Workforce Development in ECI

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AUCD Preconference

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Where Have We Been?

50 years and counting.....

Historical Foundations of Personnel Development Practices: HCEEP and IDEA

- HCEEP

- Part C

- Part B

- Part D

Growing As a Field………

- More Children To Be Served with more Developmental Complexity/Risk Factors

- More Family Complexities and Concerns

- Growing Workforce, yet Shortages

- Changing Service Delivery Models Driven by Cost/Reimbursement Models/Funding Streams

- Challenges to Preservice Programs

- Inconsistent and Episodic Inservice Based on…..?

- A Growing Science about Learning That Can't be Ignored

Where Are We Now?
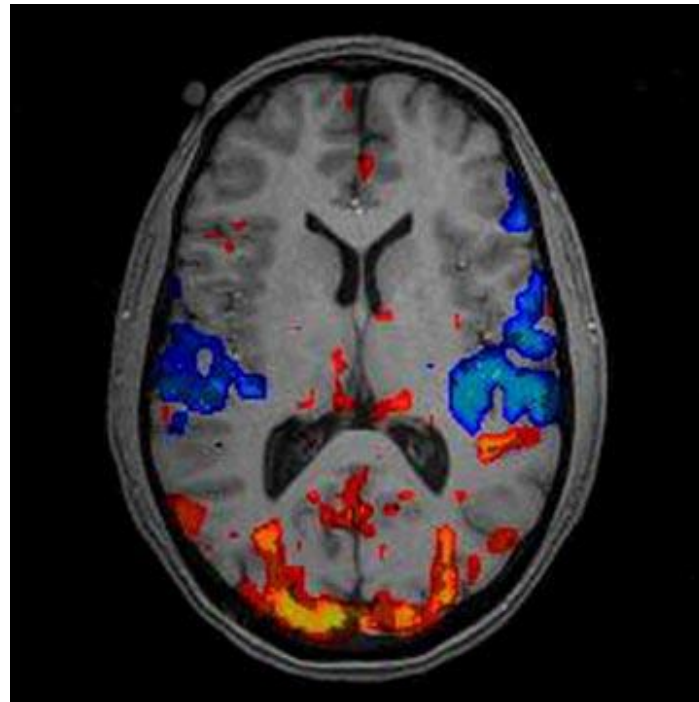
The Science of Learning

What We Know

The brain is adaptable and can be influenced by positive experiences;

The brain is vulnerable and can be harmed by negative experiences

Personnel Can Have a Powerful Impact….

or NOT

"My question is: Are we making an impact?"

Qualified Personnel Identified in IDEA

Part C (ages 0-3)

(1) Audiologists.

(2) Family therapists.

(3) Nurses.

(4) Occupational therapists.

(5) Orientation and mobility specialists.

(6) Pediatricians and other physicians for diagnostic and evaluation purposes.

(7) Physical therapists.

(8) Psychologists.

(9) Registered dieticians.

(10) Social workers.

(11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).

(12) Speech and language pathologists.

(13) Vision specialists, including ophthalmologists and optometrists.

Part B (ages 3-5)

1) Special Education;

2) Related Service Personnel:

   1) Speech-Language Pathologists and Audiologists;

   2) Occupational Therapists;

   3) Psychologists;

   4) Physical Therapists;

   5) Recreational Therapists;

   6) Social Workers;

   7) Counseling services;

   8) Orientation and Mobility Specialists, and

   9) Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only

Personnel Recommended Practices & Standard Areas

DEC Recommended Practices	CEC/DEC Initial Standards	NAEYC Initial Standards
Leadership	Learner Development & Individual Learning Differences	Promoting Child Development & Learning
Assessment	Learning Environments	Building Family & Community Relationships
Environment	Curricular Content Knowledge	Observing, Documenting, & Assessing to Support Young Children & Families
Family	Assessment	Using Developmentally Effective Approaches
Instruction	Instructional Planning & Strategies	Using Content Knowledge to Build Meaningful Curriculum
Interaction	Professional Learning & Ethical Practice	Becoming a Professional
Teaming & Collaboration	Collaboration	Early Childhood Field Experiences
Transition		

Personnel Development Logic Model

Inputs | **Activities** | **Outputs** | **Proximal Outcome** | **Distal Outcomes** (Family Outcomes, Child Outcomes) | **Impact**

State Characteristics
- history in EC
- values
- agencies involved
- funding
- training opportunities
- service delivery options
- personnel standards
- IHE Programs

Early Childhood Interventionist Characteristics
- values
- background
- training
- years experience
- skills

Child and Family Characteristics
- ethnicity, culture and primary language of family
- location of home
- age of child and others in family
- diagnosis and needs of child
- support needs of family
- family stressors
- family/child enrollment in EC programs
- location of family
- family vision for child

Activities

State implements an inclusive strategic planning process to develop an EC integrated CSPD

States have high quality EC integrated CSPD: Personnel standards; preservice; inservice; recruitment and retention; leadership; and evaluation (i.e., state infrastructure for an effective EC workforce)

Child/family participate in the development of IEP/IFSP

Outputs

ECI personnel working with infants, young children and families receiving IDEA services **receive training** to implement evidence based intervention practices with fidelity across a variety of children, families, settings and with other personnel

ECI personnel working with infants, young children and families receiving IDEA services **demonstrate acquisition of knowledge and skills** to implement evidence based intervention practices with fidelity across a variety of children, families, settings and with other personnel

Proximal Outcome

Effective delivery of individualized evidence based practices and learning opportunities for each eligible child/family

Each child demonstrates growth in developmental, behavior and learning as documented through ongoing data collection

Family Outcomes

Families know their rights

Families can effectively communicate their child's needs

Families help their child develop and grow

Child Outcomes

Children demonstrate positive social-emotional skills (including social relationships)

Children acquire and use knowledge and skills (including early language/ communication [and literacy*])

*early literacy only applies to preschool)

Children use appropriate behavior to meet needs

Impact

ECI systems and IHE are effective at changing ECI personnel attitudes, knowledge and skills

ECI systems and IHE are effective at facilitating learning to improve children's developmental trajectory

IF

Child and Family Outcomes are

the DEPENDANT Variables……….
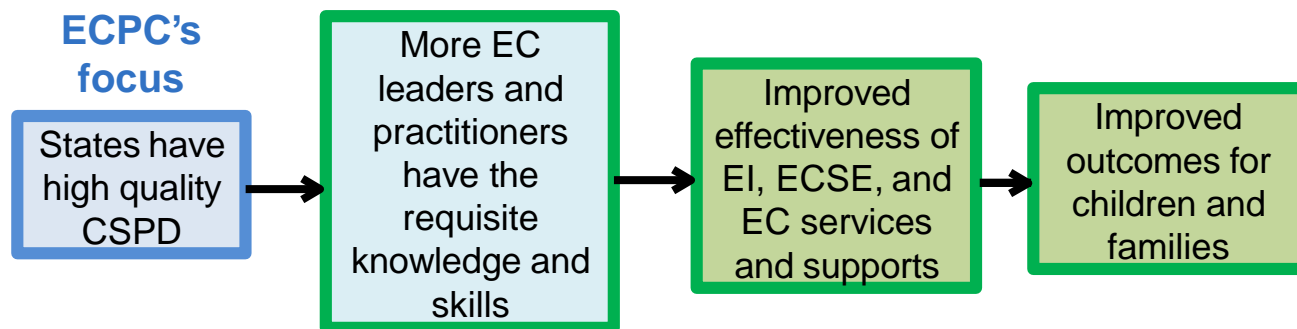
Personnel are the…….

