



Early Childhood Personnel Center

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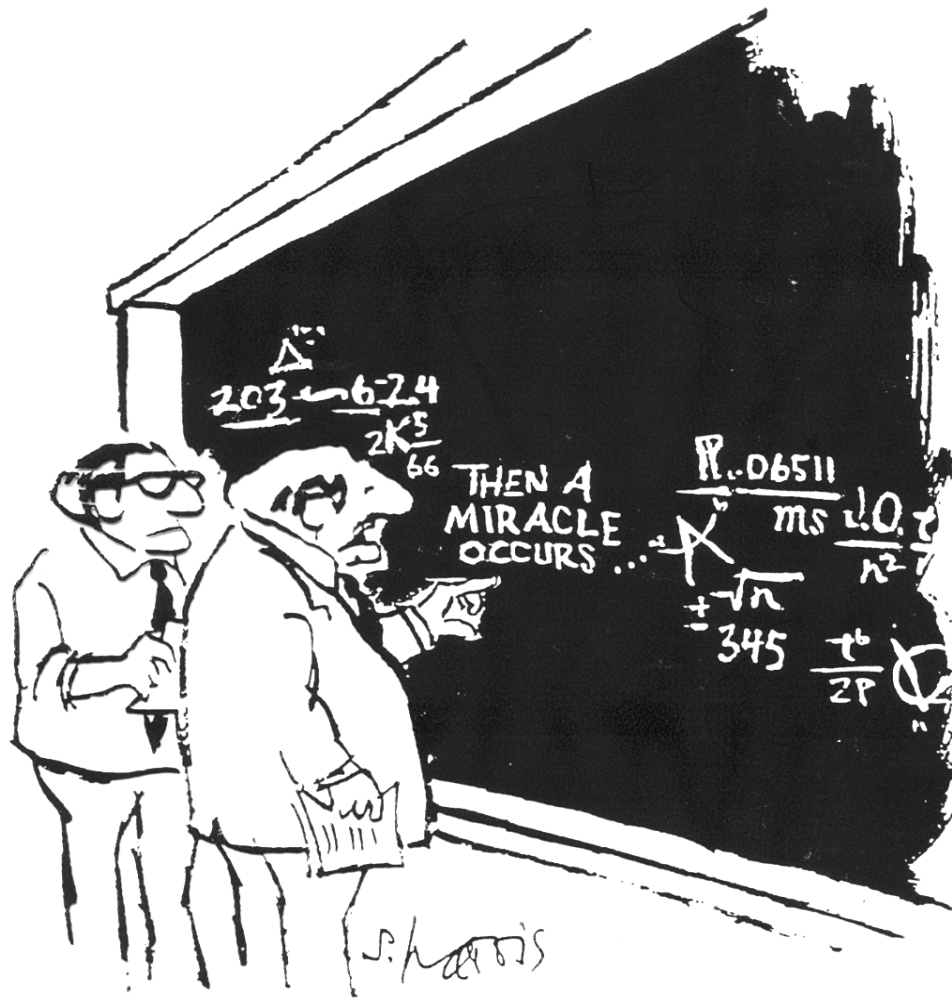
University of Connecticut

