Early Childhood Personnel Center
Partner and Cross Disciplinary Meeting
January 11, 2022

University of Connecticut
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Working hard for something we don't care about is called stress. Working hard for something we love is called passion.
Our Vision for an Equitable Early Childhood Intervention System

• Equitable Access for All Children to Identification, Screening, Referral and Service Provision

• Families as Partners

• Natural Environment and Inclusionary Practices

• Cross Disciplinary Teams

• Inter-Agency Early Childhood Collaborations
Are Personnel Prepared and Supported to do the Job?
ECPC

ECPC 1 - 6.2 million dollars over 6 years

ECPC 2 - 10 million over 5 years
ECPC 1

- **Universal TA** resulted in 107,268 separate visits to our website to access and download ECPC information and materials.

- **Targeted, and Intensive TA** to 31 states

  **Targeted TA**

  - 6 leadership training institutes for Part C and 619 teams from 25 states to facilitate their integration within their state EC personnel plans, policies or practices.
Leadership Institutes for Part C/619 teams

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
## Developing an Inclusive State Early Childhood Leadership Team with a Shared Vision and Mission

<table>
<thead>
<tr>
<th>Definition</th>
<th>State Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifying and including key stakeholders at the state level, increasing family engagement in leadership teams, building leadership capacity of all early childhood personnel to support children with disabilities across all early childhood environments, create a consistent mission and vision across agencies on the inclusion of children under Part C/B619 in all early childhood environments</td>
<td>*Identify and recruit core leadership team to include 619, Part C, ECE (Child Care), IHE, Head Start, Parent, and Graduate Student</td>
</tr>
<tr>
<td></td>
<td>*Develop and Vision Statement with leadership team that includes children with disabilities across state PD Systems</td>
</tr>
<tr>
<td></td>
<td>*Develop key stakeholder leadership team and priorities</td>
</tr>
<tr>
<td></td>
<td>*Identify opportunities to include UCEDD representative</td>
</tr>
<tr>
<td></td>
<td>*Develop a leadership team that is representative of cross agency personnel</td>
</tr>
<tr>
<td></td>
<td>*Establish a CSPD group on improving the quality of early childhood workforce</td>
</tr>
</tbody>
</table>
# Leadership Institute Action Plan Statistics

<table>
<thead>
<tr>
<th>Description</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number of States Action Plans</td>
<td>25</td>
</tr>
<tr>
<td>Total Number of Goals Across States:</td>
<td>71</td>
</tr>
<tr>
<td>Goal Range (Min)</td>
<td>1</td>
</tr>
<tr>
<td>Goal Range (Max)</td>
<td>7</td>
</tr>
<tr>
<td>Average Goals</td>
<td>2.96</td>
</tr>
<tr>
<td>Total Number Objectives</td>
<td>197</td>
</tr>
<tr>
<td>Obj. Range (Min)</td>
<td>0</td>
</tr>
<tr>
<td>Obj. Range (Max)</td>
<td>9</td>
</tr>
<tr>
<td>Average Objectives/Goal</td>
<td>3.23</td>
</tr>
</tbody>
</table>
Intensive TA States

DE, IO, KS, OR

PA, PR, VT
Lessons learned

• Someone(s) MUST own the process.
• The right people MUST be at the table: the core planning team (use the form).
• The team MUST be able to focus on CSPD over other competing priorities.
• Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.
From the RFP..........

ensure personnel have the competencies to deliver high-quality (inclusive)* services to improve outcomes for young children with disabilities and their families.

• * added
Intensive TA

(a) Increased capacity of State IDEA Part C, Part B, section 619 programs, and other early childhood service sectors (e.g., Head Start, Early Head Start, Child Care, State-funded pre-K) to implement, scale up, and sustain a coordinated CSPD to ensure local personnel have the competencies to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families;
Targeted TA

(b) Increased knowledge, skills, and competencies of State IDEA Part C and Part B, section 619 administrators to lead systemic improvement efforts, actively engage in broader early childhood initiatives, use TA effectively, and build more effective and sustainable State systems that can support a competent early childhood workforce that can improve outcomes for young children with disabilities and their families; and
Targeted TA

(c) Increased knowledge, skills, and competencies of early childhood IHE faculty to align programs of study to State and national professional organization personnel standards, integrate Division of Early Childhood (DEC) recommended practices throughout early childhood curricula, and design programs of study utilizing adult learning principles.
Other Targets:

(6) Engage doctoral students or post-doctoral fellows in the project to enhance doctoral training and deepen the knowledge, skills, and competencies future leaders in the field need to effectively implement, scale up, and sustain a CSPD and prepare personnel to deliver high-quality services and inclusive programs to improve outcomes for young children with disabilities and their families; and
The Way We Addressed These Requirements....... ECPC 2

- Purpose
- Conceptual Model
- Framework for TA
- Goals/Audiences
- Methods
- Personnel
- Logic Model and Evaluation
Purpose of the 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.
Definition of Technical Assistance

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

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

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)
## QUALIFIED PERSONNEL IDENTIFIED IN IDEA

### Part C (ages 0-3)
- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

### Part B (ages 3-5)
- Special Education;
- General Education;
- Related Service Personnel:
  - Speech-Language Pathologists and Audiologists;
  - Occupational Therapists;
  - Psychologists;
  - Physical Therapists;
  - Recreational Therapists;
  - Social Workers;
  - Counseling services;
  - Orientation and Mobility Specialists, and
  - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only