- Independent Variable

- Mediator

- Moderator

- All of the Above

Personnel Can Have a Powerful Impact....

or NOT

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

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

Theory of Action

How improved CSPD leads to improved outcomes

ECPC
Early Childhood Personnel Center
www.ecpcta.org

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

Continuum of Early Childhood Personnel Competence
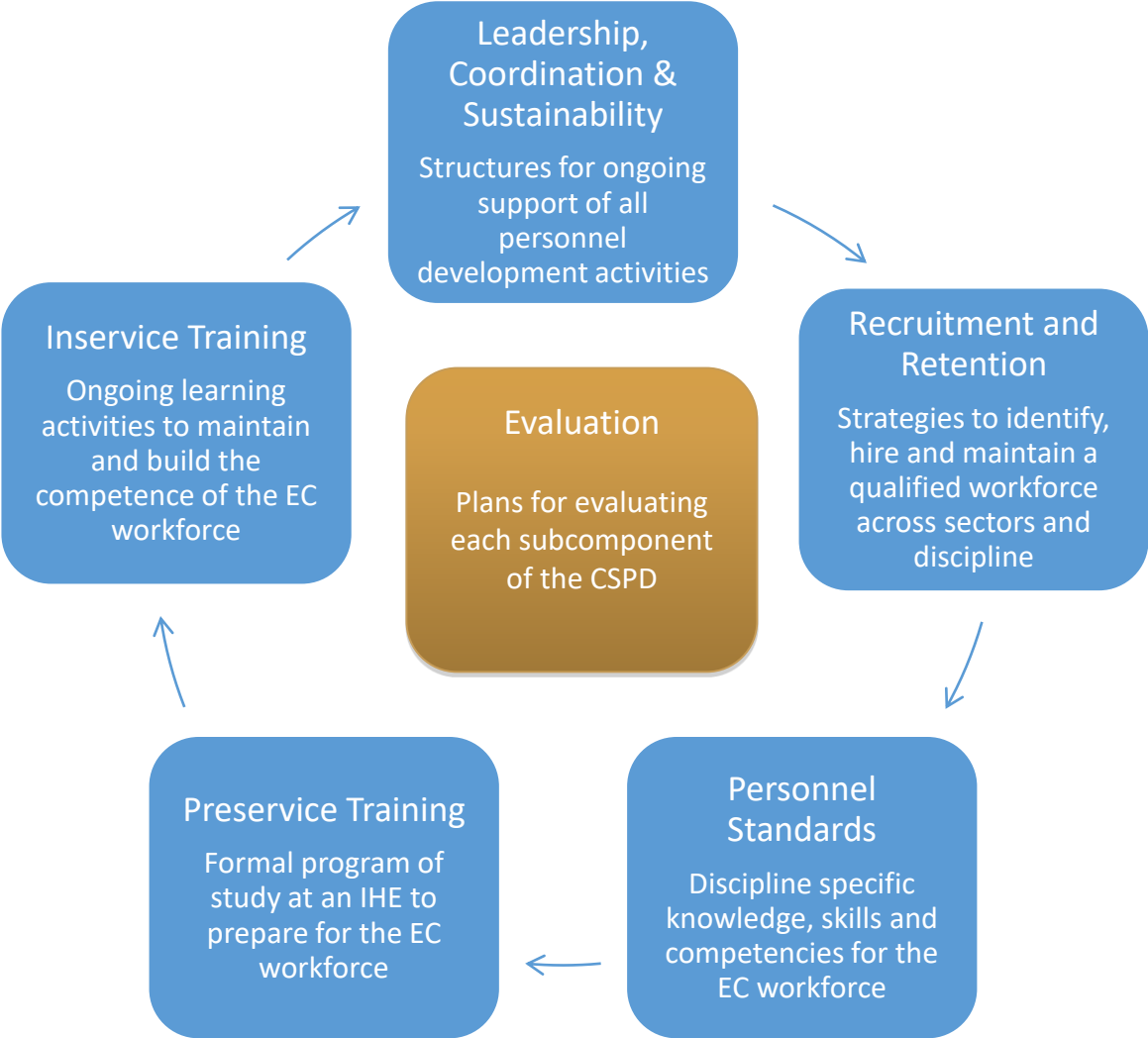
Early Childhood Intervention Personnel with **Specialized** Training

Infants and Young Children with Developmental Disabilities, and Extreme Challenges

Early Childhood Personnel with **Advanced Training**

Infants and Young Children with Various Risk Conditions

All Early Childhood Personnel

All Infants and Young Children

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

Recruitment and Retention
Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Evaluation
Plans for evaluating each subcomponent of the CSPD