September 25, 2018

ECPCTA.ORG



Early Childhood Personnel Center



“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

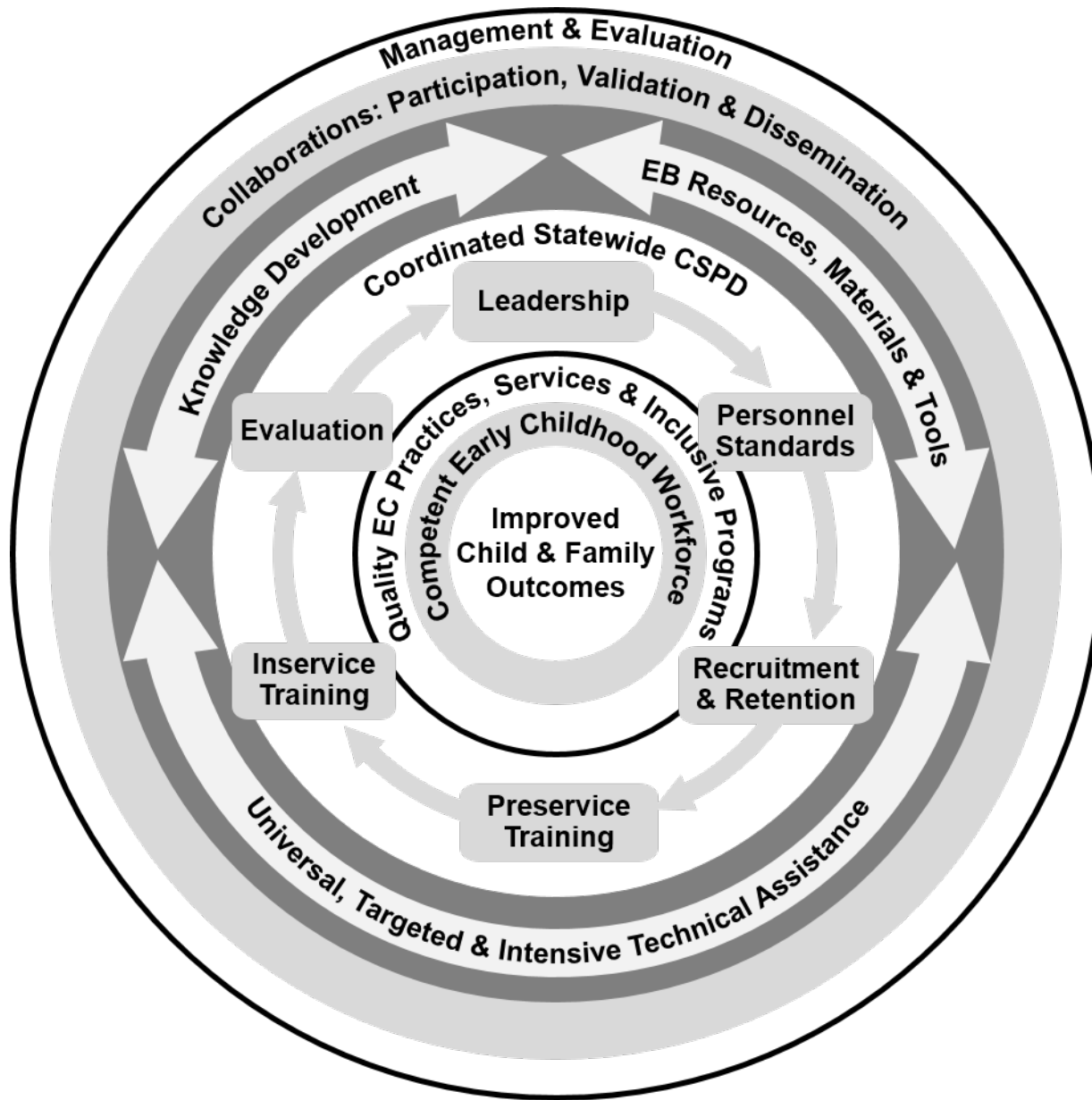


EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of
***comprehensive systems
of personnel development (CSPD)***
for all disciplines
serving infants and young children
with disabilities and their families

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT





Partner Organizations

APTA

AOTA

ASHA

ASTHVI

AUCD

CCA_oA

CCSSO

CEC

Child Trends

DEC

HECSE

NAECS-SDE

NASDSE

NASDTEC

NAEYC

NHSA

Part C ITCA

619 Affinity Group

TED

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



OUTPUTS OF THE ECPC 2

- Knowledge Development
- Materials, Resources and Tools
- Technical Assistance
- Leadership and Collaboration
- Management and Evaluation

METHODS OF ECPC 2

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

**ECPC 2 Will Deliver TA
Using Evidenced Based Practices
IN
Collaboration with Others**

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

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

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.

