Building Comprehensive Systems of Early Childhood Personnel Development

February 8, 2018

Council for Exceptional Children
University of Connecticut
ECPCTA.ORG
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………..

Theory of Action

ECPC’s focus

States have high quality CSPD

More EC leaders and practitioners have the requisite knowledge and skills

Improved effectiveness of EI, ECSE, and EC services and supports

Improved outcomes for children and families

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.
OUTPUTS OF THE CENTER

• Knowledge Development

• Technical Assistance

• Leadership and Coordination
KNOWLEDGE DEVELOPMENT

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

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

CROSS-DISCIPLINARY COMPETENCIES

• Council for Exceptional Children (CEC)

• Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)

• National Association for the Education of Young Children (NAEYC)

• American Occupational Therapy Association (AOTA)

• American Physical Therapy Association (APTA)

• American Speech-Language-Hearing Association (ASHA)

• Zero to Three
TECHNICAL ASSISTANCE

• **General:** To provide information and resources on personnel development

• **Targeted:** To align national and state personnel standards and/or to align preservice preparation with inservice preparation (MA, RI, UT, HI)

• **Intensive:** To develop an EC CSPD within 12 states
Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators *(25 states across 4 cohorts)*

- Collaborative with other OSEP Early Childhood TA Centers

- Collaborate with other DoE and HHS TA Centers
HOW WILL WE DO THIS?

- **Content:**
  CSPD

- **Method:**
  Implementation frame through strategic planning

- **Outcome:**
  Scaling up of effective practices for personnel development
Comprehensive System of Personnel Development: Six Subcomponents

Leadership, Coordination & Sustainability
Mechanisms to insure a CSPD maintains itself over time

Recruitment and Retention
Strategies to attract and maintain a quality workforce in early childhood intervention

Personnel Standards
State and/or national certification or licensure requirements for all personnel who provide early childhood intervention

Evaluation
Progress monitoring of all CSPD activities

Preservice Training
Learning experiences provided to early childhood intervention personnel prior to completing a degree or certificate

Inservice Training
Ongoing job-related learning for personnel who provide early childhood intervention

Early Childhood Personnel Center
<table>
<thead>
<tr>
<th>1 - 3 months</th>
<th>4-5 months</th>
<th>6 – 18 months</th>
<th>18 months on</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHASE ONE</strong></td>
<td><strong>PHASE TWO</strong></td>
<td><strong>PHASE THREE</strong></td>
<td><strong>PHASE FOUR</strong></td>
</tr>
<tr>
<td>Exploration</td>
<td>Installation</td>
<td>Implementation</td>
<td>Standardization</td>
</tr>
<tr>
<td>Develop core planning team and project liaison</td>
<td>Identify a date and location for strategic planning</td>
<td>Implement work plans for each CSPD component workgroup</td>
<td>Reassess and prioritize objectives on the work plans based on results of implementation</td>
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<tr>
<td>Complete the self-assessment of the CSPD framework</td>
<td>Invite stakeholders to be part of strategic planning CSPD team</td>
<td>Meet monthly as a core planning team to review work group progress and give feedback and assistance</td>
<td>Develop integrated reports of planning group process and recommendations</td>
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<tr>
<td>Decide if ECPC intensive TA is a match for state needs</td>
<td>Host a 1-2 day strategic planning meeting with stakeholders and develop vision, mission and strategic planning objectives across CSPD subcomponents</td>
<td>Develop monthly reports on each CSPD component to distribute across workgroups</td>
<td>Evaluate CSPD plan and make recommendations for sustainability</td>
</tr>
<tr>
<td>Identify stakeholders across EC sectors for strategic planning</td>
<td>Develop 6 CSPD sub-component workgroups and assign responsibilities across members</td>
<td>Establish meeting and reporting schedule</td>
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</table>

**ECPC**

Early Childhood Personnel Center
## COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

<table>
<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 1</th>
<th>Quality Indicator 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, Coordination, &amp; Sustainability</td>
<td>A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</td>
<td>There is a written multi-year plan in place to address all sub-components of the CSPD.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 3</th>
<th>Quality Indicator 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Personnel Standards</td>
<td>State personnel standards across disciplines are aligned to national professional organization personnel standards.</td>
<td>The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</td>
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</tbody>
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<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 5</th>
<th>Quality Indicator 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preservice Personnel Development</td>
<td>Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</td>
<td>Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</td>
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</tbody>
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<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 7</th>
<th>Quality Indicator 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inservice Personnel Development</td>
<td>A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</td>
<td>A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 9</th>
<th>Quality Indicator 10</th>
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</thead>
<tbody>
<tr>
<td>Recruitment and Retention</td>
<td>Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</td>
<td>Comprehensive recruitment and retention strategies are being implemented across disciplines.</td>
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<thead>
<tr>
<th>Category</th>
<th>Quality Indicator 11</th>
<th>Quality Indicator 12</th>
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<tbody>
<tr>
<td>Evaluation</td>
<td>The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</td>
<td>The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</td>
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INTENSIVE TA STATES

• 12 States total

• Currently assisting 8 States:
  Cohort 1: DE, IA, KS, OR – completed!
  Cohort 2: AZ, NV, PA, VT – in progress!
  Cohort 3: MI, MN, PR, SC – in progress!

