

Early Childhood Personnel Center

*ECPC/DEC IHE Cohort 1*

June 5, 2019

*Mary Beth Bruder, PhD, Director*

*University of Connecticut*

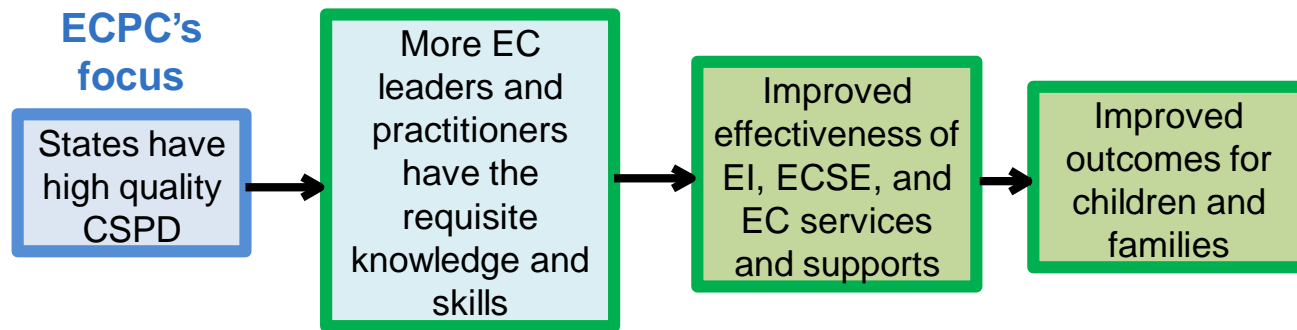
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# If we want improved outcomes for infants and young children with disabilities and their families, then.....



Theory of Action

*How improved CSPD leads to improved outcomes*



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# Early Childhood Personnel Center

To provide *Technical Assistance*  
to facilitate the implementation of  
*Comprehensive Systems*  
*of Personnel Development (CSPD)*  
for **all** disciplines  
serving infants and young children  
with disabilities and their families



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# Definition of Technical Assistance

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

[\(Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC & NACCRRA, 2011\).](#)



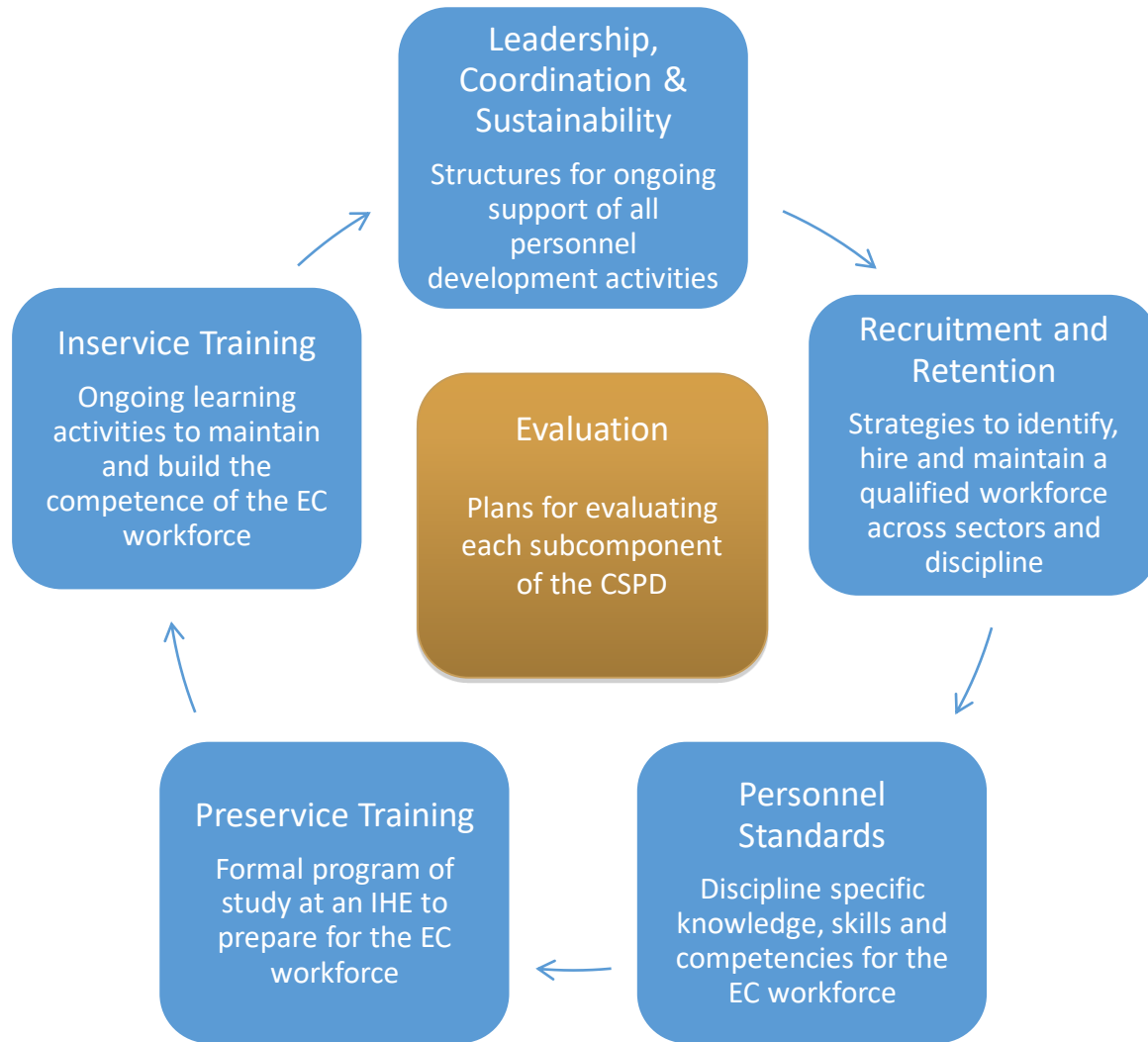
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# Caveats:

- **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.**

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# An Effective Comprehensive System of Personnel Development (CSPD)

- Coordinates and addresses state needs for quantity and quality of ECI personnel and their need for training and support
- Acknowledges the coordination between pre- and in-service personnel development (PD) to ensure consistency of practice
- Uses ongoing evaluation via multiple sources to monitor child and family outcomes

# Definition of Systems

a regularly interacting  
or interdependent group  
of items or things or principles  
**forming a unified whole**



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# Systems Think

To Build a Competent  
and  
Effective ECI Workforce



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**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**



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# QUALIFIED PERSONNEL IDENTIFIED IN IDEA

## Part C (ages 0-3)

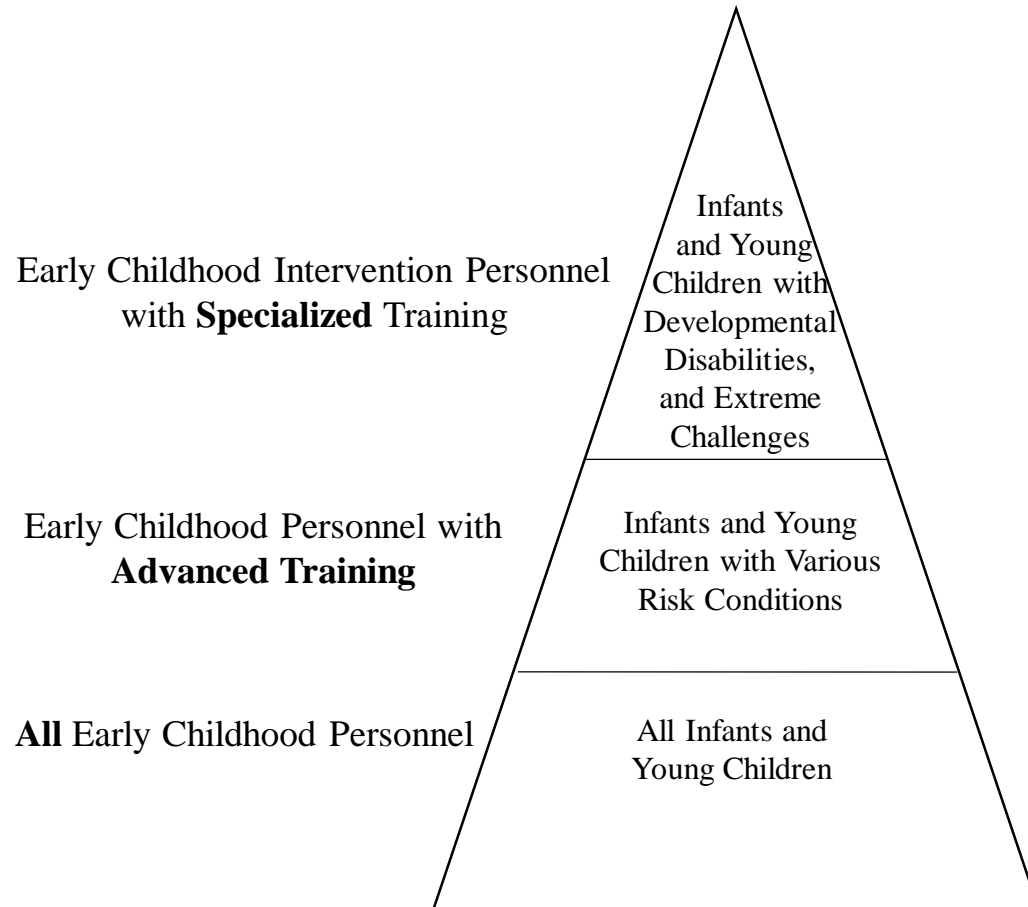
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

## Part B (ages 3-5)

- Special Education;
- General Education;
- Related Service Personnel:
  - Speech-Language Pathologists and Audiologists;
  - Occupational Therapists;
  - Psychologists;
  - Physical Therapists;
  - Recreational Therapists;
  - Social Workers;
  - Counseling services;
  - Orientation and Mobility Specialists, and
  - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only



# Continuum of Early Childhood Personnel Competence



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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?