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**Early Childhood Personnel Center**

[www.ecpcta.org](http://www.ecpcta.org)
If the Child and Family Outcomes are the Dependent Variables

Personnel Are the............
a) Independent Variable
b) Dependent Variable
c) Mediator
d) Moderator
e) All of the Above
Conclusion

Personnel Can Have a Powerful Impact....

or NOT
Personnel Development Logic Model

**Inputs**

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

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

**Activities**

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

**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

**Proximal Outcome**

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

**Distal Outcomes**

- **Family Outcomes**
  - Children demonstrate positive social-emotional skills (including social relationships)
  - Families can effectively communicate their child's needs
  - Families know their rights

- **Child Outcomes**
  - Children acquire and use knowledge and skills (including early language/communication and literacy*)
  - 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

**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

**Children**

- Child/family participate in the development of IEP/IFSP
- Each child demonstrates growth in developmental, behavior and learning as documented through ongoing data collection
We see things not as they are  
But  
As we are
If we want improved outcomes for infants and young children with disabilities and their families......

Theory of Action
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
**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

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

- **Evaluation**
  Plans for evaluating each subcomponent of the CSPD

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

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

**Early Childhood Personnel Center**

[www.ecpcta.org](http://www.ecpcta.org)
Definition of a System

a regularly interacting or interdependent group of items or things or principles forming a unified whole
Methods of ECPC 2

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

• Participant Driven

• Continuous Feedback Among and Between ALL Objectives

• Collaborative
Continuum of ECI Personnel Competence

- Early Childhood Intervention Personnel with Specialized Training
  - Infants and Young Children with Developmental Delays, 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
Change is not magic or inspiration.

It’s completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988
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?
### 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 Item Score by System Type

- Part C
- Part B/619
- Total

[Graph with data points showing trends in average item scores by system type.]
Baseline Ratings for Pre-Service Items

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

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

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

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

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

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

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

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

9. IHE program competencies are operationalized and defined by example.

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

11. IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state…
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 Facilitate Systems Change

- State Part C, Part B-619 Teams
- IHE Faculty, Students, and State PD Providers
- Families

Intensive TA for State EI/ECSE Leaders and State CSPD Teams

- Part C-Part B-619 Coordinator’s Leadership Academy
- State EC CSPD Development and Implementation
Outputs of the Center
ECPC

• Knowledge Development

• Materials, Resources and Tools

• Technical Assistance
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
Relationship Among Phases of TA Development

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

**Knowledge Development & Advancement**

**Universal:**
- Dissemination of Resources, Materials & Tools via Website, and other Modes

**Targeted:**
- IHE Faculty, Doctoral Students & PD Providers Part C/Part B 619, EC administrators, and Families

**Intensive:**
- State EC Systems

**Technical Assistance**

**Resources, Materials & Tools**
- Self Assessment of CSPD Framework
- TA Readiness Tool
- TA Fidelity Tool
- Practice Guides & Checklists
- Interactive Web Tools
- EB Articles, Briefs
- Video Library
- Presentations, Webinars & Workshops
- Innovation Configurations
- Enhancement Modules
- Self Assessment of CSPD Framework
- Social Validation of Products

**Knowledge Development & Advancement**
Knowledge Development

• Literature Reviews/Syntheses

• Data Reports

• Development of Personnel Standards, Competencies and Alignments

• Data Collection of State Personnel Licensure and Certification and ECE/ECSE IHE Programs of Study
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 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
Data Reports

• 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

• 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

• Data Report 3: The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs

• Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level

• The Development of Core Cross Disciplinary Early Childhood Competency Areas

• Personnel Need Assessment

• ECPC Leadership Competency Validation Survey for Part C and Part B (619) Coordinators
<table>
<thead>
<tr>
<th>Think Tank attendees from OSEP Funded Higher Programs 2019</th>
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<tbody>
<tr>
<td>California State University, Los Angeles</td>
</tr>
<tr>
<td>California State University, Northridge</td>
</tr>
<tr>
<td>California State University, Northridge</td>
</tr>
<tr>
<td>Case Western Reserve University</td>
</tr>
<tr>
<td>CSU Fullerton</td>
</tr>
<tr>
<td>Georgetown University</td>
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<tr>
<td>Hofstra University</td>
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<td>Illinois State University</td>
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<td>Kent State University</td>
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<td>Kent State University</td>
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<td>MN State University, Mankato</td>
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<tr>
<td>Morehead State University</td>
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<td>Northern Arizona University</td>
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<td>U of Wisconsin-Milwaukee</td>
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<td>University of Georgia</td>
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<td>University of Hawai'i</td>
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<tr>
<td>University of North Carolina - Chapel Hill</td>
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<tr>
<td>Vanderbilt University</td>
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</table>
Standards, Competencies, and Alignments,

Cross Disciplinary Competencies

EI/ECSE Standards

Part C/619 Leadership Competencies
Early Childhood Cross Disciplinary Professional Discipline Workgroup

• Council for Exceptional Children (CEC)

