Improving Child and Family Outcomes: Systems change through the Early Childhood Personnel Center (ECPC)

Early Intervention/Early Childhood Special Interest Group
(EIEC SIG)
Webinar Series
March 25, 2014

- **Introductions**
- **Presentation**
- **Q & A after presentation**
  - You can ask a question by pressing the $*$ then **#** key to request the floor. Questions will be answered in the order they are received.
  - You can also submit any questions throughout the webinar via the 'Chat' box below the slides.
  - The moderator will read the questions after the presentations.
- **Survey**
  - Please complete our short survey to give us feedback for the next webinar!

Mary Beth Bruder, PhD, is a Professor of Pediatrics and Educational Psychology, at the University of Connecticut School of Medicine. For almost 40 years she has been involved in the design, provision and evaluation of early childhood services across local, state, national and international early intervention, special education, child care and head start programs. During this time, she has also directed a number of state and federally funded pre-service, in-service, demonstration, and research projects, and she is the Editor of Infants and Young Children. Currently, she is Director of the University of Connecticut A.J. Pappanikou Center for Excellence in Developmental Disabilities Education, Research, and Service and the OSEP Early Childhood Personnel Center.

Jane Squires, PhD, is a Professor of Early Intervention/Special Education, Director of the Early Intervention Program at the University of Oregon, and Director of the University Center for Excellence in Developmental Disabilities and the Center on Human Development. She oversees projects in the areas of personnel training, developmental screening, implementation of screening systems, early identification of developmental delays, and the involvement of parents in the assessment process. She currently teaches courses in Special Education/Early Intervention at the University of Oregon and directs the University Center for Excellence in Developmental Disabilities in Eugene, Oregon.

George Sugai, PhD, is a Professor and Carole J. Neag Endowed Chair in the Neag School of Education at the University of Connecticut. His professional interests include effective classroom and behavior management practices, school-wide discipline, social skills instruction, and positive behavior supports. He has been a classroom teacher, program director, and camp counselor. Currently, he is co-director of the OSEP Early Childhood Personnel Center, co-director of the Center on Positive Behavioral Interventions and Supports and director of the UConn Center on Behavioral Education and Research.

Tiered Technical Assistance & Implementation: Big Ideas from 15 Years of PBIS
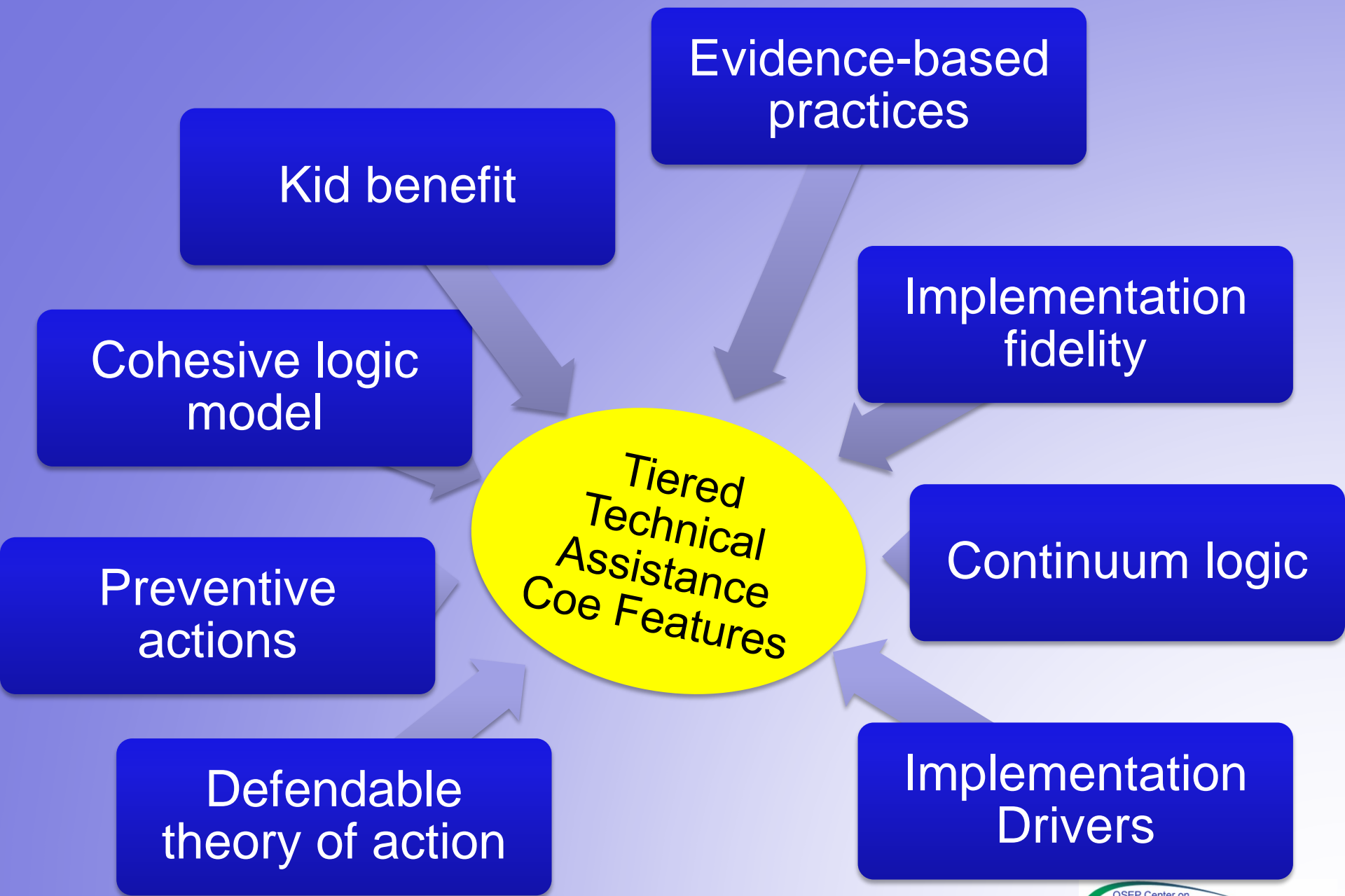
Learning From What Works

George Sugai

OSEP Early Childhood Personnel Center
OSEP Center on Positive Behavioral Interventions & Supports
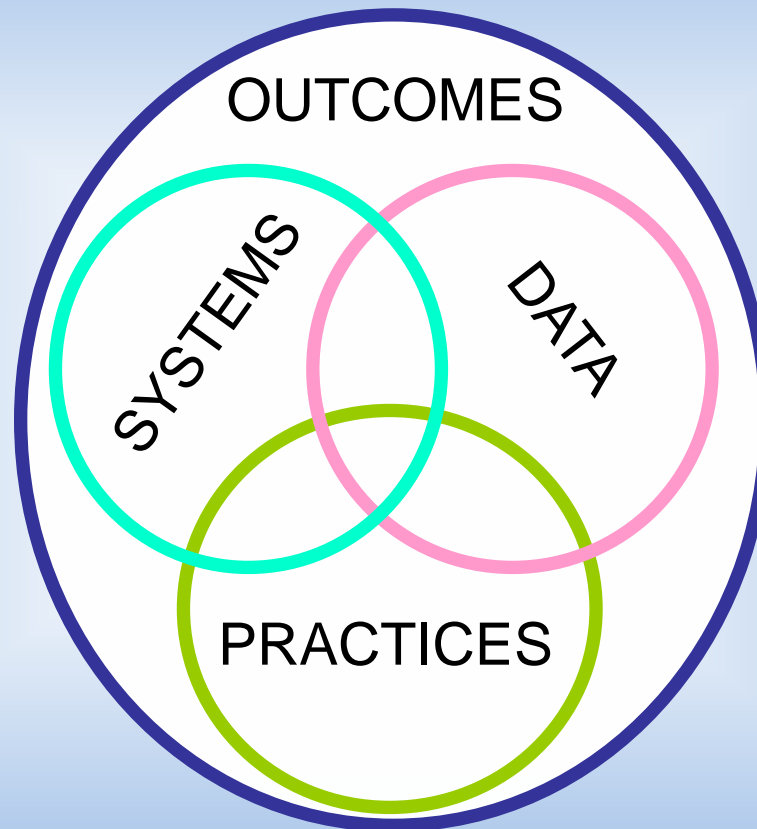University of Connecticut
30 Jan 2014

www.pbis.org   www.ecpcta.org

Kid Benefit

Supporting Important *Culturally Equitable* Academic & Social Behavior Competence
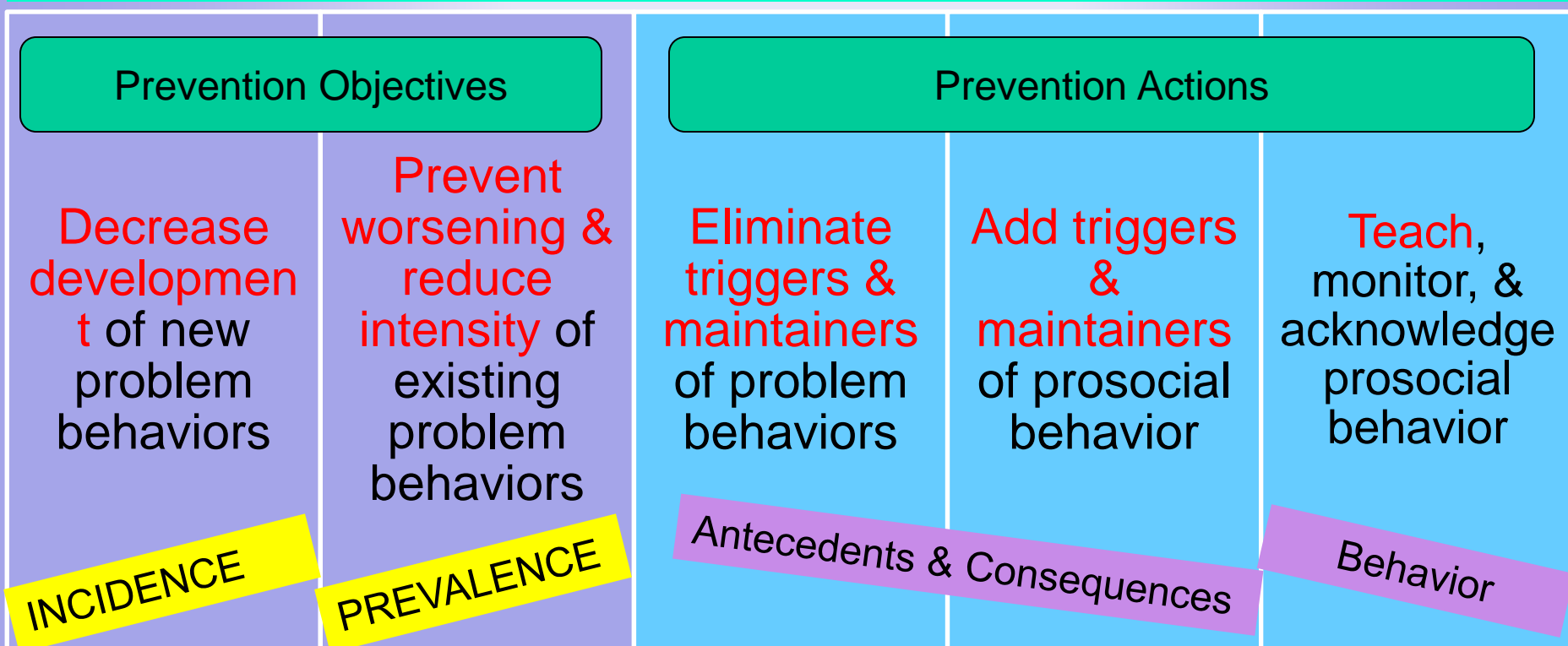
Supporting *Culturally Knowledgeable* Staff Behavior

OUTCOMES

SYSTEMS

DATA

PRACTICES

Supporting *Culturally Valid* Decision Making

Supporting *Culturally Relevant* Evidence-based Interventions

Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Prevention Logic for All

Redesign of teaching environments…not students

Prevention Objectives		Prevention Actions		
Decrease development of new problem behaviors	Prevent worsening & reduce intensity of existing problem behaviors	Eliminate triggers & maintainers of problem behaviors	Add triggers & maintainers of prosocial behavior	Teach, monitor, & acknowledge prosocial behavior
INCIDENCE	PREVALENCE	Antecedents & Consequences		Behavior

Biglan, 1995; Mayer, 1995; Walker et al., 1996

OSEP Center on
**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Prevention as explicit & precise actions

ANTECEDENTS	BEHAVIOR	CONSEQUENCES
Add Prompts & Triggers	Strengthen Social Skills	Add Maintainers
Remove Prompts & Triggers	Weaken Problem Behavior	Remove Maintainers

OSEP Center on
Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions
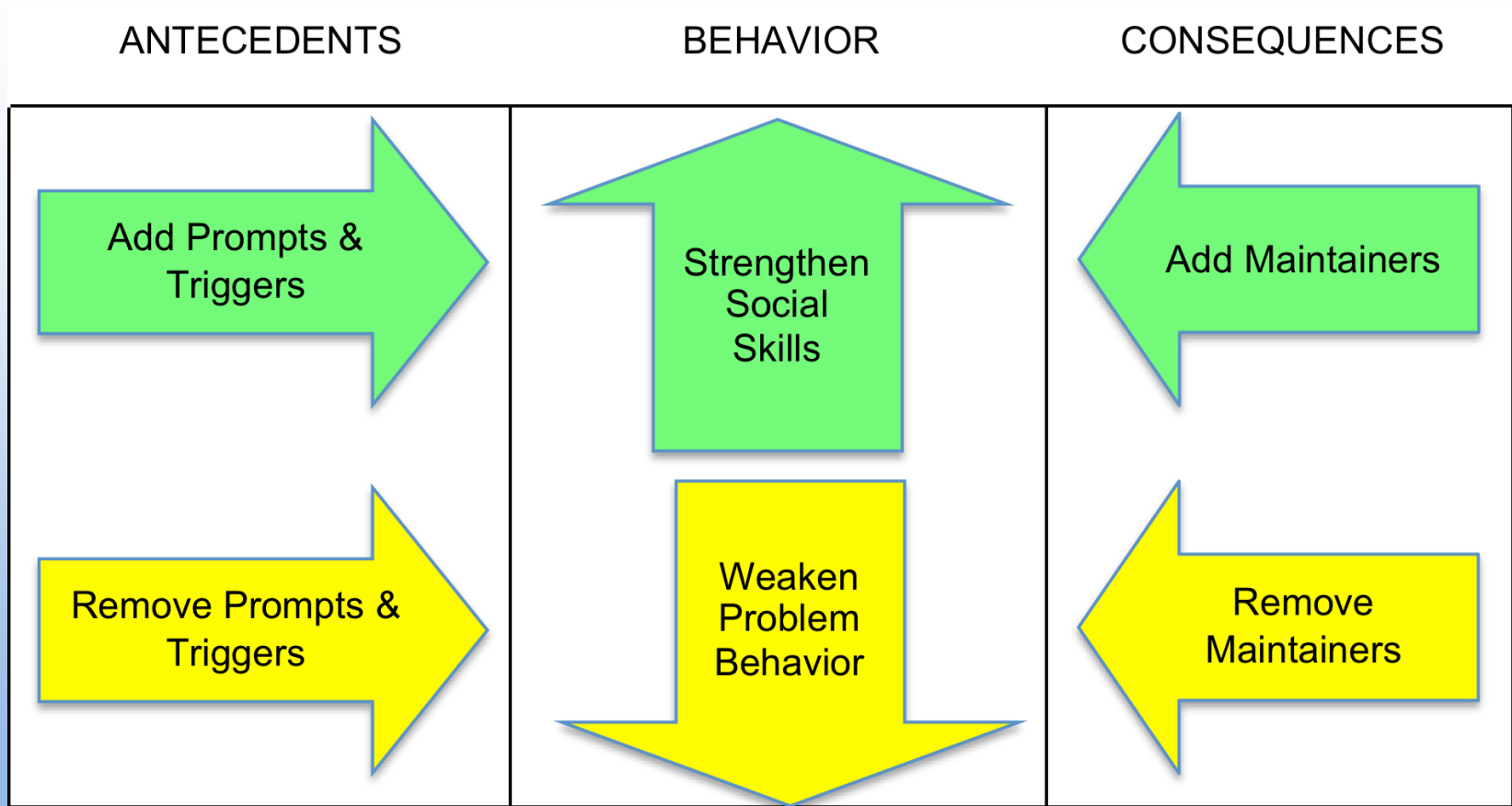
Implementation Fidelity		IMPLEMENTATION	
		Effective	Not Effective
PRACTICE	Effective	*Maximum Student Benefit*	Reduced Student Benefit
	Not Effective	No Student Benefit	No Student Benefit

Fixsen & Blase, 2009

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Evidence-based Practices

EFFECTIVE
Works
Repeatable
Dependable

EFFICIENT
Doable
Manageable
Fit

RELEVANT
Context
Culture
Adaptable

OSEP Center on
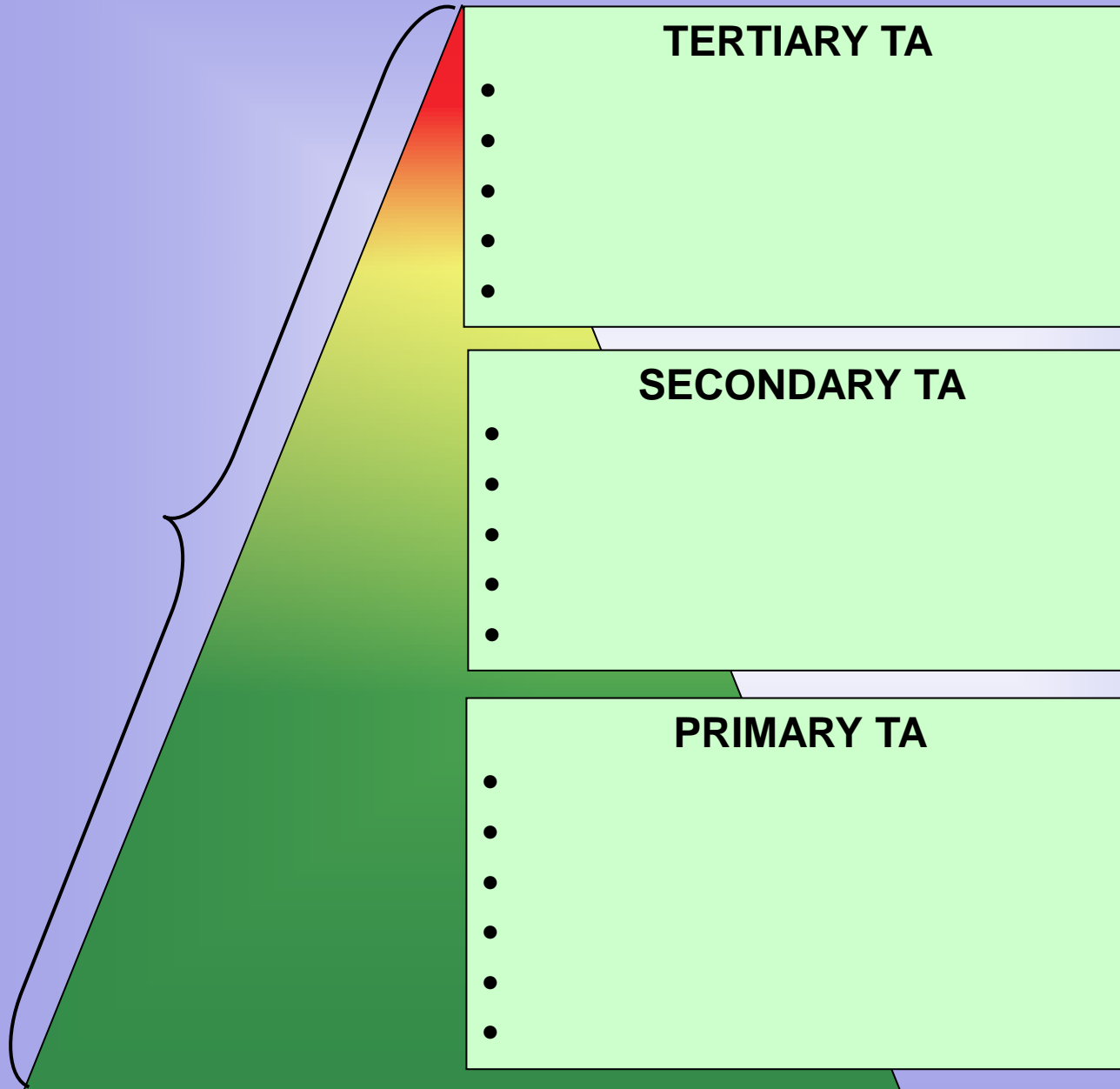**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions
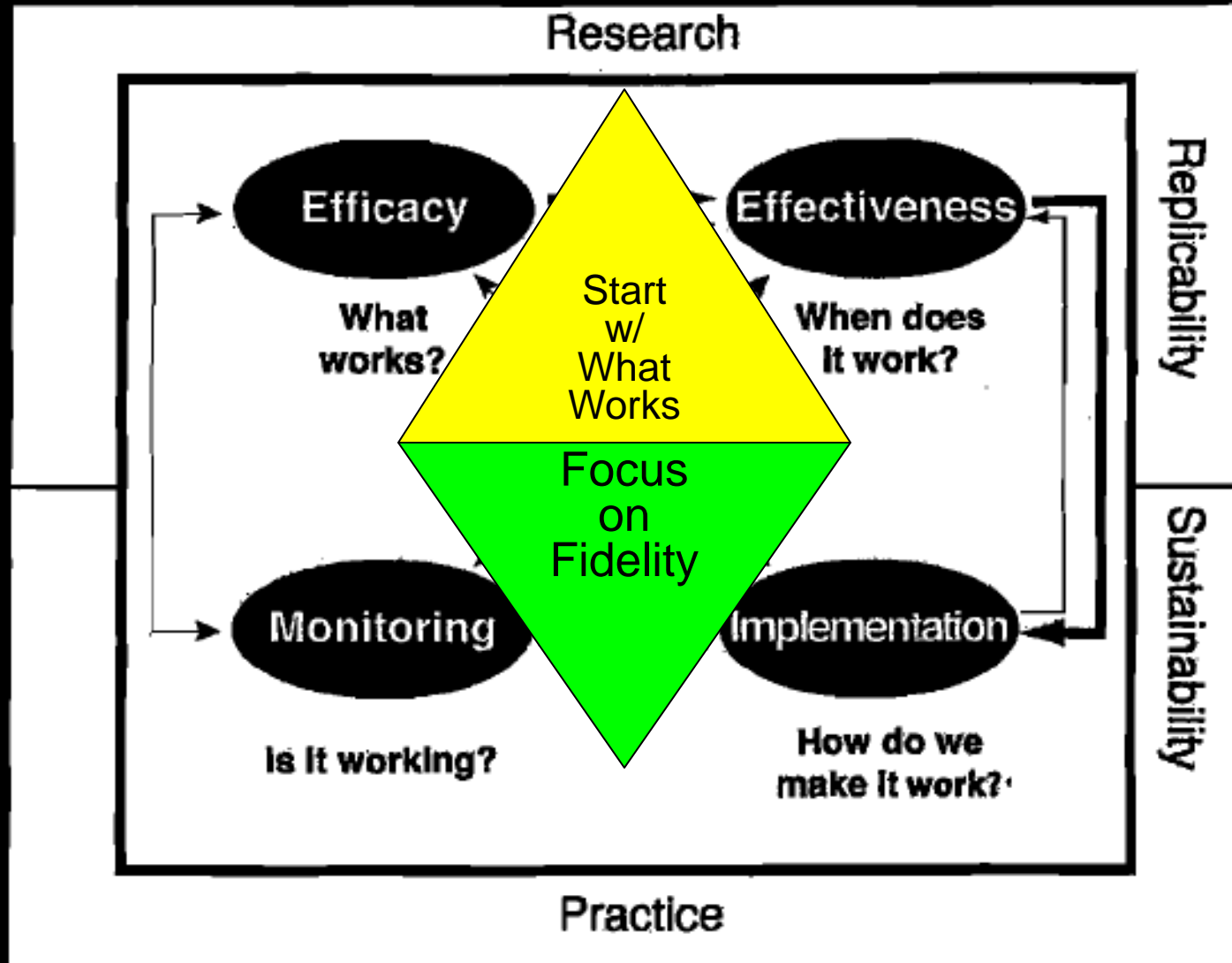
Detrich, Keyworth, & States (2007). *J. Evid.-based Prac. in Sch.*