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,  
and State PD  
Providers

**Intensive TA for State CSPD  
Development and Implementation**

Reboot in  
Previous States

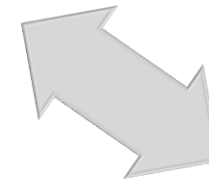
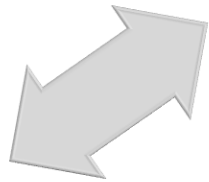
Develop and  
Implement in  
New States



# Methods of ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Among and Between ALL Objectives
- Collaborative

Identify and Develop  
Knowledge



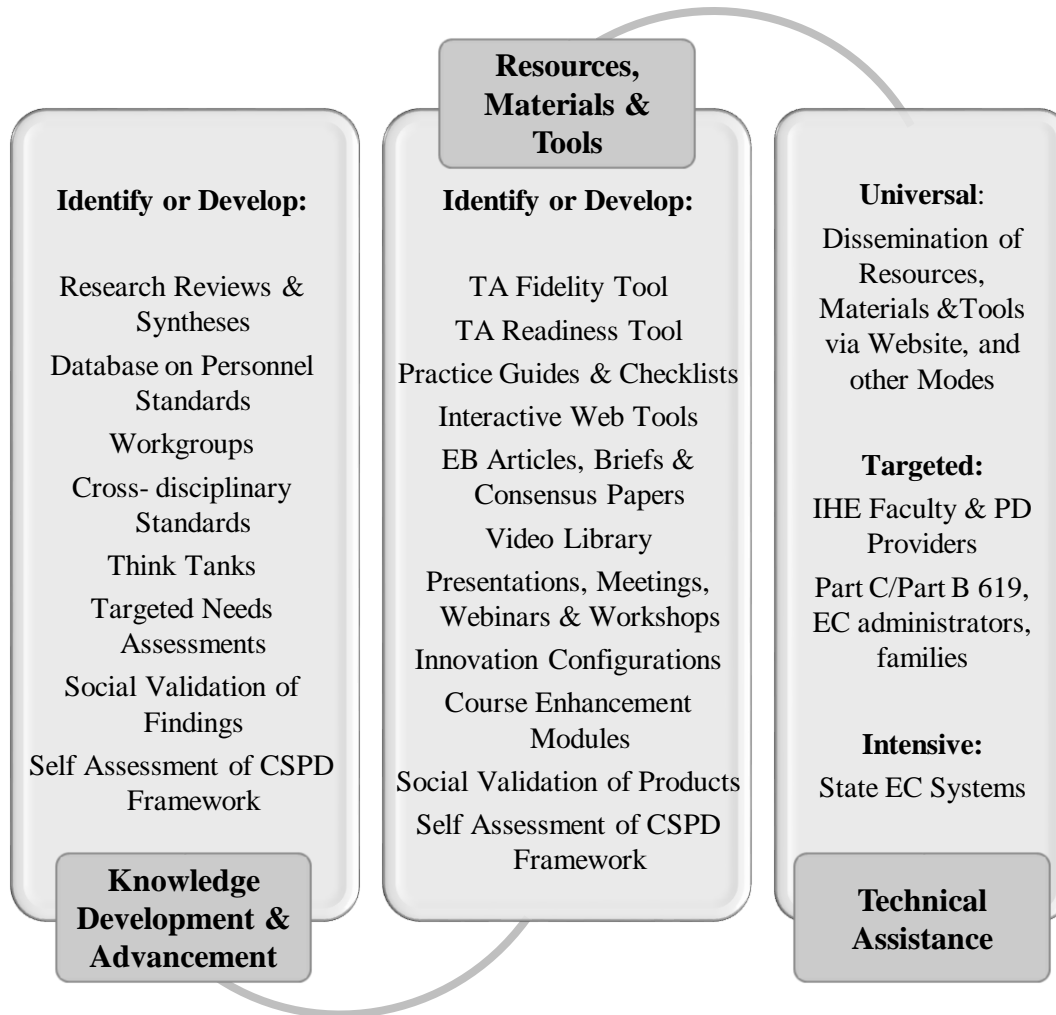
Develop or Identify Materials,  
Resources and Tools for the  
Early Childhood Workforce



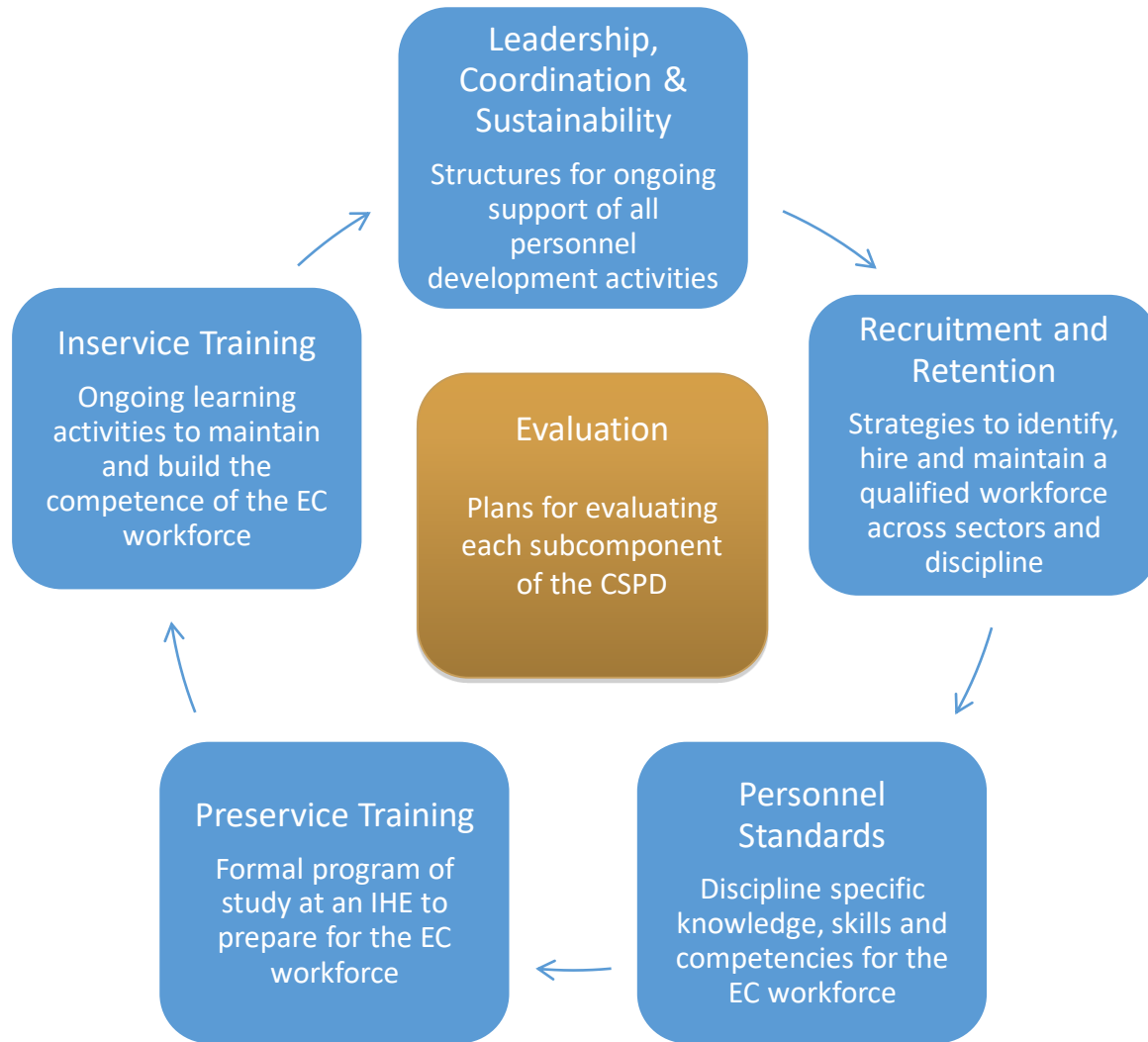
Provide TA to Specific  
Populations and State Early  
Childhood Systems







# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

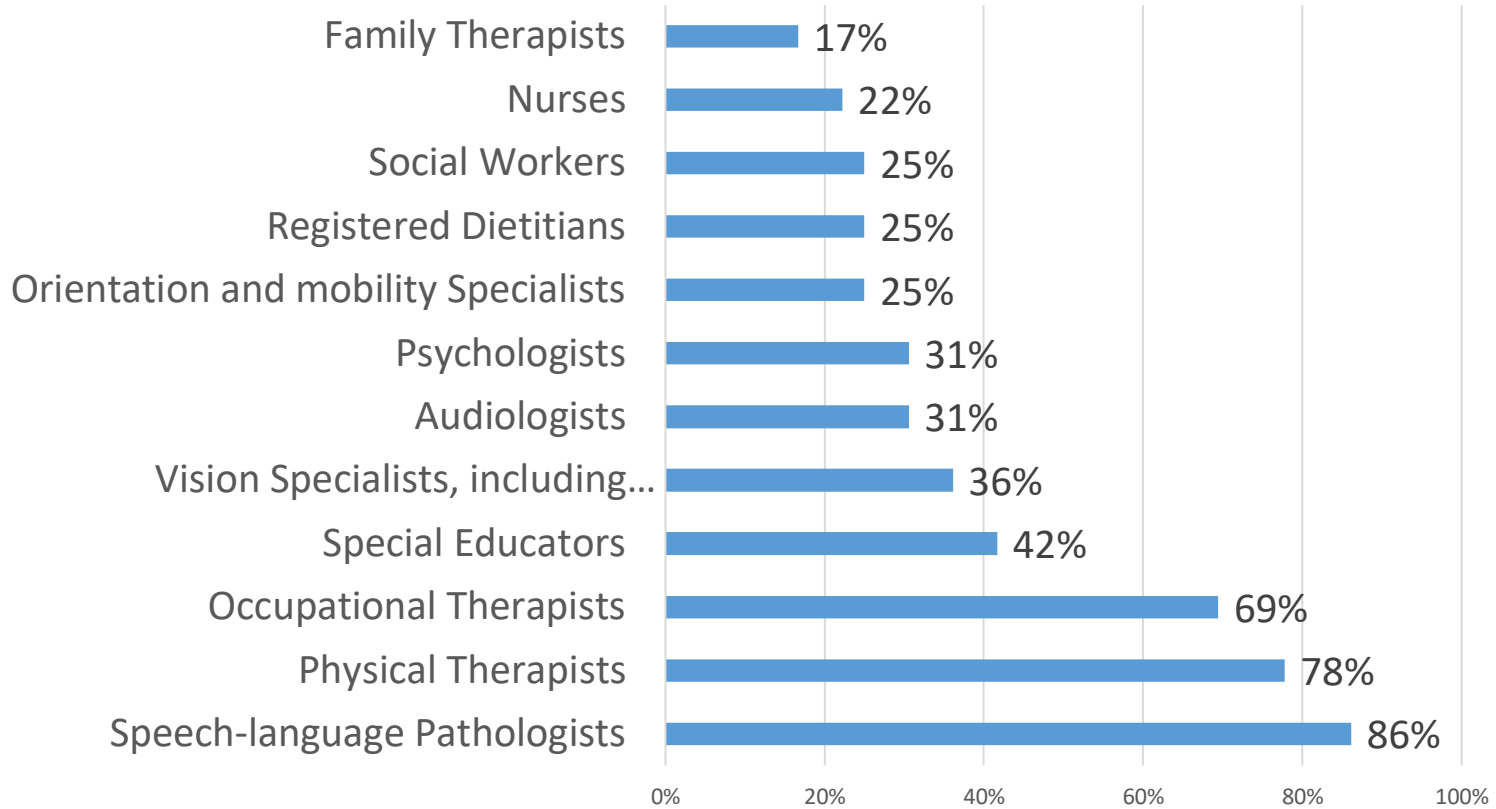


# Recruitment and Retention



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\*Data- 2018 Tipping Points- IDEA Infant and Toddler Coordinators Association