• Division for 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

• Infant Mental Health
Methodology For Cross Disciplinary Competencies

• Establish Stakeholder Group

• Draft Core Areas & Sub-areas

• Review Preliminary Areas & Sub-areas

• Identify Personnel Standards and Practice Documents Across Disciplines

• Align and Categorize into Competency Areas

• Define Personnel Competency Areas

• Final Review and Revision of the Four Areas into Observable and Measurable Competencies
## Definitions of Competency Areas

<table>
<thead>
<tr>
<th>Competency Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination and Collaboration</td>
<td>The alignment of early childhood services, interventions and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families.</td>
</tr>
<tr>
<td>Family Centered Practice</td>
<td>The delivery of culturally competent and family responsive early childhood intervention that respects and facilitates a family’s active partnership and participation in the assessment, planning, implementation and monitoring of the interventions delivered to their child and themselves.</td>
</tr>
<tr>
<td>Evidenced Based Practice</td>
<td>The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor and make decisions about the effectiveness of the intervention practices used with each individual child and family.</td>
</tr>
<tr>
<td>Professionalism</td>
<td>The application of ECI and discipline specific laws, policies, ethical standards and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development which they share with others through teaching, mentoring, and coaching; and the demonstration of advocacy and leadership skills at the local, state and national level.</td>
</tr>
</tbody>
</table>
Evidenced Based Intervention

- Implements evidence-based assessment and intervention practices which includes the collection of data to make decisions and document child and family progress
- Demonstrates knowledge of typical and atypical child development (including risk factors) throughout the intervention process
- Uses valid, reliable, nondiscriminatory child focused assessment procedures and instruments to document a) eligibility for IDEA services  b) child and family strengths and needs and c) child and family progress as a result of interventions
- Identifies and includes evidenced based practices on the intervention plan (IEP/IFSP)
- Uses evidenced based practices during interventions with a child, family and/or other caregivers/teachers
- Incorporates evidenced based practices across learning opportunities (activities and routines) within the child’s home, community and classroom
- Uses evidenced based accommodations, modifications and adaptations to enable a child to participate and learn in inclusive school and community environments
- Systematically collects and uses data to monitor child and family progress to revise intervention plans as necessary and document intervention effectiveness
EI/ECSE Personnel Preparation Standards:

1. Child Development and Early Learning
2. Partnering with Families
3. Collaborating and Teaming
4. Assessment Processes
5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction
7. Professionalism and Ethical Practices
Leadership Initiatives Partnership

Working in collaboration with IDEA Infant Toddler Coordinator Association, Early Childhood Technical Assistance Center and the Affinity Board for Section 619 coordinators, National Association for State Directors of Special Education.
Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks with Part C/619 coordinators (21 states in 2 tanks)
   a. Job description as a leader: What you do/What do you need to know
   b. Refined/reduced into critical knowledge and skills by level
   c. Themed statements of K and S into categories
   d. Translated into competency statements
4. Survey/Delphi for validation/consensus with 70 Part C/619 coordinators
5. Focus groups with Part C/619 coordinators (summer meeting) to revise Delphi
6. Refined competencies and sequenced into level
7. Think Tank with Part C/619 (17 states) to further revise and refine
8. Indicators of K and S developed for each competency
9. K and S indicators used as self assessment to guide Intensive TA Academy
10. Intensive Leadership Academy piloted learning activities for K and S (2020-2021)
11. Framework and indicators were refined
12. Curriculum materials will be available for TA and self guided use
13. Cohorts continue
Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Project
<table>
<thead>
<tr>
<th>ECPC Leadership Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.0 Foundational Leadership</strong></td>
</tr>
<tr>
<td>1.1 Self Knowledge</td>
</tr>
<tr>
<td>1.2 Ethics and Professionalism</td>
</tr>
<tr>
<td>1.3 Laws, Regulations and Policy</td>
</tr>
<tr>
<td>1.4 Early Learning and Pedagogy</td>
</tr>
<tr>
<td><strong>2.0 Operational Leadership</strong></td>
</tr>
<tr>
<td>2.1 Communication and Collaboration</td>
</tr>
<tr>
<td>2.2 Part C and/or Part B (619) Program Management</td>
</tr>
<tr>
<td><strong>3.0 Strategic Leadership</strong></td>
</tr>
<tr>
<td>3.1 Leading Others</td>
</tr>
<tr>
<td>3.2 Strategic Thinking and Planning</td>
</tr>
<tr>
<td>3.3 System Change</td>
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Key:
* Diverse (e.g., representing linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds).

**Stakeholders (e.g., including families, administrators, staff, school and other board or council members, community members, faculty, policy makers, and historically underrepresented populations).
1. **Self-Knowledge:**

After completion of this module, you will be able to develop and implement a professional development plan to guide the acquisition of leadership goals.

**Objectives/Performance Indicators:**

| 1.1.1. | Describe the history and status of federal and state programs and agencies serving infants and young children and their families. |
| 1.1.2. | Identify your personal values, beliefs, strengths, needs, and learning style. |
| 1.1.3. | Identify professional development and/or learning communities where you can increase your professional knowledge and skills. |
| 1.1.4. | Demonstrate the use of data, reflection, and collective input to guide professional decisions you make about your needs as a leader. |
| 1.1.5. | Identify your professional leadership strengths, history, and style. |
| 1.1.6. | Identify informal and formal leadership positions national, state, or local organizations you are in now, or wish to be in the future. |
3.2 Strategic Thinking and Planning:

After completion of this module, you will be able to facilitate *diverse **stakeholder groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve service issue/need for the state Part C and/or Part B (619) service system.

