Advancing EI/ECSE: Strategic Planning, Collaboration, and Leadership

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Overview of Presentation

Part I: Why This Matters!
Part II: Strategic Planning
Part III: Strategic Collaboration
Part IV: Strategic Leadership
Part I: Why this Matters!
WE HAVE A HUGE RESPONSIBILITY

Our overall goal is to support the optimal development of young children who have, or are at risk for, developmental delays/disabilities and their families.

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015
WE HAVE A HUGE RESPONSIBILITY

This means that we MUST assist infants and young children with developmental delays/disabilities and their families to meet developmental and behavioral outcomes that will enhance their quality of life (Bruder, 2010)

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015
WE WORK IN A CHALLENGING CONTEXT

• Serves diverse and multiply challenged populations
• Involves many disciplines
• Transcends diverse institutional cultures (e.g. home, program, school, community)
• Administered, governed, and funded by different agencies (e.g. education, health, human services)
• Demands leaders work collaboratively and across program boundaries

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015
WE NEED FRESH, TALENTED, AND QUALIFIED LEADERS

• Every field needs good leaders to meet 21st century demands
• EI/ECSE needs this especially badly:
  • the complexity of the field
  • the lack of leadership preparation in the field
• High-quality leadership should be developed and supported at all levels of service systems in EI/ECSE

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015
TO DO THIS, MORE ATTENTION MUST BE ACCORDED LEADERSHIP

• Leadership is a process that involves mutual influence and shared responsibility (Maxwell, 2007; Yukl, 2013)

• Levels of EI/ECSE service systems must demonstrate individual and collective leadership skills

• Field should engage in identifying specific competencies necessary for leadership

DEC Position Statement: Leadership in Early Intervention and Early Childhood Special Education, 2015
LITERATURE IDENTIFIES MANY COMPETENCIES

Two options are on the following slides:

• One without question marks
• One with question marks
LITERATURE IDENTIFIES MANY COMPETENCIES

Reflection  
Vision  
Knowledge  
Inspiration  

Interaction  
Influence  
Risk-taking  
Organization  
Collaboration  

Direction
COMPETENCIES FALL INTO THESE THREE CATEGORIES

I. Strategic Planning
II. Strategic Collaboration
III. Strategic Leadership
Part II:
Strategic Planning
Three Strategies

I. Strategic Planning

II. Strategic Collaboration

III. Strategic Leadership
Strategic Planning - Overview

- Have a New Think
- Create a Big Systems Vision
- Work from a Theory of Change
Have A New Think

FROM: Quality Programs for 3- and 4-year-olds

TO: Quality Programs for Children 0-8
Have A New Think

FROM: Focusing on Quality

TO: Focusing on Quality and **Equity** for all
Have A New Think

FROM: Focusing on Programs

TO: Focusing on Systems
ECE System

Services Environment

Standards
Assessments
Supportive Pedagogy
Social/Environmental Aspects of Learning
Continuity across the Grades
Curriculum
Create a Big Systems Vision

• Envision the ideal
• Think about the short- and long-term tomorrows (they get here fast)
• Reach out to families and communities and join them in creating and realizing the vision
• Think different:
  • Think systems AND sub-systems
Socio-cultural goals

- Systemic quality
- Equity/inclusivity
- Sustainability/durability

Family goals

- Meaningfully involved
- Organizationally supported

Child and family well-being

Effective Early Childhood Education System

- Transparency via data-driven improvement
- Sustainability/equity via diverse financing mechanisms
- Efficiency via governance
- Quality via program regulation and inspection
- Capacity via professional development
- Alignment via transitions/linkages

Boundary spanning efforts and programs

- Educational
- Health/nutrition
- Social work

Infrastructure/sub-systems

- Engagement with family, community, citizens

Module A

Module B

Module C

Module D

Module E

Module F

Module G

Module H
Part III: Strategic Collaboration
Three Strategies

I. Strategic Planning

II. Strategic Collaboration

III. Strategic Leadership
Strategic Collaboration Overview

• Collaboration Myths and Rationales
• Collaboration Through the Years
• Defining Collaboration
• Implementing Collaboration
Collaboration Myths

**MYTH 1**: Collaboration is THE panacea...
- Can do everything; fix everything
- It is the answer to everything that is (or ever was) wrong.