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

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.**

**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

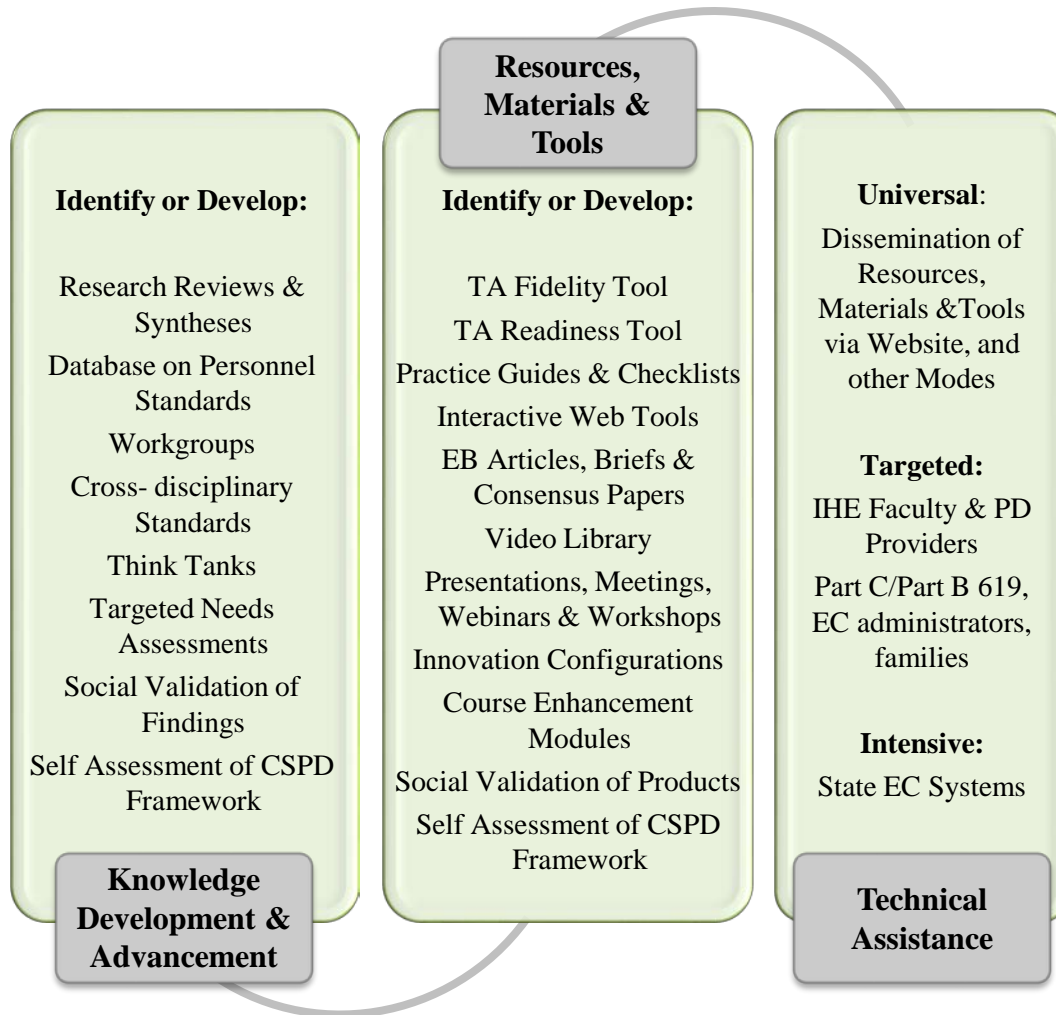
State IDEA Part C
and 619, and EC Staff

IHE Faculty, Students,
and State PD
Providers

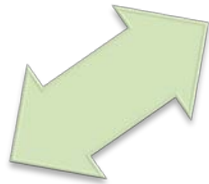
**Intensive TA for State CSPD
Development and Implementation**