Objectives/Performance Indicators:

| 3.2.1. | Describe the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) service system. |
| 3.2.2. | Describe scenario-planning strategies to guide strategic decisions for the Part C and/or the Part B (619) service system and other early childhood initiatives. |
| 3.2.3. | Develop strategic partnerships with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities (birth to five) and their families. |
| 3.2.4. | Identify a service system or program need for the Part C and/or Part B (619) service system through the collection of national and state data, including data from *diverse **stakeholders. |
| 3.2.5. | Facilitate *diverse **stakeholders to develop a shared and equitable vision and collective mission to address an issue/need in the Part C and/or Part B (619) service system or program. |
| 3.2.6. | Develop a collaborative work plan through a problem-solving process with *diverse **stakeholders that has equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to meet the Part C and/or Part B (619) service system or program issue/need. |
| 3.2.7. | Facilitate the implementation and ongoing evaluation of the work plan (s), and revise it as needed, in collaboration with *diverse **stakeholders. |
| 3.2.8. | Evaluate the outcomes of the strategic work plan(s) with *diverse **stakeholders through the collection and analysis of data from multiple sources. |
National Inventories of Licensure, Certifications, and IHE programs

• Licensure and Certification Map Across Disciplines in EI/ECSE by State

• ECE and ECSE IHE Programs of Study by State
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.
Data Base of ECE/ECSE Higher Education Programs

- University
- School/College
- Department
- Program
  - ECE/ECSE/Blended/Dual
- Specialty
- Age Range
- Degree/Specific Degree
- Online
  - Yes/No/
  - Online Option/Hybrid
- Teacher Certification
  - Yes/No
- Accreditation
- Course Content
- Link
- Contact Information
Study Information

• **Purpose:** To create a directory of all early childhood, early childhood special education, and blended higher education programs.

• **Method:**
  - Initial Search
    - [https://nces.ed.gov/collegenavigator/](https://nces.ed.gov/collegenavigator/)
    - Select state, refine search for “Education” programs
    - Go to each school’s website and search for programs in “Early Childhood Education” and “Early Childhood Special Education”
      - Inclusion Criteria: Age range for education program must include Early Childhood (i.e. K-5 programs not included)
Example: Arizona (N=81)

Program Type

- ECE (n=67)
- ECSE (n=4)
- BLEND (n=10)

Program Degree

- Certificate: 22
- Associate's: 27
- Bachelor's: 14
- Graduate Certificate: 4
- Master's: 13
- Doctorate: 1

Program Format

- Yes: 17
- No: 47
- Online Option: 9
- Hybrid: 8

Teacher Certification Program

- Yes (n=23): 28%
- No (n=58): 72%
Materials, Tools and Resources

- CEC, DEC & NAEYC Personnel Standards Alignment
- Alignment of Cross-Disciplinary Personnel Competencies with Other Standards
- Alignments of EI/ECSE Standards with Other Standards and Recommended Practices
- Interactive Database of State Personnel Standards and IHE Programs
- Briefs and Data Tools from Syntheses and Data Collection
- Curriculum Modules for EI/ECSE Standards and other Topics
- Case Studies for Cross Disciplinary Competencies
- E-Learning Modules
- Video Library
- Leadership Curriculum
- Family Guides for Families, IHE Faculty and PD Systems on Partnering with Families for Training of Practitioners
- Presentations and Powerpoints
- Recruitment Video and Materials
Key Features of Professional Development


- Professional development specialists’ explicit explanation and illustration of the specific content knowledge and practice to be learned
- Active and authentic job-embedded practitioner opportunities to learn to use a practice and to engage in evaluation of their experiences
- Explicit inclusion of different types of practices for engaging practitioners in reflection on their understanding and mastery of a practice
- Coaching, mentoring, or performance feedback by a professional development specialist during inservice training
- Ongoing follow-up supports by professional development specialists, coaches, supervisors, peers, etc. to reinforce inservice learning sessions
- Inservice professional development of sufficient duration and intensity to provide multiple opportunities to become proficient in the use of a practice

- **Inservice professional development that includes all or most of the six sets of key features described above is more likely to be effective compared to professional development including fewer features**
ECPC Adult Learning Tool

Examples of how to use this tool:

• Develop an assignment/activity and purposefully embed the adult learning practices during development of the material

• Review the adult learning practices embedded within an existing training/course and identify strengths and gaps
# ECPC Adult Learning Tool

<table>
<thead>
<tr>
<th>Who</th>
<th>Education/training practices for adult learning</th>
<th>Identify how you are going to teach adult learners</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOPIC:</td>
<td></td>
</tr>
<tr>
<td>Instructor / Trainer</td>
<td><strong>Introduction:</strong> <em>Explain</em> the practice/topic/ concept</td>
<td></td>
</tr>
<tr>
<td>Instructor / Trainer</td>
<td><strong>Illustration:</strong> <em>Show</em> the practice/topic/ concept</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td><strong>Authentic learning:</strong> <em>Implement</em> the practice/topic/concept</td>
<td></td>
</tr>
<tr>
<td>Learner</td>
<td><strong>Reflection:</strong> <em>Discuss</em> with others how the practice/topic/concept works</td>
<td></td>
</tr>
<tr>
<td>Instructor / Trainer</td>
<td><strong>Guidance:</strong> <em>Prompt</em> and <em>guide</em> the implementation of the practice/topic/ concept</td>
<td></td>
</tr>
<tr>
<td>Instructor / Trainer</td>
<td><strong>Performance feedback:</strong> Give <em>concrete</em> reinforcement or corrections</td>
<td></td>
</tr>
<tr>
<td>Instructor / Trainer Learner</td>
<td><strong>Follow-up activities:</strong> <em>Plan</em> for ongoing guidance and reflection for generalization and maintenance of the practice/topic/concept</td>
<td></td>
</tr>
</tbody>
</table>
ECPC Adult Learning Tool

