Mary Beth Bruder, PhD, Director

George Sugai, PhD, Co-Director

University of Connecticut

Vicki Stayton, PhD

CSPD Leadership Institute

December 2, 2018

ECPCTA.ORG

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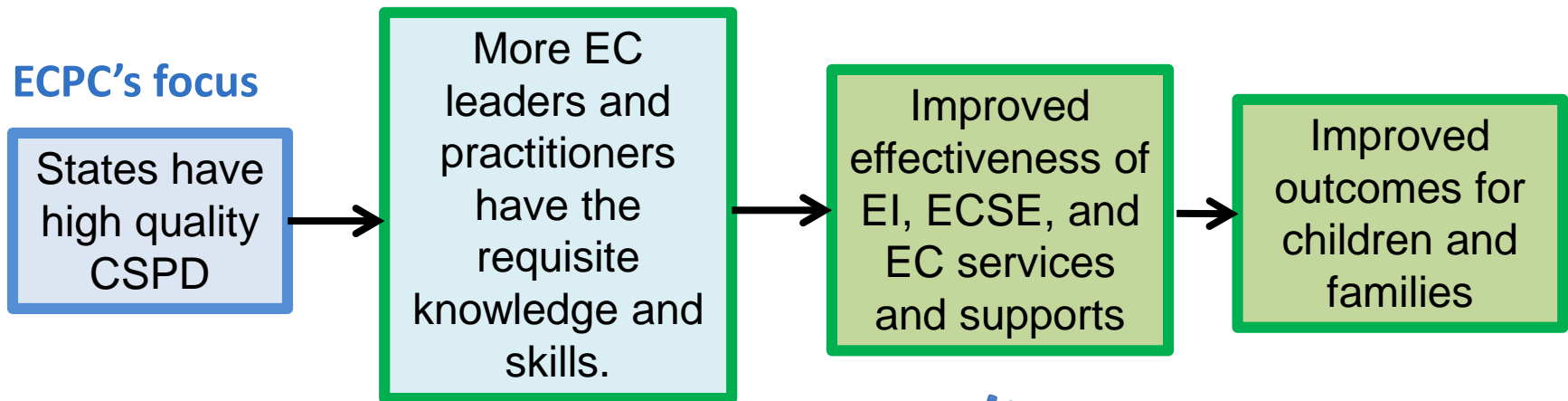**integrated** and **comprehensive**
early childhood systems
of personnel development (CSPD)
for all disciplines
serving infants and young children with
disabilities

Theory of Action

ECPC's focus

```
States have          More EC              Improved            Improved
high quality   →     leaders and     →    effectiveness of  → outcomes for
CSPD                 practitioners        EI, ECSE, and        children and
                     have the             EC services          families
                     requisite            and supports
                     knowledge and
                     skills.
```

How improved CSPD leads to improved outcomes

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.

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Personnel Can Have a Powerful Impact….

or NOT

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination & Sustainability

Structures for ongoing support of all personnel development activities

Inservice Training

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

Evaluation

Plans for evaluating each subcomponent of the CSPD

Recruitment and Retention

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

Preservice Training

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

Personnel Standards

Discipline specific knowledge, skills and competencies for the EC workforce

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DEFINITION OF SYSTEMS

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

SYSTEMS LAST BEYOND PEOPLE....

Sometimes

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is a *necessary* and *integral*