Continuum of Support for All

Intensive   Few

Targeted

Some

Universal

All
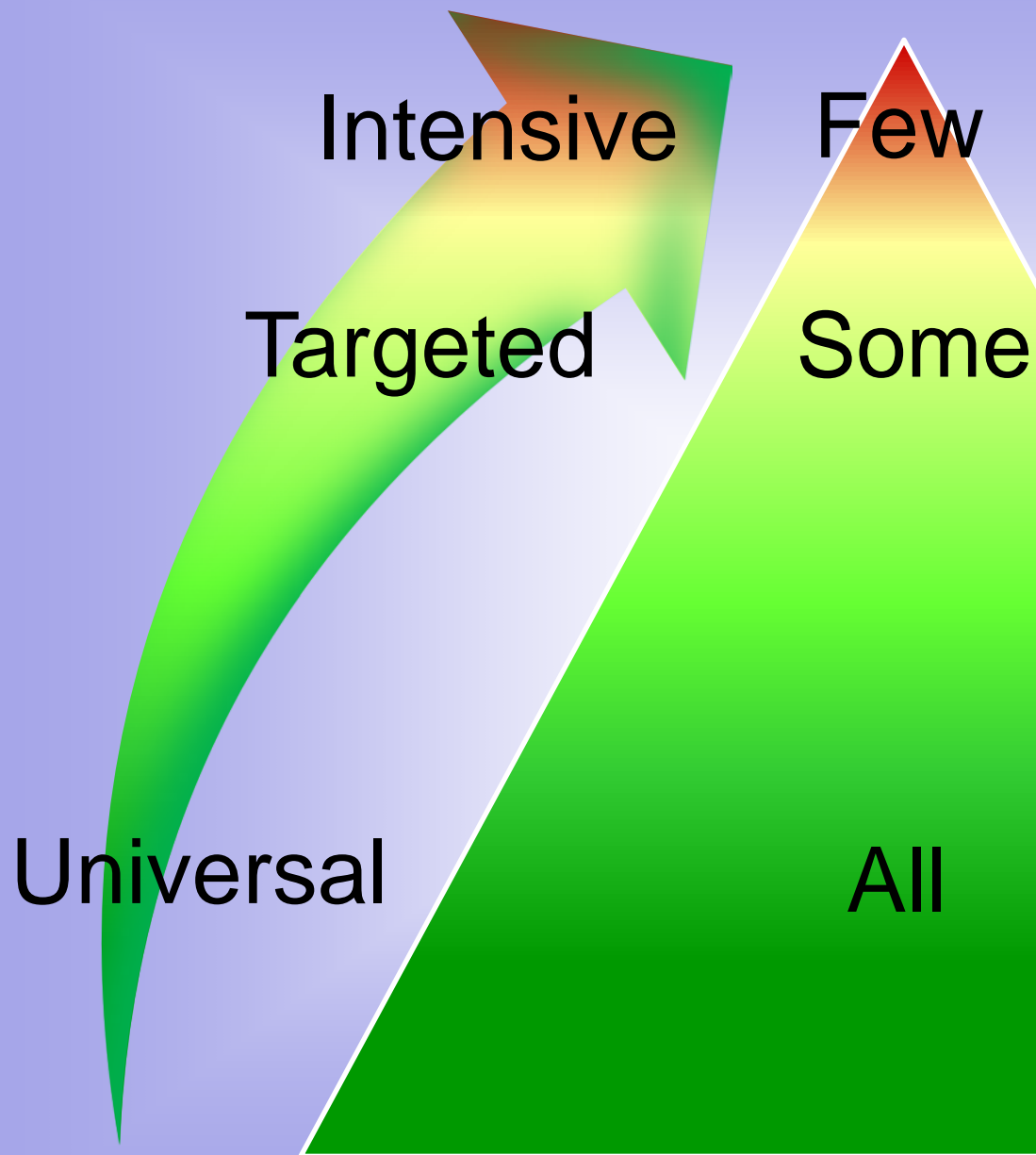
Dec 7, 2007

Continuum Logic

TERTIARY TA
-
-
-
-
-

SECONDARY TA
-
-
-
-
-

PRIMARY TA
-
-
-
-
-
-

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions

Theory of Action

"Roadmap" that (a) charts causal pathway between strategies needed to answer specific question & to achieve desired outcomes (i.e., "To address X, we must do Y.") & (b) is based on set of underlying & supporting testable hypotheses (i.e., "addressing X with Y will produce Z.") (aka logic model).

PBIS Center Theory of Action

By providing multi-tiered technical assistance, Center will increase SEA & LEA capacity to adopt & implement multi-tiered system of behavior support w/in PBIS implementation framework & to select & implement w/ fidelity appropriate evidence-based behavior practices, which, in turn, will be associated w/increased probability of improved school climate & student academic & behavior outcomes.

Positive Behavioral
Interventions & Supports
Effective Schoolwide Interventions

Parsimonious + Comprehensive + Confirmable + Replicable

Theory-based **explanation of phenomenon**

Data based **confirmation of explanation**

Implementation of **explanation-based actions**

Data based **confirmation of effect**

Defendable Theory of Action

OSEP Center on
Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
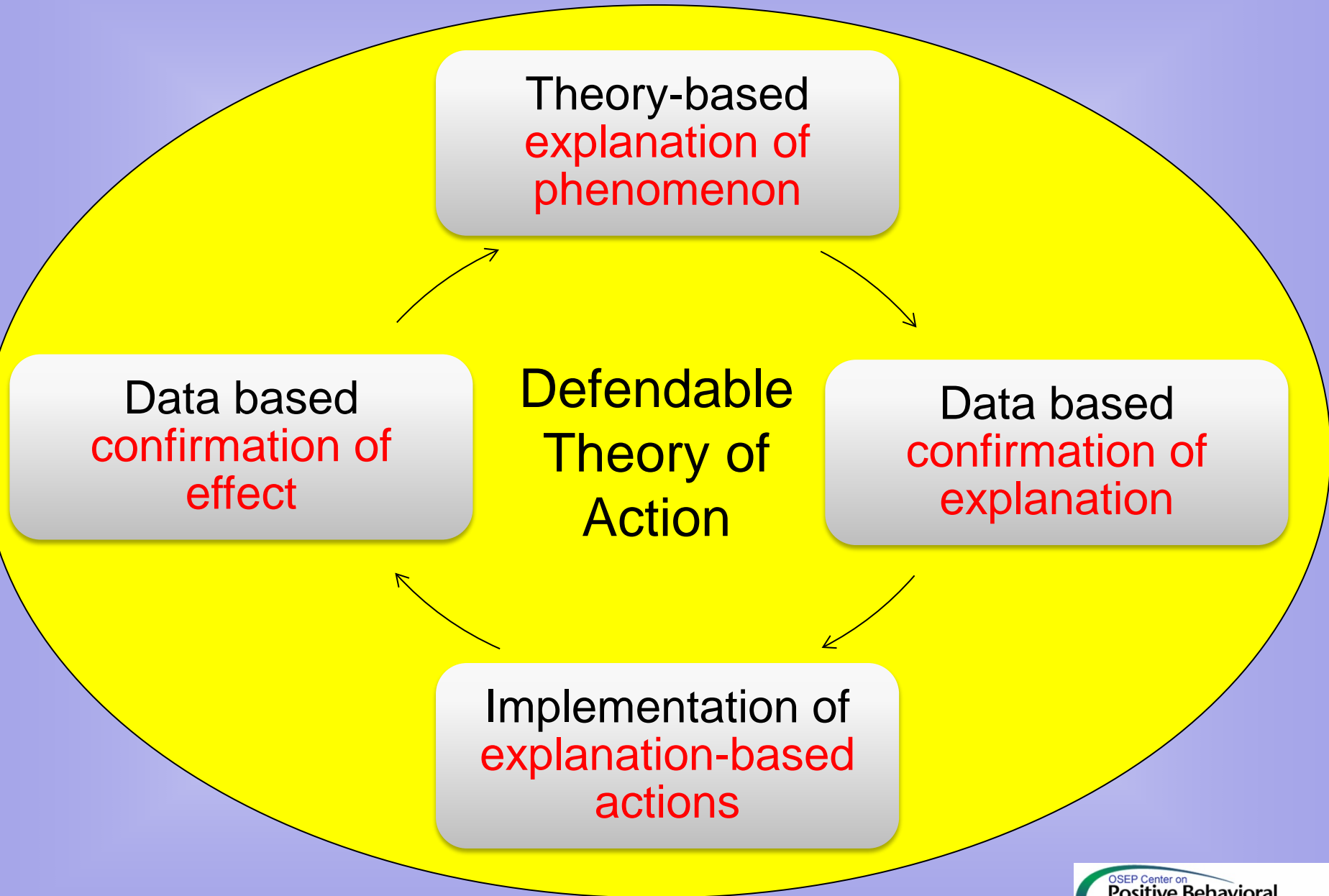
W/ defendable theory of action, we can…

*Specify & justify **outcome or behavior**.*

*Describe & understand **conditions** under which behavior occurs or outcome achievable.*
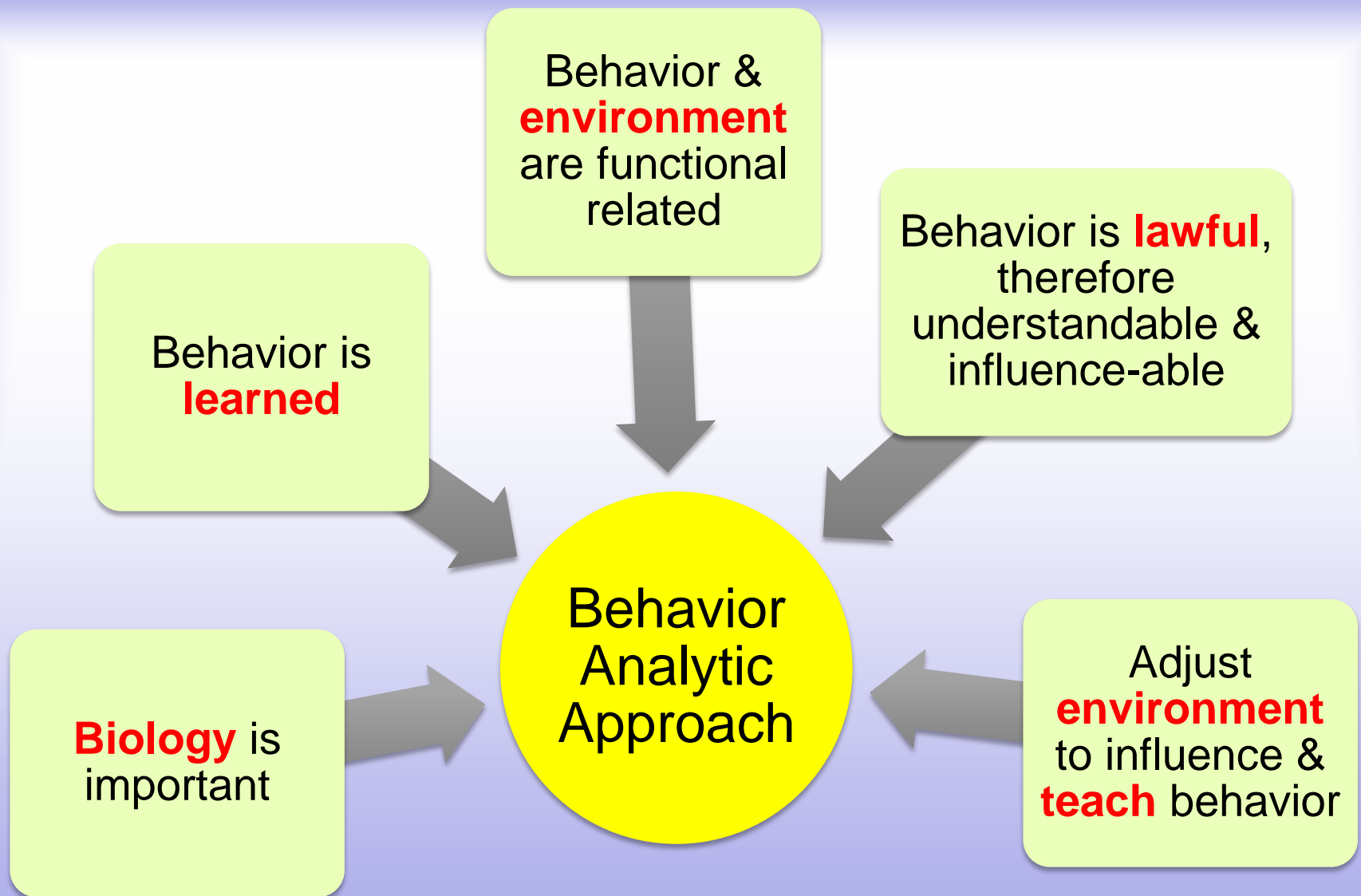
*Use that understanding to develop **strategy** to affect likelihood that behavior or outcome will occur.*

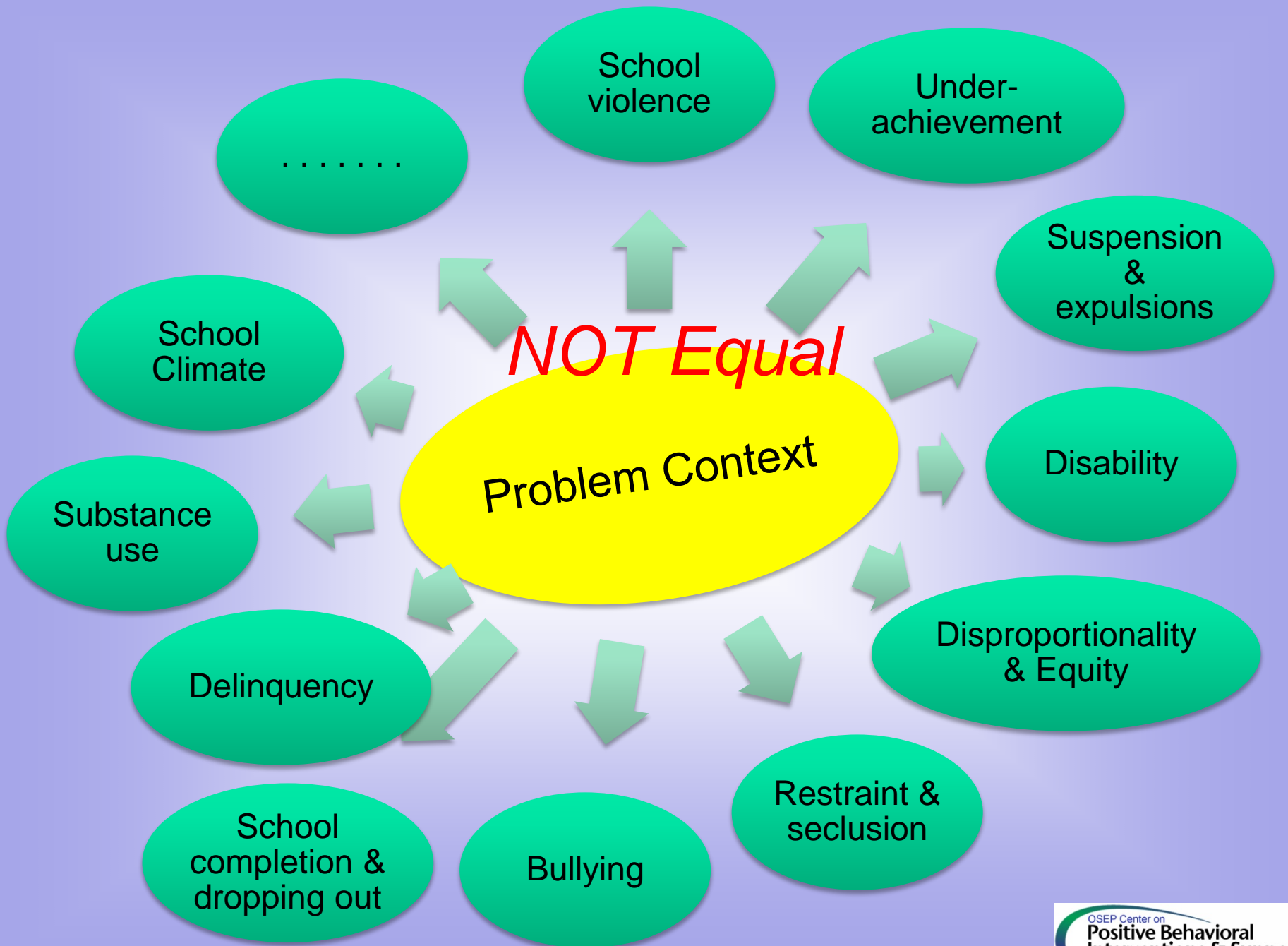***Explain results** that are achieved & make adjustments if needed.*