Seven evidence-based adult learning practices derived from a metasynthesis of 15 research reviews of professional development which included 550 studies and 50,000 teachers and practitioners (Dunst, Bruder, & Hamby, 2015).

<table>
<thead>
<tr>
<th>Who</th>
<th>Education/training practices for adult learning</th>
<th>Identify how you are going to teach adult learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor/Trainer</td>
<td>Introduction: <em>Explain</em> the practice/topic/concept</td>
<td>Example: Introduce and <em>explain</em> authentic child assessment practices by saying “Authentic child assessment practices involve the purposeful gathering of information when observing the everyday activities of a child. This includes identifying child behavior during the activity and determining the adult behavior and/or materials that influence the child’s actions and behavior. Using this information, you can decide the activities, adult behaviors and materials that can be used as naturally occurring learning opportunities for the child and family.” Use the ECPC e-learning lesson, practice guide, and checklist as learning resources for authentic child assessment practices.</td>
</tr>
<tr>
<td>Instructor/Trainer</td>
<td>Illustration: <em>Show</em> the practice/topic/concept</td>
<td>Example: Share the ECPC e-learning video about authentic child assessment practices. <em>Show</em> students specific practices as they occur during each segment including the adult’s behaviors, child-lead activities, and materials the child interacts with during the activity that support child learning.</td>
</tr>
<tr>
<td>Learner</td>
<td>Authentic learning: <em>Implement</em> the practice/topic/concept</td>
<td>Example: Using the ECPC e-learning authentic child assessment checklist, have students <em>implement</em> assessment practices by observing one child at the campus childcare facility. Have students identify the behaviors the child is learning during the activity, and the adult behaviors (interactions and instruction) that are helping to promote child learning.</td>
</tr>
<tr>
<td>Learner</td>
<td>Reflection: <em>Discuss</em> with others how the practice/topic/concept works</td>
<td>Example: In small groups, have students <em>discuss</em> the authentic child assessment practices observed and share what child learning may have occurred.</td>
</tr>
</tbody>
</table>
The following are the core elements that were found in a scoping review of technical assistance models and frameworks (Dunst, Annas, Wilkie & Hamby, 2019) and incorporated into this self-assessment as you prepare to deliver technical assistance to a program, organization or system.

### Core Elements of Technical Assistance

The following are the core elements that were found in a scoping review of technical assistance models and frameworks (Dunst, Annas, Wilkie & Hamby, 2019) and incorporated into this self-assessment as you prepare to deliver technical assistance to a program, organization or system.

#### Preparation

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs Assessment</td>
<td>Did you determine the gap between current conditions, practices and outcomes?</td>
</tr>
<tr>
<td>Decision Making</td>
<td>Did you involve staff to identify priorities that fit the organization’s mission or goals?</td>
</tr>
<tr>
<td>Visioning</td>
<td>Did you determine how the organization would look if it made the desired change?</td>
</tr>
<tr>
<td>Readiness for Change</td>
<td>Did you have the staff commitment to change program, organization, or systems practice to achieve desired changes or outcomes?</td>
</tr>
<tr>
<td>Organizational Capacity</td>
<td>Did you have the ability to commit resources needed for program, organization or systems changes to produce desired results?</td>
</tr>
<tr>
<td>Criteria</td>
<td>Yes</td>
</tr>
<tr>
<td>----------</td>
<td>-----</td>
</tr>
<tr>
<td><strong>Value:</strong> Objectives in the plan are clearly and directly related to the goal (e.g. development of CSPD).</td>
<td></td>
</tr>
<tr>
<td><strong>Value:</strong> Activities in the plan target the system at multiple levels (e.g. state &amp; local administration, providers, practitioners, service recipients)</td>
<td></td>
</tr>
<tr>
<td><strong>Value:</strong> The plan addresses most of the elements of quality in the CSPD framework</td>
<td></td>
</tr>
<tr>
<td><strong>Value:</strong> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical:</strong> Activities in the plan include clearly identified feedback loops (e.g. eliciting stakeholder input; providing information; seeking feedback)</td>
<td></td>
</tr>
<tr>
<td><strong>Ethical:</strong> Criteria (e.g. will include these elements; will address these issues; will meet this standard) and purpose(s) (e.g. in order to...; to be used by...) are clearly stated in objectives and select activities</td>
<td></td>
</tr>
<tr>
<td><strong>Feasibility:</strong> Activities in the plan are logical in sequence</td>
<td></td>
</tr>
<tr>
<td><strong>Feasibility:</strong> Timelines are realistic and the plan is feasible given the time and resources</td>
<td></td>
</tr>
<tr>
<td><strong>Measurable:</strong> Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth</td>
<td></td>
</tr>
<tr>
<td><strong>Measurable:</strong> The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan</td>
<td></td>
</tr>
<tr>
<td><strong>Timing:</strong> Action plans are complete, including timelines, dates, and individual responsibilities and assignments</td>
<td></td>
</tr>
</tbody>
</table>
Preservice Brief

Research on Pre-Service Personnel Preparation

At a Glance: Core Pre-Service Practice - Teaching Method Instruction

2019

What is Teaching Method Instruction?