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Definition of Systems

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

Systems Think

To Build a Competent

and

Effective ECI Workforce

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

Status of State EC CSPDs

Comprehensive System of Personnel Development

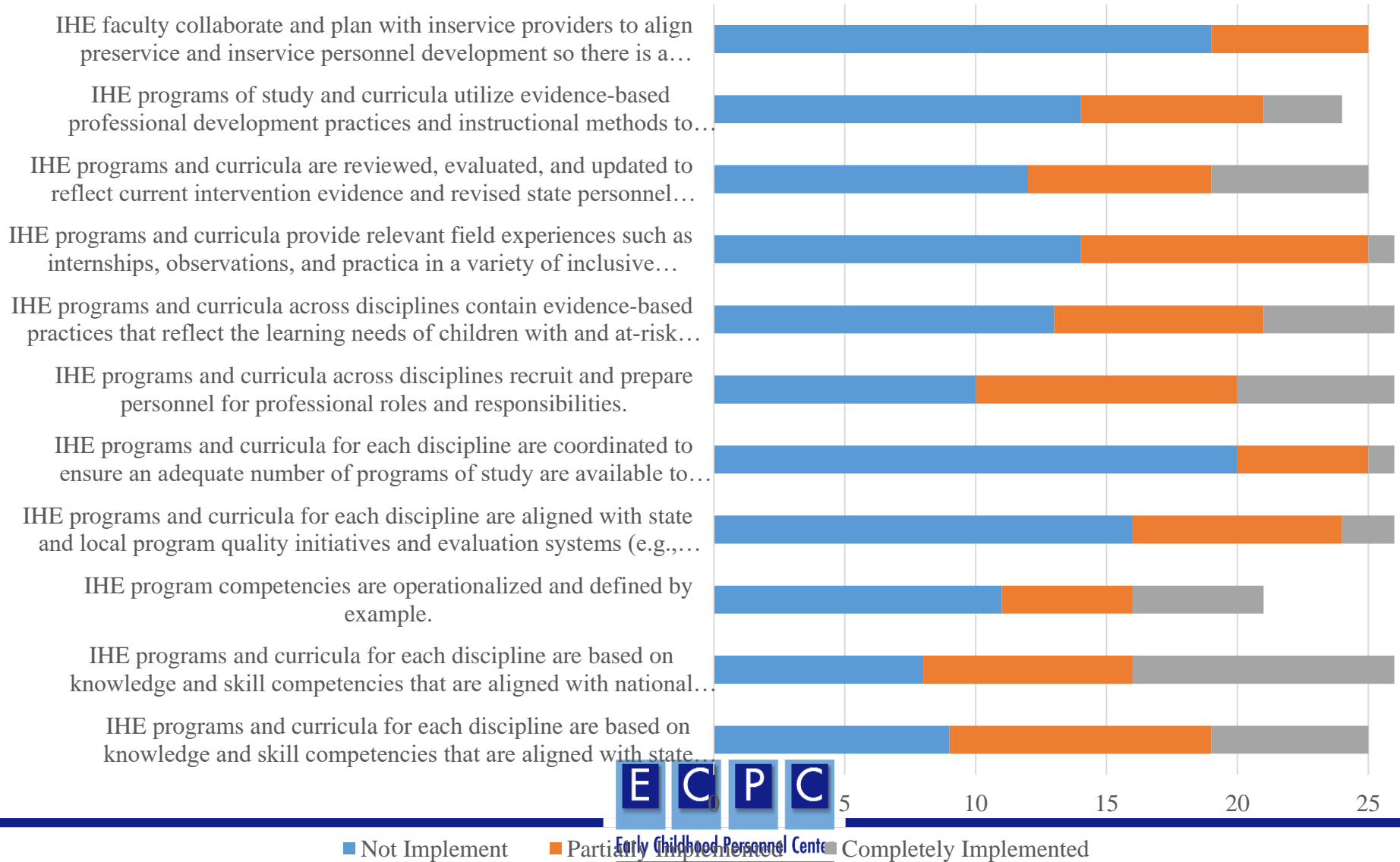|	
Leadership, Coordination, & Sustainability	**Quality Indicator 1:** A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions. **Quality Indicator 2:** There is a written multi-year plan in place to address all sub-components of the CSPD.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

Average Quality Indicator Score by System Type
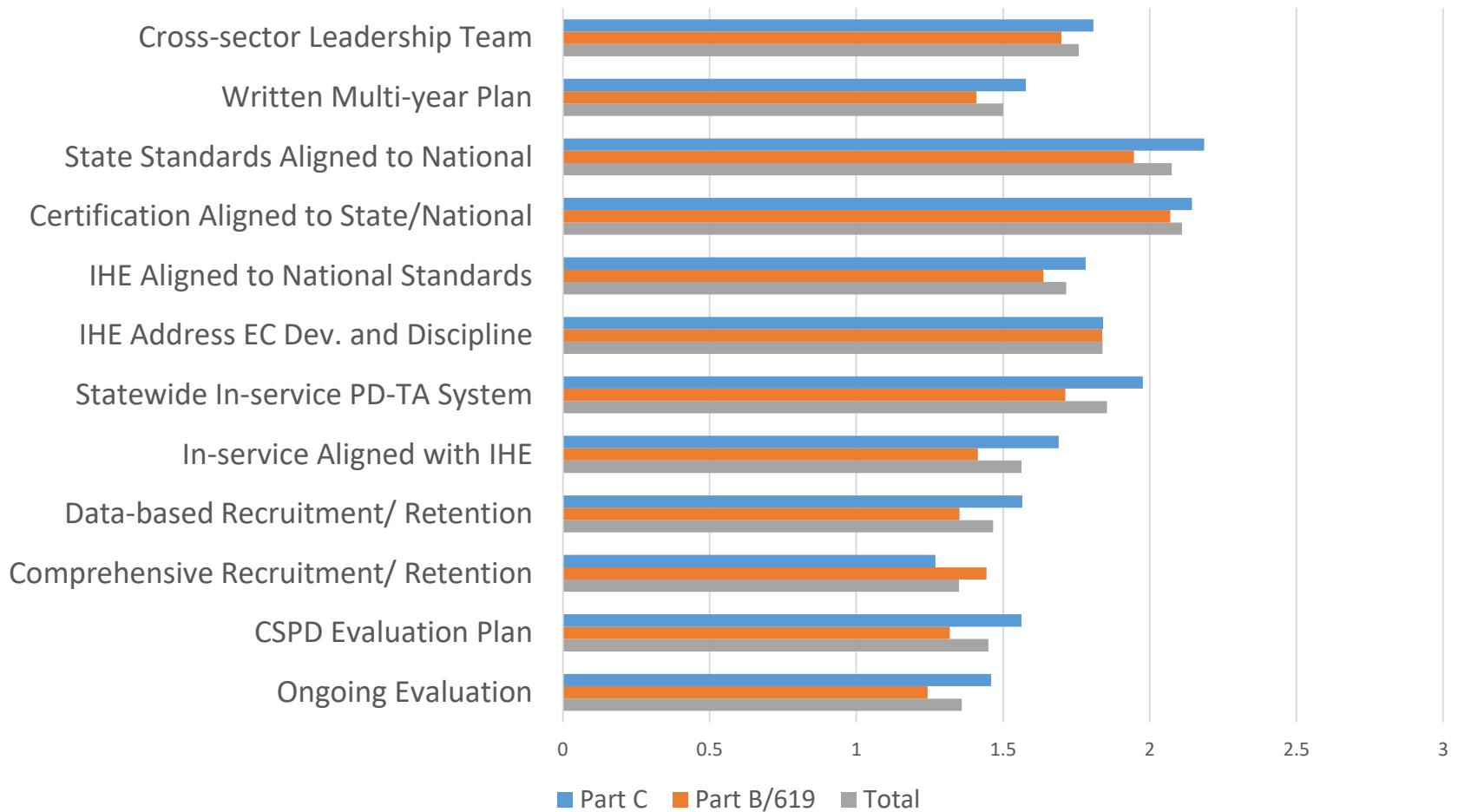
CSPD Baseline Average Ratings
Across All States by Item