PBIS Conceptual Foundations

Behaviorism — Laws of Behavior

ABA — Applied Behavioral Technology

PBS — Social Validity

SWPBS PBIS — All Students

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Positive Behavioral Interventions & Supports
Effective Schoolwide Interventions
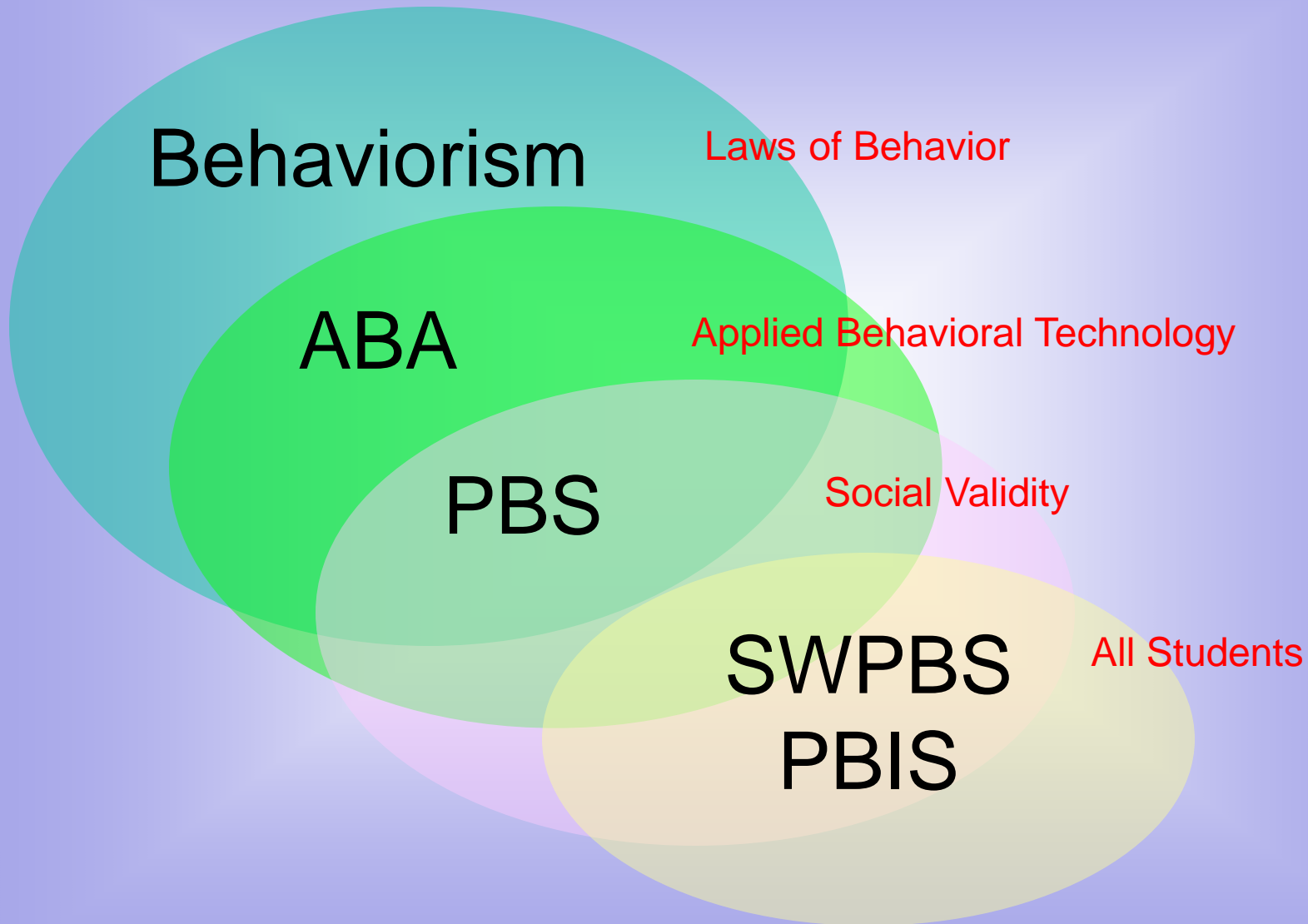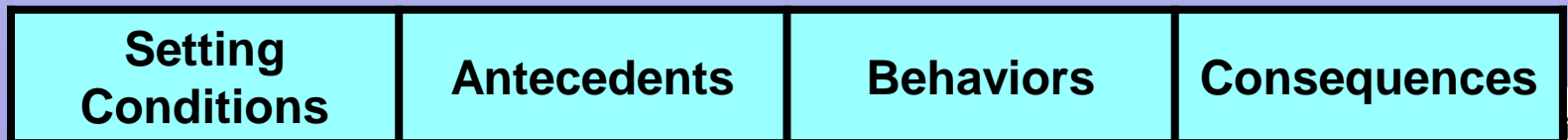
Antecedents	Behaviors	Consequences
STUDENT BEHAVIOR	**ADULT BEHAVIOR**	**OUTCOMES**
• Aggression	• Office referral	• **Disproportionality**
• **Bullying behavior**	• In school detention	• Dropping out
• Non-compliance	• **Out of school suspension**	• School failure
• Insubordination	• Probation & parole	• Mental illness
• Social w/drawal	• Arrests & incarceration	• **School-to-prison pipeline**
• Truancy	• **Restraint & seclusion**	• **Achievement gap**
• Law/norm violations	• Mental health referral	• Unemployment
• **Substance use**	•	• Delinquency
• Weapon possession		•
• Harassment		
• **Self-injury**		
•		

ABA-based Theory of Action

oports

	CONTEXT CONDITIONS	STUDENT BEHAVIOR	ADULT BEHAVIOR	STUDENT OUTCOME
RISK	• Hunger • Chronic illness • Disability • Race • Gender • Violence & trauma exposure • Unemployment • Gangs • Substance use • Mental illness •	• Aggression • **Bullying behavior** • Non-compliance • Insubordination • Social w/drawal • Truancy • Law/norm violations • **Substance use** • Weapon possession • Harassment • Self injury	• Office referral • In school detention • **Out of school suspension** • Probation & parole • Arrests & incarceration • **Restraint & seclusion** • Mental health referral • •	• **Disproportionality** • Dropping out • School failure • Mental illness • **School-to-prison pipeline** • **Achievement gap** • Unemployment • Delinquency • •

	Setting Conditions	Antecedents	Adult Behaviors	Consequences
PREVENTIVE-PROTECTIVES	• Employment • Physical health • Recreation • Healthy diet • Preschool • Literacy exposure • Safe neighborhoods • Positive role models • •	• Problem solving • Conflict & anger management • Asking for assistance • Communicating feelings • Literacy • Self-management skills • Managing bullying behavior • •	• Teach, supervise, reinforce • Active supervision • Check in check out • Function-based support • Positive reinforcement • Precorrection • Opportunity to respond • Generalization training • Data-based decision making • •	• Postsecondary education • Employment • Family • Recreation & leisure activities • Physical & mental health • Positive peer group • Safe neighborhood • •

ing
tions

PBIS (aka SWPBS) is

Framework for enhancing adoption & implementation of

Continuum of evidence-based interventions to achieve

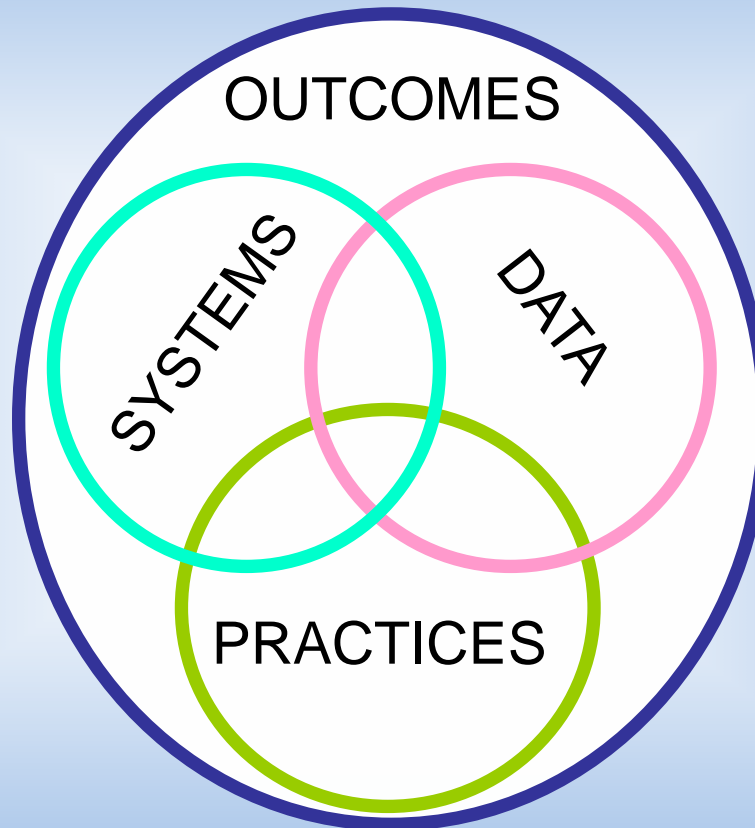**Academically** & behaviorally important outcomes for

All students

Cultural Context

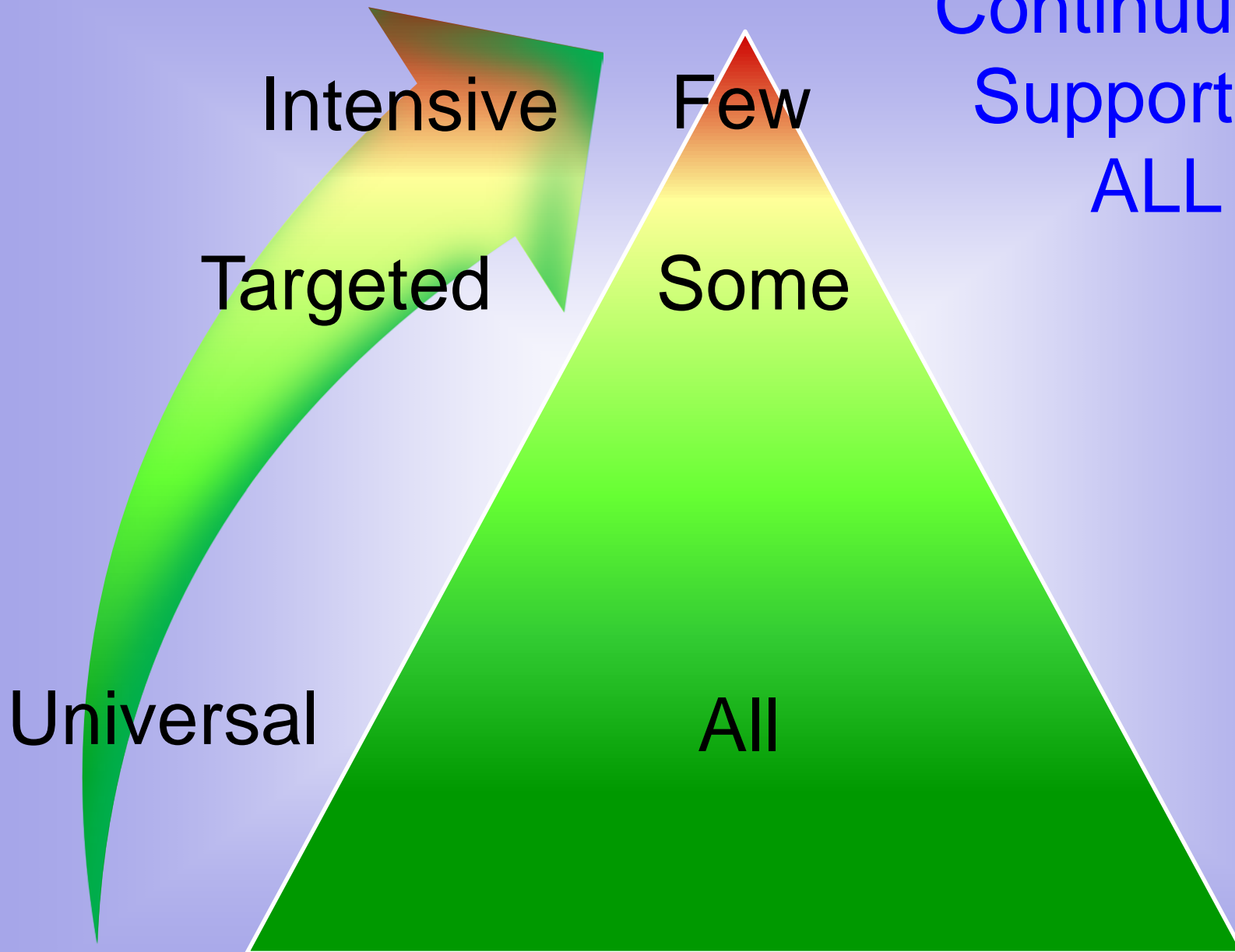Supporting Important *Culturally Equitable* Academic & Social Behavior Competence

Supporting *Culturally Knowledgeable* Staff Behavior

OUTCOMES

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PRACTICES

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Vincent, Randall, Cartledge, Tobin, & Swain-Bradway 2011; Sugai, O'Keeffe, & Fallon, 2012ab

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Interventions & Supports
Effective Schoolwide Interventions

Continuum of Support for ALL

Intensive — Few

Targeted — Some

Universal — All

Dec 7, 2007
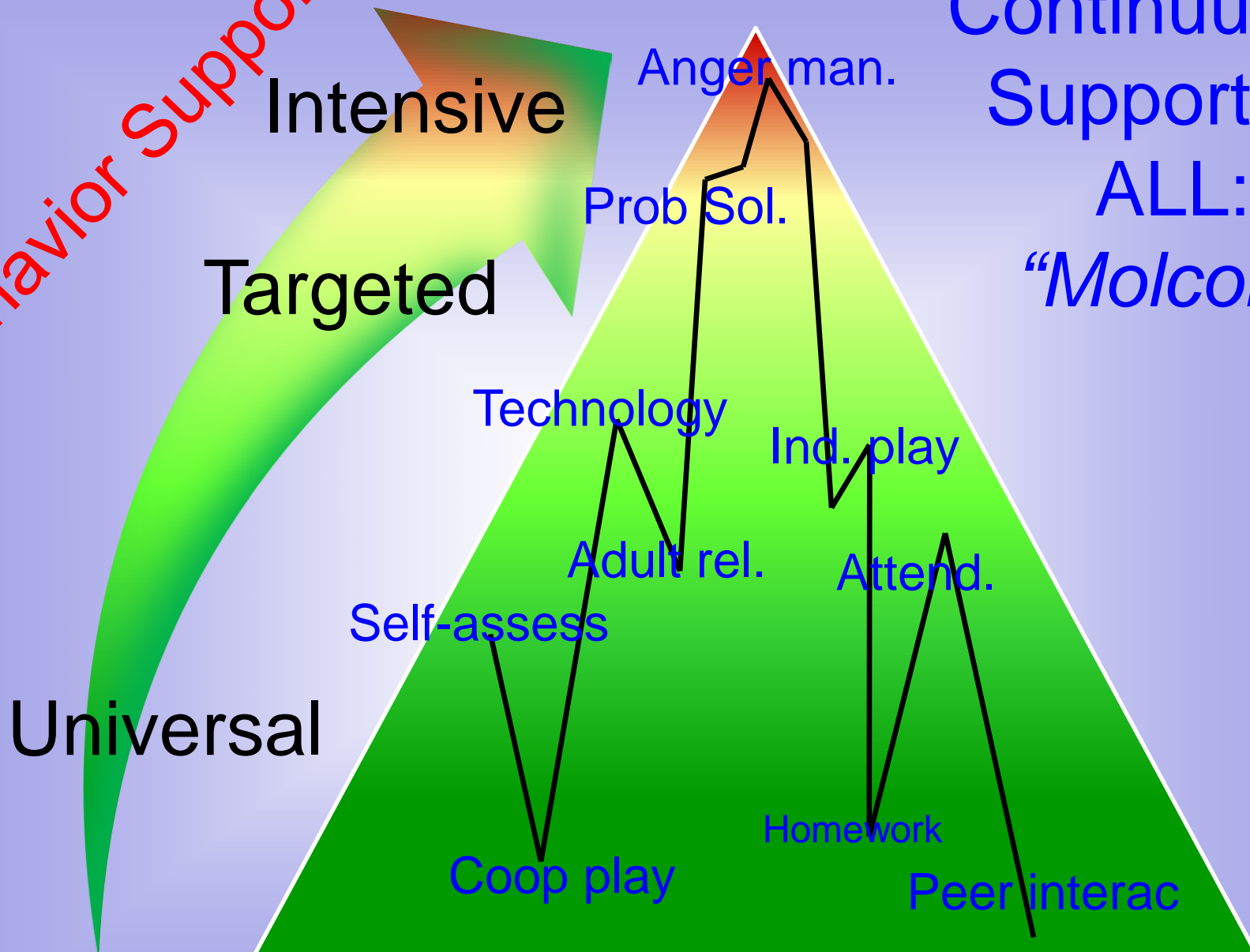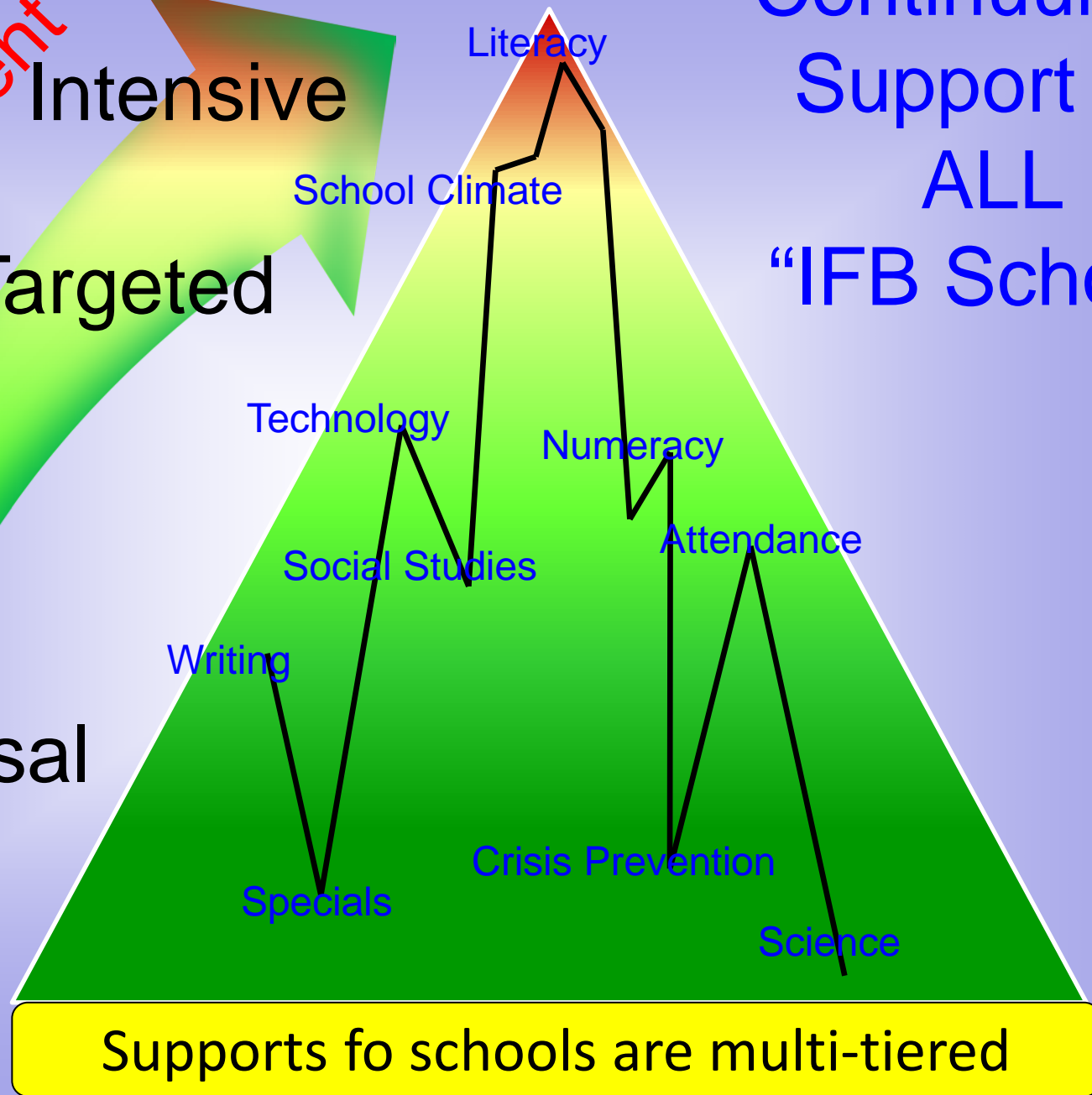
Continuum of Support for ALL "District: Literacy"

Technical Assistance

Intensive

Targeted

Universal

Trek E.S.

Bianchi M.S.

Jamis E.S.

Masi H.S.

Serrota E.S.

Look M.S.

Schwinn M.S.

Davidson M.S.

Ridley H.S.