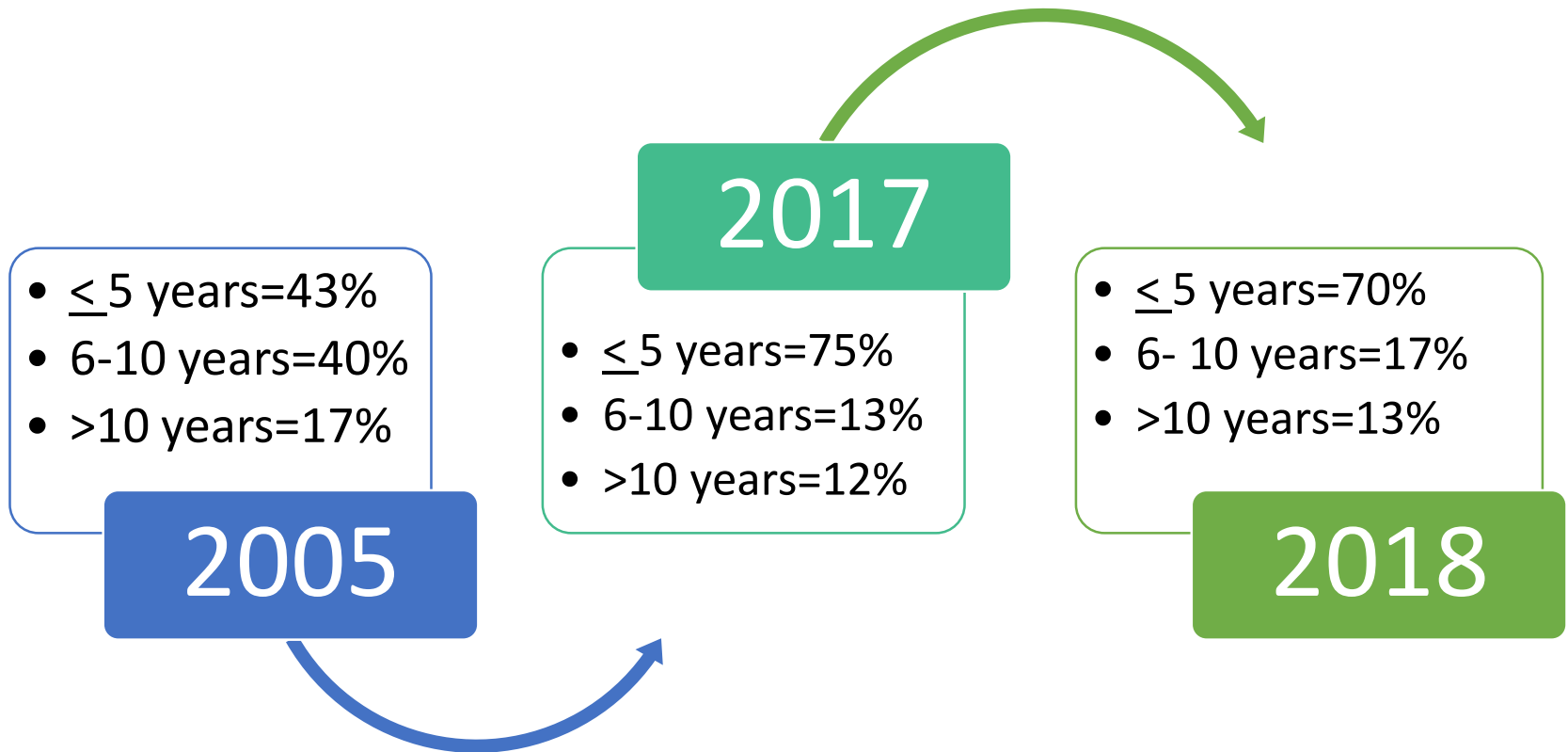
# Demographics Of Part C Coordinators



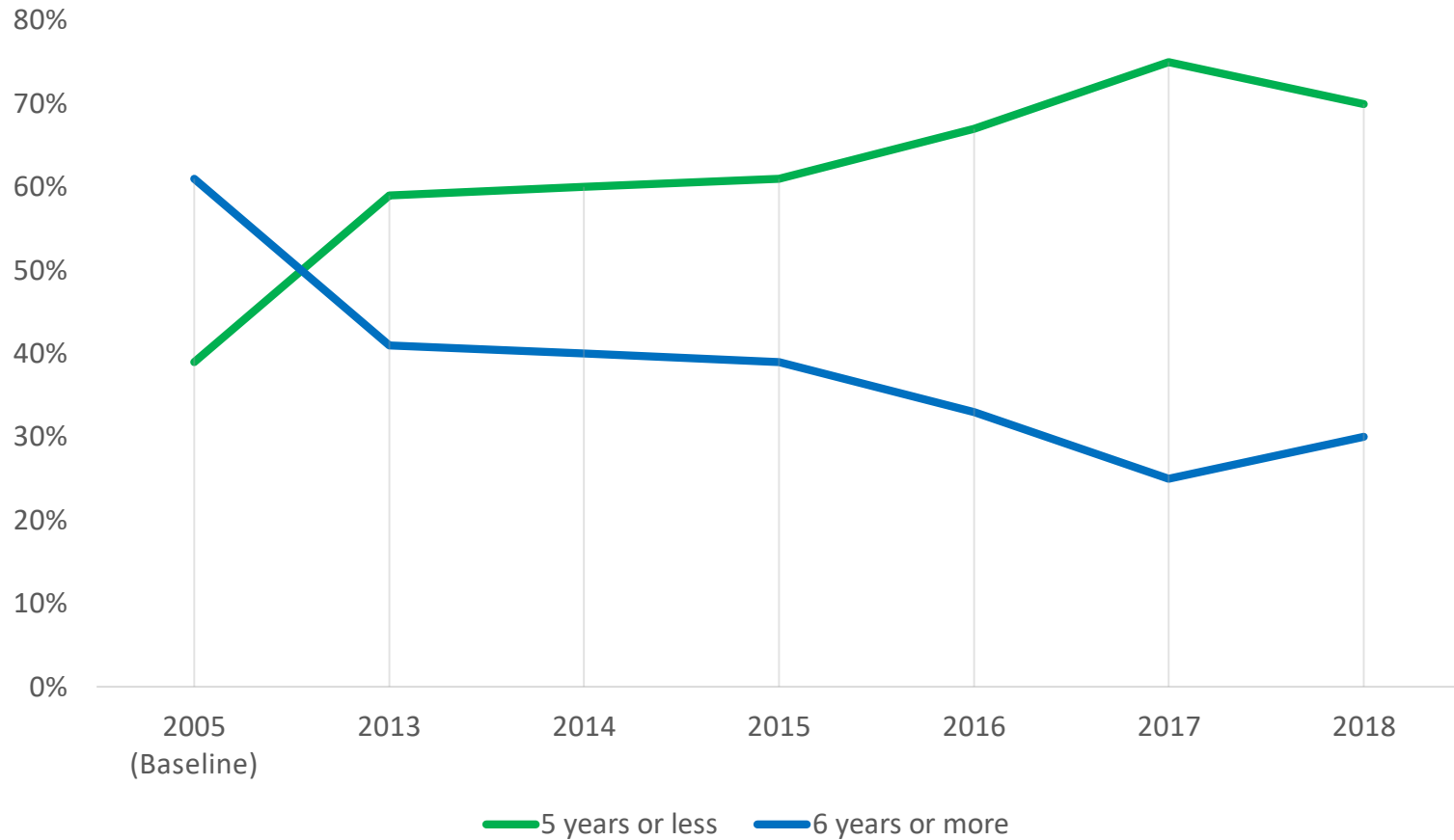
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# Tenure of Part C Coordinators



## Tenure of Part C Coordinators



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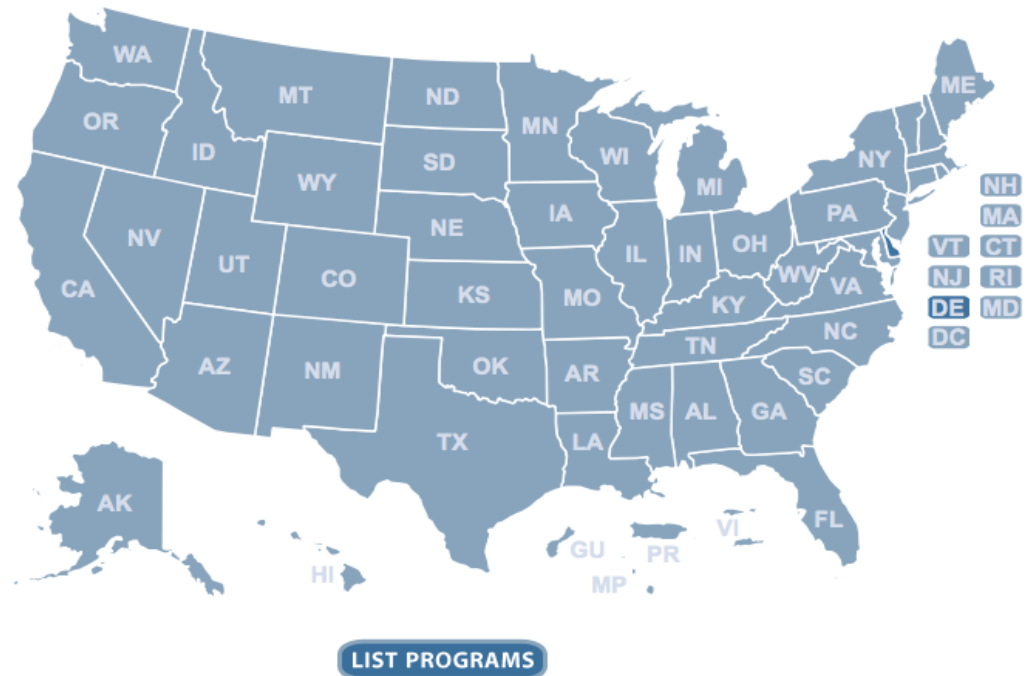
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# PERSONNEL STANDARDS

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"



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# Preservice

Professional Accreditation Standards

State Certifications

State Licensure

Competencies



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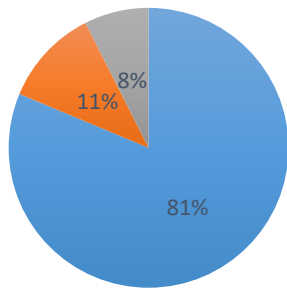
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# ECE/ECSE Higher Education Program Data Collected

- University
- School/College
- Department
- Program
  - ECE/ECSE/Blended
- Specialty
- Age Range
- Degree/Specific Degree
- Online
  - Yes/No/
  - Online Option/Hybrid
- Teacher Certification
  - Yes/No
- Accreditation
- Link
- Contact Information

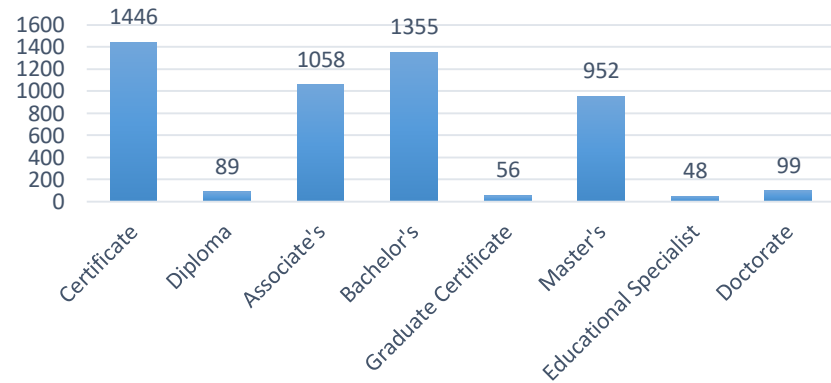
# ECE/ECSE Higher Education Programs Results (N=5,199)

Program Type

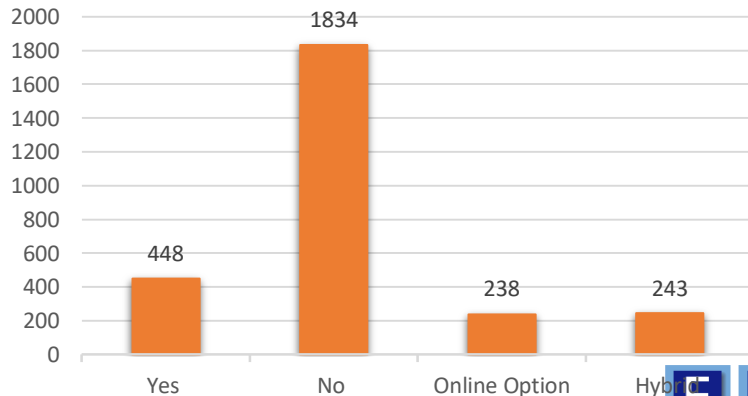


■ ECE (n=4226) ■ ECSE (n=586) ■ BLEND (n=387)