**MYTH 2**: Collaboration is THE problem...
- Like miscommunication, non-collaboration is the reason NOTHING words.
- Seen as a time and relationship parasite
- Regarded as an END, not a MEANS
Rationale 1: Children and Their Programs

• Increasing concerns with excellence and equity for all children, beginning in the early years
• Increasing expectations being placed on early childhood education as the rationale for investment
• Quiet secret that normative services for young children are not achieving the accomplishments of the “model” programs
Rationale 2: Social Context

• New demands of post-industrial world
  • More technologically sophisticated
  • More rapid change
  • Greater specialization
  • Greater accountability and press for outcomes
Rationale 3: Bureaucratic Context

• Inadequacies of existing bureaucracies
  • Inflexibility in the face of change and uncertainty
  • Hierarchical structures don’t work in knowledge-driven, team settings
  • Market-driven competition not necessarily the key for social services
Rationale 4: Multiple (NOT ONE) Collaborations

- Leads to a press for collaboration:
  - Among agencies
  - Among institutions
  - Among policies
  - Among people
  - Among practices
Collaboration Through the Years: An Idea Whose Time Has Come?
Collaboration Through the Years: The Cat with Nine Lives

Life 1: Being Born

Colonial Period (1600s – mid-1700s)
• Poor Law of 1601: towns and parishes provided relief when informal supports (e.g., family and friends) were unavailable or unable to respond

The New Republic (1776 – mid-1800s)
• Federalist duality led to continual debate regarding which level of government should be responsible for the poor and what kind of support it should offer

Civil War and Reconstruction (1861 – early 1900s)
• Shift in ideology led to increased sympathy and support for human services and led to the creation of several private aid charities, mutual aid societies, and settlement houses
• Charity Organization Societies: established in 1877 to bring order to the overlapping and uncoordinated set of charities
Life 2: Early Years

1930s – 1950s

- Era marked by rapid expansion of social services, notably the Social Security Act of 1935, which authorized support for:
  - Dependent children
  - The aged
  - The blind
  - Maternal and child health services
  - Child welfare services
  - Vocational rehabilitation
  - Public health services
Collaboration Through the Years: The Cat with Nine Lives

Life 3: Early Years

1960s – 1970s

• Number of federal categorical grant programs more than doubled between 1962 and 1966, but the focus was on substance, not structure
  • *No organizational philosophy or coordination of efforts—no master plan*

• Chaos led to creation of Community Action Agencies: non-governmental agencies charged with fostering local-level coordination of services

• The New Federalism
  • *President Nixon encouraged SI through simplification of federal grant processes and program decentralization.*
Collaboration Through the Years: The Cat with Nine Lives

Life 4: Elementary Years

1970s – 1990s

• Waxing and waning of federal initiatives
• President Reagan emphasized devolution of authority to the states and wanted to reduce human services expenditures
• Block grants became the norm—ostensibly to foster SI, but actually created even more chaos.
Allied Services Act of 1972

• Attempted to:
  • Strengthen human resources management and planning operations at the state and local levels (capacity building)
  • Integrate human services delivery to meet clients’ multiple problems (institutional reform)

• Would have allowed governors to designate a state agency to develop a statewide plan to:
  • Create statewide service areas
  • Select local areas to participate in the plan and to designate a local agency to develop the plan
  • Approve local service plans and their incorporation into a statewide plan
Collaboration Through the Years: The Cat with Nine Lives

Life 6: Omnibus Act

Omnibus Reconciliation Act of 1981

• Established 9 new or revised block grants
• Reduced funding for the consolidated programs by 25%
• Strengthened role of state at expense of local nonprofit agencies, school districts, and small municipalities
Collaboration Through the Years: The Cat with Nine Lives