quality indicator of

an early childhood service system

AND

the early childhood workforce

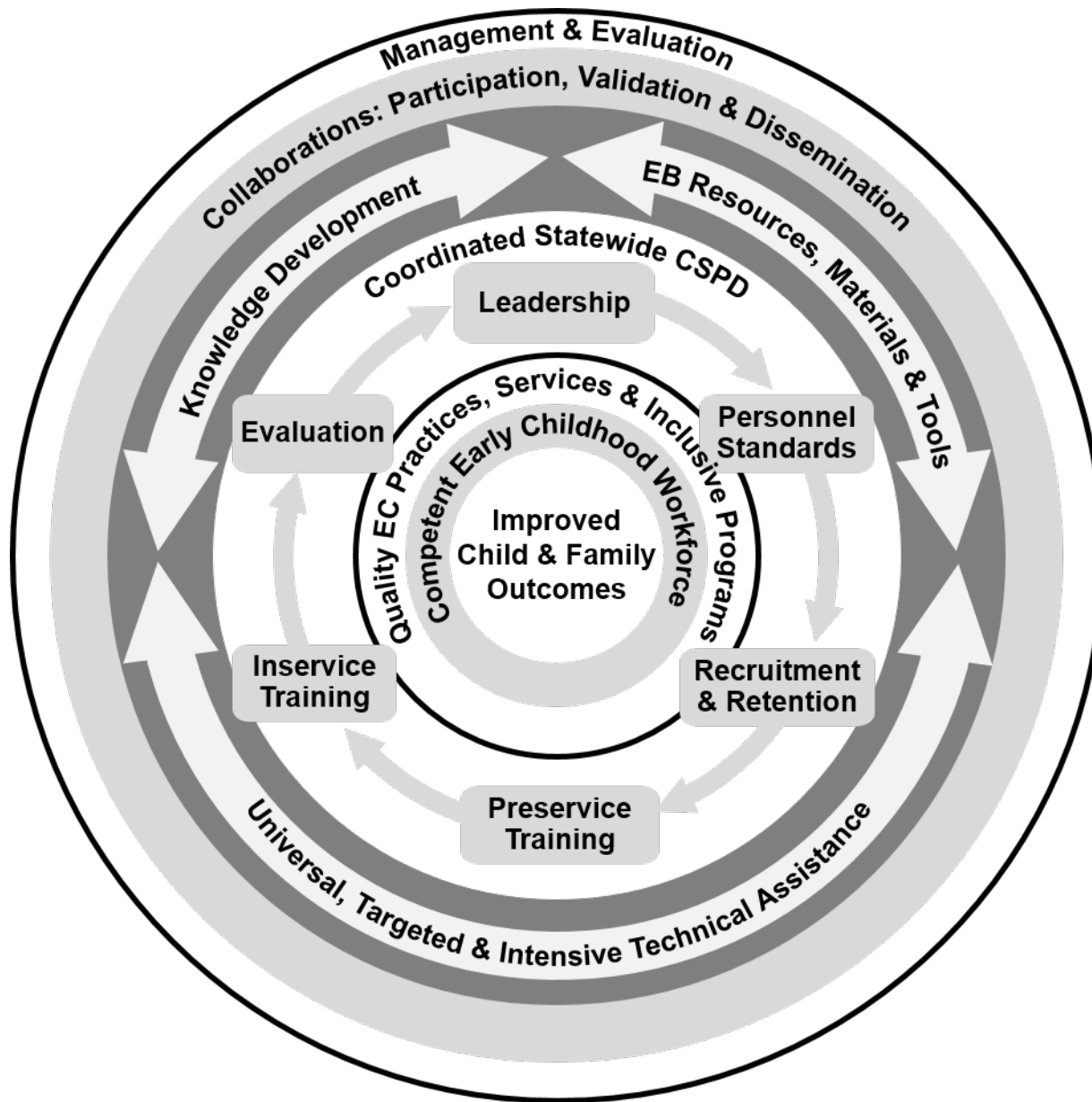who serve infants, toddlers