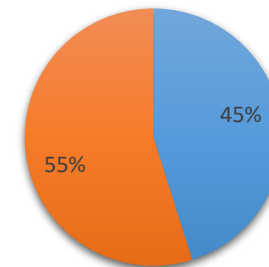
Program Degree



Program Format



Teacher Certification Program



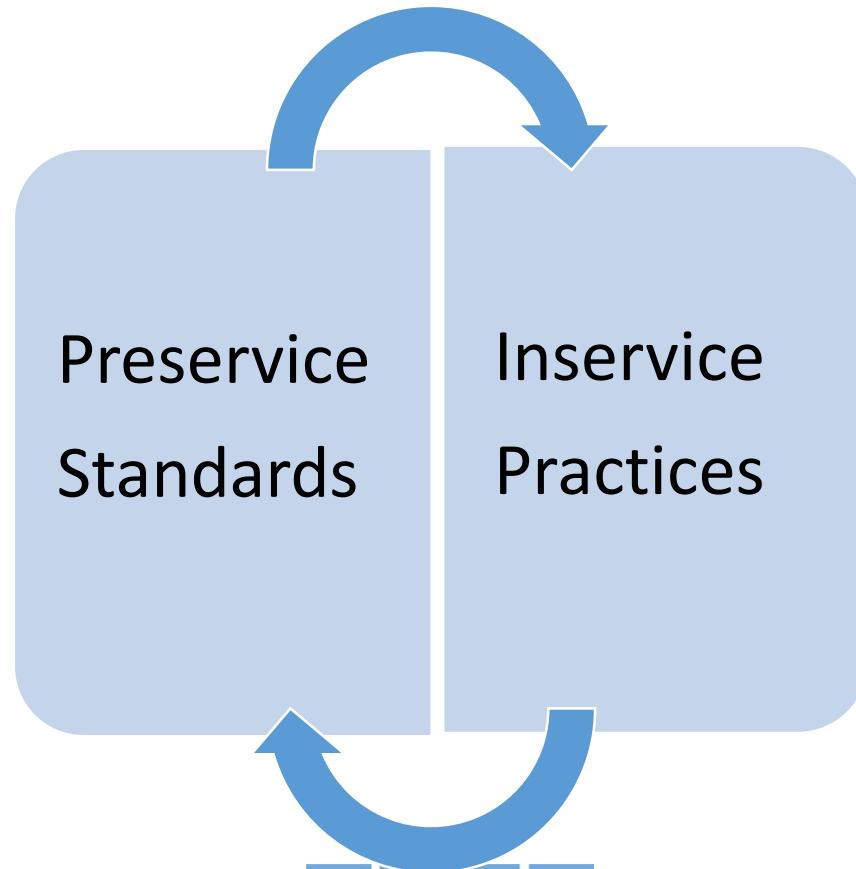
■ Yes (n=1446) ■ No (n=1759)

# Inservice

- Practices
- Competencies



# Preservice and Inservice Systems MUST Align



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# Leadership, Coordination and Sustainability



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# Leadership is.....

Leadership as used here (DEC Position Paper) is defined as the proactive process of influencing others “to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—of both leaders and followers” (Burns, 1978, p. 19).

# What characteristics are most important in your role? (n=72)

- Ability to Advocate (3)
- Ability to be a Systems Thinker (3)
- Ability to Categorize Needs
- Ability to Delegate (2)
- Ability to Disseminate Information
- Ability to Negotiate
- Ability to Prioritize (2)
- Accountable (2)
- Adaptable
- Analytical (3)
- Approachable (2)
- Articulate (3)
- Attentive
- Balance
- Being a “Cheerleader”
- Being a Good Listener (17)
- Being an Enforcer
- Being Present
- Clarity
- Collaborative (13)
- Communicative (18)
- Compassion
- Confidence
- Consistency (3)
- Contemplative (2)
- Creative (4)
- Credible
- Curious (4)
- Decisive (3)
- Dedicated
- Diligent
- Diplomacy
- Empathy
- Empowering
- Encouraging
- Engaged (2)
- Fair (2)
- Fiscally Savvy
- Flexible (10)
- Focused (6)
- Generous
- Good at Facilitation (3)
- Good at Stress-Management
- Good Problem Solving Skills (4)
- Good Relationship Skills (12)
- Good Team Building Skills (2)
- Good Time-Management Skills (2)
- Honest (4)
- Humble (6)
- Hungry
- Inclusive
- Inspiring
- Integrity
- Kind (2)
- Knowledgeable (12)
- Managerial
- Motivated
- Objective
- Open-Minded (11)
- Optimistic
- Organized
- Passionate (3)
- Patient (7)
- Perceptive
- Persistent (3)
- Persuasive
- Positive (3)
- Realistic
- Receptive
- Reflective
- Relaxed
- Reliable (2)
- Resilient (4)
- Resourceful
- Respectful
- Responsive (4)
- Self-Driven
- Self-Monitoring
- Self-Motivated (2)
- Sense of Humor (4)
- Service Mentality
- Steadfast
- Strategic thinking
- Strong (3)
- Supportive (14)
- Teamwork (3)
- Tolerant
- Transparent (2)
- Trustworthy
- Understanding (5)
- Visionary
- Willing





# Leadership Training Content and Methods and Measurable Competencies

A Multi-Tiered Curriculum for Those  
Preparing or Supporting  
Infants, Young Children with Disabilities and  
Families

**State Administrative Staff; IHE Faculty;  
and Families**



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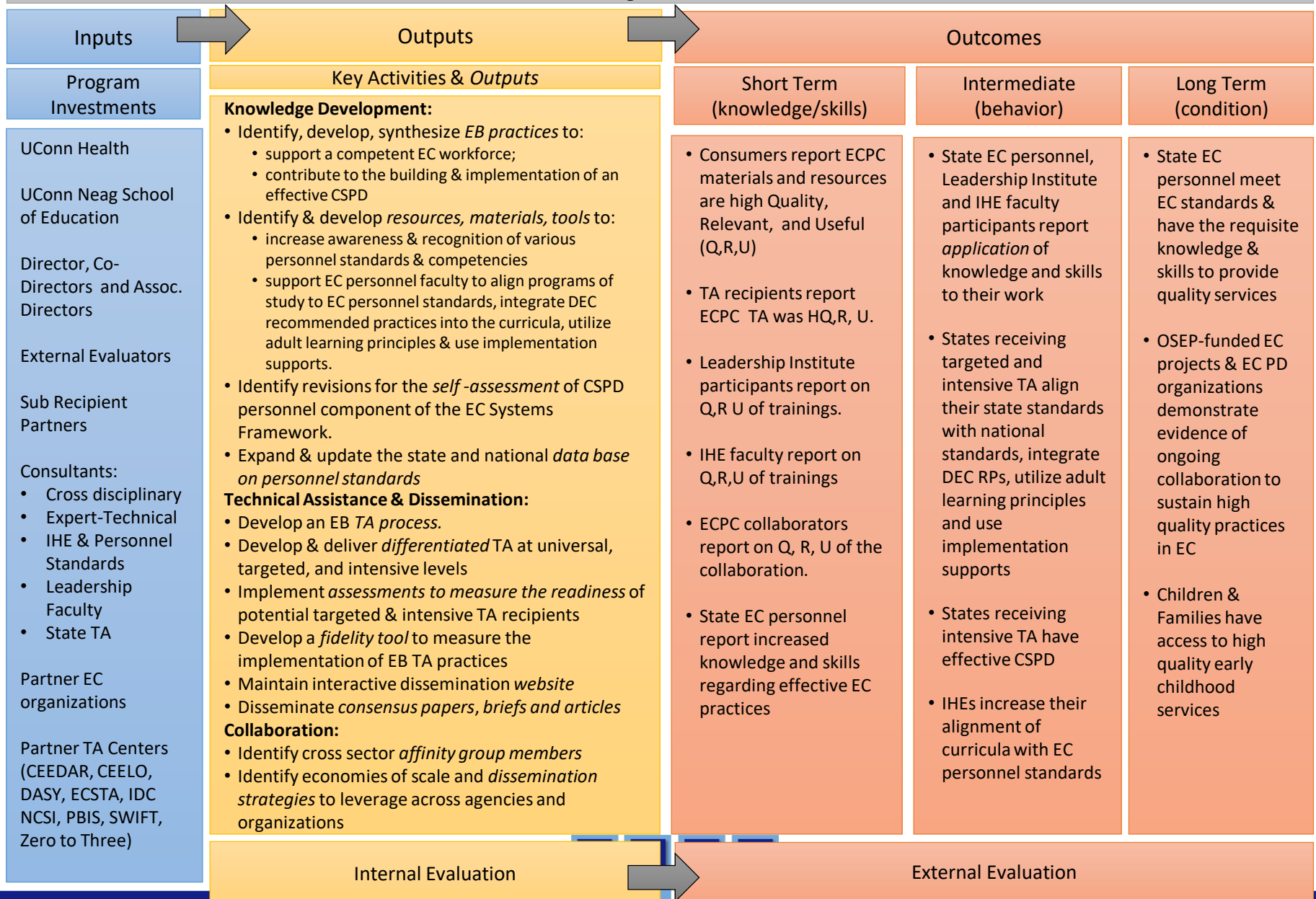
# Evaluation

Fully implement evaluation activities that are systematically used to identify modifications and highlight successes of CSPD.