Expand in 12
Current States

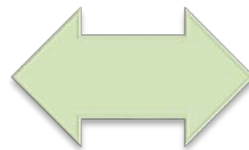
Develop and
Implement in 8
New States



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

ECPC 2

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

ECPC 2

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

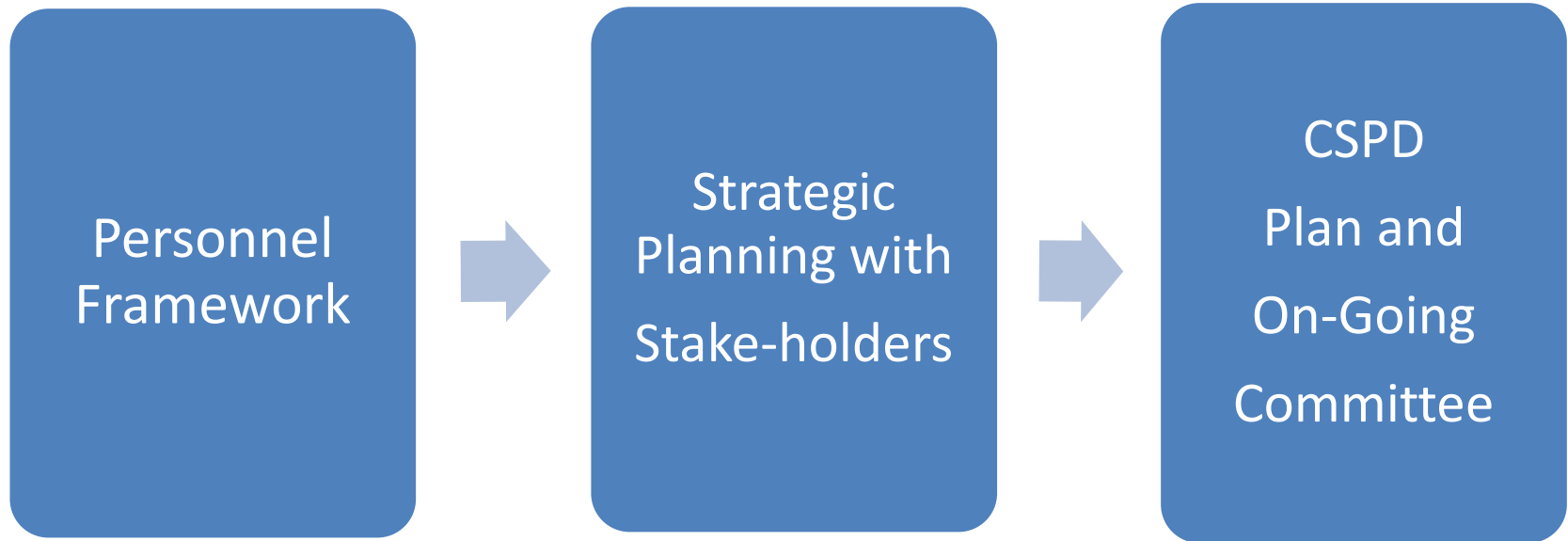
PART C AND 619

- 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.