Teaching Method Instruction refers to the instructional techniques and strategies used by DRE faculty to improve student outcomes. Seven instructional practices were identified to improve teaching quality outcomes.

SEVEN INSTRUCTIONAL PRACTICES

- Modeling of Teaching Methods
- Instructional Design
- Critical Thinking Instruction
- Teaching Practices Instruction
- Peer-Facilitated Teaching
- Microteaching
- Mini-Courses

How Was it Measured?

Eight meta-analyses were examined to identify instructional practices used by faculty to improve student outcomes. These were included in the study due to a lack of meta-analysis of teaching practice literature. The following instructional practices were used to identify the relationship between types of teaching method instruction and teaching quality and student outcomes:

1. Student Field Experiences
2. Work-Based Learning
3. Problem-Based Learning
4. Lesson-Based Learning
5. Course-Based Learning
6. Web-Based Learning
7. Cooperative Learning

What Did the Research Find?

The results showed:

- The most effective practice for increasing teaching quality was the use of simulation-based instruction with deliberate or intentionally designed opportunities to improve student clinical practice.
- Facility-based instruction, without intentionally designed opportunities, had a smaller positive effect.

How Pre-Service Preparation Programs Can Use This Information

- Pre-service preparation programs can:
  - Review coursework to determine if and how intentionally designed simulation-based instruction is used to deliver teaching practices content.
  - Review coursework to identify how critical thinking instruction is used to deliver content.
  - Provide DRE faculty resources and research to increase their use of different types of teaching methods.

References


www.ecpcta.org

The Early Childhood Personnel Center is a project of the A.D. Segal Prevention Center for Excellence in Developmental Disabilities at UConn Health. The Center is funded through cooperative agreement number HHSA250201025002 from the Office of Special Education Programs, U.S. Department of Education.
ECPC Curriculum Planning Tool

A tool for higher education faculty to:

• Develop EI/ECSE and blended ECE/ECSE programs aligned with personnel preparation standards and recommended practices, and
• Embed the standards and recommended practices within and throughout the curriculum.

Each tab represents one of the seven EI/ECSE Practice-based Professional Preparation Standards.

Personalize the tool for your program.
ECPC Curriculum Planning Tool

- EI/ECSE Practice-based Professional Preparation Standards
- DEC Recommended Practices
- ECPC Cross-disciplinary Competencies
- NAEYC Professional Standards

- Course Title
- Student Learning Objectives
- Topics/Activities
- Readings
- Field Experiences/ Practicum Activities
- Assignments
<table>
<thead>
<tr>
<th>EI/ECSE Practice-based Professional Preparation Standards</th>
<th>DEC Recommended Practices</th>
<th>NAEGC Professional Standards and Competencies for Early Childhood Educators</th>
<th>ECPC Cross-disciplinary Early Childhood Competencies</th>
<th>Personalize this Tool For example, insert your state early learning standards or add a column for discipline-specific standards</th>
<th>Course Number and Title What courses across your curriculum program support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</th>
<th>Student Learning Objective (SLO) What SLOs align with the identified standards, knowledge &amp; skills, and help students apply the recommended practices?</th>
<th>Course Topics/Activities What topics and course activities will you design to support the standards, develop the needed knowledge &amp; skills, and help students apply the recommended practices?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2: Partnering with Families</td>
<td>Standard 2: Family-Teacher Partnerships and Community Connections</td>
<td>2: Family-centered Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1: Apply knowledge of family-centered practices, family systems, and the changing needs and priorities in family life to develop trusting.</td>
<td>F1: Build trusting and respectful partnerships with the family through interactions that are sensitive and responsive to cultural, linguistic, and</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>FCP 2.1: Develops a partnership with each child’s caregiving family to support their participation in their child’s intervention and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
EI/ECSE Personnel Preparation Standards:

1. Child Development and Early Learning
2. Partnering with Families
3. Collaborating and Teaming
4. Assessment Processes
5. Application of Curriculum Frameworks in the Planning and Facilitation of Meaningful Learning Experiences
6. Using Responsive and Reciprocal Interactions, Interventions, and Instruction
7. Professionalism and Ethical Practices
Curriculum Modules: EI/ECSE Standards

- Overview
- Topics and PD Guides
- Sample Syllabi
- Multimedia Illustrations
- Learning Activities
- Resources
  - Websites
  - Modules
  - Glossary
  - References
Topical Curriculum Modules

• Autism in Early Intervention Practice
• Augmentative/Alternative Communication
• Field Placements and Practicum Experiences
• Authentic Assessment
This example syllabus provides ideas, resources, activities, readings, and assignments, aligned with the Practice-Based Professional Preparation Standards: Early Intervention/Early Childhood Special Education (2020) and DEC Recommended Practices. Consider state and university policies and add as appropriate. This is an example only and is not a complete syllabus.