Life 7: IDEA

Individuals with Disabilities Education Act

• Part C: Early Intervention for Infants and Toddlers with Disabilities (1986)
  • Assists states in operating a comprehensive, statewide program of early intervention services for children up to age 3
  • States have much discretion in developing their service coordination system

• Section 619: Preschool Grants Program (1991)
  • Authorizes state grants to serve children with disabilities ages 3-5 (and in some cases, younger children) if the state qualifies for the Part B grants-to-states program
  • Currently, all states qualify for and receive IDEA preschool grants
Collaboration Through the Years: The Cat with Nine Lives

Life 8: ECE

Early Childhood Legislation

- Head Start Collaboration Grants
- CCDF set aside allowing funds to be used for coordination
- Early Learning Challenge Fund
- HS-CC Partnership Grants
- Emergence of State Offices and Coordinating Mechanisms
  - MA, PA, GA, MD, CT
Collaboration Through the Years: The Cat with Nine Lives

Life 8: Research and Demonstration

Hew Task Forces (1971)

Service Integration Target of Opportunity (SITO) Projects (1972)

Partnership Grants Program (PGP) (1974)

Service Integration Pilot Projects (1984)
Collaboration History: Summary

• Era of ardent attempts to draft legislation to address the problems caused by growing social services industry

• Need to acknowledge and understand why these efforts failed

• May have failed for the very same reasons that we face today:
  • Unresolved federalist issues
  • Concerns about power diminution
  • Lack of political and field support
  • Always associated with block grants and efforts to reduce funds (SI as the fig leaf for spending cuts)
Defining Collaboration

III. Integration
   POLICY

II. Management
   ORGANIZATIONS

I. Linkages/Networks
   PERSONAL
Defining Collaboration

• Levels do not function independently

• Each is linked with the others, with the policy influencing the programs, and, professionally, the programs influencing the personal

• Can’t address collaboration without looking at all three

• One of the problems is that we look at the personal and maybe organizational tiers, but not at the policy tier.
## Defining Collaboration

<table>
<thead>
<tr>
<th>Integration</th>
<th>POLICY</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>ORGANIZATIONS</td>
<td>Coordination</td>
</tr>
<tr>
<td>Linkages/Networking</td>
<td>PERSONAL</td>
<td>Cooperation</td>
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</tbody>
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| | | Goods, materials, accountabilities, responsibilities shared durably over time |
| | | Events and materials/documents coordinated among disparate entities to promote coordinated actions |
| | | Non-institutional exchanges |
Tier 1: Linkages/Networking

- Social media
- Webinars
- Conferences
- Mentoring/Coaching
- Etc.
Tier 2: Management

- Shared leadership among organizations
- Local level: P-3 Coordination
- State Level: Cross-agency commissions
- National Level: Groups of professional organizations coordinating efforts to:
  - Draft and promulgate position statements
  - Sponsor joint conferences
  - Advance policy stances
Tier 3: Integration

- Integration means many different things!
- Easiest to understand using a framework based on the works of Agranoff & Pattakos (1979), which suggests four dimensions:
  - Client-centered integration
  - Program-centered integration
  - Policy-centered integration
  - Organizationally centered integration
Tier 3: Integration

- **Client-centered integration**
  - Case management
  - Shifted responsibility as client needs change

- **Program-centered integration**
  - Colocation: coordinate programs by joining them physically in one all-purpose facility
  - Integrated staffing: make collective decisions on staff management issues, including reassignment and sharing of staff across programs
  - Joint planning and programming linkages

- **Policy-centered integration**
  - Refinancing – share of services currently paid for by state and local dollars refinanced with federal resources
  - De-categorization – allows for greater discretion in use of funds at both policy and program/provider levels

- **Organizationally centered integration**
  - Involves the creation of a new organization or the consolidation of existing ones
Implementing Collaboration