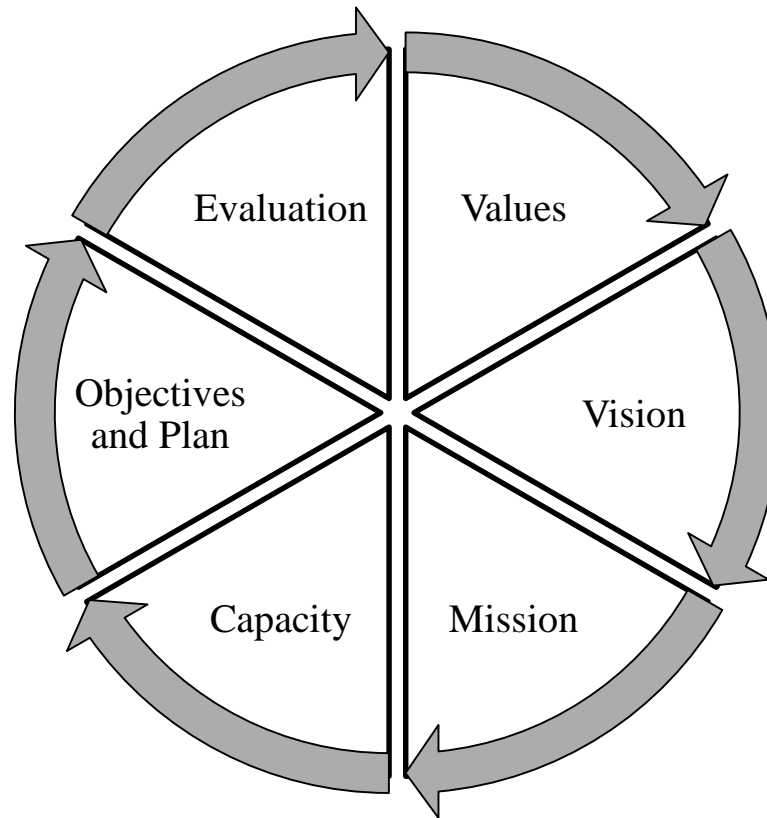
INTENSIVE TA



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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

Strategic Planning Sequence



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

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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 over current standard for service delivery
- **Fidelity of Implementation**

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

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

AND THE MIRACLE:

Develop A TA Plan

To HELP YOU

Meet Your State Needs



Early Childhood Personnel Center

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

COMPONENTS OF AN ACTION PLAN

- Goal
- Objective
- Activity
- Resources
- Timeline to Completion
- Person(s) responsible
- Outcome
- Criteria for Success

STRATEGIC WORK PLAN

Goals/Objectives Activities	Resources Needed	Timeline	Person(s) Responsible	Outcome	Criteria for Success
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Objective 1.2.					
GOAL 2.					
Objective 2.1.					
Objective 2.2					
Objective 2.3.					
GOAL 3.					
Objective 3.1					
Objective 3.2					
Objective 3.3					