Legend:
- Leadership
- Personnel Standards
- Pre-service
- In-service
- Recruitment/Retention
- Evaluation
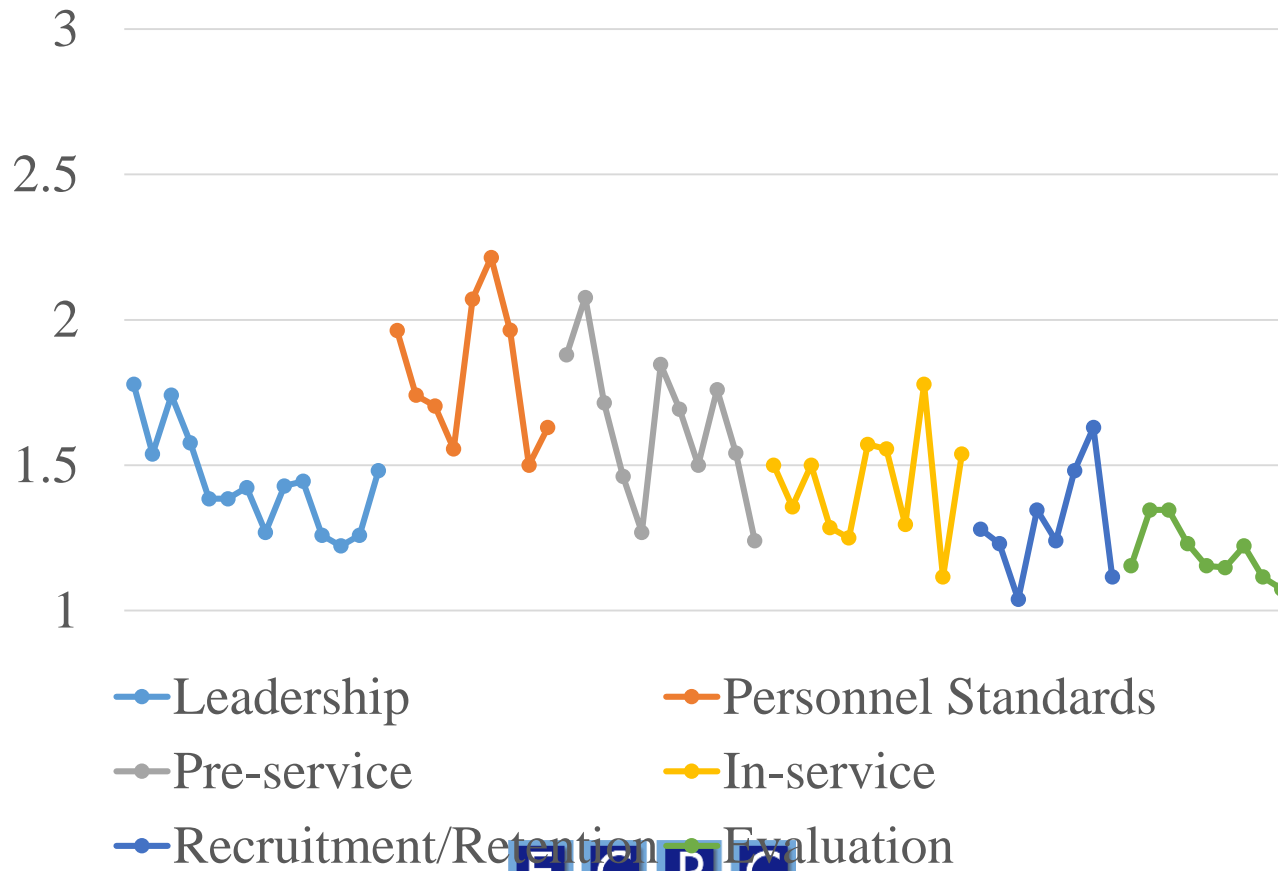
Baseline Ratings for Pre-Service Items

IHE faculty collaborate and plan with inservice providers to align preservice and inservice personnel development so there is a…

IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to…

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

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

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

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…

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

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…

IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state…

Legend: ■ Not Implement ■ Partially Implemented ■ Completely Implemented

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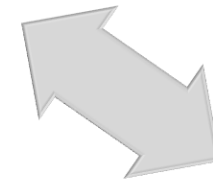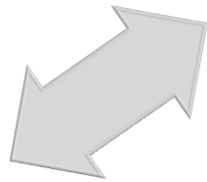
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Identify and Develop Knowledge

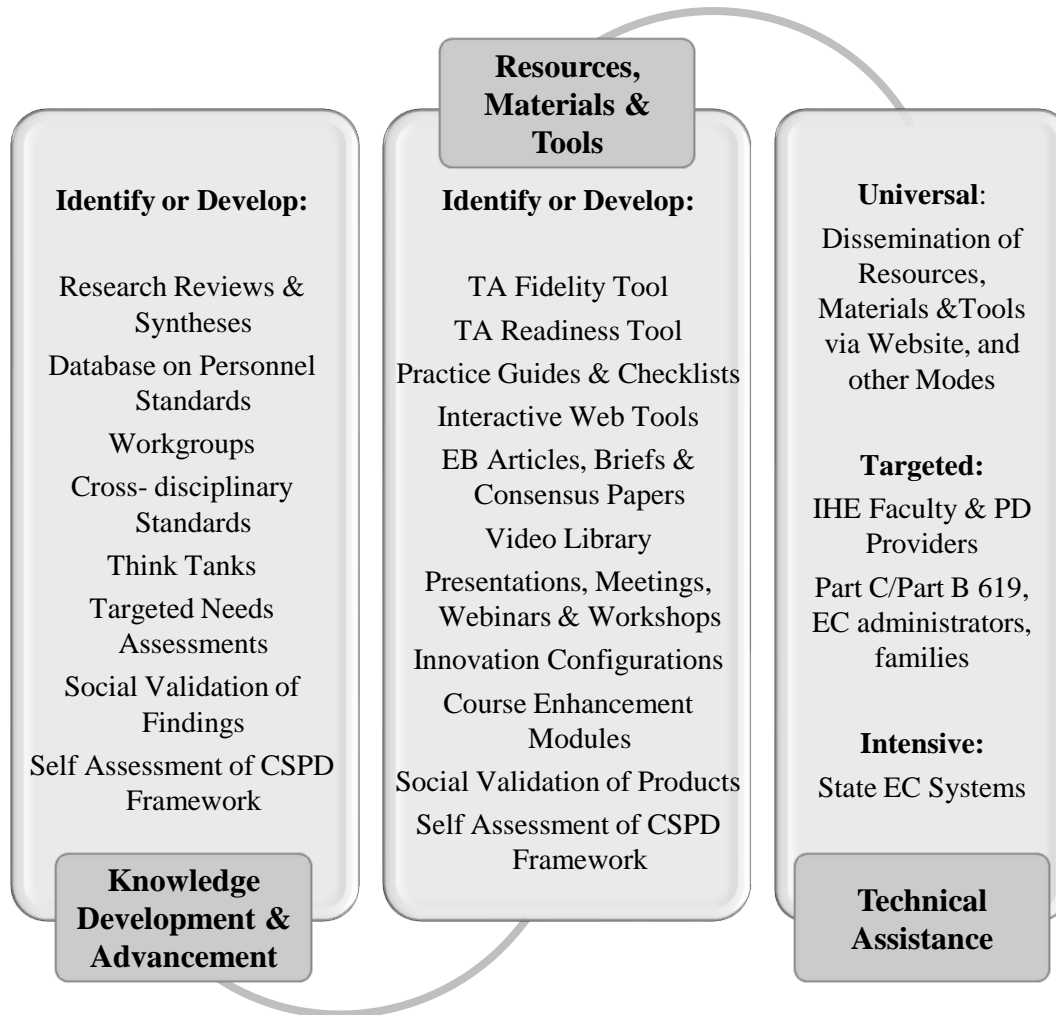Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce

Provide TA to Specific Populations and State Early Childhood Systems

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Resources, Materials & Tools

Identify or Develop:	**Identify or Develop:**	**Universal**:

Identify or Develop:

Research Reviews & Syntheses

Database on Personnel Standards

Workgroups

Cross- disciplinary Standards

Think Tanks

Targeted Needs Assessments

Social Validation of Findings

Self Assessment of CSPD Framework

Knowledge Development & Advancement

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

Social Validation of Products

Self Assessment of CSPD Framework

Universal:

Dissemination of Resources, Materials &Tools via Website, and other Modes

Targeted:

IHE Faculty & PD Providers

Part C/Part B 619, EC administrators, families

Intensive:

State EC Systems

Technical Assistance

E C P C

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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

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

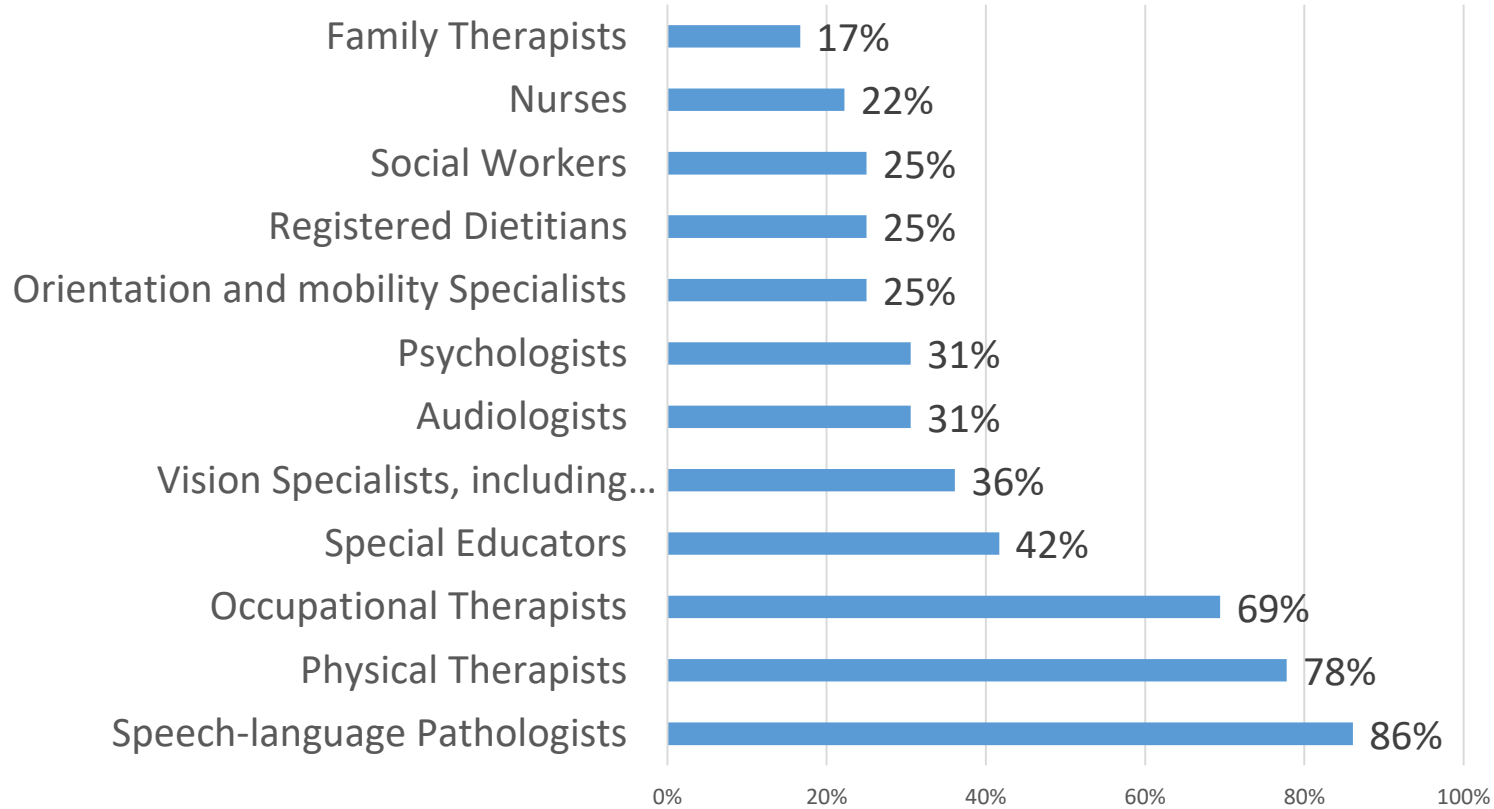# Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability

Structures for ongoing support of all personnel development activities

Recruitment and Retention

Strategies to identify, hire and maintain a qualified workforce across sectors and discipline

Evaluation

Plans for evaluating each subcomponent of the CSPD

Inservice Training

Ongoing learning activities to maintain and build the competence of the EC workforce

Preservice Training

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Personnel Standards

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Recruitment and Retention

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

Standards

- Alignments Across Disciplines

- Alignments for Teachers

- Alignments of State with National

National Data Base of Personnel Standards

➢13 disciplines

➢20 variables

➢A two-step procedure was implemented:

- Step 1: Internet-based data collection (with inter-rater reliability)
- Step 2: Telephone interview for verification.