and preschool children with disabilities and their families
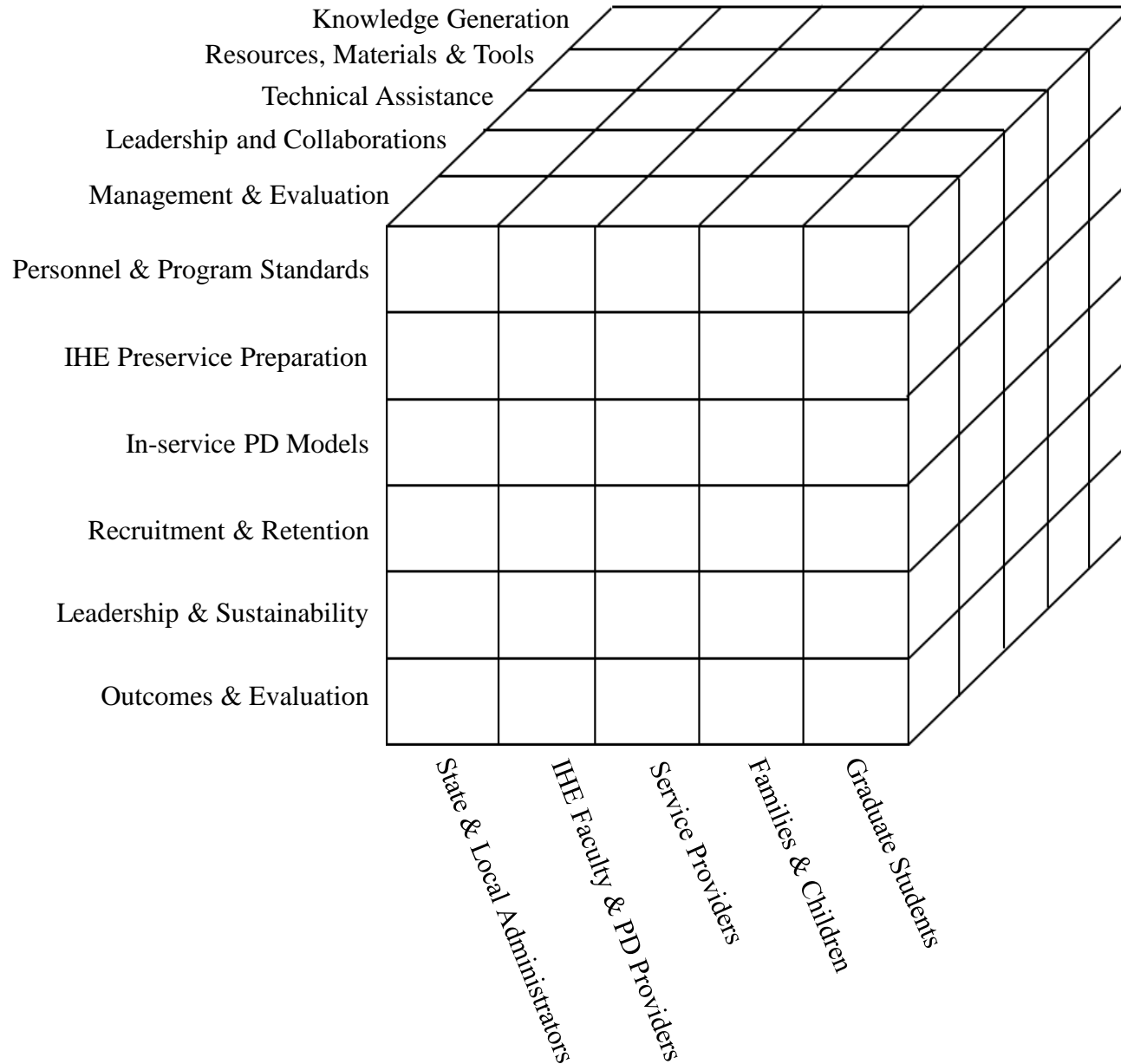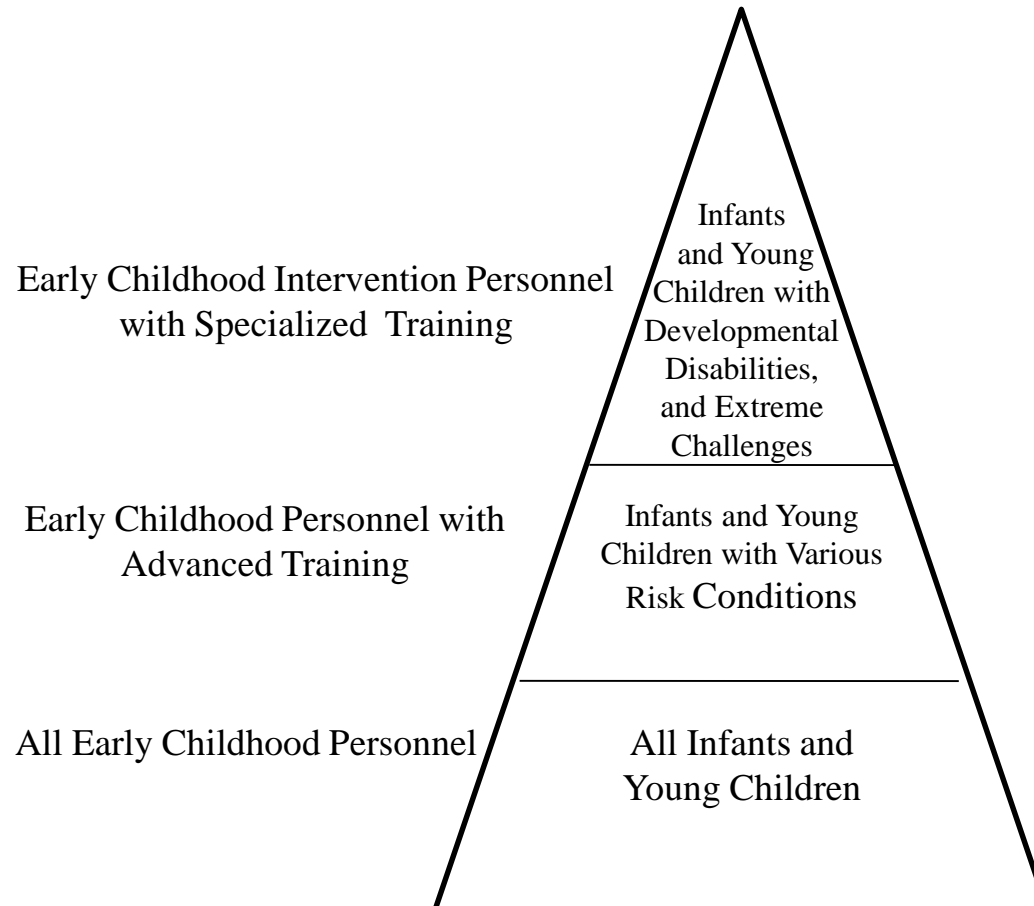
SYSTEMS THINK