START WITH A SMART GOAL

- S = Specific
- M = Measurable
- A = Achievable
- R = Relevant
- T = Time-bound

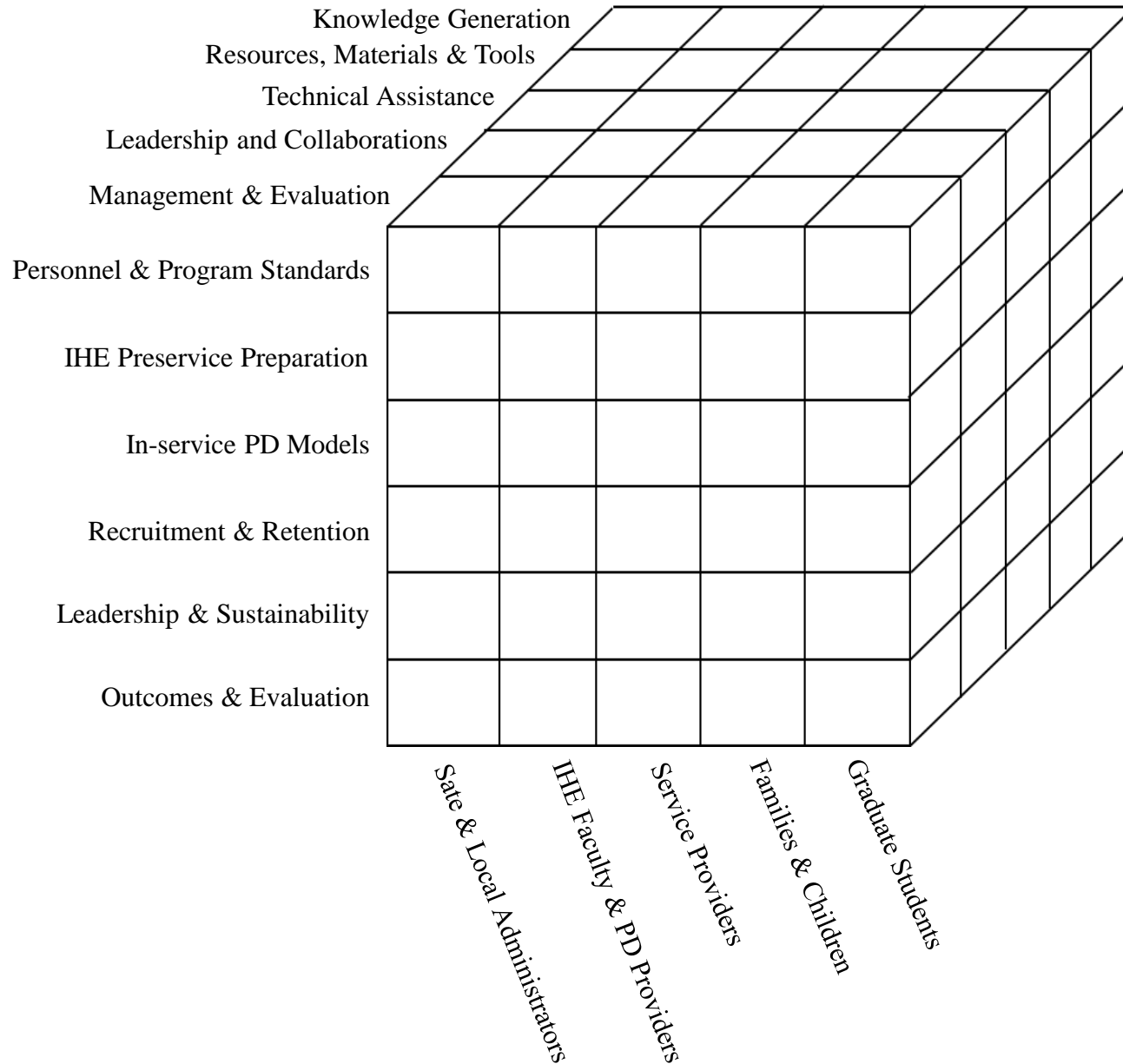
STRATEGIC WORK PLAN

Goals/Objectives Activities	Resources Needed	Timeline	Person(s) Responsible	Outcome	Criteria for Success
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Objective 1.2.					
GOAL 2.					
Objective 2.1.					
Objective 2.2					
Objective 2.3.					
GOAL 3.					
Objective 3.1					
Objective 3.2					
Objective 3.3					