Sample vision and mission statements can be found on our website under “Technical Assistance”: http://ecpcta.org/cspd/
## State Team Strategic Plan Participants

<table>
<thead>
<tr>
<th>Category</th>
<th>Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part C</td>
<td>35</td>
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<tr>
<td>619</td>
<td>35</td>
</tr>
<tr>
<td>Head Start</td>
<td>15</td>
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<tr>
<td>Child Care</td>
<td>16</td>
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<tr>
<td>Race to the Top</td>
<td>4</td>
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<tr>
<td>Home Visiting</td>
<td>2</td>
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<tr>
<td>Pre-Service/IHE</td>
<td>15</td>
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<tr>
<td>In-Service/TA/</td>
<td>13</td>
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<tr>
<td>UCEDD</td>
<td>7</td>
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<tr>
<td>Family</td>
<td>11</td>
</tr>
<tr>
<td>State/Other Early Childhood</td>
<td>72</td>
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</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td><strong>GOAL 1.</strong></td>
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<tr>
<td>Objective 1.</td>
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<td>Objective 2.</td>
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<td>Objective 3.</td>
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<td><strong>GOAL 2.</strong></td>
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<td>Objective 1.</td>
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<tr>
<td>Objective 3.</td>
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<tr>
<td><strong>GOAL 3.</strong></td>
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<tr>
<td>Objective 1.</td>
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Cohort 1 Intensive State Average CSPD Self-Assessment Ratings
CSPD Baseline Average Ratings Across All States by Item
State Average Domain Scores: Pre and Post Technical Assistance

Leadership
Personnel Standards
Pre-service
In-service
Recruitment/Retention
Evaluation

Pre Post

Early Childhood Personnel Center
IHE faculty collaborate and plan with inservice providers to align preservice and inservice personnel development so there is a continuum in the...

IHE programs and curricula are reviewed, evaluated, and updated to reflect current intervention evidence and revised state personnel standards and...

IHE programs and curricula provide relevant field experiences such as internships, observations, and practica in a variety of inclusive early...

IHE programs and curricula across disciplines contain evidence-based practices that reflect the learning needs of children with and at-risk for...

IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities.

IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet current and...

IHE programs and curricula for each discipline are aligned with state and local program quality initiatives and evaluation systems (e.g., QRIS,...

IHE program competencies are operationalized and defined by example.

IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with national professional organization...

IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards.
Scaling UP a CSPD with Fidelity

- Accuracy of Procedures
- Consistency Across Users
Leadership Institute Participants

**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

* = Intensive TA State
“So, how come I get "adapted leisure skill / gross and fine motor skill therapy" and you get to just "play"?”
Change is not magic or inspiration.

It’s completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988
Early Childhood Personnel Center
ECPC 2

Mary Beth Bruder, Director
Vicki Stayton, Co-Director
George Sugai, Co-Director
University of Connecticut UCEDD
Mission of the Early Childhood Personnel Center 2

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
STAFF OF ECPC 2

Carl Dunst
Maureen Greer
Darla Gundler
Peggy Kemp
Toby Long
Robin McWilliam
Kim Sopko
Partner Organizations

APTA
AOTA
ASHA
ASTHVI
AUCD
CCAoA
CCSSO
CEC
Child Trends
DEC

HECSE
NAECS-SDE
NASDSE
NASDTEC
NAEYC
NHSA
Part C ITCA
619 Affinity Group
TED
ZERO TO THREE
OUTPUTS OF THE CENTER

- Knowledge Development
- Resources Development and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation
Universal TA for All on Knowledge, Resources and Tools to Build a Competent EC Workforce for Young Children with Disabilities

Targeted TA to Specific Populations on Leadership

- Web Site
- Materials, Resources and Tools
- State IDEA Part C, Part B 619, and EC Staff
- IHE Faculty, Students, and State PD Providers

Intensive TA for State CSPD Development and Implementation

- Expand in 12 Current States
- Develop and Implement in 8 New States

ECPC 2

Early Childhood Personnel Center
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
Universal:
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

Resources, Materials & Tools

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
- Self Assessment of CSPD Framework
- Social Validation of Products

Knowledge Development & Advancement

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

Technical Assistance

Identify or Develop:
- Database on Personnel Standards
- Workgroups
- Discipline or Cross-disciplinary Standards
- Think Tanks
- National Needs Assessments
- Social Validation of Findings
- Self Assessment of CSPD Framework
"I think you should be more explicit here in step two."