Identify Needs (eg. Focus Groups, Think Tanks, Meetings etc.)
• Confirm Needs Through Systematic Assessments (Scans, Surveys, Interviews of Informants, etc.)
• Prioritize Needs
• Develop a Logic Model of State Needs: Outcomes
• Identify Current Resources
• Identify Needed Resources
"I think you should be more explicit here in step two."
AND THE MIRACLE:

Develop A TA Plan

To HELP YOU

Meet Your State Needs
AND

• Develop Measurable Goals, Objectives and Activities

• Develop Timelines and Responsibilities

• Implement Goals, Objectives and Activities

• Measure and Keep Measuring Outcomes of....

Your Logic Model and TA Plan
# Strategic Work Plan

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<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
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Elements of Change

• Where are we now?

• Where do we want to be?

• What do we need to do to get from here to there?