LeMond E.S.
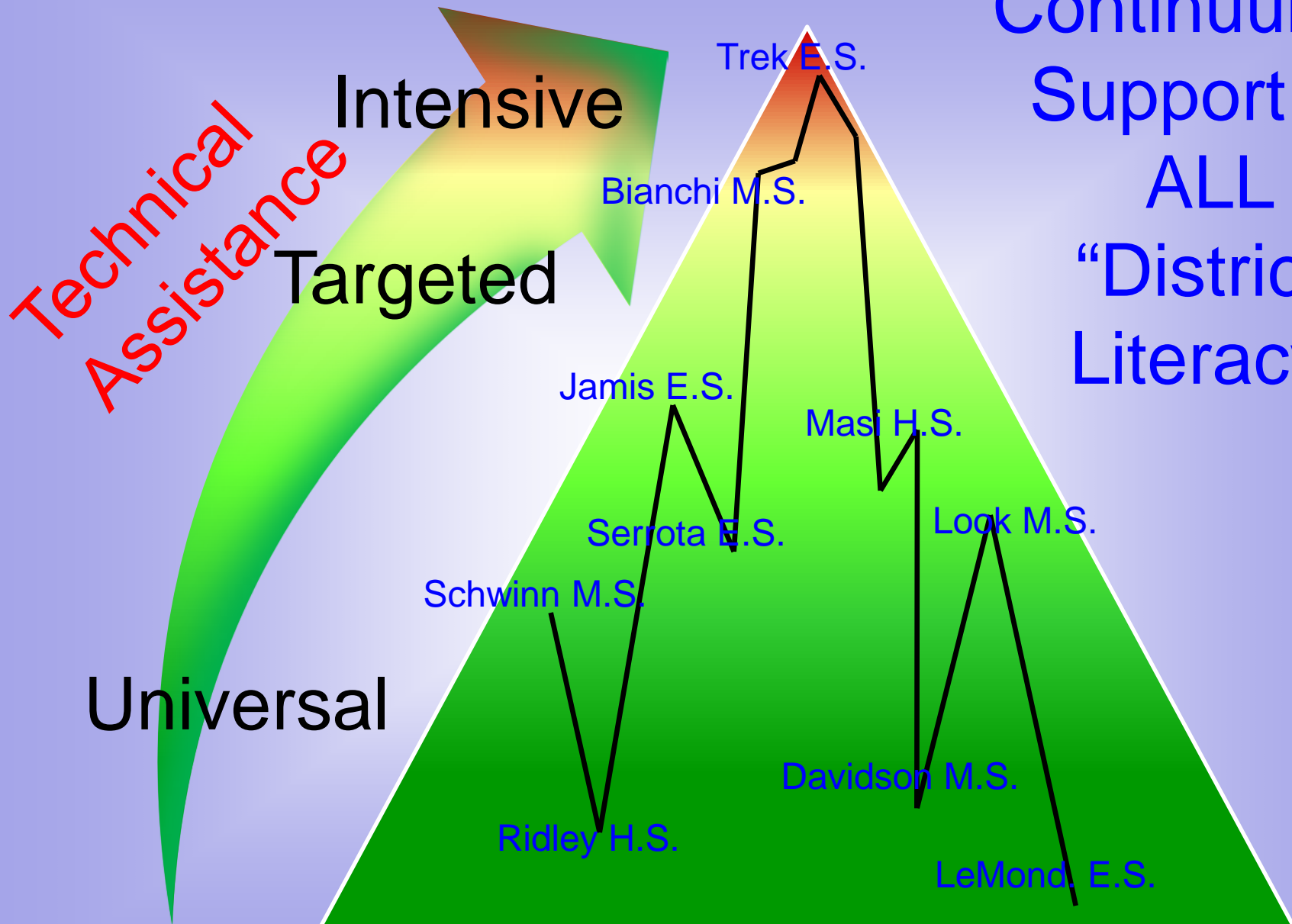
Supports for districts are multi-tiered
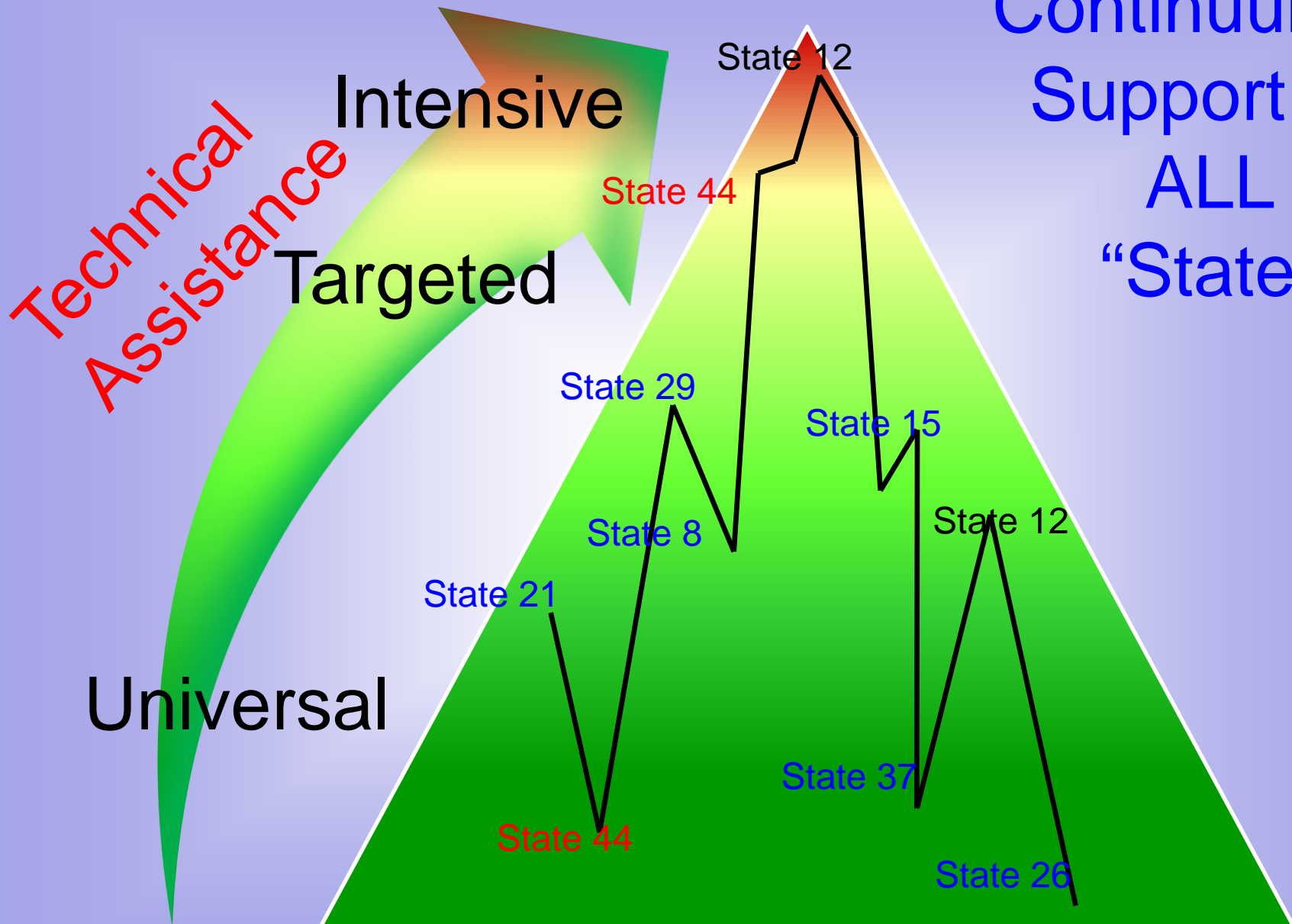
Implementation Drivers

Funding | Visibility | Political Support | Policy

LEADERSHIP TEAM (Coordination)

Training | Coaching | Evaluation | Behavioral Expertise
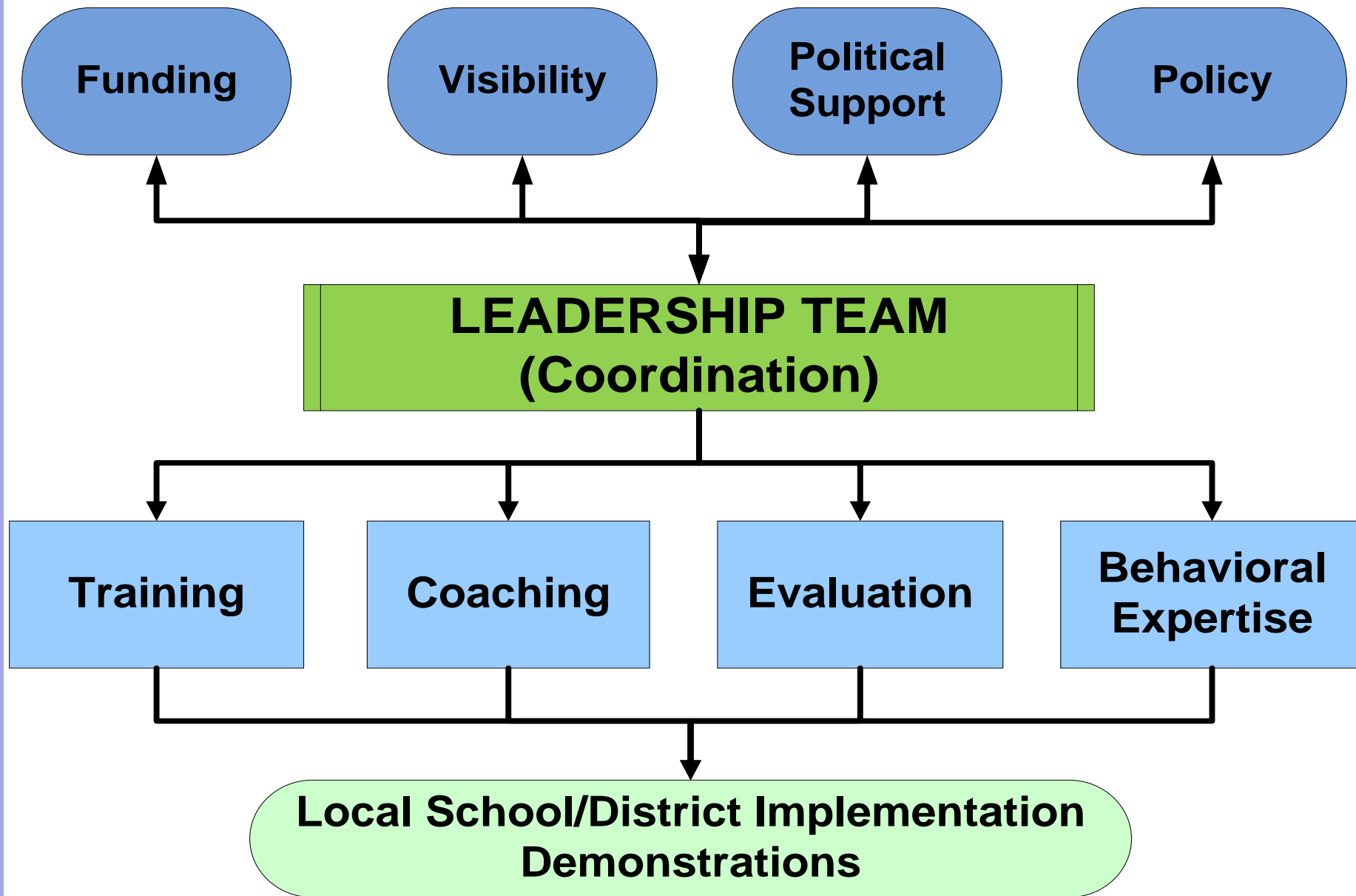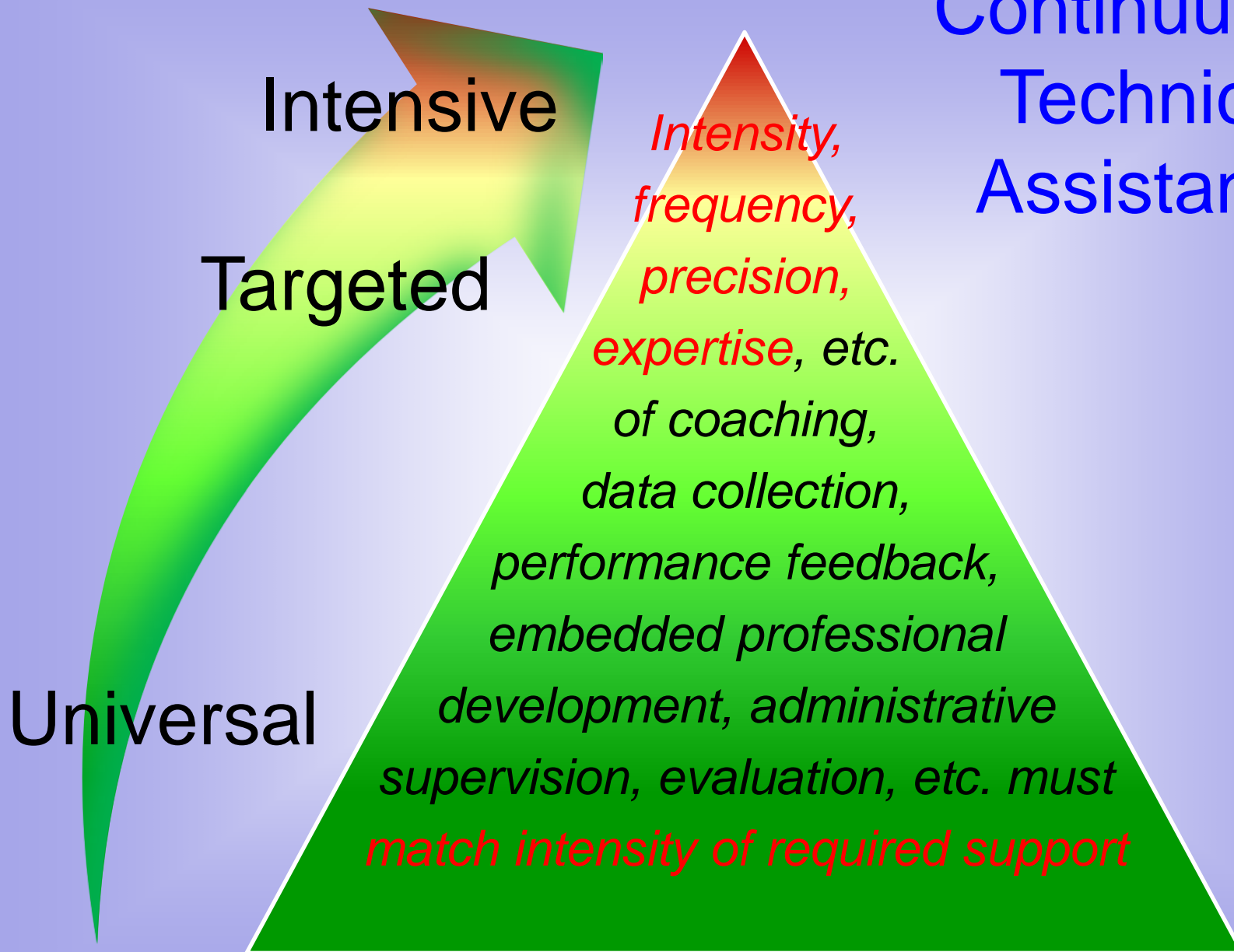
Local School/District Implementation Demonstrations

Illustration of intensity of technical assistance support by element and tier

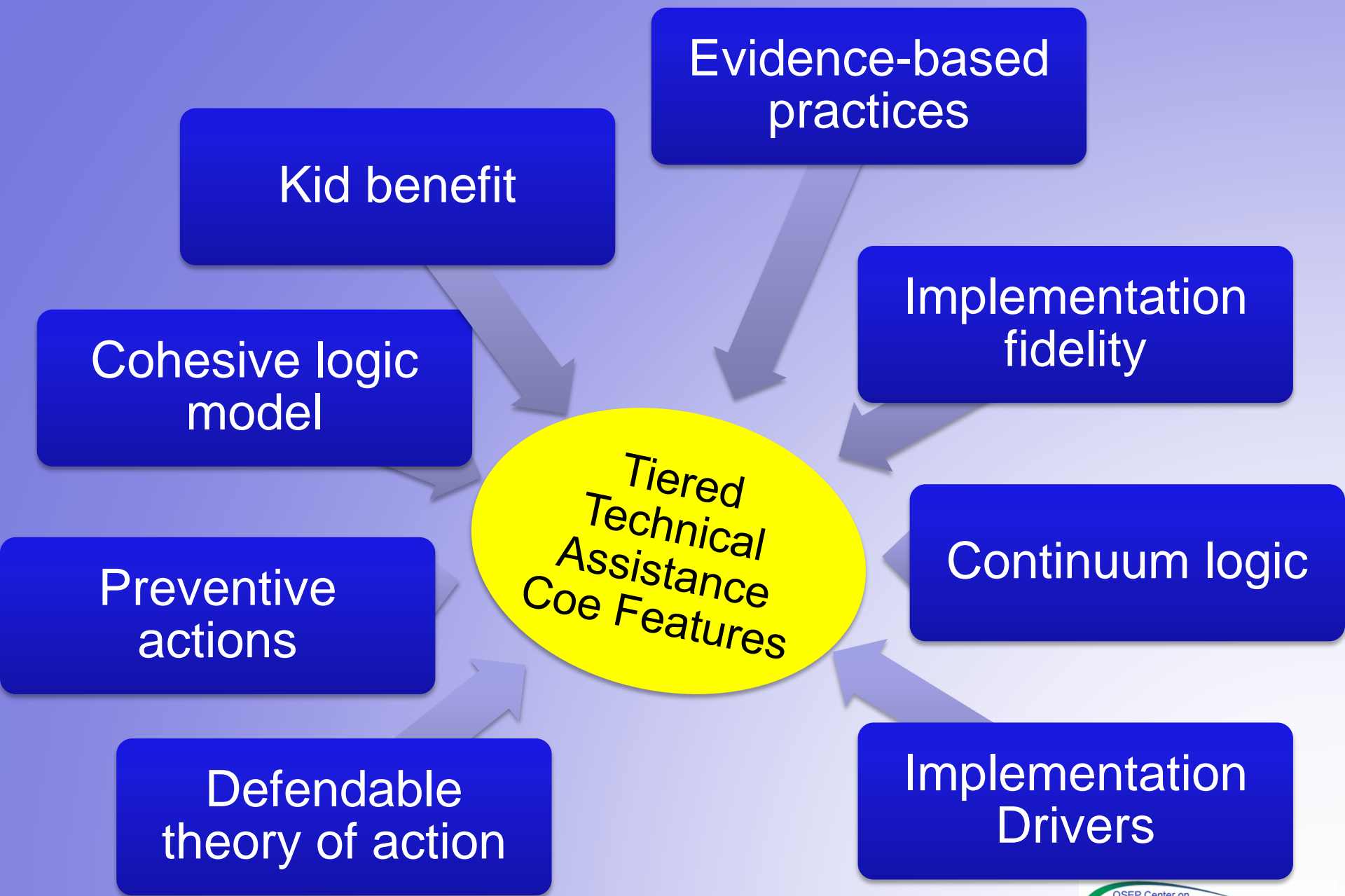| TA Element	Intensity of Support by Tier		
	T1 - Universal	T2 - Targeted	T3 - Intensive
Target Group	*All/Whole Group*	*Some/Small Group*	*Few/Individual*
TA Frequency	*Monthly*	*Weekly*	*Daily*
Data Collection & Use	*Monthly*	*Weekly*	*Continuous*
Local Expertise	*General*	*Medium*	*High*
External Coaching	*General*	*Monthly*	*Weekly/Daily*
Fidelity Evaluation	*General*	*Medium*	*High*

Illustration of resource distribution across multiple practices based on implementation phase.

2013-14 LEA	IMPLEMENTATION PHASE (A, B, C = "practice")				
	New/Re-Start			Institutionalized	
	Exploring	Initiating/ Partial	Implementing	Sustaining	Enhancing/ Scaling
1	A	B		C	
2	A		BC		
3	C	A	B		
4		A	C	B	
5		C	A		
6			A		
7				C	A
N	C		B		A

Continuum of Technical Assistance

Intensive

Targeted

Universal

Intensity, frequency, precision, expertise, etc. of coaching, data collection, performance feedback, embedded professional development, administrative supervision, evaluation, etc. must match intensity of required support

26 Sep 2013

OSEP Center on
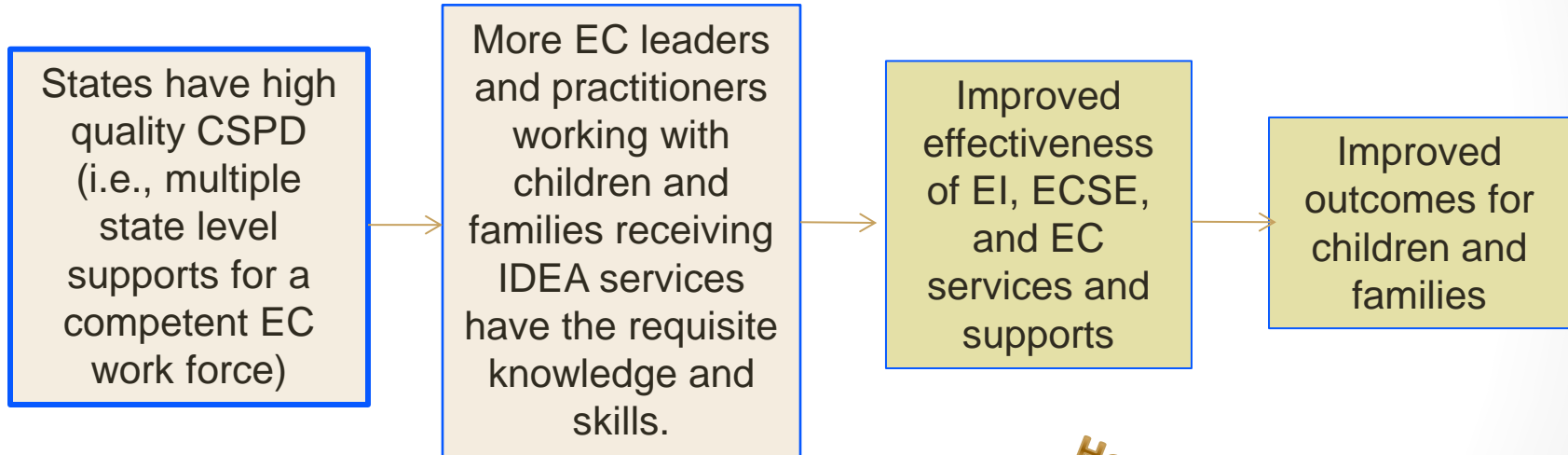**Positive Behavioral
Interventions & Supports**
Effective Schoolwide Interventions

Mary Beth Bruder

March 25, 2014

ECPCTA.ORG

LOGIC: If we want improved outcomes for infants and young children and families, THEN…………

| States have high quality CSPD (i.e., multiple state level supports for a competent EC work force) | → | More EC leaders and practitioners working with children and families receiving IDEA services have the requisite knowledge and skills. | → | Improved effectiveness of EI, ECSE, and EC services and supports | → | Improved outcomes for children and families |

Note: ECPC will focus on the blue box. The working assumption is that the blue box will produce the green boxes. Large scale change in these areas will occur after the 5 years of the Center.