ELEMENTS OF CHANGE

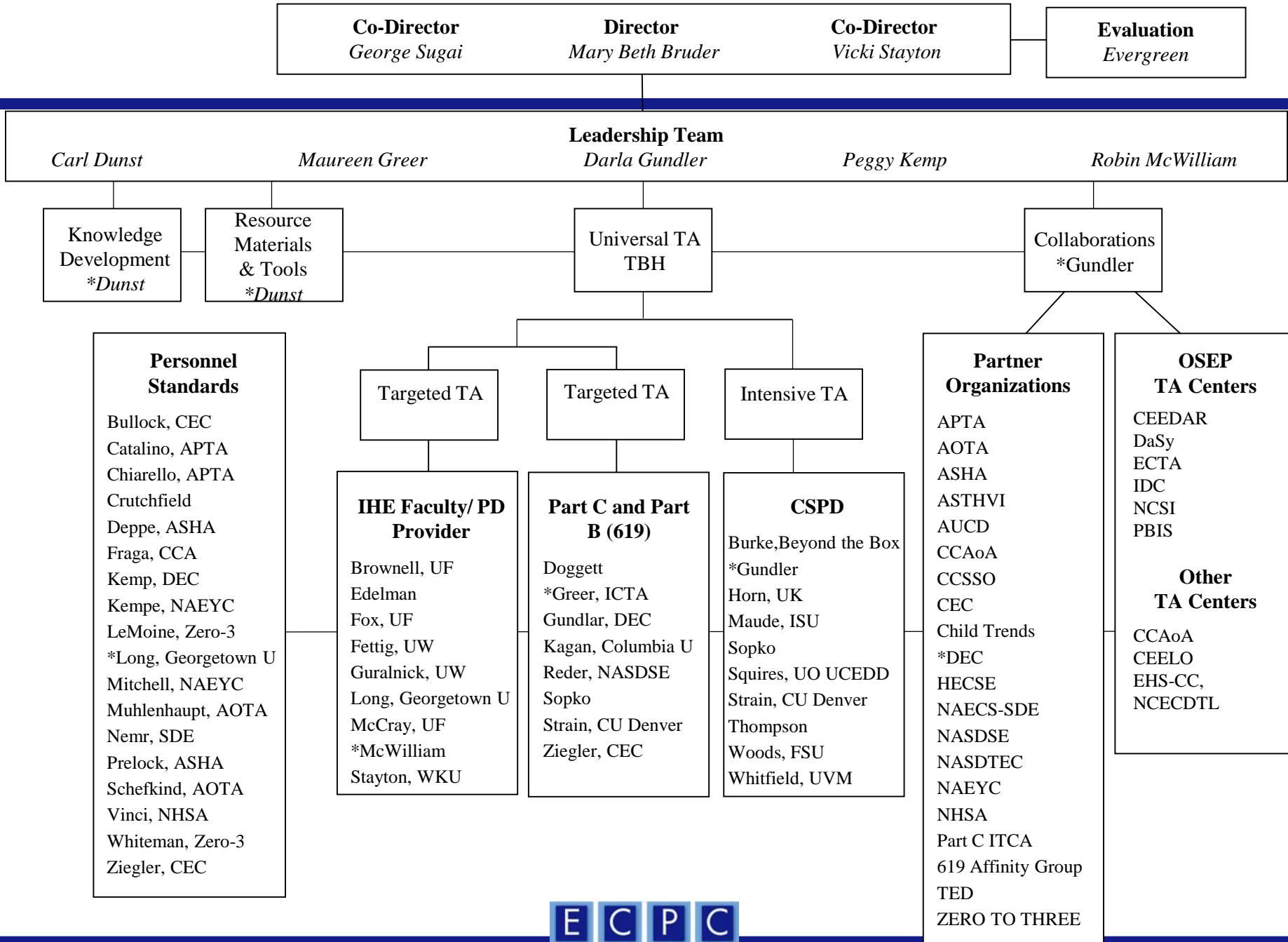
- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?

Center Goals, CSPD Components and Stakeholders



LIFE TODAY

- Change is the Constant
- Technology Rules the World
- Viral Communication
- Instant Gratification
- Personalized Learning
- Ego Centrism



Organizational Chart: Early Childhood Personnel Center (ECPC)

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: 3.1.1.1)
- 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)