1. Good systemic efforts underway, but often informal starts at the program level
   • Many tend to be leader-dependent and fold when leaders leave or are transferred
   • Most are under-resourced, so very hard to be successful
   • More severely challenged because the organizations that serve the human services sector are seriously challenged.
   • Such challenges may make cooperation ripe.
Implementing Collaboration

2. Move toward scientifically rigorous research as a prerequisite for federal funding poses real challenges for collaboration:

- Difficult to invoke random assignment
- Difficult to find comparable control groups
- Difficult to measure success over the short term
- Inadequate instrumentation
- Difficult to discern the legitimate end of contemporary service integration
Implementing Collaboration

3. Devolution of responsibility to states has led to a highly idiosyncratic approach to policy
   • “Let 1,000 flowers bloom” – each state has developed a different collaborative approach
Implementing Collaboration

**BOTTOM LINE:**

- It is doable, but it’s tough
- Need to moderate expectations
- Cooperation easier and it matters a great deal
Implementing Collaborations

• Not the first generation to recognize the need for importance of collaboration; learn from the past
• Examine what has worked in your own context
• Acknowledge that we have better tools (media, technology) to make it easier and more efficient
Part IV:
Strategic Leadership
Three Strategies

I. Strategic Planning

II. Strategic Collaboration

III. Strategic Leadership
Strategic Leadership Overview

• Evolution of Leadership Theory/Thinking
• Leadership in EI/ECSE
• A New Think on Leadership for EI/ECSE
Leadership Evolution at a Glance

Traditional or Industrial Leadership → Mid-Century Leadership → Contemporary Leadership
Traditional or Industrial Leadership Phase (Biddle, 2010)

- Leadership is linear and bureaucratic
- Decisions are made from a top-down approach
- Predominant model until the 1960s
- Structurally based on defined hierarchies
- Based on assumptions of people’s powerlessness, lack of personal vision, and inability to master the forces of change (Senge, 1990)
- Influenced businesses, corporate America, and schools
Mid-Century Leadership Phase

• **Focus shifted from:**
  • One key individual to many contributing individuals
  • One institution to cross-institutional leadership
  • The *process* of leadership to the *results* of leadership
    • *For example, the leadership required to get results across organizational boundaries* (Archer & Cameron, 2012)
Identified new skills for this kind of “new leader”:

- Build relationships
- Resolve conflicts
- Share control

Identified new mindsets:

- Value diverse cultures
- Value diverse skills and experiences
- Value diverse thinking
Mid-Century Leadership Phase

• Collaborative Leadership
  • “An organization cannot flourish—at least, not for long—on the actions of the top leader alone” (Fullan, 2002)
  • Leadership should go beyond position and authority to be seen as an emergent and interactive dynamic (Uhl-Bien, Marion, & McKelvey, 2007)
Contemporary Phase

• **Shared leadership**: a dynamic and interactive influence process in which individuals in a group share the responsibility of leading one another to achieve group/organizational goals (Pearce & Conger, 2003)

• “Effective followers make an active decision to contribute towards the achievement of the goal and demonstrate enthusiasm, intelligence, self-reliance, and the ability to work with others in pursuit of the goal” (Kelley, 1992)

• Idea that everybody is both a leader and a follower
  • The challenge of leadership is for an individual to know when to be what
Leadership in EI/ECSE: Doesn’t Follow a Similar Trajectory

- In part, because the field is newer
- In part, because so much of special education leadership comes from teachers
- In part, because there is a fairly good database on special education teachers in general
- In part, because of the challenges special educators face
Leadership in EI/ECSE: Database

• Special education teachers who have the skills and the opportunities to collaborate often tend to work with others in ways that are consistent with those of a teacher leader (Billingsley, 2007)
• Teacher leaders in collaborative settings initiate new programs and ideas, motivate others, and engage in problem-solving (Rosenholtz, 1989)
• Special educators take on a leadership role in problem-solving meetings and in school-wide implementation and interpretation of curriculum-based assessments (Zigmond et al., 1995)
• Special education teachers are leaders because they confront the educational barriers for children with special needs (Billingsley, 2007)
• Special education teachers have a “sophisticated understanding of how their schools and districts function organizationally and politically”
  • These teachers are the leaders that provide the vision, direction, and plans for special education (York-Barr et al., 2005)
Leadership in Special Education