➢Analysis: Frequency count and percentage

➢Findings:

- Each state dramatically varied in personnel standards.
- Related service disciplines had less variance.
- Less than 1/3 of the states specified additional requirements for working in Part C.

PERSONNEL STANDARDS RESOURCE

Licensing, and certification of personnel who provide services to infants and young children with disabilities and their families
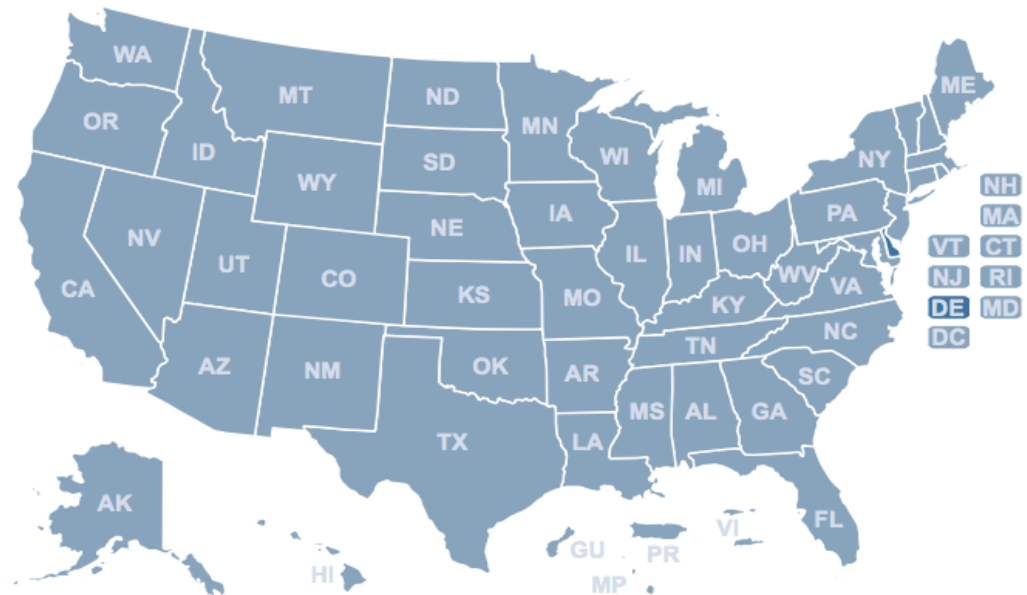
Definitions

Standard: What you must know and be able to do (knowledge and skills)

Competency: an ability or skill that can be measured

Practice: the action of doing something

Indicator: a rule for the measure of quality; a sign that shows the condition or existence of something

ALIGNMENTS PROVIDE GUIDANCE FOR:

- Development of CAEP/state accreditation documents

- Review of CAEP/state program documents

- Development, modification, implementation and evaluation of IHE programs and PD systems

- Development, implementation, and evaluation of inclusive clinical experiences

- Articulation across 2 and 4-year programs

- Development of state certification policies

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Family Centered Practices

Culturally competent practice in natural settings that involves and actively engages the family in their child's assessment, goal setting, decision-making and the provision of resources/supports/interventions/services to them.

Example

Family Centered Practice: *Family Involvement in Assessment*

Organization	Personnel Standard
APTA	Evaluate family strengths, resources, concerns, and priorities: a) conduct family interview; b) select and administer supplemental family surveys
ASHA	Skills (ability): to interview families in family friendly, culturally competent manner to obtain background history
CEC	Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities
DEC	Integrate family priorities and concerns in the assessment process
NAEYC	Knowing about assessment partnerships with families and with professional colleagues
ZTT	Assesses family strengths and risk factors and connects the family to appropriate resources to both enhance the family's ability to build on their strengths and protect children and family members from risks

Coordination and Collaboration

The alignment of early childhood intervention services, resources and interventions across personnel and agencies to support seamless service delivery for infants and young children with disabilities and their families.

Example

Coordination & Collaboration: *General Teaming*

Organization	Personnel Standard
AOTA	An occupational therapy practitioner is an integral member of the interdisciplinary collaborative health care team. He or she consults with team and family members to ensure the client-centeredness of evaluation and intervention practices
APTA	Supervise personnel and professional students: a) monitor the implementation of therapy recommendations by other team members; b) establish a student clinical affiliation; c) formally and informally teach/train therapy staff
ASHA	Skills in implementing strategies to function as an effective member of an interdisciplinary programming team

Example (continued)

Coordination & Collaboration: *General Teaming*

Organization	Personnel Standard
CEC	Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
DEC	Collaborate with caregivers, professionals, and agencies to support children's development and learning
ZTT	Collaborates with other service providers and provides information, guidance, and support to assist families who are caring for a child with special needs

Evidenced Based Practice

The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation delivered to an individual child and family, and collection and use of individual data to document a child and family's need for intervention, the design and implementation of an intervention plan (e.g. IEP, IFSP), and the outcomes achieved as a result of the interventions.

Example

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
AOTA	An occupational therapist is responsible for all aspects of the screening, evaluation, and re-evaluation process
APTA	Use valid, reliable, and nondiscriminatory examination instruments and procedures for: a) identification and eligibility, b) diagnostic evaluation, c) individual program planning, d) documentation of child progress, family outcomes, and program impact
ASHA	Knowledge of methods of evaluation and assessment appropriate for the birth-to-3 population (including interview, parent report, observational, and criterion-referenced tools)

Example (continued)

Intervention/Instruction: *Assessment*

Organization	Personnel Standard
CEC	Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.
DEC	Alignment of assessment with curriculum, content standards, and local, state, and federal regulations
NAEYC	Understanding the goals, benefits, and uses of assessment
ZTT	When available, uses evidenced-based screening, observation, and assessment tools and strategies to inform planning and provision of appropriate services for the unique needs of each individual child, including children with special needs and dual language learners

Professionalism and Ethics

All who provide early childhood intervention will have knowledge and skills in the laws, policies, and practices that govern their professional discipline,

and demonstrate professional ethics and advocacy for each infant, young child and family with whom they work,

and take responsibility to improve their knowledge and skills through professional development and self-reflection.