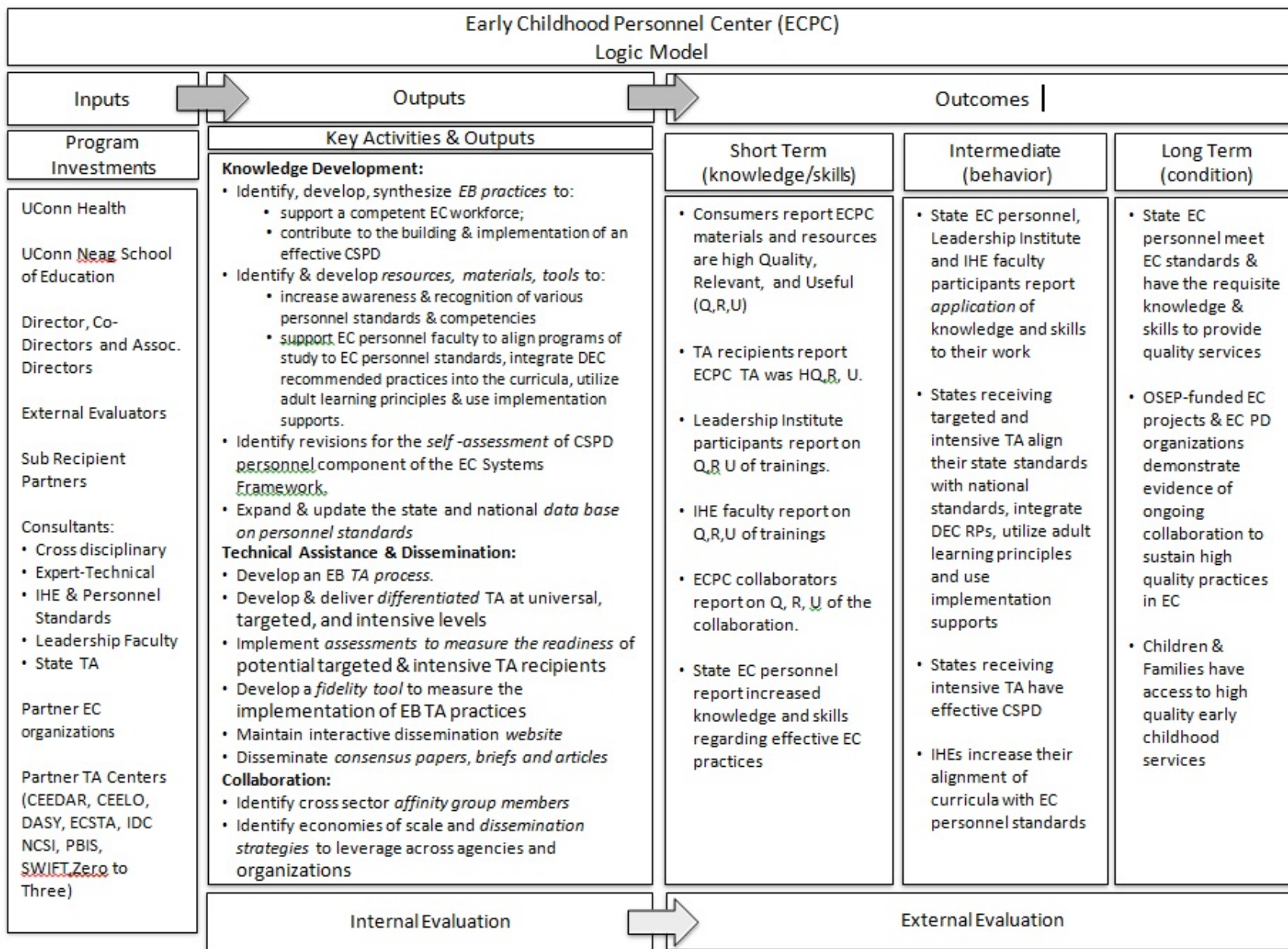
4.3 Work with Partner Organizations to Identify and Leverage Additional Resources

(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

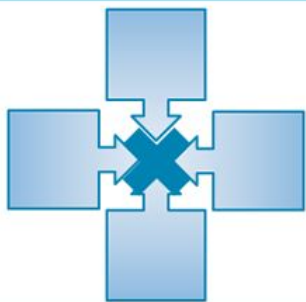




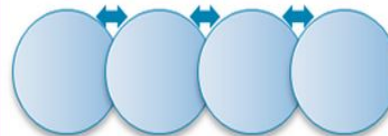
Implementation Science

Active Implementation Frameworks

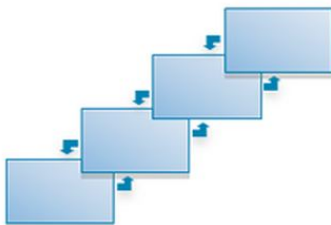
Usable
Interventions



Stages



Teams



Improvement
Cycles