ECPC Example Syllabus
Standard 2: Partnering with Families

<table>
<thead>
<tr>
<th>Semester Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Delivery Format:</td>
</tr>
<tr>
<td>Course Information</td>
</tr>
</tbody>
</table>

Instructor:  
Office:  
Email:  
Phone:  
**Indicate preferred method of communication and response time to be expected.**

**Course Description**
Faculty will insert their course description here. This example is Standard 2.

**Example:** This course is designed to help students gain knowledge of family-centered practices and family systems theory to develop and maintain reciprocal partnerships with families. Students apply family capacity-building practices as they support families to make informed decisions and advocate for their young children. Students will engage families in opportunities that build on their existing strengths, reflect current goals and foster family competence and confidence to support their children’s development and learning. 3 Credits.

**Required Text**


**Student Learning Objectives**
Faculty will break down the Standard 2 Components and describe the knowledge, skills, and dispositions students are expected to learn upon successful completion of the course.

**Examples:** As a result of active participation and successful completion of course requirements, students will:

2.1 Students demonstrate application of their knowledge of family-centered practices, family systems theory, and the changing needs and priorities in family’s lives to develop trusting, respectful, culturally responsive and affirming partnerships with all families that allow for the mutual exchange of knowledge and information.

2.2 Students observe and practice communication of clear, comprehensive, objective information about resources and supports that help families to make informed decisions and advocate for access, participation, and equity in natural and inclusive environments.
## ECPC Example Syllabi

### Tentative Course Schedule

*Example: Include a course schedule for transparency of expectations. Example topics, readings and assignments below. Consider the field placement and/or practicum requirements.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Standard 2 Components</th>
<th>Topic and Readings</th>
<th>Activity Bank (examples of course activities)</th>
</tr>
</thead>
</table>
| 1    | 2.1                   | Family systems theory  
                     | Family centered practice  
                     | Changing needs and priorities in family’s lives  
                     | Turnbull, 1-2 | Begin a relationship/partnership with a family. This will extend beyond the semester. See assignment 1. |
| 2    | 2.1                   | Developing trusting, respectful, culturally responsive and affirming partnerships  
                     | Exchanging knowledge and information with families  
                     | Turnbull, 1-2 | Complete an ecomap you’re your partner family. |
| 3    | 2.1                   | Contemporary family issues  
                     | Supporting families in vulnerable circumstances | Conduct a family interview with your partner family. |
| 4    | 2.1                   | Role of families as partners  
                     | Turnbull, 5  
                     | Diversity in families, Hanson, Ch. 1 | Interview a current Part C provider about the role of families as partners and support of family diversity. |
State CSPD TA Products

• Readiness Tool
• TA Tracking Tool
• MOU Rubric
• Intensive TA Guide with Rubrics
• Strategic Planning Manual
Universal, Targeted, Intensive Technical Assistance
Universal TA

Website: ECPCTA.ORG
Locating the Tools on the ECPC Website
Targeted TA

ECPC-DEC Cohorts of:
- IHE Faculty
- PD Providers
- Doctoral Students
- AND
- Families
Outcomes for:
Higher Education Faculty and Doctoral Students

• Create or revise program of study to meet EI/ECSE standards
• Create or revise syllabi to meet EI/ECSE standards and RPs
• Embed adult learning practices in all courses and practica
• Related Services: Create or revise syllabi or program of study to meet ECPC Cross Disciplinary Competencies
Cohorts 1 and 2

IHE Cohort 1: 18 Participants representing 16 institutions - began in 2018
IHE Cohort 2: 28 Participants representing 25 institutions - began in 2019

<table>
<thead>
<tr>
<th></th>
<th># of IHE action plans developed</th>
<th># of IHE goals developed</th>
<th># of active goals</th>
<th># of IHE goals completed</th>
<th># of IHE goals in process</th>
<th>IHE products developed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IHE Cohort 1</td>
<td>n=16</td>
<td>n=40</td>
<td>n=30</td>
<td>n=16</td>
<td>n=14</td>
<td>• 1 program</td>
</tr>
<tr>
<td>(n=16)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 2 syllabi</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 3 successful grants</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 4 CSPD partnerships</td>
</tr>
<tr>
<td>IHE Cohort 2</td>
<td>n=25</td>
<td>n=39</td>
<td>n=25</td>
<td>n=4</td>
<td>n=21</td>
<td>• 8 syllabi</td>
</tr>
<tr>
<td>(n=25)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• 3 PD tools</td>
</tr>
</tbody>
</table>
## Cohort 1