# Early Childhood Personnel Center (ECPC)

## Logic Model



# Action Plan Evaluation Tool

Criteria	Yes	No	Improvements Needed:
<b>Value:</b> Objectives in the plan are clearly and directly related to the goal ( <i>e.g. development of CSPD</i> ).			
<b>Value:</b> Activities in the plan target the system at multiple levels ( <i>e.g. state &amp; local administration, providers, practitioners, service recipients</i> )			
<b>Value:</b> The plan addresses most of the elements of quality in the CSPD framework			
<b>Value:</b> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective			
<b>Ethical:</b> Activities in the plan include clearly identified feedback loops ( <i>e.g. eliciting stakeholder input; providing information; seeking feedback</i> )			
<b>Ethical:</b> Criteria ( <i>e.g. will include these elements; will address these issues; will meet this standard</i> ) and purpose(s) ( <i>e.g. in order to...; to be used by...</i> ) are clearly stated in objectives and select activities			
<b>Feasibility:</b> Activities in the plan are logical in sequence			
<b>Feasibility:</b> Timelines are realistic and the plan is feasible given the time and resources			
<b>Measurable:</b> Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth			
<b>Measurable:</b> The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan			
<b>Timing:</b> Action plans are complete, including timelines, dates, and individual responsibilities and assignments			

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,  
and State PD  
Providers

**Intensive TA for State CSPD  
Development and Implementation**

Reboot in  
Previous States

Develop and  
Implement in  
New States



# Bringing States Together

## Institutes

### Leadership

CSPD states  
N=40 -1 institute

IHE Faculty  
N=129-2 institutes

Part C/619  
Leadership Teams  
N=125-4 institutes

Leadership Teams



# State Leadership Teams

- Part C Coordinator
- Part B Coordinator
- Early Childhood State Level Partner
- Family Member
- IHE Faculty/UCEDD Faculty
- Other(s)



# Leadership Institutes

## 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



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# Intensive TA

- **Content:**

**CSPD**

- **Method:**

**Implementation frame** through  
strategic planning

- **Outcome:**

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



## PHASE ONE Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework

Decide if ECPC intensive TA is a match for state needs

Identify stakeholders for strategic planning team

## PHASE TWO Installation

Identify a date and location for strategic planning

Invite stakeholders to be part of strategic CSPD team

Facilitate a 1-2 day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD

Establish meeting and reporting schedule for work groups and large strategic planning group

## PHASE THREE Implementation

Implement work plans for each CSPD sub component workgroup

Develop monthly reports on each CSPD workgroup's progress, to distribute across all groups

Meet monthly as a core planning team to review work group progress and give feedback and assistance

Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

## PHASE FOUR Standardization

Prepare integrated CSPD report of process and implementation plan

Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability

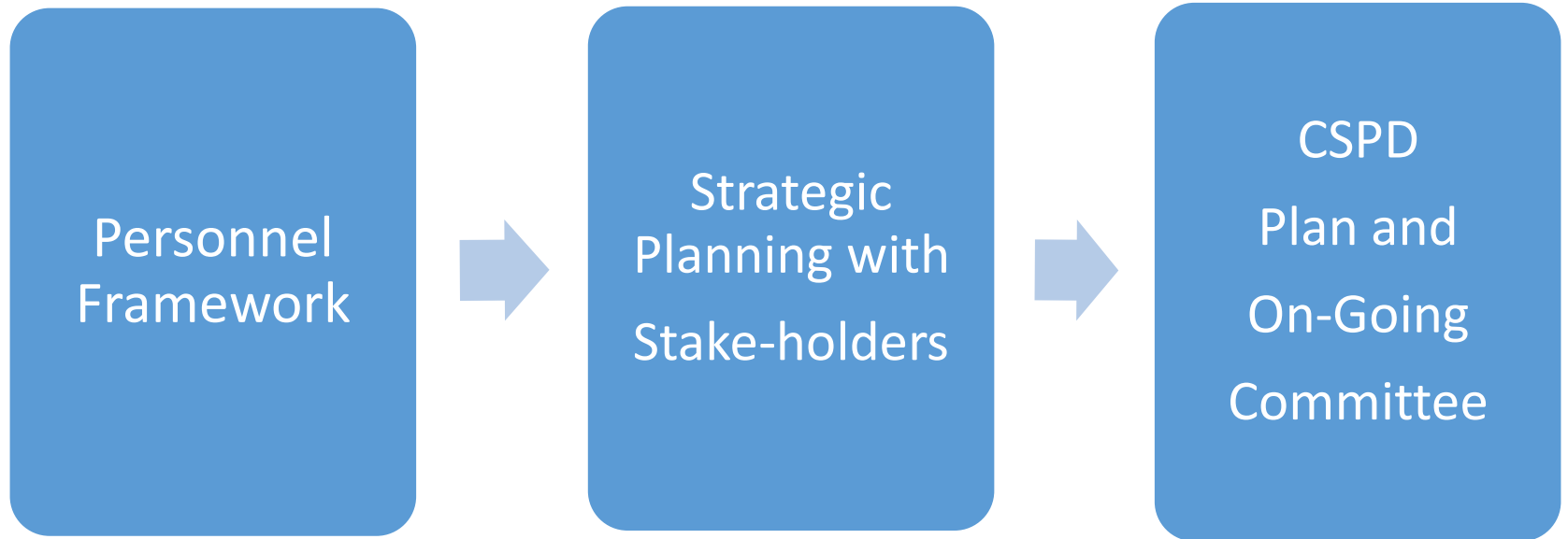


# Core Planning Team

- 6-8 Members
- Representatives
  - State Part C Coordinator
  - State 619 Coordinator
  - Pre-K
  - Child Care
- Responsibilities
  - Obtain agency leadership approval
  - Establish SPT and workgroups
  - Information gathering and sharing with SPT
  - Create vision and mission
  - Oversee CSPD development, implementation, evaluation



# Intensive TA:



# Comprehensive System of Personnel Development

<p><b>Leadership, Coordination, &amp; Sustainability</b></p>	<p><b>Quality Indicator 1:</b> A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p><b>Quality Indicator 2:</b> There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p><b>State Personnel Standards</b></p>	<p><b>Quality Indicator 3:</b> State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p><b>Quality Indicator 4:</b> 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><b>Pre-service Personnel Development</b></p>	<p><b>Quality Indicator 5:</b> 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><b>Quality Indicator 6:</b> Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p><b>In-service Personnel Development</b></p>	<p><b>Quality Indicator 7:</b> A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p><b>Quality Indicator 8:</b> A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p><b>Recruitment and Retention</b></p>	<p><b>Quality Indicator 9:</b> Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p><b>Quality Indicator 10:</b> Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p><b>Evaluation of the System</b></p>	<p><b>Quality Indicator 11:</b> The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p><b>Quality Indicator 12:</b> The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

# Strategic Planning



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# Strategic Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
<b>GOAL 1.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 2.</b>					
Objective 1.					
Objective 2.					
Objective 3.					
<b>GOAL 3.</b>					
Objective 1.					
Objective 2.					
Objective 3.					



# Intensive TA States: CSPD

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

**Cohort 2: PA, VT – *completed***

**Cohort 3: AZ, MN, PR – *in progress***

**Cohort 4: HI, MS – *starting (ECPC 2)***



Sample vision and mission statements for the foundation of our website model. Technical assistance: <http://ecpcta.org/cspd/>

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# Intensive TA Materials

- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual





No Sharpies on the wall



Expecta

SPD  
cies and

Completed Crosswalk  
tives (workforce)  
ty

Evaluation M

## Goal: Create CSPD leadership infrastructure

Objective I: Expand team to enhance cross-sector representation A complete cross-section is in place

- ID who is missing current leadership team @ next leadership team w/in 3 mo.
- Extend invite current leadership team by September 2019
- Onboard current leadership team decides at next meeting in prep for Dec 2019 onboarding

Objective II: Establish management processes for teams We will have clear management

- Determine decision-making processes
  - ID roles & responsibilities
  - ID communication/info sharing processes
  - Establish meeting schedule + venues
- } Current leadership team at next meeting w/in 3 mo.

Objective III: Establish sustainability plan

- Create agency/org commitment letter
  - Send out letter & obtain commitment
  - Continue ongoing w/ ECPC
- } Current leadership team at next meeting w/in 3 mo.

Objective IV: Create marketing: outreach plan EC Community will know about + engage w/ the CSPD system

- create brand
  - create info packet
  - create a website
- } Timeline to be determined at next meeting w/in 3 mo.

ensure  
Objective V: Align







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# Lessons learned

- *Someone(s) MUST own the process.*
- *The right people MUST be at the table: the core planning team( use the form).*
- *The team MUST be able to focus on CSPD over other competing priorities.*
- *Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.*



# IHE Faculty, Doctoral Students and PD Providers

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

# Targeted TA Materials: IHE Faculty

DEC Personnel Standards

Cross Disciplinary Competencies

Alignments Of DEC recommended practices/aligned personnel standards/resources to develop syllabi

E-learning modules

Resources by competency areas

# Methods of ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Among and Between ALL Objectives
- Collaborative



# Methods

- Purpose: To evaluate early childhood faculty members, doctoral students, practitioners, state coordinators/PD providers, and families prior experience and training, future goals, and interest in trainings and resources in the area of leadership
- Method:
  - Online via Survey Monkey
  - 111 items; number of items varied by role
    - Faculty= 18 items
    - Doctoral students= 9 items
    - Practitioners= 15 items
    - State coordinators/PD providers= 7 items
    - Families= 12 items
  - Collected via paper/pencil at DEC Pre-Conference Institute and via iPad throughout remainder of DEC conference

# Results: Overall (N=283)

State	N (%)
Higher Education Faculty	90 (32)
Doctoral Students	25 (9)
Practitioners	61 (22)
State Coordinators/PD Providers	60 (22)
Family Members	43 (15)

	Are you a member of DEC? N (%)	Do you participate in any DEC workgroups or committees? N (%)	Do you participate in DEC state subdivision activities? N (%)
Yes	162 (61)	85 (32)	57 (21)
No	104 (39)	182 (68)	155 (58)

