

## **Executive Summary**

*Early Childhood Personnel Center (PR/Award #H325B170008)*

Annual Report (Y2: 03/01/2018 through 02/28/2019)

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The Early Childhood Personnel Center (ECPC) is funded by the Office of Special Education Programs (OSEP) to facilitate the implementation of integrated and comprehensive systems of personnel development (CSPD) for early childhood. The focus of the CSPD is all disciplines serving infants and young children with disabilities. This summary highlights accomplishments for each of the Center's main goals as described below.

### **Goal 1: Identify or develop and synthesize the knowledge base on building and implementing comprehensive and integrated systems of early childhood personnel development that can improve outcomes for young children with disabilities and their families.**

- Two literature syntheses were completed. One on evidence based technical assistance practices and a second on preservice training were completed (**see Appendices A-D**). These products will be evaluated for Quality, Relevance, and Usefulness (QRU), vetted by the project officer, and disseminated nationally.
- The national database of personnel standards was updated and is on the web site.
- DEC has sponsored a series of think tanks that resulted in a personal standards work group that is developing specialized standards for early childhood special educators under CEC and CAEP.
- ECPC is providing input into the new special education standards for special educators.
- Needs assessments were conducted with 321 IHE faculty, doctoral students and PD providers to identify knowledge, skills and competencies to enable them to prepare and support the ECI workforce (**see Appendices E-F**). A series of meetings occurred with personnel training programs to inform ECPC about additional needs at the IHE level.
- A needs assessment survey was conducted with 48 family members asking them about additional training/resources they would like and their interest in training opportunities with ECPC (**see Appendix E-F**).
- CSPD self-assessment data from the ECPC national survey of 80 state Part C and Part B (619) coordinators were collected and analyzed. In addition to the CSPD data collected, Part C and B (619) coordinators responded to open-ended questions about the definition of leadership, importance of leadership in their role, TA services received/not received, and barriers to effective TA. This data is shown in **Appendix G**.
- Competencies across disciplines were refined and approved by the cross-disciplinary work group of members from professional organizations.

### **Goal 2: Develop materials, resources and tools (including interactive) to support early childhood personnel to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families.**

- Information collected during ECPC 1 describing leadership characteristics was used to develop three leadership products: a Leadership Checklist, a Brief on Leadership, and a Leadership Practice Guide; **Appendices H-J**. Stakeholders evaluated these products. After approval by the project officer, they will be disseminated nationally.

- A joint TA tracker (**Appendix K**) was developed by ECPC, reviewed by all EC TA centers, and piloted in VT, MS, MN, HI, and AZ; A readiness tool for ECPC intensive states was developed (**Appendix L**) and used with WA, MS and HI.
- Papers, materials and videos were developed by the cross-disciplinary work group and are being reviewed for inclusion in a resource library.

**Goal 3: Provide universal, targeted and specialized technical assistance services.**

- Universal TA was provided by working with a web designer to revamp ecpccta.org.
- Targeted TA was provided through two pre-conference institutes (DEC, October 2018 and AUCD, November 2018), and two Leadership Institutes (LIs) in December 2018. The pre-conference institutes included IHE faculty members, doctoral students, PD providers, and families as participants. The LIs included state teams and families as participants. Quality, Relevance, and Usefulness (QRU) were assessed by 134 participants and performance targets were met or exceeded (**see Appendices M-P**).
- Intensive TA was continued in MN and AZ. It was provided to three new states (HI, MS and VT). A core-planning meeting was held in MS in January 2019, in which the MS state team worked with ECPC staff to plan for their strategic planning meeting. A CSPD retreat was held in VT in January 2019, in which the VT state team revisited their state assessment and developed a plan for system evaluation. Both events were assessed for high quality and relevance, and meeting objectives were assessed and met or exceeded performance targets (**see Appendices Q-R**).

**Goal 4: Collaborate with federal TA centers and all levels of the early intervention and early childhood system (e.g., regional TA providers, early intervention service programs and providers, LEAs, Head Start, child care, home visiting, State preschool, and families) to ensure that there is communication between each level and that there is shared TA content, products, methods and systems in place to support the use of evidenced based practices.**

- Ongoing monthly calls of Cross Center Leadership Teams to discuss upcoming collaboration opportunities.
- ECPC staff met with PTI directors at OSEP Project Directors meeting in July 2018 to talk about ways to collaborate with PTI and the PTAC network, we held two additional meetings with the OSEP Project Officer to discuss ways to share information with the PTI network about ECPC work and strategies to share information about ECPC work in state.
- ECPC staff participate on regular virtual meetings and one face-to-face meeting to develop inclusion indicators as written on the ECTA/ECPC Joint Inclusion Plan.
- ECPC staff work collaboratively with ECTA staff to co-present at three conferences (National Family, School & Community Engagement, DaSy Outcomes Conference and DEC). The workshops all presented information about the collaboration between ECTA, ECPC, and the PTI network and strategies used to engage families in our work.

**Goal 5: Manage and evaluate all project activities to ensure that the center's intended outcomes will be achieved on time and within budget.**

- Monthly meetings with TA consultants and OSEP were held monthly.
- Maintained internal communication through web portal (Smart sheet).
- Internal and external evaluations were conducted to provide an internal assessment of the center's goals, objectives, and activities.
- All milestones for the first complete year of funding were completed (**see Appendix S**).