How improved CSPD leads to improved outcomes

Early Childhood Intervention Personnel Competencies

- Assessment

- Family Involvement

- Program Implementation

- Teaming

- Program Administration

- Program Planning

- Typical Development

- Atypical Development

- Evaluation of Program Effectiveness

- Case Management

- Medical Management

- Other

Bruder & McLean, 1988

General Role of Service Providers

To the extent appropriate, service providers in each area of early intervention services included in paragraph (d) of this section are responsible for:

- Consulting with parents, other service providers, and representatives of appropriate community agencies to ensure the effective provision of services in that area;

- Training parents and others regarding the provision of those services; and

- Participating in the multidisciplinary team's assessment of a child and the child's family, and in the development of integrated goals and outcomes for the individualized family service plan.

(P.L. 99-457)

The Center To Inform
Personnel Preparation Policy And Practice
In Early Intervention & Preschool Education

Personnel Preparation: What we Know and What we Need to Know

UCONNUCEDD.ORG

Mary Beth Bruder, Ph.D.

University of Connecticut

Vicki Stayton, Ph.D.

Western Kentucky University

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The Center's Projects

- **Study I:** The National Landscape of Early Intervention and Early Childhood Special Education

- **Study II:** The Higher Education Survey for Early Intervention and Early Childhood Special Education

- **Study III:** The Analysis of Federally Funded Doctoral Programs in Early Childhood Special Education

- **Study IV:** The Impact of Credentials on Early Intervention Personnel Preparation

- **Study V:** Analysis of State Licensure/Certification Requirements for Early Childhood Special Educators
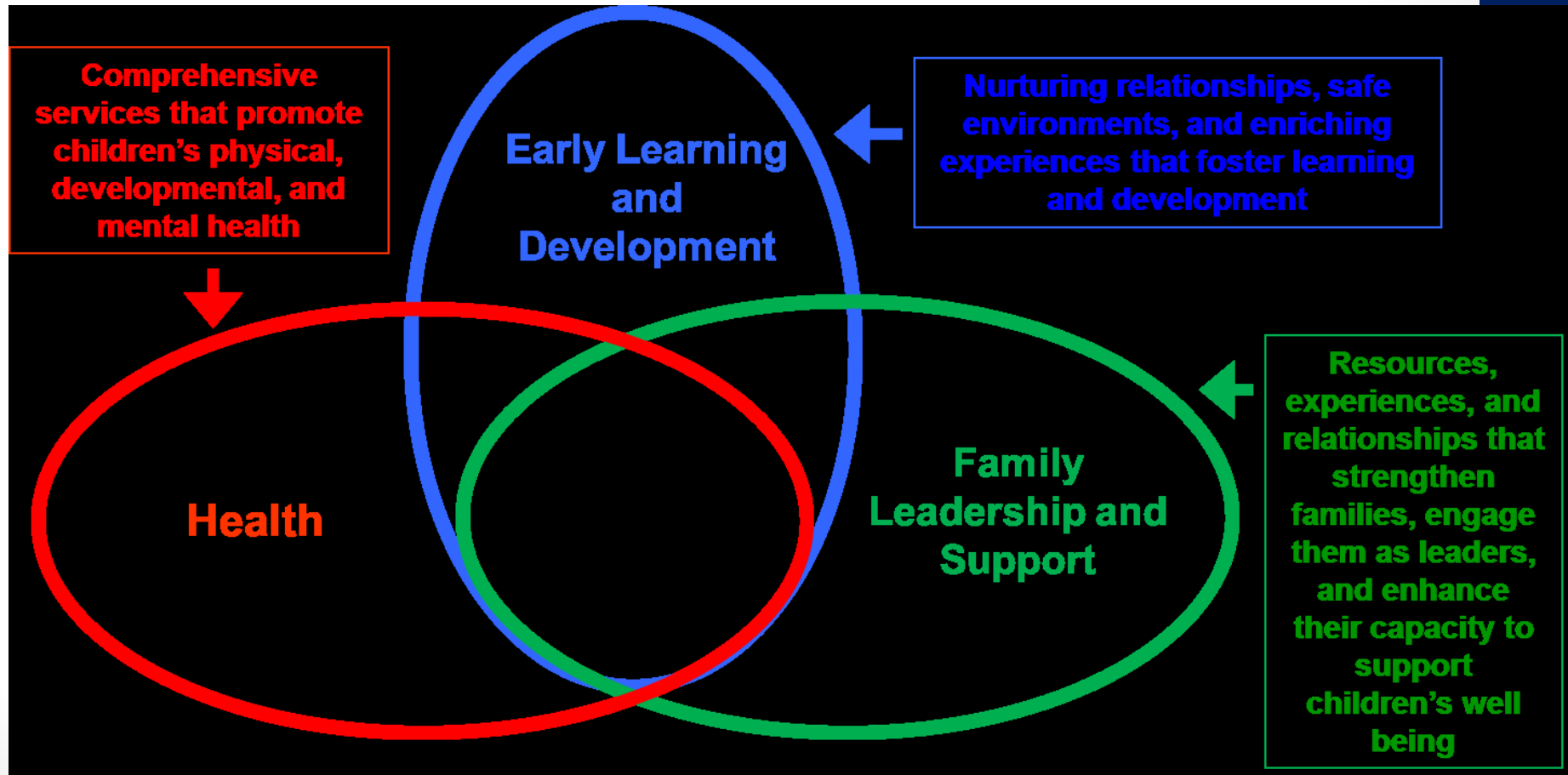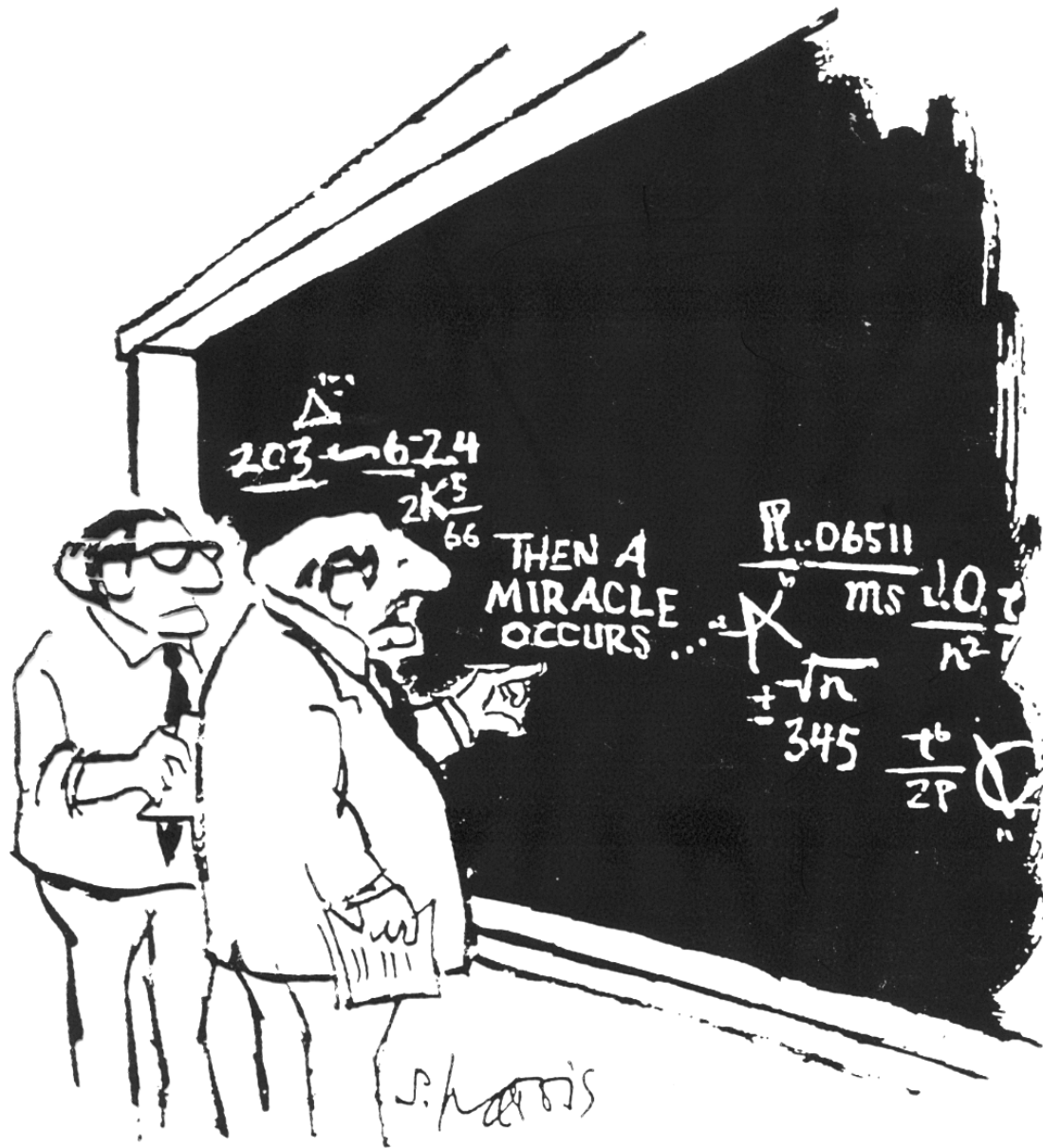
The Center's Projects

- **Study VI:** Training and Technical Assistance Survey of Part C & 619 Coordinators

- **Study VII:** Confidence and Competence of 619/Part C Service Providers

- **Study VIII:** Alignment of ECSE Higher Education Curricula with National Personnel Standards

- **Study IX:** Parent Perceptions of Confidence and Competence of 619/Part C Service Providers

- **Study X:** Case Studies Highlighting States from Study VI on Training and TA

"So, how come I get "adapted leisure skill / gross and fine motor skill therapy" and you get to just "play"?

Early Childhood Systems (BUILD initiative)

Comprehensive services that promote children's physical, developmental, and mental health

Early Learning and Development

Nurturing relationships, safe environments, and enriching experiences that foster learning and development

Health

Family Leadership and Support

Resources, experiences, and relationships that strengthen families, engage them as leaders, and enhance their capacity to support children's well being

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

HOW DO WE GET THERE?

Comprehensive System of Personal Development

(P.L. 94-142)

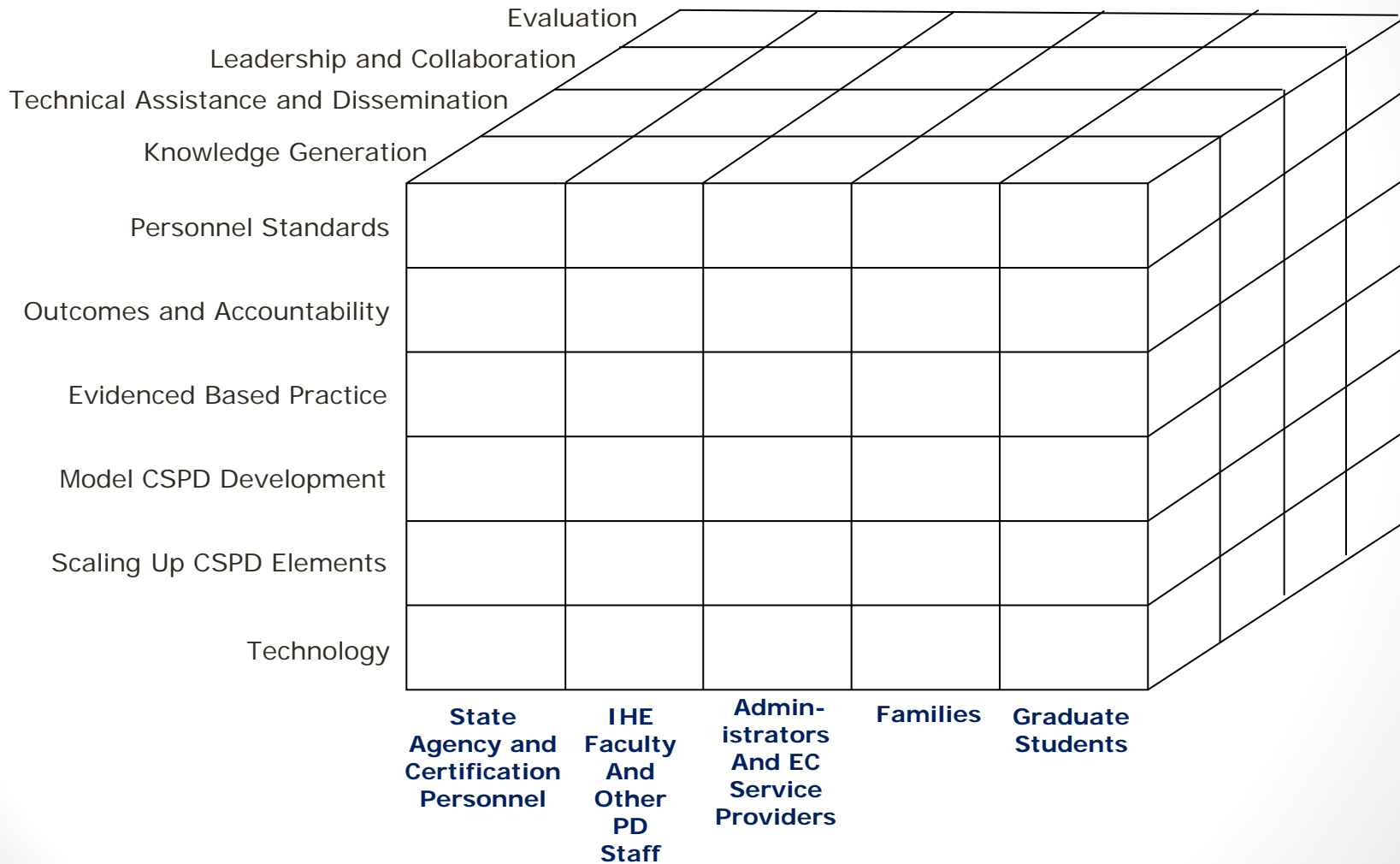# A Comprehensive System of Personal Development

for the early childhood workforce who serve infants, toddlers and preschool children with disabilities and their families

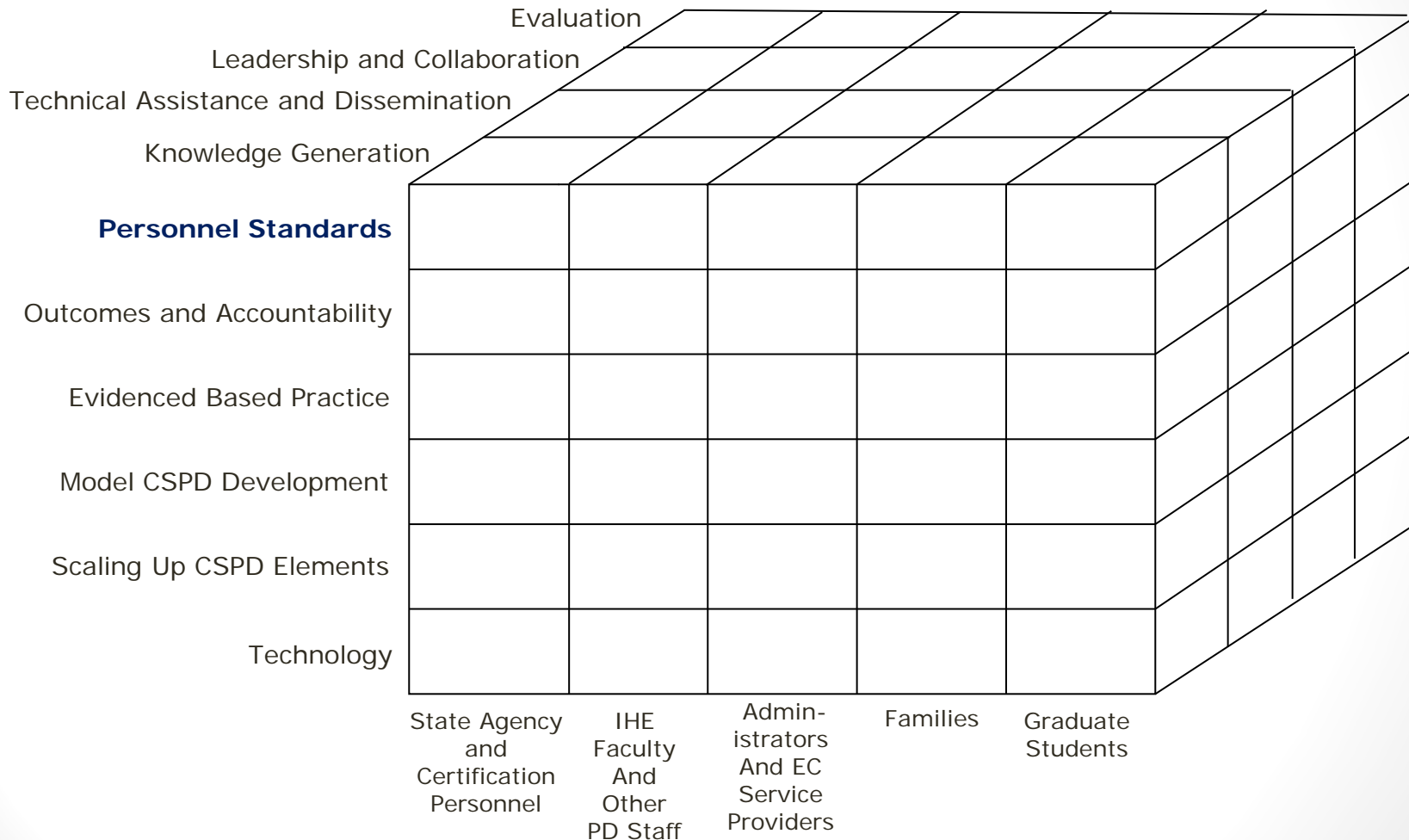**is a necessary and integral quality indicator of an early childhood service system**