# Results: Faculty (N=99)

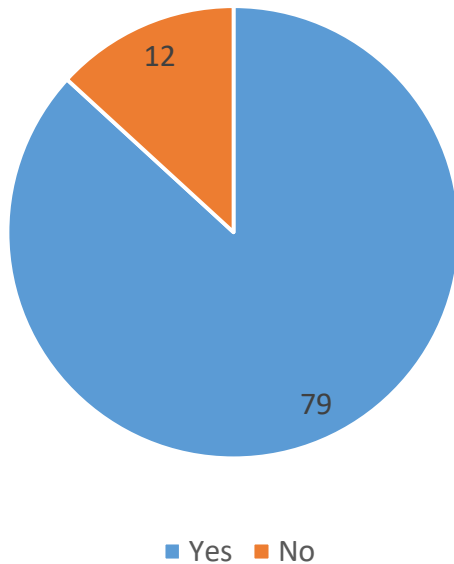
	N (%)
<b>University Setting (n=95)</b>	
Community/junior/technical college	3 (3)
Four-year private college/university	14 (15)
Four-year public college/ university	71 (75)
Minority/Historically Black college/university	6 (6)
Online college/university	1 (1)
<b>Years Taught (n=93)</b>	
0-5 years	30 (32)
6-10 years	32 (34)
11-20 years	17 (18)
21+ years	14 (15)
<b>Practitioner Experience (n=96)</b>	
Yes	86 (90)
No	10 (10)

	N (%)
<b>Other EC/EI Faculty (Yes; n=75)</b>	
0-5 faculty	60 (80)
6-10 faculty	8 (11)
11-20 faculty	5 (7)
21+ faculty	2 (3)
<b>Program Growth (n=97)</b>	
Grown	44 (45)
Remained the same	31 (32)
Decreased in size	22 (23)
<b>Graduating Students (n=93)</b>	
0-10 students	14 (15)
11-25 students	31 (33)
26-50 students	27 (29)
51-100 students	14 (15)
>100 students	7 (8)
<b>Mentor PhD students (Yes; n=40)</b>	
1-2 students	18 (45)
3-4 students	15 (38)
5-7 students	7 (18)
<b>CAEP Accredited (n=88)</b>	61 (69)
<b>Blended EC/ECSE program (n=91)</b>	43 (47)
<b>Certifications (n=92)</b>	
Early Childhood	29 (32)
Early Childhood Special Education	33 (36)
Blended Early Childhood/Early Childhood Special Education	30 (33)

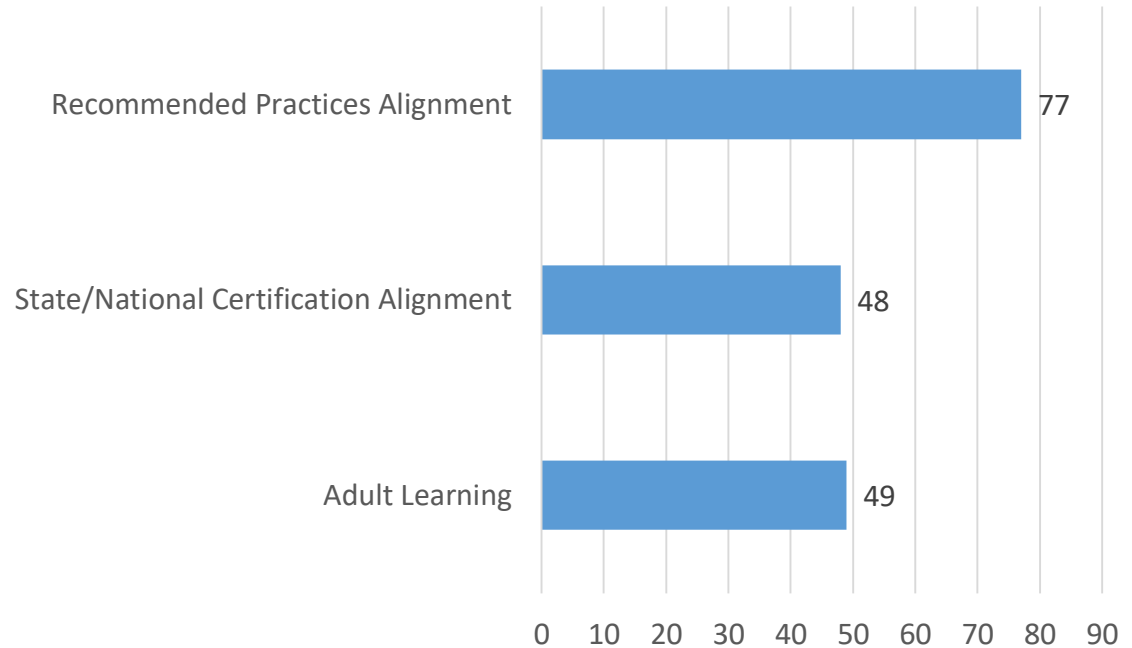


# Results: Faculty (N=99; cont.)

## Interest in Trainings



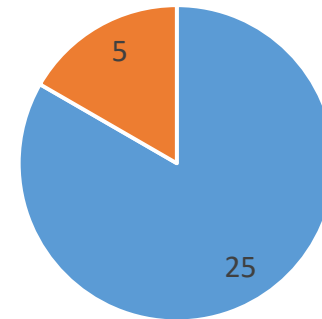
## Desired Materials, Tools, and Resources



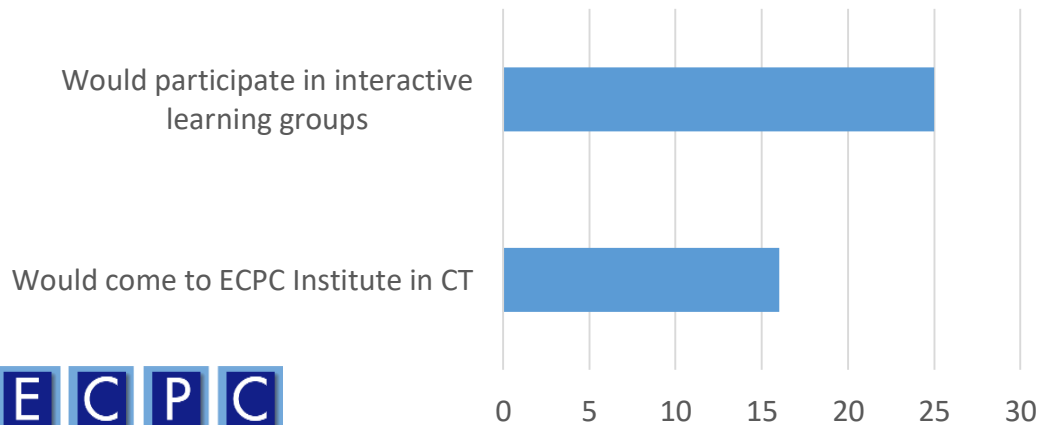
# Results: Doctoral Students (N=30)

	N (%)
<b>Program</b>	
Early Childhood Education (ECE)	2 (6)
Early Childhood Special Education (ECSE)	2 (6)
Blended EC/ECSE	16 (53)
Other	10 (33)
<b>Career Goals</b>	
Clinical Faculty	1 (3)
Research Faculty	8 (27)
Teaching Faculty	7 (23)
Combined Faculty	11 (37)
State/Local Administrator	3 (10)

Interest in ECPC Training



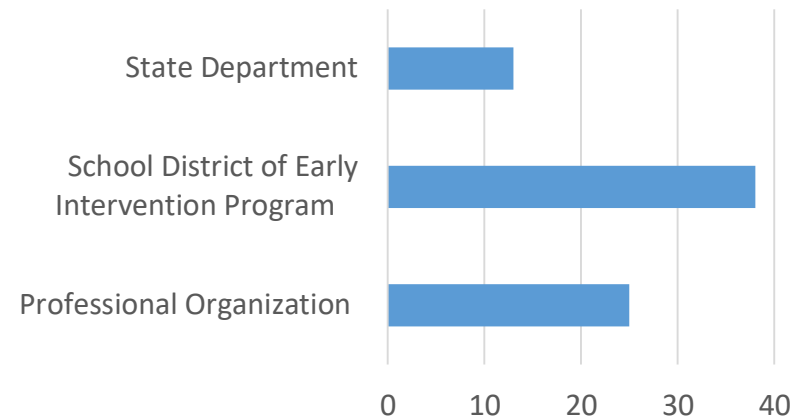
■ Yes ■ No



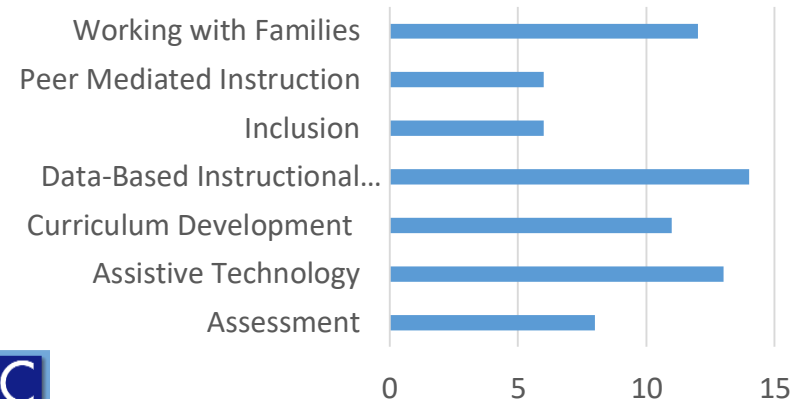
# Results: Practitioners (N=80)