Management & Evaluation

Collaborations: Participation, Validation & Dissemination

Knowledge Development

EB Resources, Materials & Tools

Coordinated Statewide CSPD

Quality EC Practices, Services & Inclusive Programs

Competent Early Childhood Workforce

Leadership

Evaluation

Personnel Standards

Improved Child & Family Outcomes

Inservice Training

Recruitment & Retention

Preservice Training

Universal, Targeted & Intensive Technical Assistance

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Center Goals, CSPD Components and Stakeholders

Knowledge Generation
Resources, Materials & Tools
Technical Assistance
Leadership and Collaborations
Management & Evaluation

Personnel & Program Standards

IHE Preservice Preparation

In-service PD Models

Recruitment & Retention

Leadership & Sustainability

Outcomes & Evaluation

State & Local Administrators
IHE Faculty & PD Providers
Service Providers
Families & Children
Graduate Students

Early Childhood Intervention Personnel with Specialized Training

Early Childhood Personnel with Advanced Training

All Early Childhood Personnel

Infants and Young Children with Developmental Disabilities, and Extreme Challenges

Infants and Young Children with Various Risk Conditions

All Infants and Young Children

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

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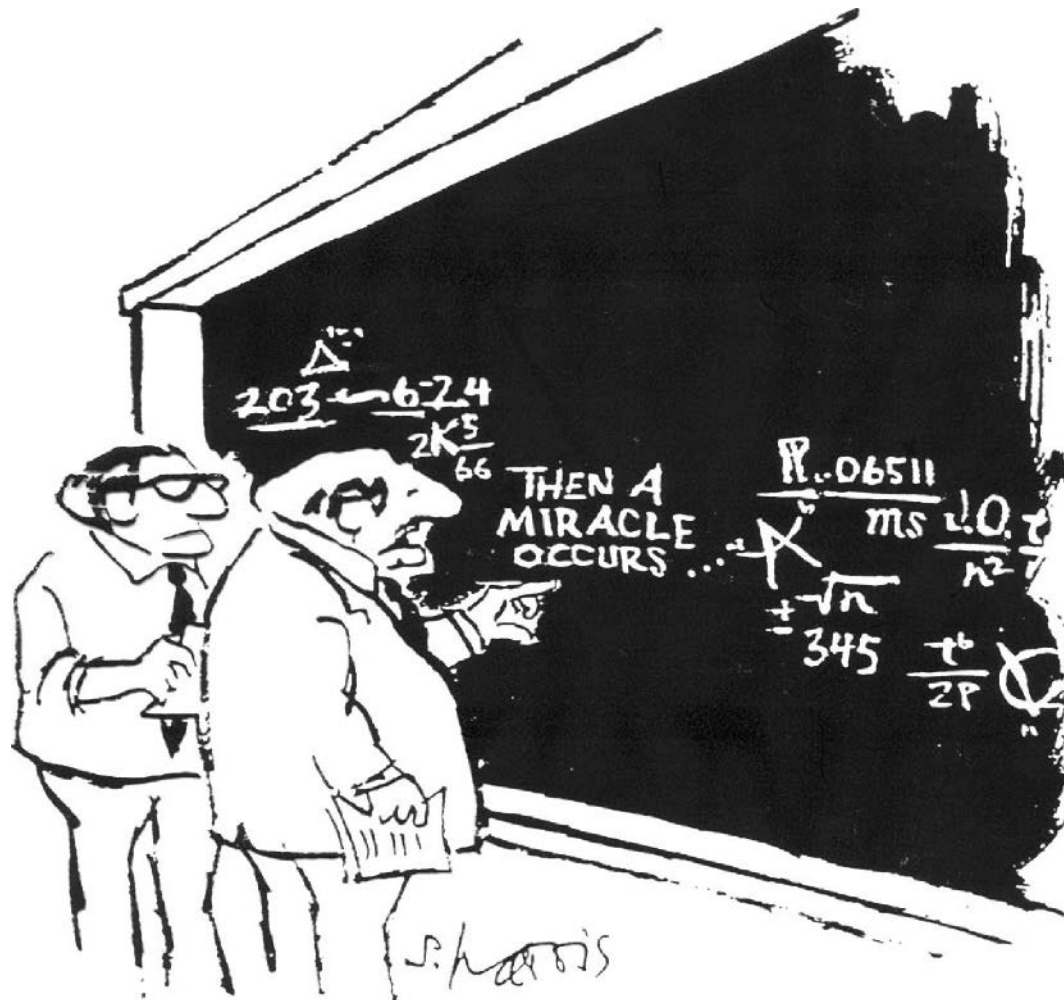
•"I think you should be more explicit here in step two."

Definition of TA

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

by recipients.

- (Early Childhood Education Professional Development: Training and Technical Assistance Glossary, NAEYC &
- NACCRRA, 2011).

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Caveats:

- **TA techniques are not sufficient, and should be
  •augmented with relationships.** Trust, collaboration,
  •respect, and encouragement were frequent
  •supports to effective TA;

- **Relationships are not sufficient and should be
  •augmented with techniques** using goals that are
  •specific, measurable, attainable, realistic, and time-
  •bound, **or there is a risk that the TA will not be
  •accomplished.**

•(Katz, 2015)

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Partner Organizations

APTA	HECSE
AOTA	NAECS-SDE
ASHA	NASDSE
ASTHVI	NASDTEC
AUCD	NAEYC
CCAoA	NHSA
CCSSO	Part C ITCA
CEC	619 Affinity Group
Child Trends	TED
DEC	ZERO TO THREE

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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

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AND THE MIRACLE:

Develop A TA Plan

To HELP YOU

Meet Your State Needs

•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

STRATEGIC WORK PLAN

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

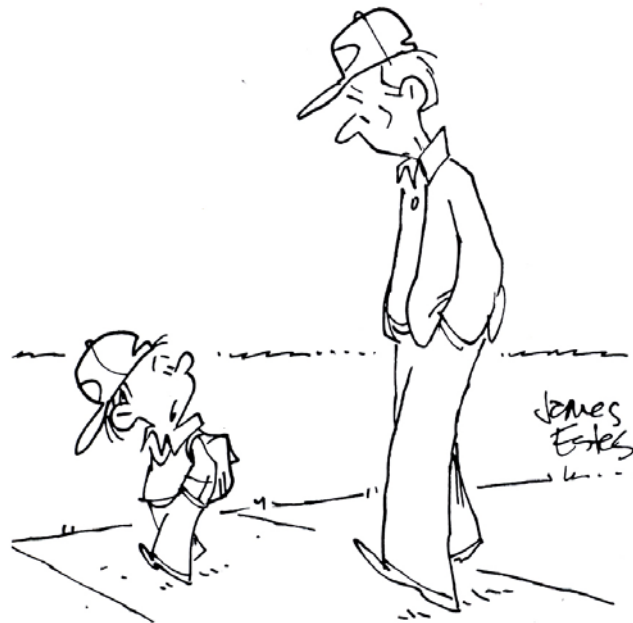ECPC

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ELEMENTS OF CHANGE

- Where are we now?

- Where do we want to be?

- What do we need to do to get from here to there?

A *PARADIGM*
is a set of rules and regulations that:

Define boundaries

Tell us what to do to be successful **within** those boundaries
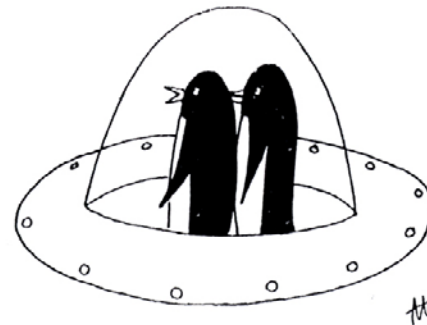
"Gramps, why do you always wear your cap backwards?"

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ANDREW ARMSTRONG

"I see only a little snow at the poles. Obviously, this planet can't support intelligent life."

AUGUST 1, 1997

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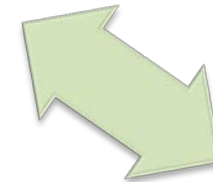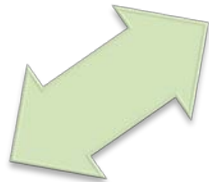
We see things not as they are

But

As we are

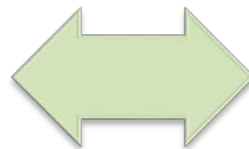# The way we see the problem may

BE the problem

METHODS OF ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products

- Participant Driven

- Continuous Feedback Among and Between ALL Objectives

- Collaborative

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Universal TA for All

Web Site

Materials, Resources and Tools

Targeted TA to Build Leadership to Specific Populations

IHE Faculty, Doctoral Students, & PD Providers

Part C/Part B 619, EC Administrators, and Families

Intensive TA for State CSPD Development and Implementation
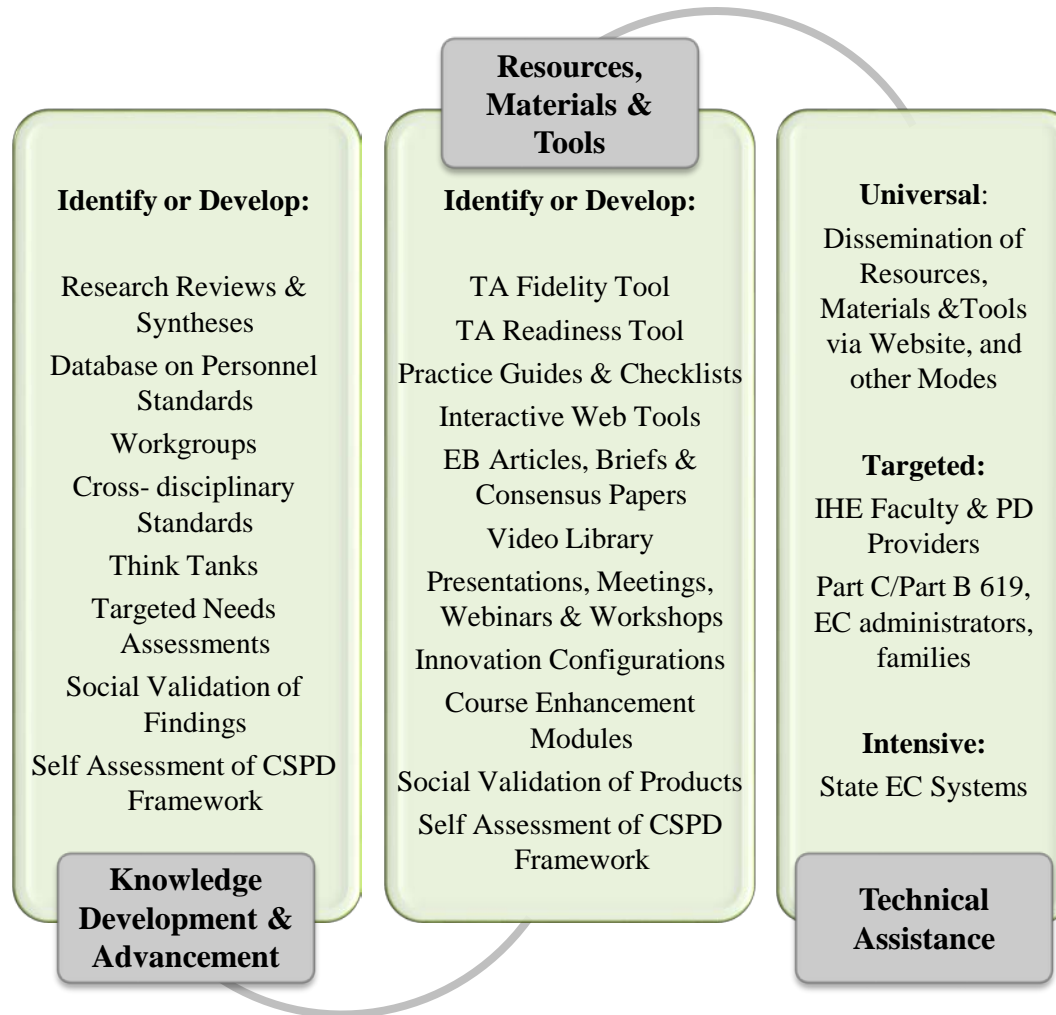
Expand in 9 Current States