Early Childhood Personnel Center

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
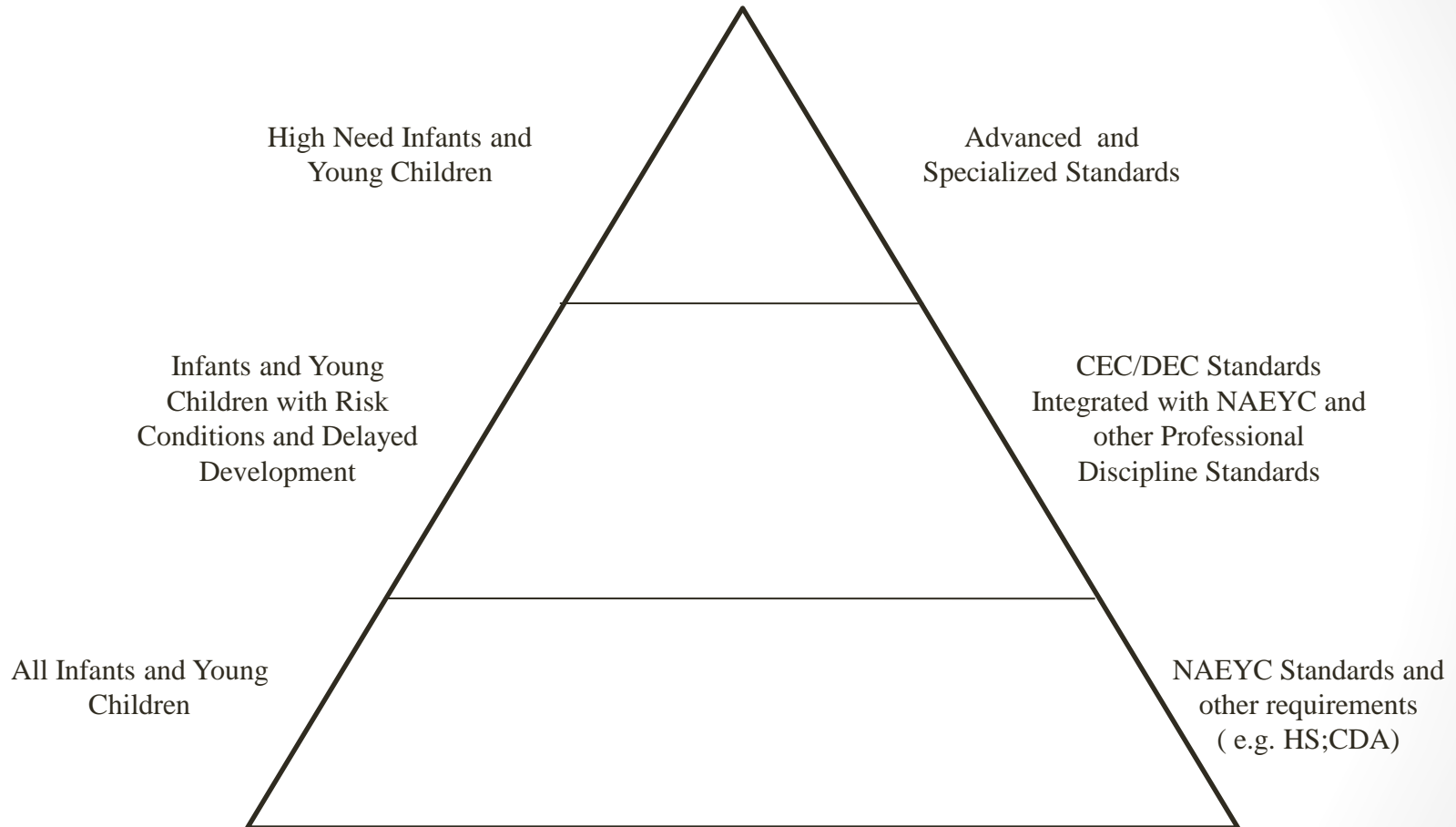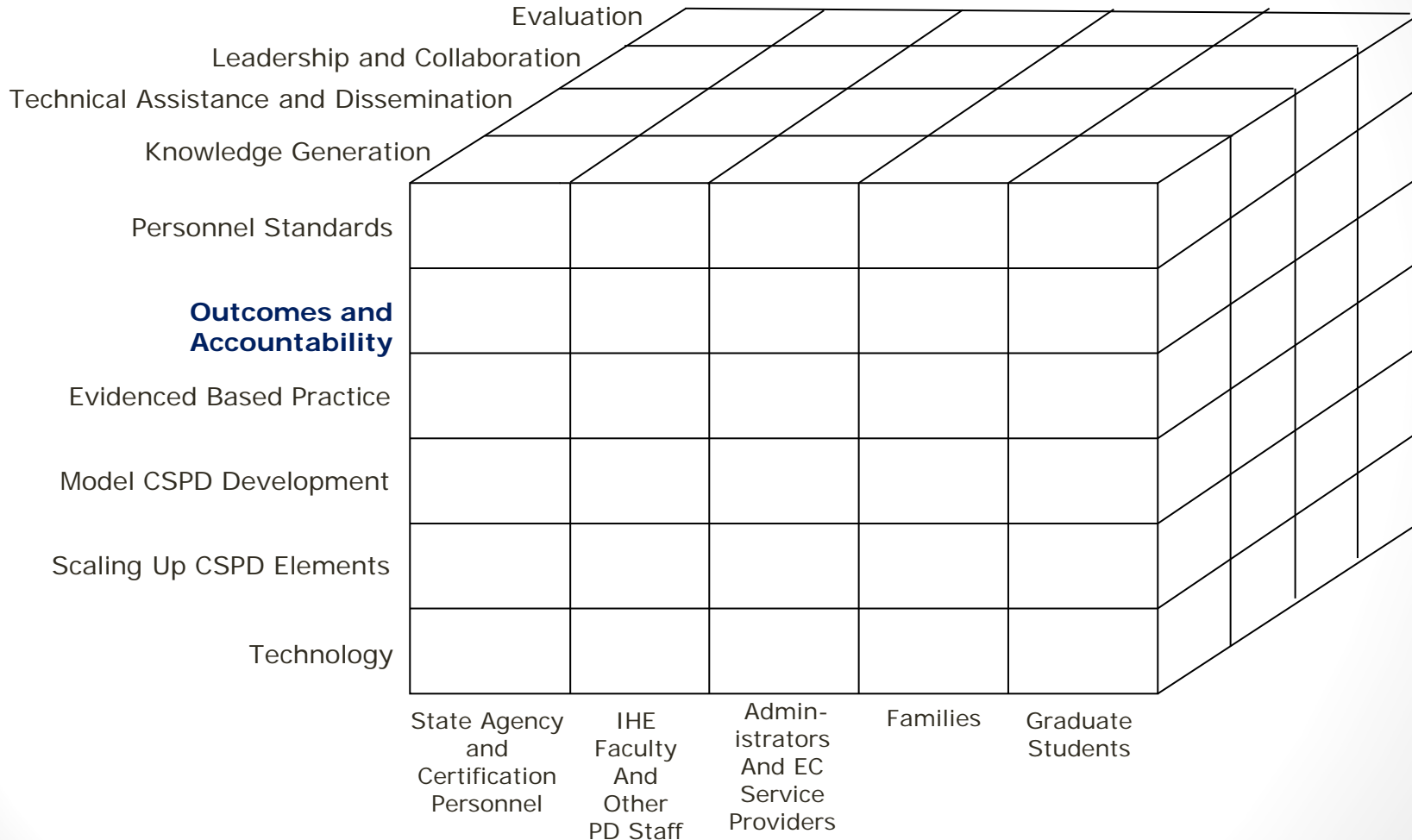
ECPC Framework

ECPC Framework

Axis labels (top, depth axis): Evaluation; Leadership and Collaboration; Technical Assistance and Dissemination; Knowledge Generation

Rows (vertical axis): Personnel Standards; Outcomes and Accountability; Evidenced Based Practice; Model CSPD Development; Scaling Up CSPD Elements; Technology

Columns (horizontal axis): State Agency and Certification Personnel; IHE Faculty And Other PD Staff; Administrators And EC Service Providers; Families; Graduate Students

MISCHA RICHTER AND HARALD BAKKEN

"How are we supposed to teach them professional skills when they come to us not even knowing basic curses and elementary hexes?"

# Continuum of Early Childhood Personnel Competencies

High Need Infants and Young Children

Advanced and Specialized Standards

Infants and Young Children with Risk Conditions and Delayed Development

CEC/DEC Standards Integrated with NAEYC and other Professional Discipline Standards

All Infants and Young Children

NAEYC Standards and other requirements (e.g. HS;CDA)

ECPC Framework

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

ECPC Framework
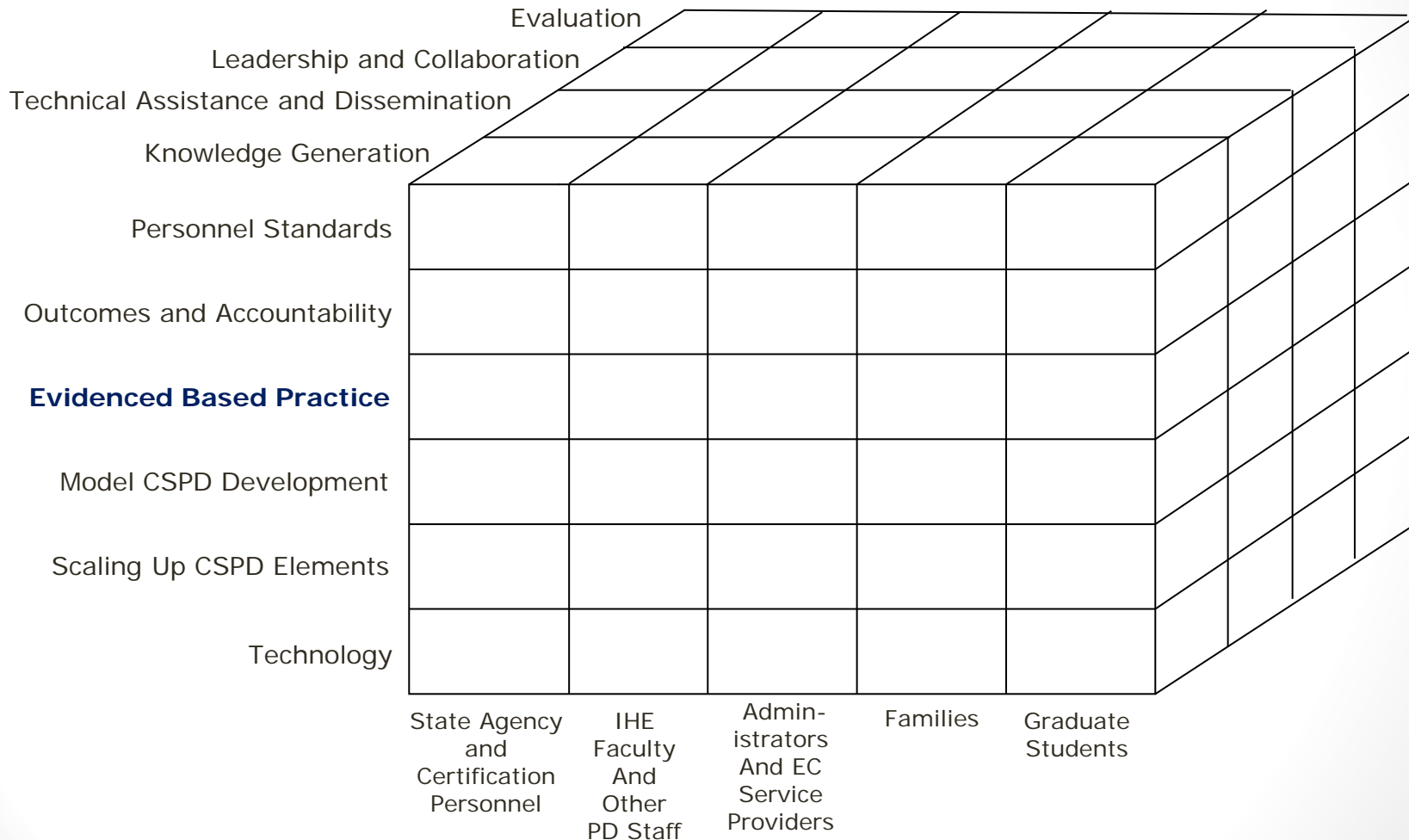
Definition of Evidenced Based Practice

Practices that are informed by research,

*in which the **characteristics** and **consequences** of environmental variables are empirically established*
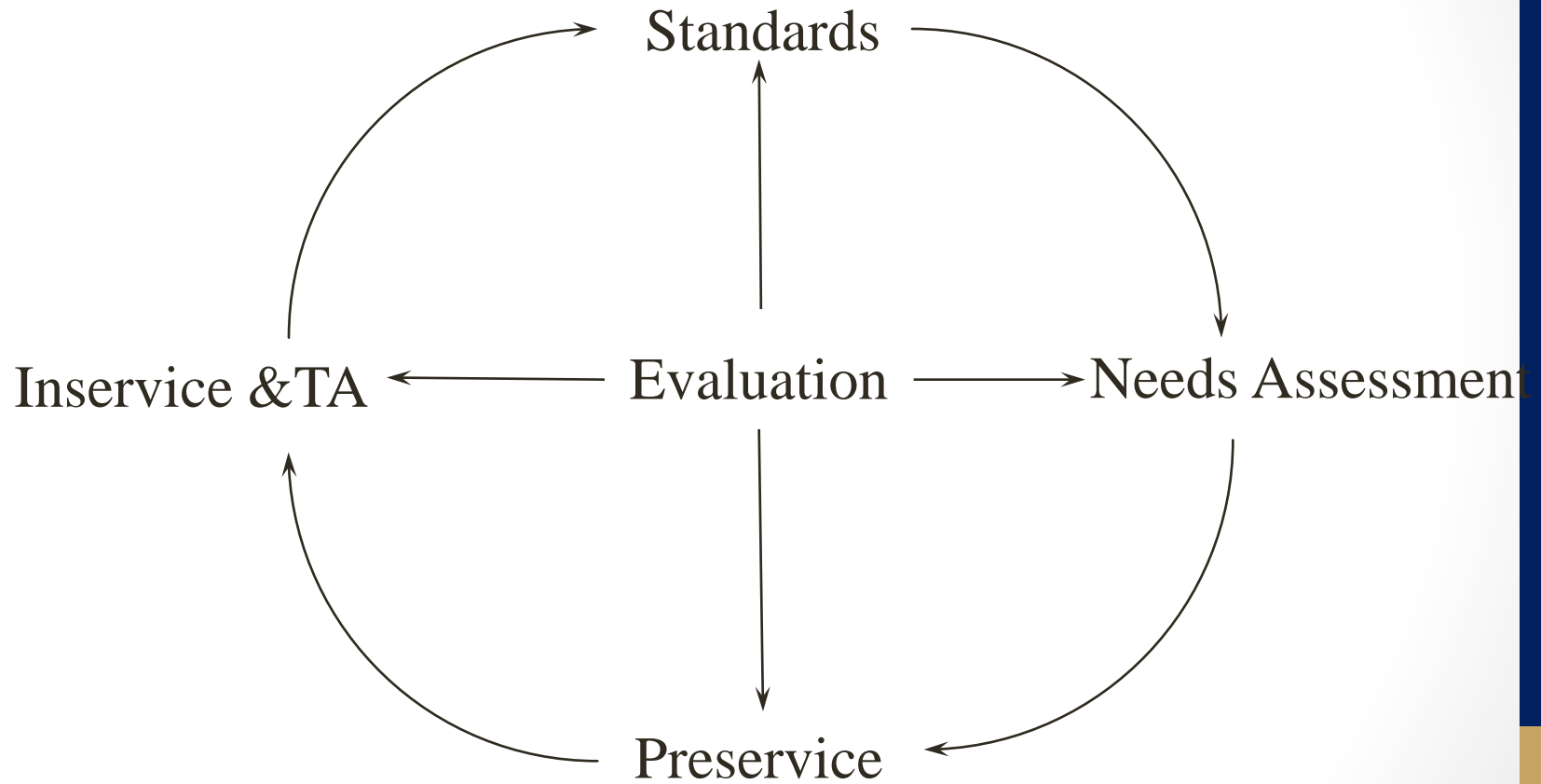
*and the **RELATIONSHIP** directly **informs***

***what a person can do to produce a desired outcome**.*
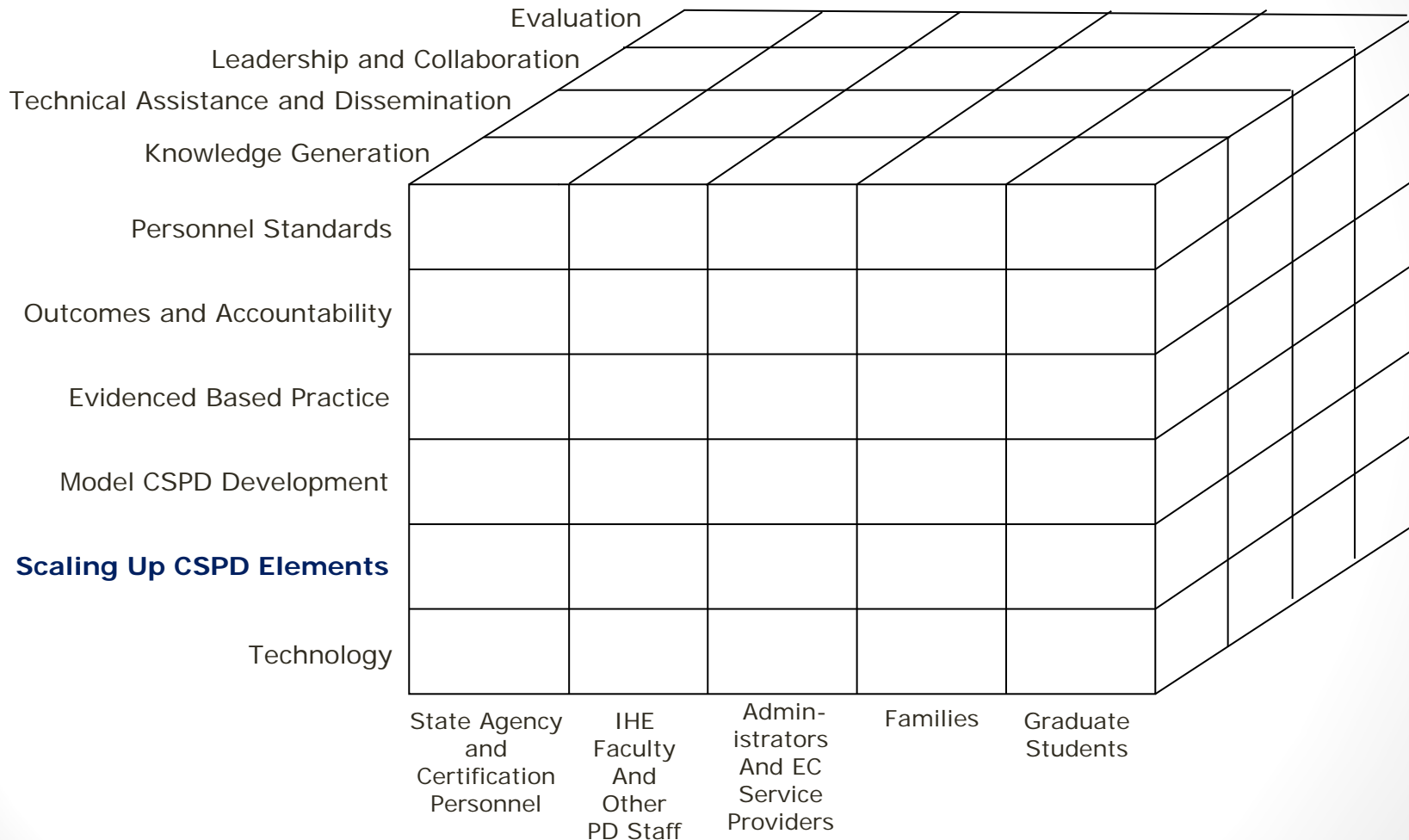*Dunst,2009*

ECPC Framework
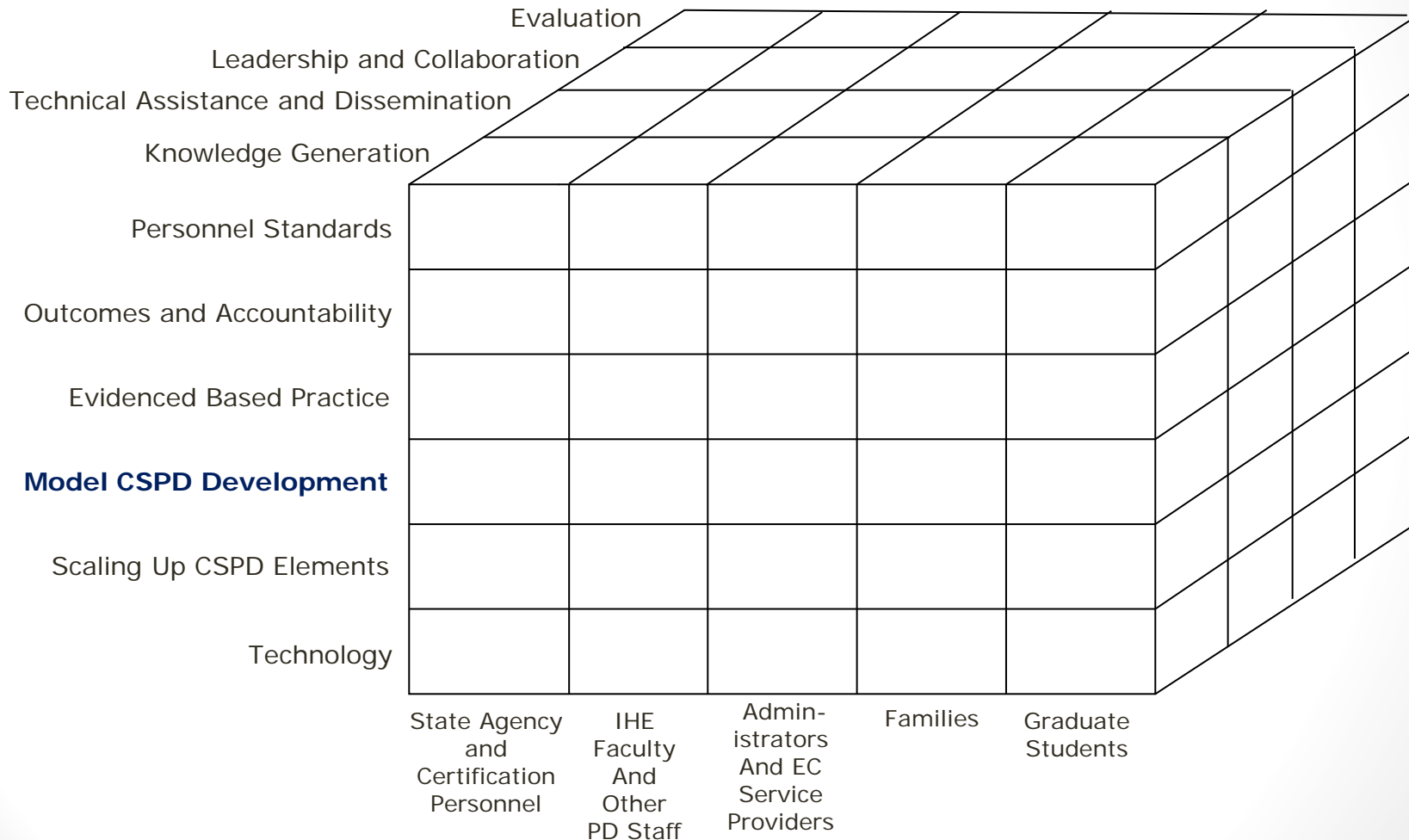
CSPD

ECPC Framework

Top axis (depth): Evaluation, Leadership and Collaboration, Technical Assistance and Dissemination, Knowledge Generation