	N (%)
<b>Discipline (n=78)</b>	
ECE/ECSE	40 (51)
Early Intervention	4 (5)
Occupational Therapy	4 (5)
Speech Language Pathology	8 (10)
Physical Therapy	2 (3)
Professional Development	8 (10)
Psychology	2 (3)
Social Work	4 (5)
Other	6 (8)
<b>Preservice Training (n=62)</b>	
0-5 years ago	15 (24)
6-10 years ago	8 (13)
11-20 years ago	17 (27)
>20 years ago	22 (36)
<b>Currently Taking Coursework (n=78)</b>	19 (24)
<b>Ongoing PD (n=77)</b>	76 (99)
<b>PD Feedback (n=77)</b>	32 (42)

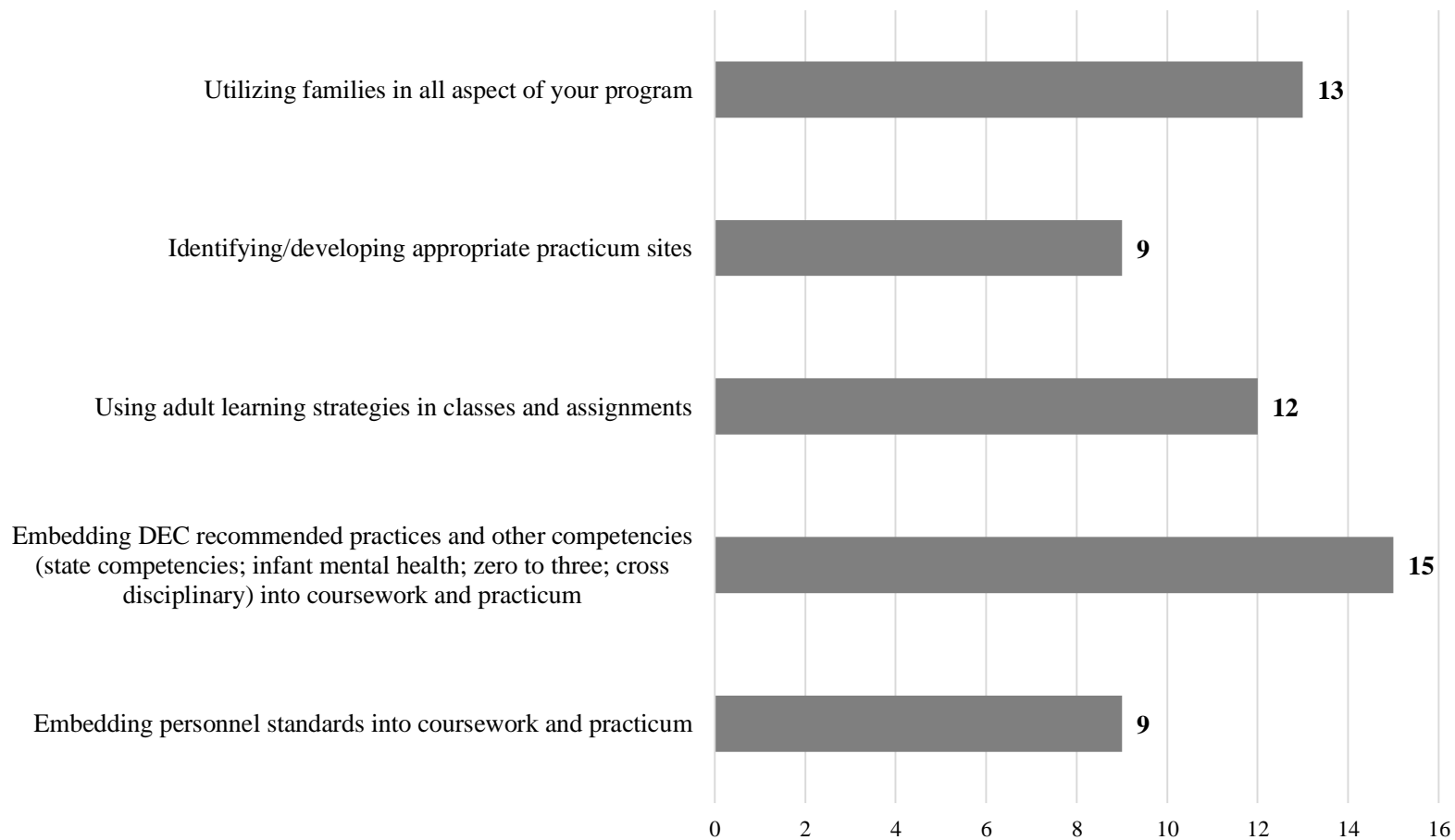
PD Sponsor



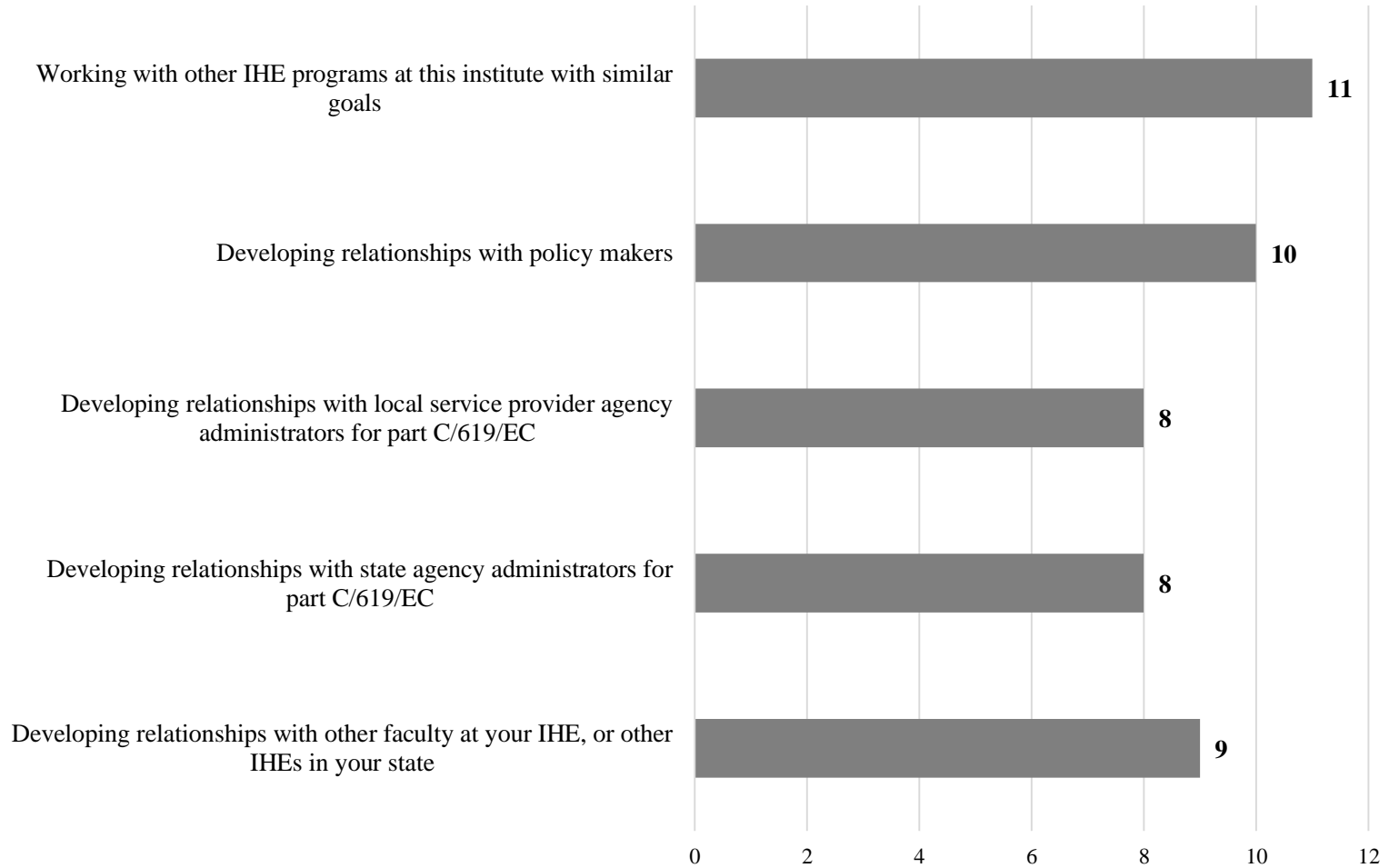
Areas of Minimal Training



## Coursework and Practica



## Developing Relationships







Next Steps



Early Childhood Personnel Center

[www.ecpcta.org](http://www.ecpcta.org)

# 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?