Develop and Implement in 8 New States

OUTPUTS OF THE ECPC 2

- Knowledge Development

- Materials, Resources and Tools

- Technical Assistance

- Leadership and Collaboration

- Management and Evaluation

Resources, Materials & Tools

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

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KNOWLEDGE DEVELOPMENT

KNOWLEDGE DEVELOPMENT

- Meta Syntheses/Reviews: leadership; preservice training; TA; other

- Surveys/Scans: CSPD components across states; IHE programs; parent training centers

- Targeted Needs Assessments: institute participants; conference participants; IHE faculty and students

- Think tanks and work groups (standards and cross disciplinary competency areas)

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Effective Training-Research Meta-Synthesis

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)

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EC/ECSE IHEs

- **Goals**
  - Database of all EC and ECSE programs
  - Blended programs and certification
  - Outcomes of blended vs. non-blended programs
- **Methods**
  - Investigate certification requirements for EC and ECSE
  - NCES database for list of higher education institutions
  - Collecting information on all programs for EC, ECSE, and EC/ECSE blended

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		

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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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CROSS-DISCIPLINARY COMPETENCIES

- 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

ALIGNMENT

CEC/DEC Personnel Standards

AND

DEC Recommended Practices

Core Competencies across Disciplines

Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support

2) TECHNICAL ASSISTANCE

General: To provide information and   resources on personnel development

Targeted: To align national and state personnel standards

Intensive: To develop an EC CSPD within 11 states

TARGETED TA

To integrate

Part C/Part B 619 programs

into statewide early childhood policies, practices, programs,

and

personnel development activities

Leadership Institute

*** Intensive TA State**

Cohort 1:
- Arizona*
- Colorado
- Connecticut
- Delaware*
- Idaho
- Rhode Island
- South Carolina*

Cohort 2:
- Alaska
- Massachusetts
- Minnesota*
- Nevada*
- Tennessee
- Texas
- Virginia
- Washington D.C.

Cohort 3:
- Hawaii
- Michigan*
- New York
- Ohio
- Puerto Rico*

Cohort 4:
- Illinois
- Mississippi
- New Mexico
- Vermont
- Washington

Cohort 5:
- Connecticut
- Florida
- Illinois
- Indiana

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State Team Strategic Plan Participants

- Part C = 35

- 619 = 35

- Head Start = 15

- Child Care = 16

- Race to the Top = 4

- Home Visiting = 2

- Pre-Service/IHE= 15

- In-Service/TA/ = 13

- UCEDD = 7

- Family = 11

- State/Other Early Childhood =72

LEADERSHIP INSTITUTE ACTION PLAN STATISTICS

Total Number of States Action Plans	**25**
Total Number of Goals Across States:	71
Goal Range (Min)	1
Goal Range (Max)	7
Average Goals	2.96
Total Number Objectives	197
Obj. Range (Min)	0
Obj. Range (Max)	9
Average Objectives/Goal	3.23