CEC Leadership

• Council for Exceptional Children (CEC) created new Advanced Content Standards that state that special educators must develop “new responsibilities for leadership” (CEC, as cited in Ludlow, 2011)

• “Special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices and create positive and productive work environments” (CEC, 2012)
Leadership in Special Education

Challenges to Teacher Leadership

• (Murphy, 2005; Sherrill, 1999; Wasley, 1991; York-Barr & Duke, 2004)
• Hierarchical school structures
• High costs of collaborative work
• Lack of administrative support for new teachers
• Stress among teacher leaders
• Traditional separation of special and general education
• Focus on compliance and the legal regulation of special education
• Instability in the special education teaching workforce
  • Chronic and persistent shortage of special education teachers
    (Smith, Robb, West, & Tyler, 2010)
• Lack of a conceptual “think” to guide action for supporting teacher leaders
Administrative Leadership

• Early care and education (ECE) program can be thought of as a business organization that provides services to children and families
• Administrator of the ECE program is the director
• Effective administrative leaders:
  • Provide for ongoing learning for staff
  • Direct child and family services
  • Build internal and external communication networks
  • Manage the program’s finances
• Directors of ECE programs are central to program quality
• Managers vs. leaders
  • Managers in ECE settings focus on the specific details of daily operation
  • Leaders engage in reflective, dynamic, value-based planning and organizing
    • Provide vision, inspiration, structure, and direction to their colleagues

Culkin, 1997
Community Leadership

• ECE community leaders help the community understand why ECE is important

• Effective ECE community leaders:
  • Show the community that quality ECE significantly affects children’s later success in school and in life
  • Convince other community leaders to place ECE prominently in the community agenda
  • Influence community policies to create quality ECE programs by outlining what needs to be done
  • Assist in securing the human and financial resources needed for quality ECE programs

Crompton, 1997
Conceptual Leadership

• Conceptual leadership is about creating new ideas.

• Effective ECE conceptual leaders:
  • Think about the field of ECE as a whole, rather than as individual programs
  • “Think together” by collaborating with others in the field
  • Are responsive to diverse perspectives
  • Look toward the future and consider possibility
  • Reach out to other institutions and their leaders, families, and communities
  • Seek to impact the social good by considering how ECE contributes to society

Kagan and Neuman, 1997
Advocacy Leadership

• The significant progress that has been made in the field of ECE is due in large part to the strong leadership and advocacy within the ECE community

• ECE advocates have demonstrated strong leadership skills by influencing both federal and state ECE policies and private sector investments

• Effective ECE advocacy leaders:
  • Have a vision for what they believe children need to grow and thrive
  • Are able to communicate this vision
  • Are able to plan for the long-term
  • Use data strategically
  • Use their time, resources, and efforts in an effective and timely manner
  • Are persistent
  • Know how and when to compromise
  • Work collaboratively with colleagues
Pedagogical Leadership

**Effective ECE pedagogical leaders:**

- Achieve and maintain credibility in both the practitioner and research worlds
- Make their ideological assumptions about ECE and the sources of these assumptions explicit
- Engage in open discussion and exchange with their colleagues by presenting their ideas in public forums and documents
- Help researchers and practitioners understand each others’ perspectives and their contributions to the field of ECE
- Are able to communicate the views and findings of practitioners and researchers to others involved in field (e.g., families, school boards, etc.)
- Set the pedagogical agenda by maintaining an awareness of the issues in pedagogy
- Identify new developments in pedagogy
Administrative Leadership

Pedagogical Leadership

Community Leadership

Advocacy Leadership

Conceptual Leadership
Reflections Questions on Leadership

• Given 100 points, how would you assess the ways you practice leadership in your current role?

• Given 100 points, how would you like to practice leadership?