Left axis (vertical): Personnel Standards, Outcomes and Accountability, Evidenced Based Practice, Model CSPD Development, **Scaling Up CSPD Elements**, Technology

Bottom axis (horizontal): State Agency and Certification Personnel, IHE Faculty And Other PD Staff, Admin-istrators And EC Service Providers, Families, Graduate Students

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 of alternative service delivery

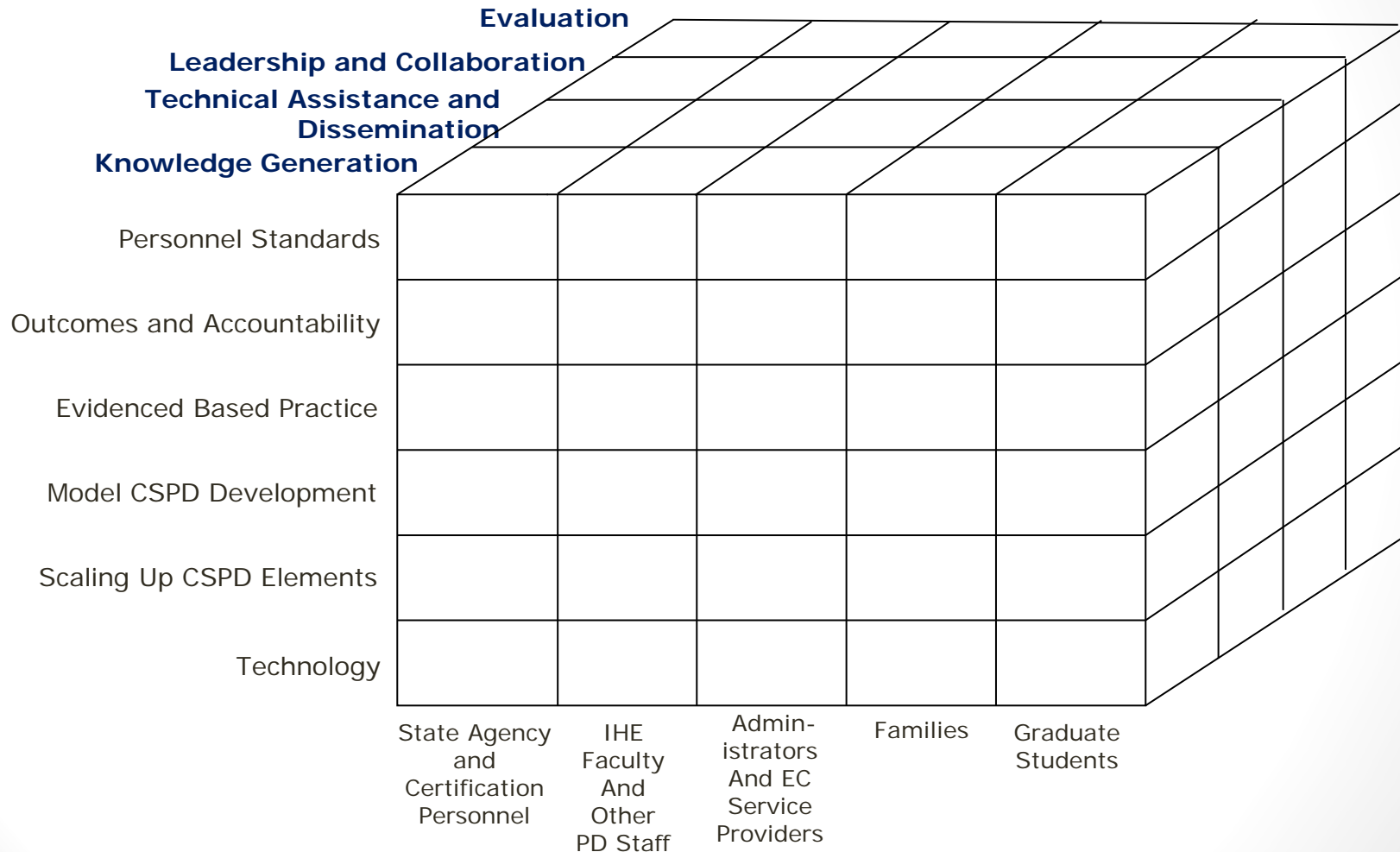- **Fidelity of Implementation**
- **Paine, Bellamy & Wilcox, 1984**

ECPC Framework
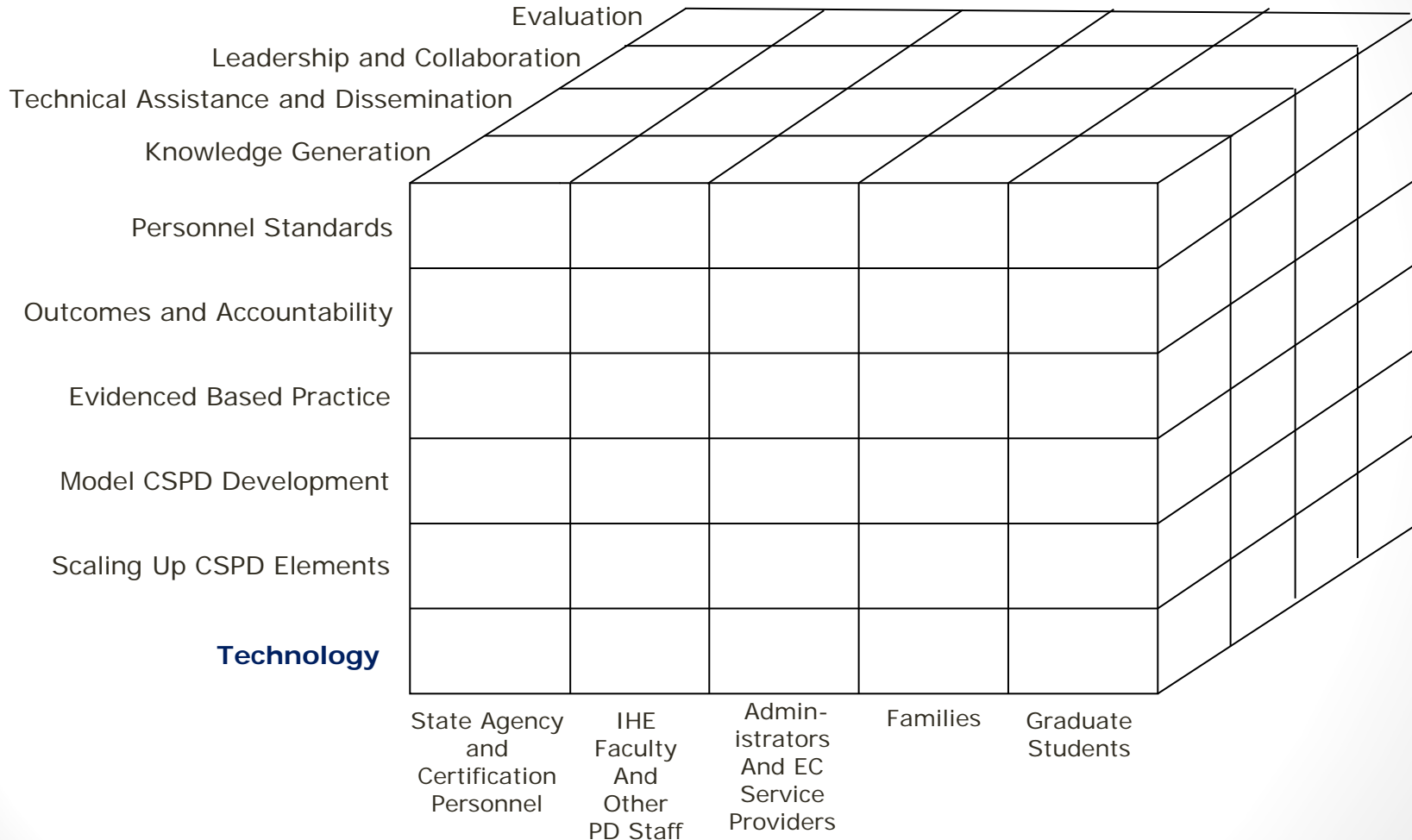
"Last night I dreamed in e-mail."

ECPC Framework

Evaluation
Leadership and Collaboration
Technical Assistance and Dissemination
Knowledge Generation

Personnel Standards
Outcomes and Accountability
Evidenced Based Practice
Model CSPD Development
Scaling Up CSPD Elements
Technology

State Agency and Certification Personnel
IHE Faculty And Other PD Staff
Admin-istrators And EC Service Providers
Families
Graduate Students

Outputs of the Center

- Knowledge Development

- Technical Assistance

- Leadership and Coordination

Knowledge Development

- National Data Base of Personnel Standards

- National Data Base of CSPD Components

- Research Syntheses on Personnel Issues

- National Initiative on Cross Disciplinary Standards

"We're not sure what you have, but whatever it is, we have it outnumbered."

Leadership and Coordination

- Leadership Institute with Part C and 619 Coordinators

- Working Collaboratively with other OSEP Early Childhood TA Centers: **DaSy; ECTA; IRIS**

- Working Collaboratively with Other Education and HHS TA Centers
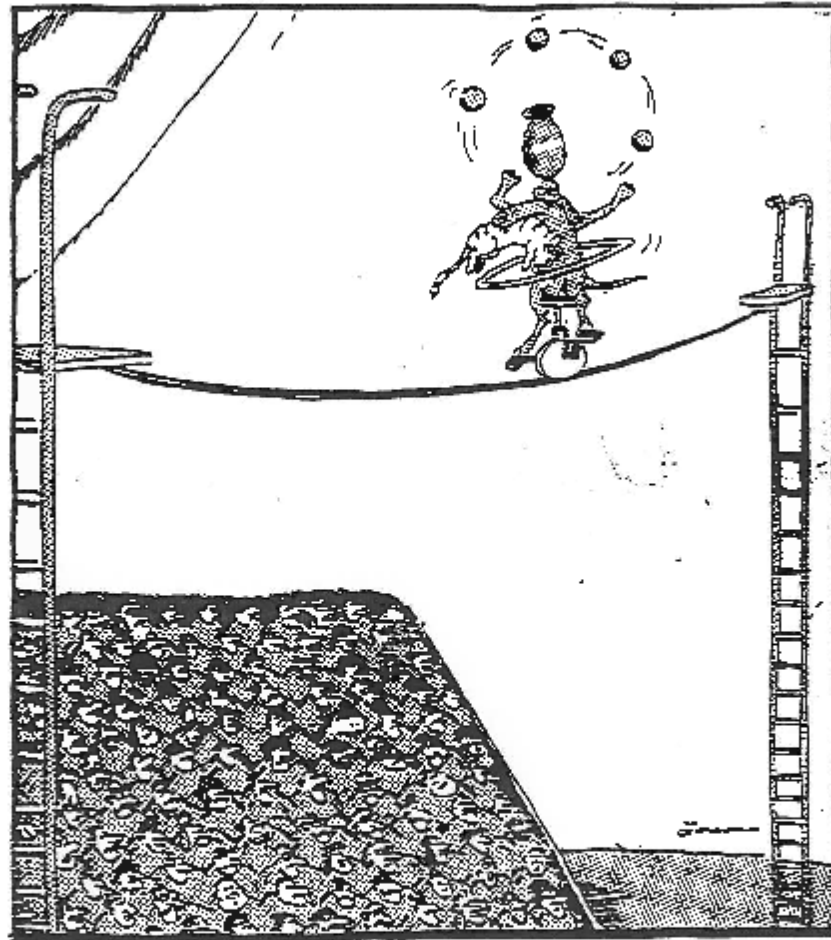
The world we have created is a product of our thinking.

It cannot be changed without changing our thinking.

Einstein

Technical Assistance

- **General**: Across Audiences, Regions,States

- **Targeted**: Within Audiences, Regions, States and Specific CSPD Components

- **Intensive**: CSPD Within 8 States, Fidelity to Implementation Framework

High above the hushed crowd, Rex tried
to remain focused. Still, he couldn't shake one
nagging thought: He was an old dog and
this was a new trick.

How Will We Do This ?

- **Content**:

    CSPD

- **Method:**

    Implementation Frame Through
    Strategic Planning

- **Outcome:**

    Scaling Up of Effective Practices
    for Personnel Development

Content:

Comprehensive **S**ystem of **P**ersonnel **D**evelopment

- Needs Assessment
- Personnel Standards
- Preservice
- Inservice
- Technical Assistance
- Evaluation

- # Needs Assessment

    Data to document the needs of multiple audiences who comprise the early childhood workforce serving infants and young children with disabilities and their families

Needs Assessment
1) Linked to existing personnel standards
• List by discipline and source of standard
2) Administered across disciplines
• List by discipline
3) Appropriate data collection method to audience and need
• List by need, audience and strategy
4) Data analyzed and stored
• Detail procedures for each needs assessment
5) Data used to determine training and TA needs
• Detail for each needs assessment
6) Updated as needed
• List frequency of data collection for each needs assessment
7) Accessible to respondents and state and local programs
• Describe methods for review and retrieval of data

- # Personnel Standards

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

Preservice

Preservice degree programs for personnel to provide services for infants and young children and with disabilities and their families

- # Inservice

  Ongoing training for those personnel who provide services to infants and young children with disabilities and their families

- # Technical Assistance

   Specific skill enhancement for an individual or group need

- Evaluation
  - Formative and summative measures of CSPD component activities

Method:

Implementation Framework

To Facilitate the adoption of Effective Practices Through Strategic Planning for a CSPD

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"

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

Through Strategic Planning

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

VISION vis a vis Outcome

⬇

MISSION of the Group

⬇

CAPACITY of the State

⬇

OBJECTIVES AND ACTION PLAN

⬇

EVALUATION

Strategic Planning for a CSPD

1. Process by which CSPD:
   - Sets its direction
   - States its intent
   - Establishes parameters for implementation

2. 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

Phase I Sequence

- Exploration

- Installation

- Initial Implementation

- Full Implementation

Phase II: Model Replication

We Will

Scale Up Effective Practices for Comprehensive and Integrated Early Childhood Systems of Personnel Development

AND EFFECT SUSTAINABLECHANGE

WHEN WE.......

- Demonstrate a Reliable Relationship Between and Among Variables

- Replicate across........

- Evaluate Fidelity and Outcomes

- Isolate Model Components that are Effective Across Multiple Exemplars

Scaling UP a CSPD with Fidelity

- Accuracy of Procedures

- Consistency Across Users

TA Outcomes:

ECPC: Where Are We Now?

- **Phase I Develop the Model CSPD**

Delaware

Iowa

Kansas

Oregon

The Conclusion:

Personnel Can Have a

Powerful Impact....

or NOT

Early Childhood Personnel Center

ECPC Regions
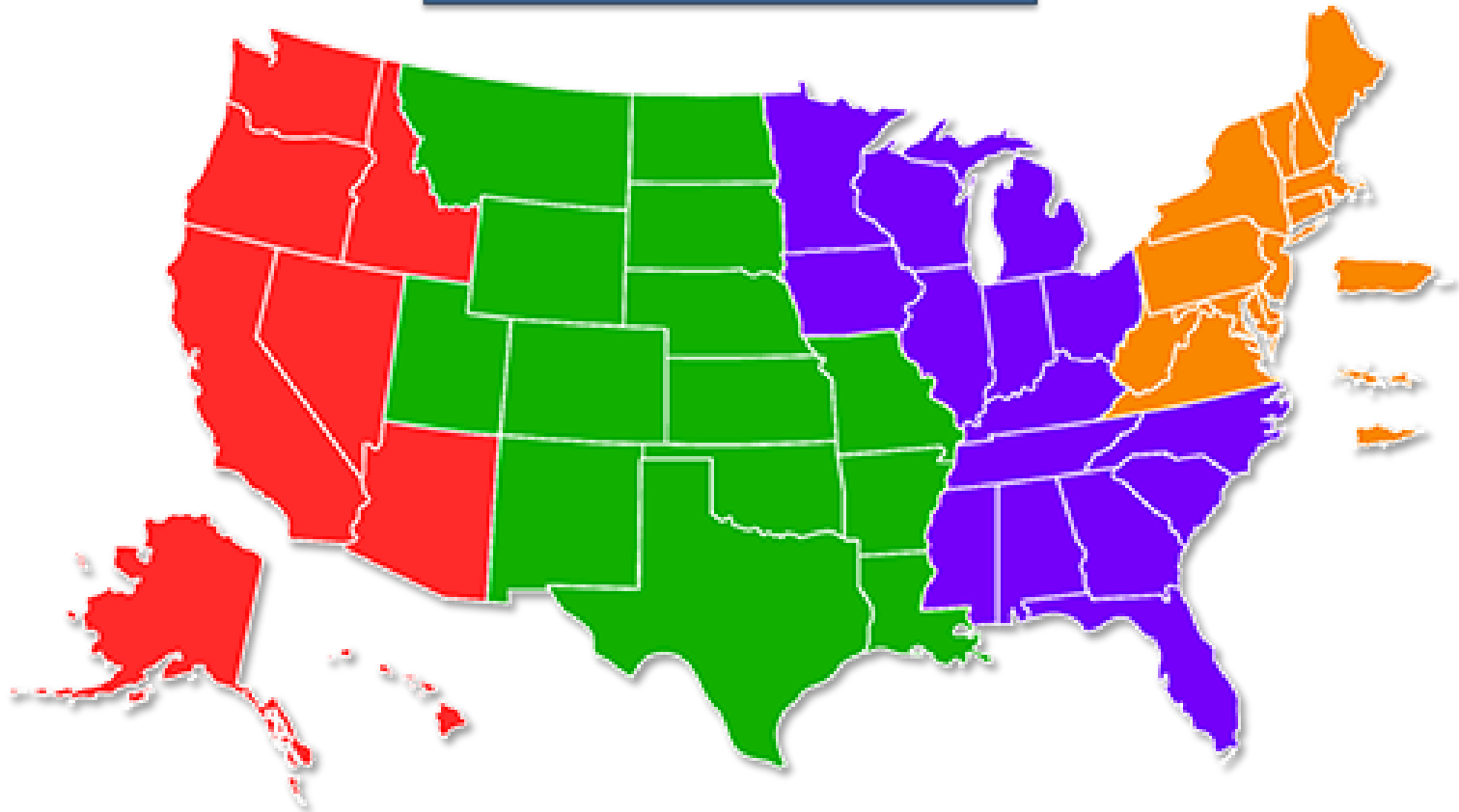
Western Region – University of Oregon
Mid-Western Region - University of Kansas
South and Mid-Atlantic Region – Florida State University
Northeast Region – University of Connecticut

National Resource to:

- State Education Agencies (SEA)

- Lead Part C Agencies

- Other Early Care and Education Agencies

- Institutes of Higher Education (IHE)

- Other Entities

ECPC Guiding Principles

1. Evidence based interventions delivered with **fidelity** across providers and settings
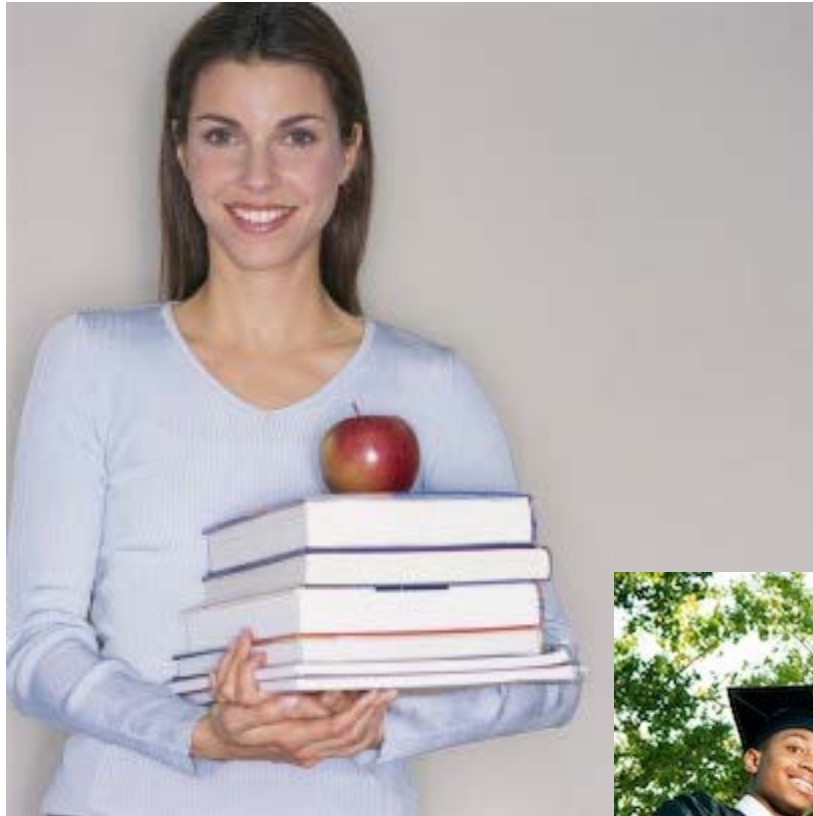
2. High Quality Coordinated **Pre-Service** & **In-service**