PERCENT OF THEMES ACROSS ALL ACTION PLAN GOALS
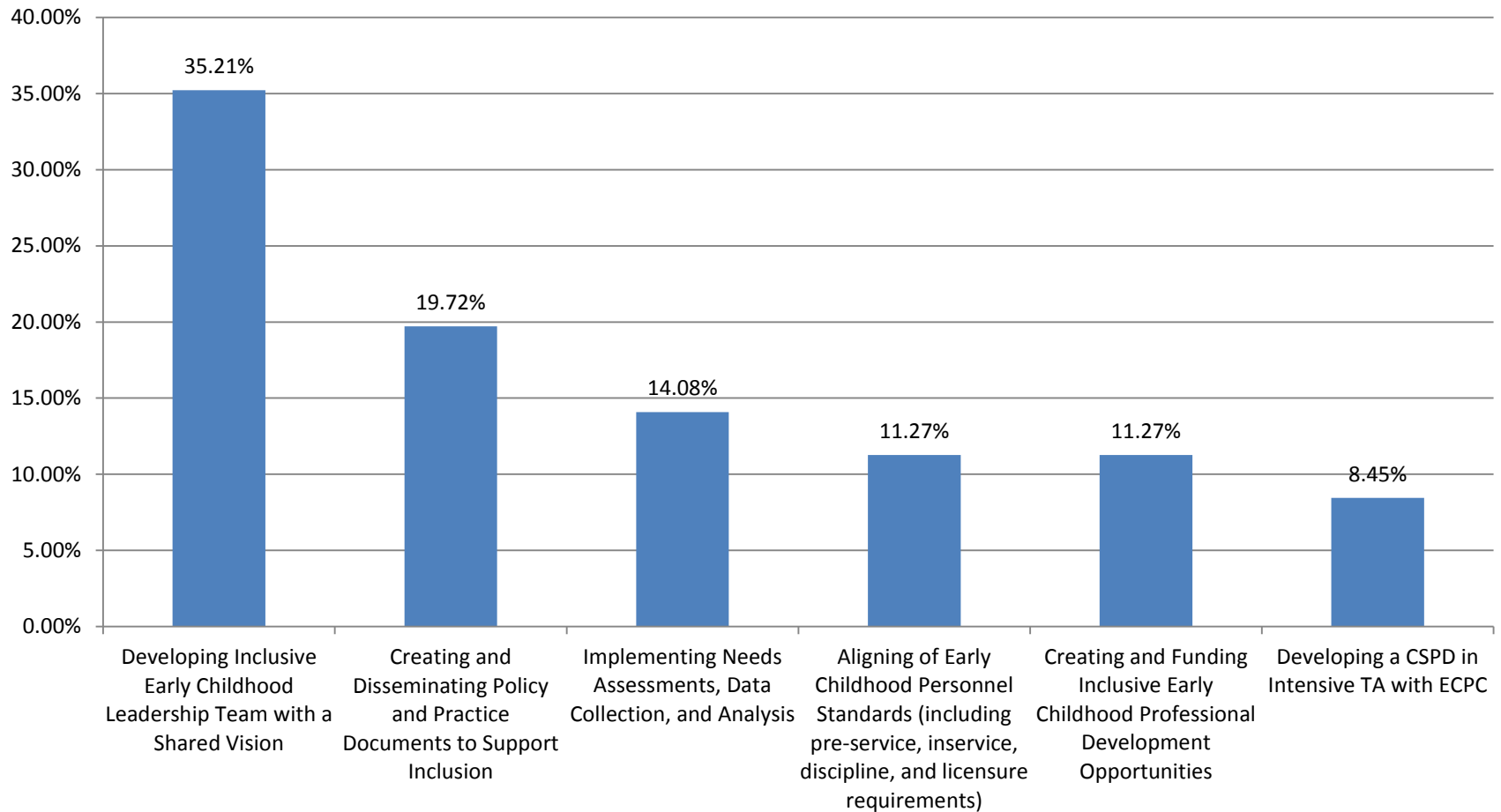
ECPC 2

To provide **targeted TA to:**

State IDEA Part C and 619 administrators, IHE Faculty and PD Providers and Families

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.

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

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FAMILIES

- To develop leadership competence for themselves and others

- To demonstrate partnership with local, state and national systems of early childhood intervention

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

INTENSIVE TA STATES

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

Cohort 2: PA, VT – *in progress or completed*

Cohort 3: AZ, MN, PR – *in progress*

Cohort 4 : HA, WA, MS -- *starting*

HOW WILL WE DO THIS ?

- **Content**:

    CSPD

- **Method:**

    Implementation frame through

    strategic planning

- **Outcome:**

    Scaling up of effective practices

    for personnel development

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Intensive TA

Personnel Framework → Strategic Planning with Stake-holders → CSPD Plan and On-Going Committee
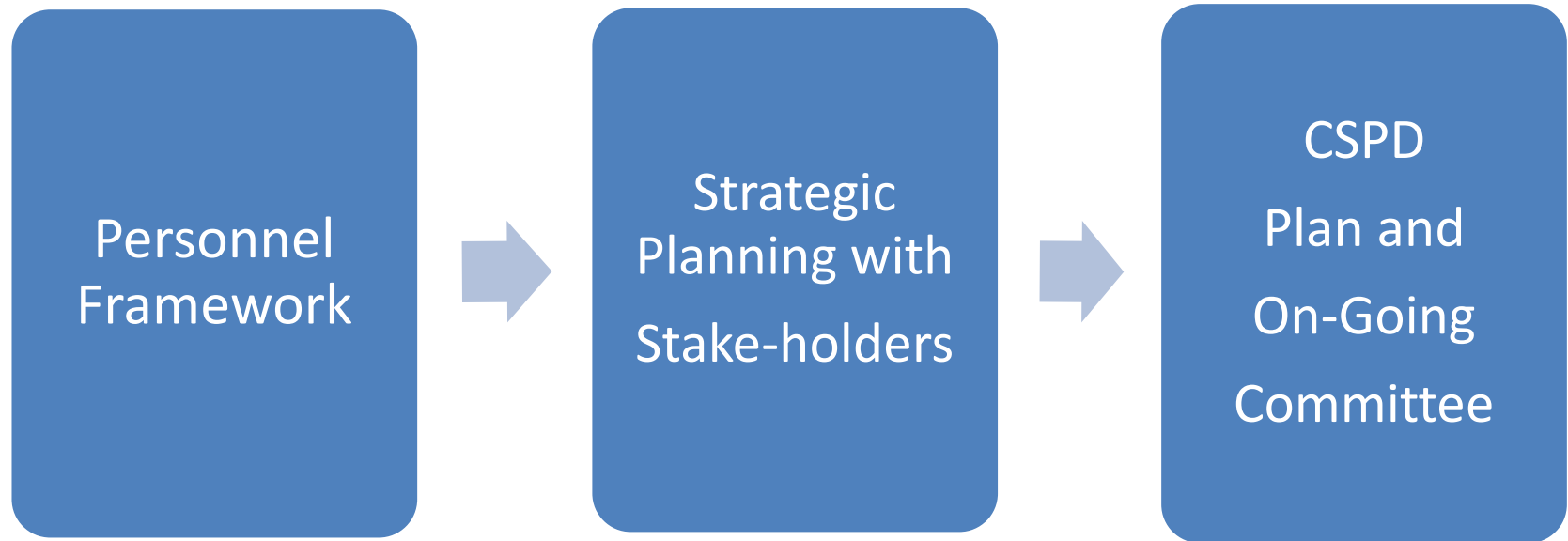
PHASE ONE
Exploration