Example (continued)

Professionalism: *Advocacy/Public Awareness*

Organization	Personnel Standard
CEC	Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring.
DEC	Advocacy for professional status and working conditions for those who serve infants and young children, and their families
NAEYC	Engaging in informed advocacy for children and the profession
ZTT	Understands and takes a leadership role in advocating for families and young children with special needs at the programmatic, local, state, and federal levels

Source Documents	
AOTA	American Occupational Therapy Association. (2010). Standards of practice for occupational therapy. American Journal of Occupational Therapy, 64(6), S106-S111.
AOTA	American Occupational Therapy Association. (2013). Occupational Therapy Practice Guidelines for Early Childhood: Birth Through 5 Years. Bethesda, MD: AOTA Press.
AOTA	American Occupational Therapy Association. (2011). Occupational Therapy Services in Early Childhood and School-Based Settings
APTA	Chiarello, L., & Effgen, S.K. (2006). Updated competencies for physical therapists working in early intervention. Pediatric Physical Therapy,18(2), 148-67.
APTA	American Physical Therapy Association. (2009). Minimum Required Skills of Physical Therapist Graduates at Entry-Level. BOD G11-05-20-49. Available from http://www.apta.org/Educators/Clinical/EducationResources/
APTA	Commission on Accreditation in Physical Therapy Education. (2015). Standards and Required Elements for Accreditation of Physical Therapist Education Programs. Available from http://www.capteonline.org/AccreditationHandbook/

Source Documents (continued)	
ASHA	American Speech-Language-Hearing Association. (2008). Core knowledge and skills in early intervention speech-language pathology practice [Knowledge and Skills]. Available from www.asha.org/policy
ASHA	American Speech-Language Hearing Association. (2006). Roles, knowledge, and skills: audiologists providing clinical services to infants and young children birth to 5 years of age [Knowledge and Skills]. Available from www.asha.org/policy.
CEC	Council for Exceptional Children. (2014). Initial Preparation Standards. Available from https://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards
DEC	Division for Early Childhood. (2014). Initial Specialty Set: Early Childhood Special Education/Early Intervention. Available from http://www.dec-sped.org/About_DEC/Personnel_Standards_for_Early_Intervention_and_Early_Childhood_Special_Education
NAEYC	NAEYC. (2009). Standards for early childhood professional preparation. Available from http://www.naeyc.org/files/naeyc/file/positions/ProfPrepStandards09.pdf
ZTT	Dean, A., LeMonie, S., & Mayoral, M. (2016). ZERO TO THREE Critical competencies for infant-toddler educators. Washington, DC: ZERO TO THREE.
ZTT	ZERO TO THREE. (2005). Cross-Sector Core Competencies for the Prenatal to Age 5 Field. Los Angeles: Author.

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Preservice

Professional IHE Accreditation Standards

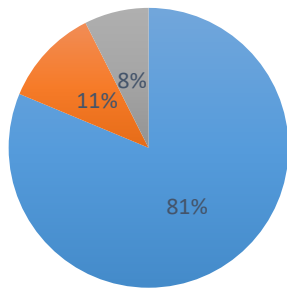State Certifications/Licensure

Competencies

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) — 81%
- ECSE (n=586) — 11%
- BLEND (n=387) — 8%

Program Degree

Degree	Count
Certificate	1446
Diploma	89
Associate's	1058
Bachelor's	1355
Graduate Certificate	56
Master's	952
Educational Specialist	48
Doctorate	99

Program Format

Format	Count
Yes	448
No	1834
Online Option	238
Hybrid	243
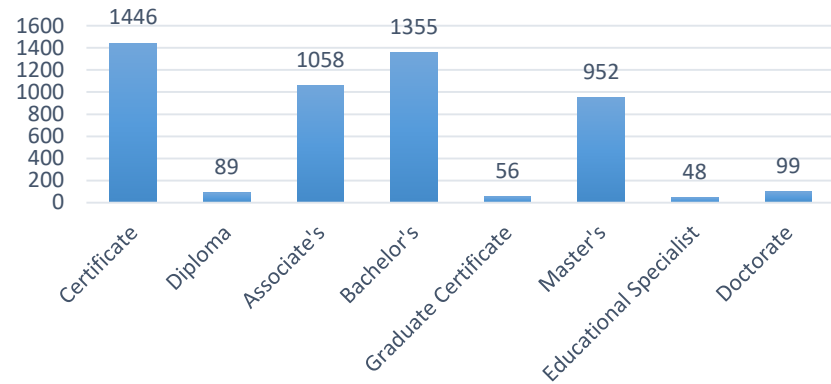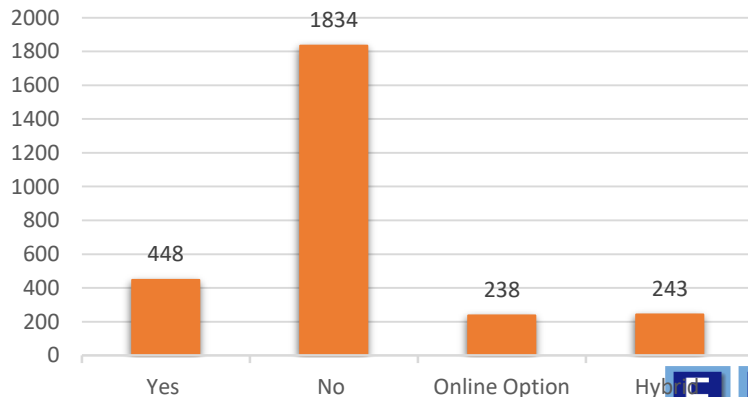
Teacher Certification Program

- Yes (n=1446) — 45%
- No (n=1759) — 55%

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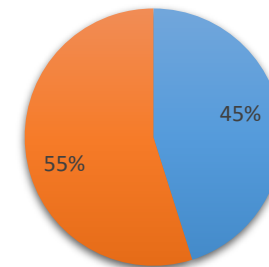
Inservice

- Practices

- Competencies

Preservice and Inservice Systems MUST Align
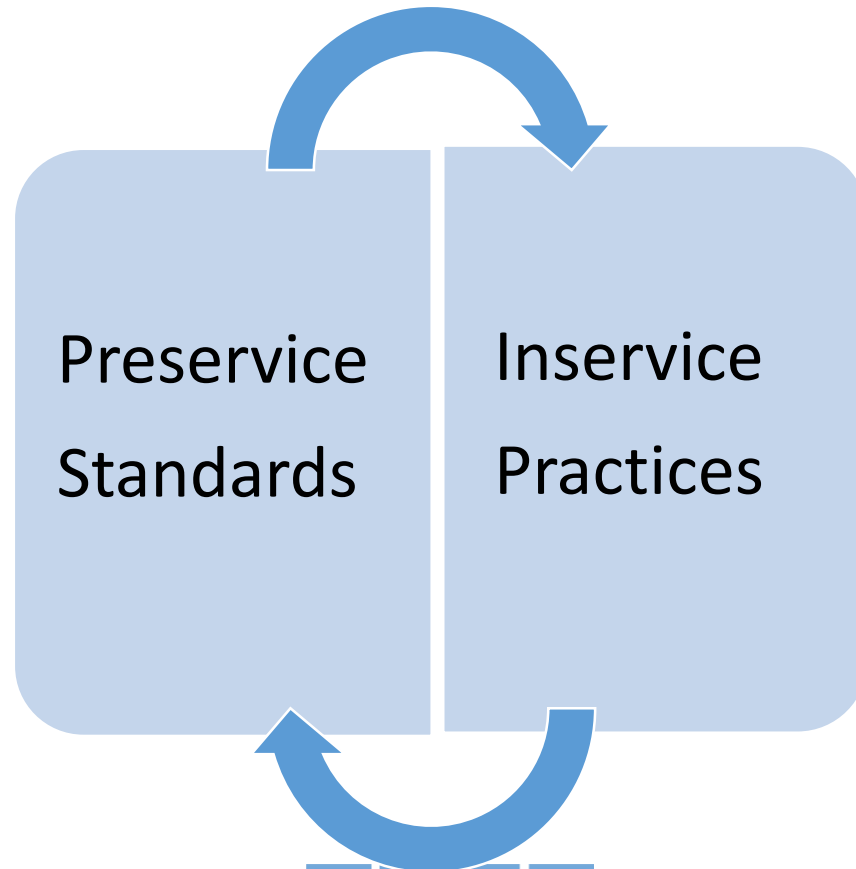
Effective Training