3. Common set of evidence based, measurable, and authentic **personnel standards** across **disciplines**

4. Personnel preparation and professional development agencies are **knowledgeable** and **skilled** in **EBP** as implementation of strategies of adult learning

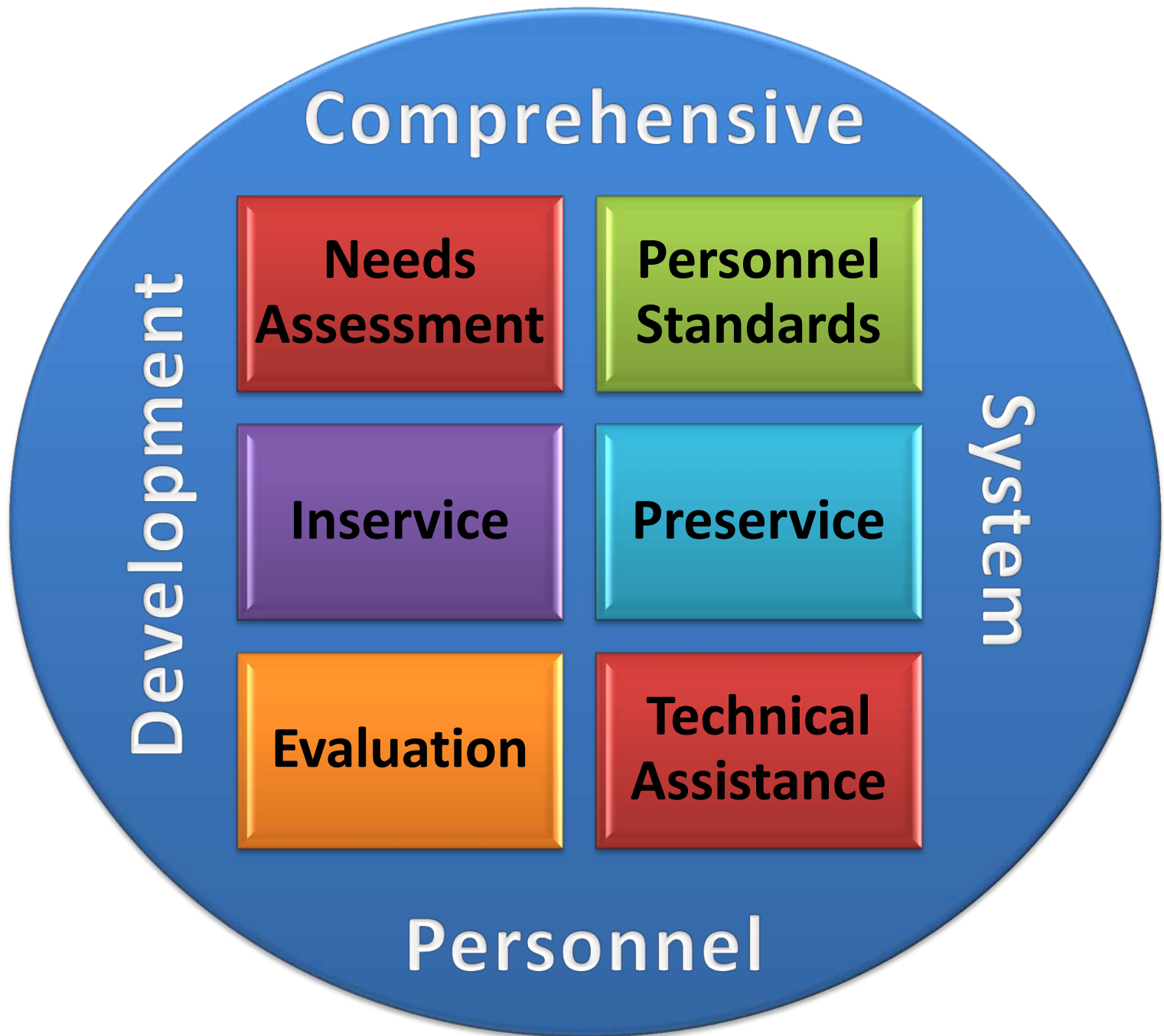**5.** **C**omprehensive **S**ystem of **P**ersonnel **D**evelopment as **Quality Indicator**

Intensive State Partnership

State chosen from the **Western Region** is

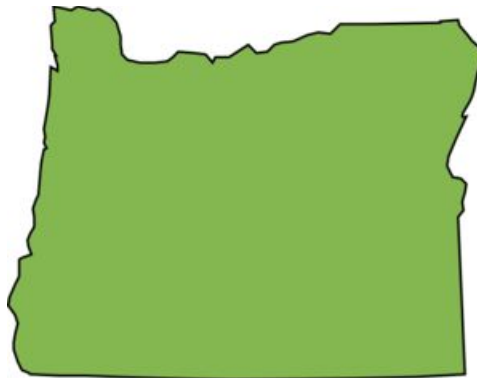# OREGON
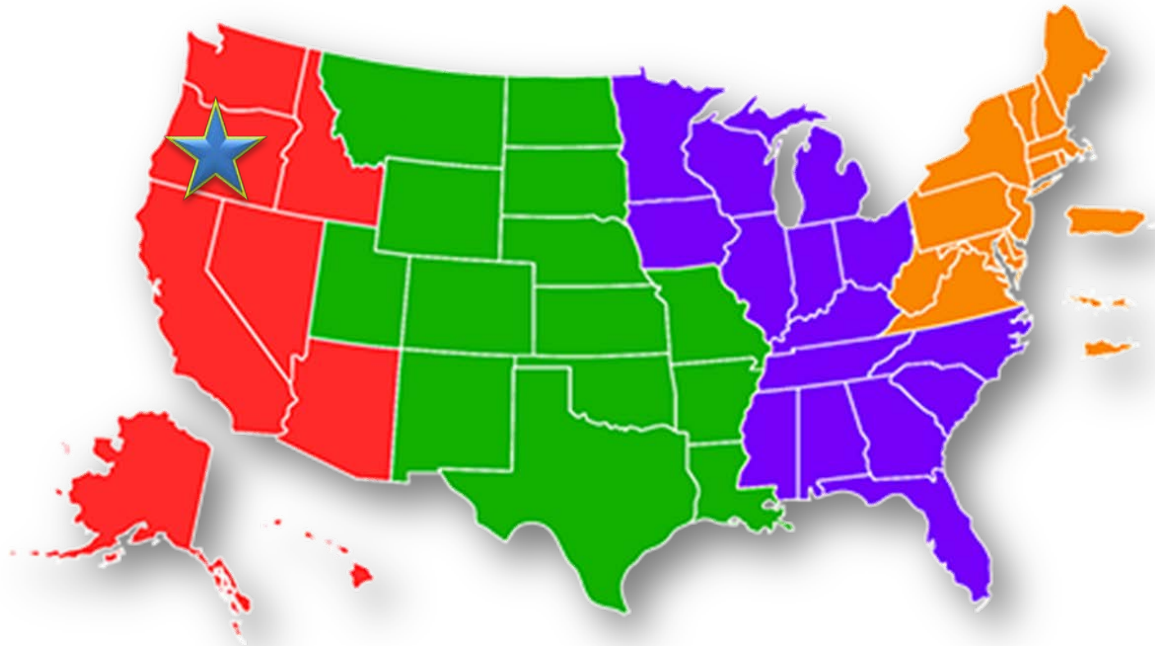
CSPD Component Information For Oregon

What Components of a CSPD are Currently Adequately Addressed within Oregon?

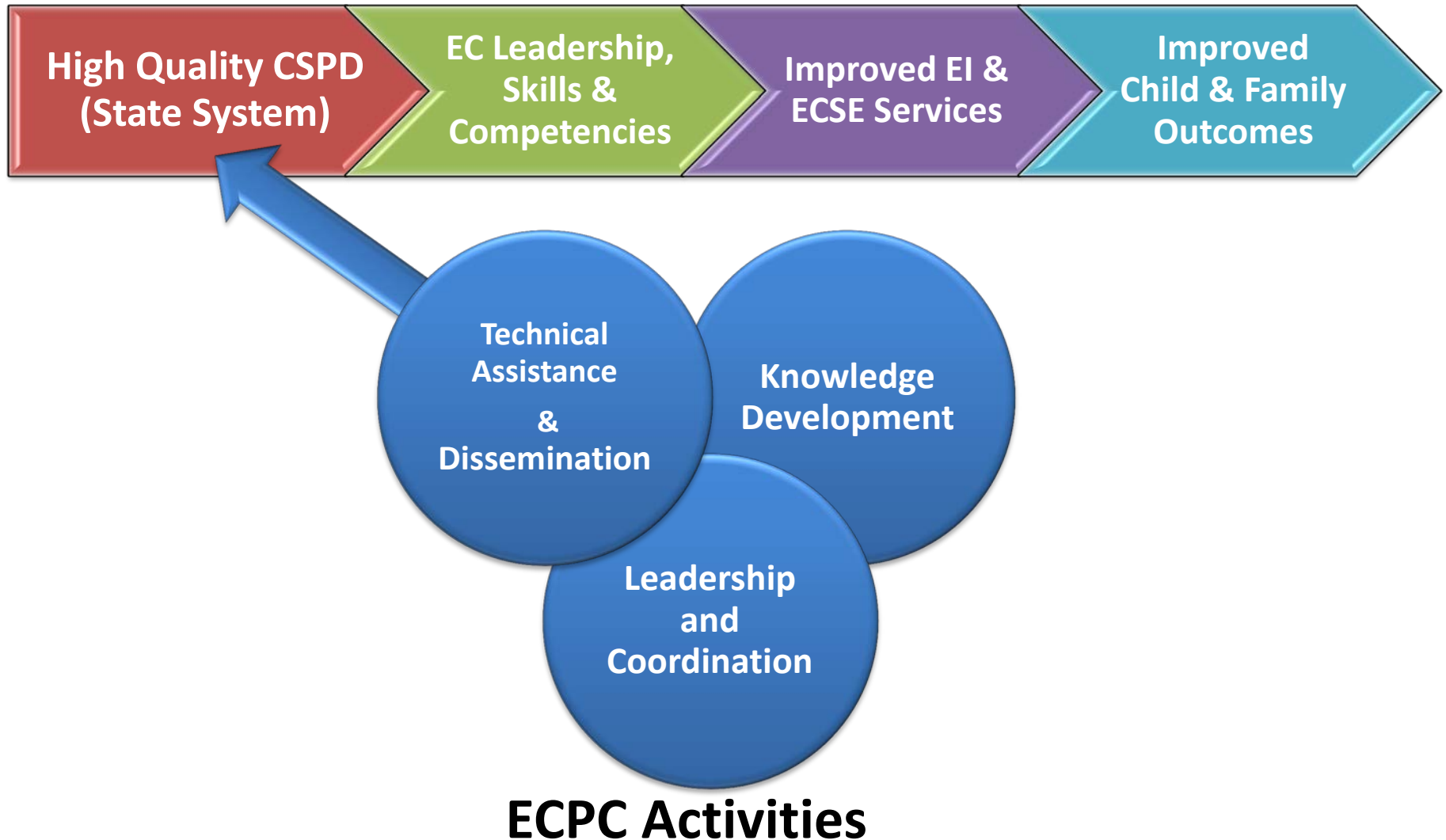|	CSPD Components							
	Ongoing Needs Assessment	Appropriate Licensing and Certification	IHE programs to provide pre-service training	Ongoing, Systematic and Effective PD inservice opportunities	Evaluation	A Data System for Personnel	TA Availability	Dissemination
Part B & C	No	Yes	Yes	No	No	No (In Development)	No	No

*Focus in Oregon is on building a system that is aligned and integrated with the larger Early Childhood Education (ECE) system rather than building a parallel system.

Top CSPD Priorities for Oregon

- Needs assessment across disciplines

- Ongoing, systematic and effective professional development inservice opportunities

- Core set of standards for all professionals working within EI/ECSE (not discipline specific)

Develop a Framework Model

Needs Assessment

Personnel Standards

Inservice

Preservice

Evaluation

Technical Assistance

Showcase Exemplar Components and Processes

Augment Components If Needed
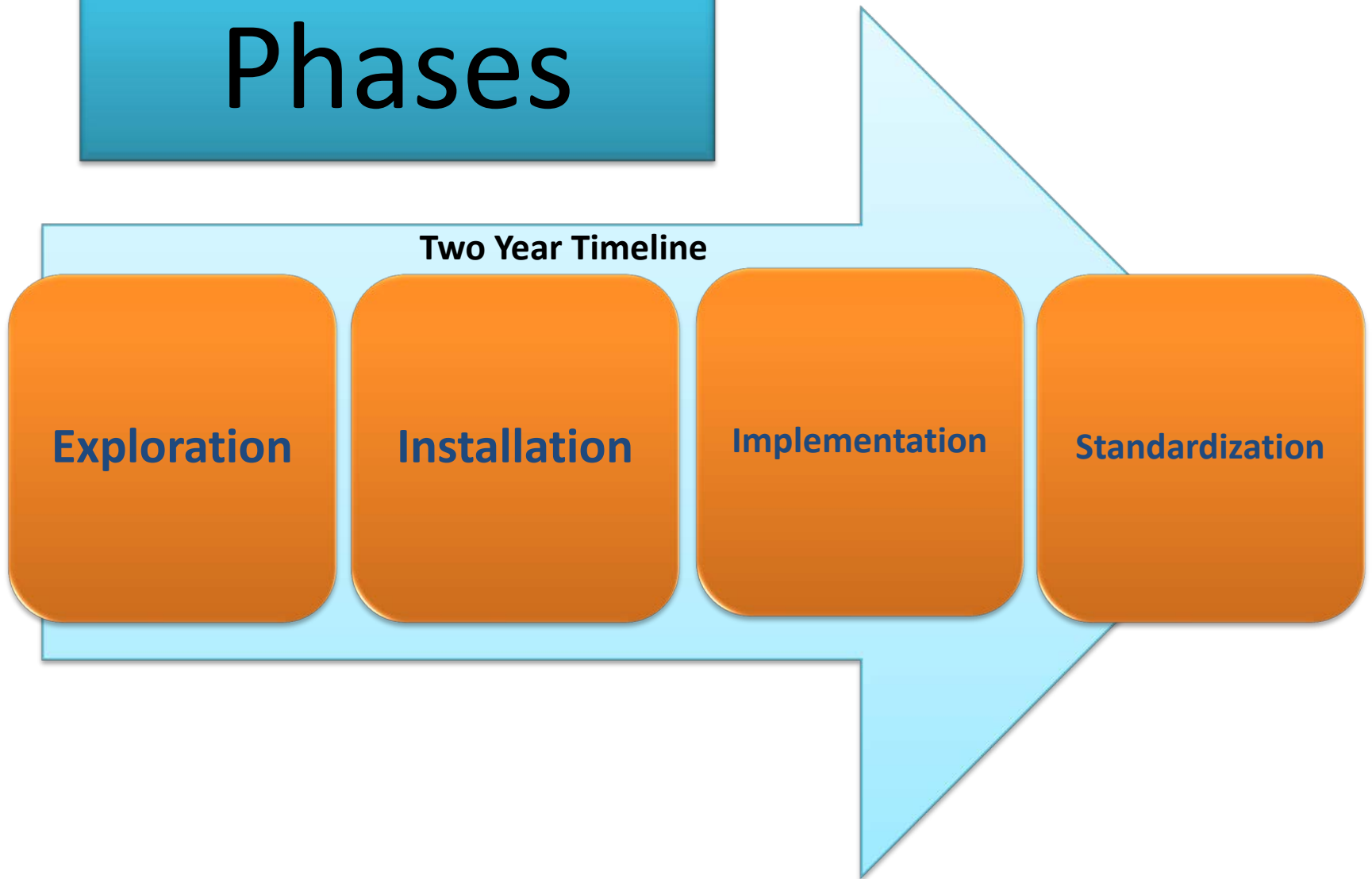
Support Needed for an Effective System Infrastructure
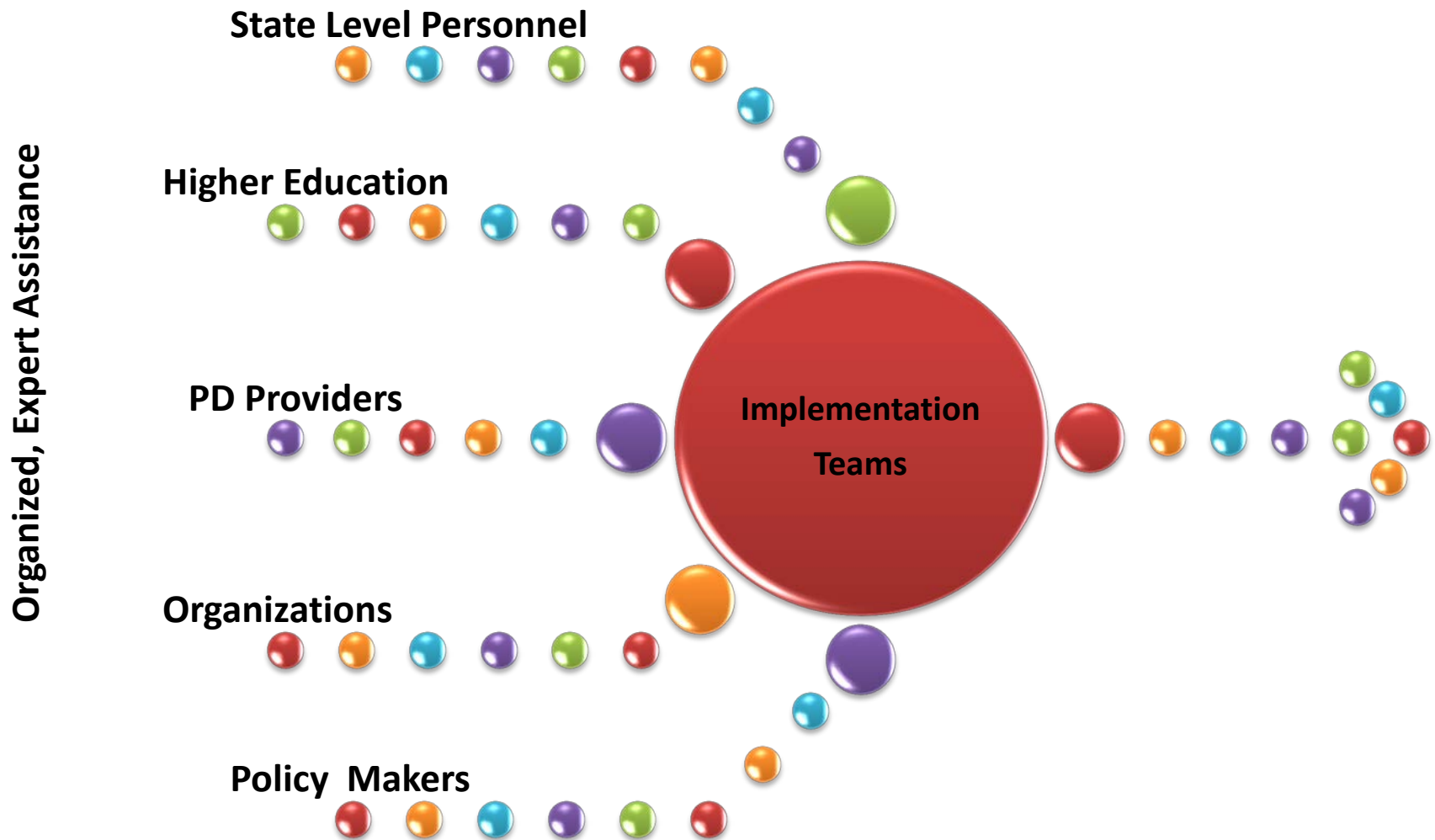
Intensive State Partnership

- **How to Ask a Question**
  - You can ask a question by pressing the ∗ then **#** key to request the floor. Questions will be answered in the order they are received.
  - Type your questions into the 'Chat' box below the slides and the moderator will read the questions.

Visit the Websites

- **AUCD Website: http://www.aucd.org**

- **EIEC SIG Website: http://www.aucd.org/eiec**

Questions about the EIEC SIG?

- EIEC SIG Co-Chairs

  - **Mary Beth Bruder: bruder@uchc.edu**

  - **Corry Robinson: Cordelia.Rosenberg@ucdenver.edu**

Questions about the Webinar?

- **Anna Costalas: acostalas@aucd.org**

  Please take a few minutes to complete our survey!