- 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

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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.
Preservice 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.
Inservice Personnel Development	**Quality Indicator 7:** A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines **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
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	**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

Strategic Planning Sequence
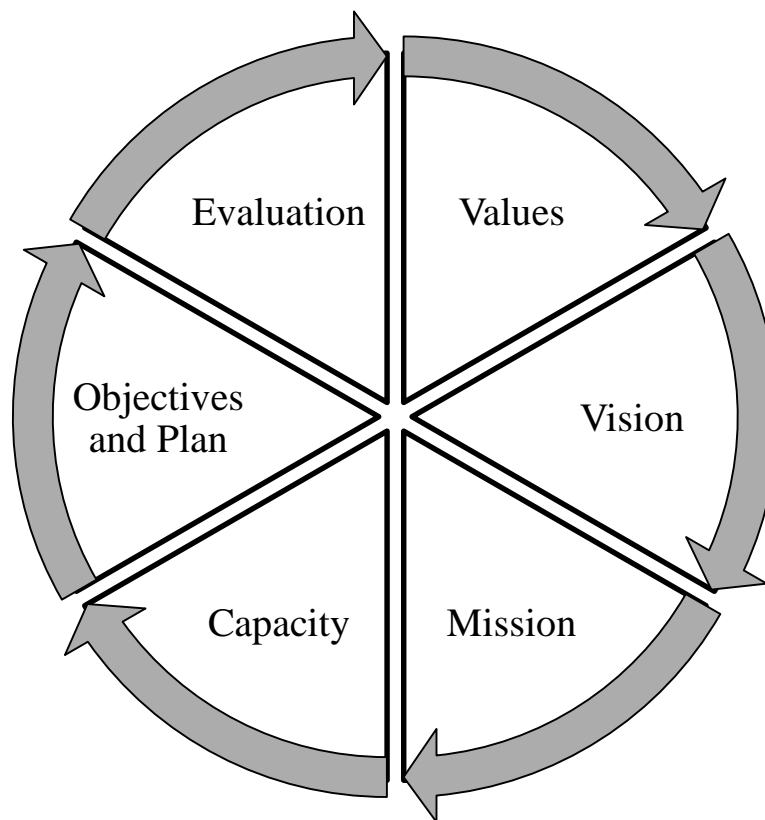
Principles of Strategic Planning

- **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

CSPD SHOULD INCLUDE:

- Clear statement of the problem the strategic plan intends to address

- Broad goal statement of what to be accomplished

- Outcome-oriented objectives which move toward that accomplishment

- Strategies and actions which will enable the accomplishment of objectives

- Operational guidelines for implementation

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.

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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

PHASE ONE Exploration	PHASE TWO Installation	PHASE THREE Implementation	PHASE FOUR Standardization
Develop core planning team and project liaison	Invite stakeholders to be part of strategic CSPD team	Objectives and activities of strategic plan	Reassess and prioritize objectives and outcomes based on results of implementation annually
Identify stakeholders for strategic planning team	Develop strategic plan	Engage in problem solving activities	Prepare annual report of planning group process and recommendations
Identify a date and place for strategic planning	Assign stakeholder to CSPD component workgroup	Workgroups document, evaluate, and report findings recommendations on tasks	Develop an evaluation process of the state's CSPD components
Complete self assessment of the framework	Establish meeting and reporting schedule	Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives	Evaluate CSPD and recommend needed modifications for sustainability

What Do We Mean by 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"

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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

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SCALING UP A CSPD WITH FIDELITY

- Accuracy of Procedures

- **Consistency Across Users**

EVALUATION

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

Change is not magic or inspiration.

It's completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988

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ELEMENTS OF CHANGE

- Where are we now?

- Where do we want to be?

- What do we need to do to get from here to there?