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

Dunst, C.J., Bruder, M.B. and Hamby, D.W. (2015)

Leadership, Coordination and Sustainability

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

ECPC

Early Childhood Personnel Center

www.ecpcta.org

Leadership Methodology

1. **Scan the Literature for leadership types**
2. **Research synthesis as frame**
3. **Think Tanks Part C/619 (2; N=21 participants)**
   a) Job descriptions/What you do/Need to know
   b) Refine/reduce into critical knowledge and skills by level
   c) Translate into competency statements
4. Survey/Delphi for validation/consensus
5. Refined competencies will be sequenced by level
6. Indicators will be developed for each competency
7. Curriculum will be developed with learning activities

Evaluation

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

Logic Model

Early Childhood Personnel Center (ECPC)
Logic Model

Inputs →	Outputs →	Outcomes

Program Investments	Key Activities & Outputs	Short Term (knowledge/skills)	Intermediate (behavior)	Long Term (condition)

UConn Health
 	
UConn Neag School of Education
 	
Director, Co-Directors and Assoc. Directors
 	
External Evaluators
 	
Sub Recipient Partners
 	
Consultants:
• Cross disciplinary
• Expert-Technical
• IHE & Personnel Standards
• Leadership Faculty
• State TA
 	
Partner EC organizations
 	
Partner TA Centers (CEEDAR, CEELO, DASY, ECSTA, IDC NCSI, PBIS, SWIFT Zero to Three)
	Knowledge Development:
	• Identify, develop, synthesize *EB practices* to:
	  • support a competent EC workforce;
	  • contribute to the building & implementation of an effective CSPD
	• Identify & develop *resources, materials, tools* to:
	  • increase awareness & recognition of various personnel standards & competencies
	  • support EC personnel faculty to align programs of study to EC personnel standards, integrate DEC recommended practices into the curricula, utilize adult learning principles & use implementation supports.
	• Identify revisions for the *self-assessment* of CSPD personnel component of the EC Systems Framework.
	• Expand & update the state and national *data base* on personnel standards
	Technical Assistance & Dissemination:
	• Develop an EB *TA process*.
	• Develop & deliver *differentiated* TA at universal, targeted, and intensive levels
	• Implement *assessments to measure the readiness* of potential targeted & intensive TA recipients
	• Develop a *fidelity tool* to measure the implementation of EB TA practices
	• Maintain interactive dissemination *website*
	• Disseminate *consensus papers, briefs and articles*
	Collaboration:
	• Identify cross sector *affinity group members*
	• Identify economies of scale and *dissemination strategies* to leverage across agencies and organizations
		• Consumers report ECPC materials and resources are high Quality, Relevant, and Useful (Q,R,U)
		
		• TA recipients report ECPC TA was HQ,R, U.
		
		• Leadership Institute participants report on Q,R U of trainings.
		
		• IHE faculty report on Q,R,U of trainings
		
		• ECPC collaborators report on Q, R, U of the collaboration.
		
		• State EC personnel report increased knowledge and skills regarding effective EC practices
			• State EC personnel, Leadership Institute and IHE faculty participants report *application* of knowledge and skills to their work
			
			• States receiving targeted and intensive TA align their state standards with national standards, integrate DEC RPs, utilize adult learning principles and use implementation supports
			
			• States receiving intensive TA have effective CSPD
			
			• IHEs increase their alignment of curricula with EC personnel standards
				• State EC personnel meet EC standards & have the requisite knowledge & skills to provide quality services
				
				• OSEP-funded EC projects & EC PD organizations demonstrate evidence of ongoing collaboration to sustain high quality practices in EC
				
				• Children & Families have access to high quality early childhood services

Internal Evaluation →	External Evaluation

What You Can Use:

Everything We Have!

ECPCTA.ORG

Outputs of the ECPC 2

- Knowledge Development

- Materials, Resources and Tools

- Technical Assistance

- Leadership and Collaboration

- Management and Evaluation

Available Materials, Resources and Tools

- CEC, DEC & NAEYC Personnel Standards Alignment

- DEC Recommended Practices Alignments

- Cross-Disciplinary Personnel Competencies Alignment

- Data Reports and Literature

- National Database of State Personnel Standards

- E-Learning Modules

- Presentations and Powerpoints

Data Reports

- <u>Data Report 1: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Education Act</u>

- <u>Data Report 2: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Act</u>

- <u>Data Report 3: The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs</u>

- <u>Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level</u>

- <u>The Development of Core Cross Disciplinary Early Childhood Competency Areas</u>

- <u>Personnel Need Assessment</u>

- <u>ECPC Leadership Competency Validation Survey for Part C and Part B (619) Coordinators</u>

Literature Syntheses/Reviews

#1 Alignment of State Personnel Standards and Competencies with Curricula at IHEs

#2   Alignment of Preservice and Inservice Training for Early Childhood Interventionists

#3 Systems Level Integration to Promote Integrated Early Childhood Professional Development

#4 Inservice Professional Development: Features Associated with Positive Outcomes

#5 Relationships Between Leadership Practices and Organizational, Leader and Employee Outcomes

#6 Metasynthesis of Preservice Professional Preparation and Teacher Education Research Studies

#7 Scoping Review of the Core Elements of Technical Assistance Models and Framework

#8 Review of Studies and Evaluations of the Effects of Technical Assistance on Program, Organization, and Systems Change

Specificity and Equity

- Program Features (Intervention Variations)

- Child and Family Characteristics

- Outcomes

Where Are We Going?

Cross-Disciplinary Work Group

- **Council for Exceptional Children**

- **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**

Core Competencies across Disciplines

Family Centered Care

Coordination & Collaboration

Intervention Instruction as Informed by Evidence

Professionalism

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