<table>
<thead>
<tr>
<th>Name</th>
<th>IHE Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jessica Amsbury</td>
<td>UNC School of Medicine</td>
</tr>
<tr>
<td>Zhen Chai</td>
<td>California State University</td>
</tr>
<tr>
<td>Jennifer Francois</td>
<td>Kansas State U.</td>
</tr>
<tr>
<td>Summer Gunn</td>
<td>U. Of Utah</td>
</tr>
<tr>
<td>Johanna Higgins</td>
<td>U. of Nebraska - Lincoln</td>
</tr>
<tr>
<td>Jen Hurley</td>
<td>U. of Vermont</td>
</tr>
<tr>
<td>Kellie Irving</td>
<td>U. Of Maine - Orono</td>
</tr>
<tr>
<td>Melissa Jackson</td>
<td>Hunter College</td>
</tr>
<tr>
<td>Lori Meyer</td>
<td>U. of Vermont</td>
</tr>
<tr>
<td>Kristen Peterson</td>
<td>U. Of Kansas</td>
</tr>
<tr>
<td>Amy Piper</td>
<td>Indiana U.</td>
</tr>
<tr>
<td>Anni Reinking</td>
<td>Southern Illinois U. - Edwardsville</td>
</tr>
<tr>
<td>Susan Shapiro</td>
<td>Touro College</td>
</tr>
<tr>
<td>Angie Stone-McDonald</td>
<td>U. of Massachusetts</td>
</tr>
<tr>
<td>Jamie Swindell</td>
<td>Fontbonne U.</td>
</tr>
<tr>
<td>Kristen Votava</td>
<td>U. Of North Dakota</td>
</tr>
<tr>
<td>Brooke Winchell</td>
<td>U. Of North Dakota</td>
</tr>
</tbody>
</table>
## Cohort 2

<table>
<thead>
<tr>
<th>Name</th>
<th>IHE Affiliation</th>
<th>Name</th>
<th>IHE Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Barla</td>
<td>U. of Colorado</td>
<td>Katherine Bateman</td>
<td>U. Of Virginia</td>
</tr>
<tr>
<td>Jennifer Buchter</td>
<td>Eastern Illinois U.</td>
<td>Jackie Davis</td>
<td>U. Northern Colorado</td>
</tr>
<tr>
<td>Kristi Godfrey Hurrell</td>
<td>UNC Charlotte</td>
<td>Summer Gunn</td>
<td>Utah State U.</td>
</tr>
<tr>
<td>Alison Gunter</td>
<td>Muskingham U.</td>
<td>Gerry Marini</td>
<td>U. Of the Sciences</td>
</tr>
<tr>
<td>Bonnie Henning</td>
<td>St Thomas U.</td>
<td>Meredith Jones</td>
<td>UNC Wilmington</td>
</tr>
<tr>
<td>Tracy Lyman</td>
<td>Binghamton U.</td>
<td>Laura McCorkle</td>
<td>UNC Charlotte</td>
</tr>
<tr>
<td>Marnie Morneault</td>
<td>U. Of Maine</td>
<td>Maria Mayrides</td>
<td>Hunter U.</td>
</tr>
<tr>
<td>Mariana Mereoiu</td>
<td>Bowling Green State U.</td>
<td>Kerry Miller</td>
<td>U. Of Nebraska - Lincoln</td>
</tr>
<tr>
<td>Alicia Mrachko</td>
<td>Bowling Green State U.</td>
<td>Megan Purcell</td>
<td>Purdue U.</td>
</tr>
<tr>
<td>Naomi Rahn</td>
<td>U. Wisconsin - Whitewater</td>
<td>Julie Rutland</td>
<td>Eastern Kentucky U.</td>
</tr>
<tr>
<td>Kelly Brown</td>
<td>U. Of Massachusetts</td>
<td>Stephanie Silva</td>
<td>U. Of Massachusetts</td>
</tr>
<tr>
<td>Sondara Stengenga</td>
<td>University of Utah</td>
<td>Sloan Storie</td>
<td>UNC Charlotte</td>
</tr>
<tr>
<td>Tsao Ling</td>
<td>University of Idaho</td>
<td>Jenna Weglarz-Ward</td>
<td>U. of Nevada, Las Vegas</td>
</tr>
<tr>
<td>Anna Winneker</td>
<td>U. Of South Florida</td>
<td>Jessica Zanton</td>
<td>Black Hills State U.</td>
</tr>
</tbody>
</table>
Cohort 3

• Began in 2020: 18 Participated from 16 institutions

• 12 participants submitted syllabi with revised student objectives/outcomes

• 6 faculty updated goals on revision of program of study to align with the EI/ECSE Standards
## Cohort 3

<table>
<thead>
<tr>
<th>Name</th>
<th>IHE Affiliation</th>
<th>Syllabus or Program Alignment Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serra Acar</td>
<td>U. Of Massachusetts - Boston</td>
<td>Program</td>
</tr>
<tr>
<td>Audra Classen</td>
<td>U. of Southern Mississippi</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Aaron Deris</td>
<td>Minnesota State U. – Mankato</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Donna Ewing</td>
<td>U. Of Texas - Dallas</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Summer Gunn*</td>
<td>Utah State U.</td>
<td>Program</td>
</tr>
<tr>
<td>Marie Hardenberg</td>
<td>Montclair State U.</td>
<td>Program</td>
</tr>
<tr>
<td>Kimberly Hile</td>
<td>U. Of Alabama - Huntsville</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Carolyn Jester</td>
<td>Henderson State U.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Lynn Johnson</td>
<td>U. Of Hartford</td>
<td>Program</td>
</tr>
<tr>
<td>Cindy McGaha</td>
<td>Berea College</td>
<td>Program</td>
</tr>
<tr>
<td>Kim Muschawecck</td>
<td>Georgia College and State U.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Pamela Norcross</td>
<td>Meredith College</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Beverly Sande</td>
<td>Prairie View A and M U.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Diana Valle-Riestra</td>
<td>Albizu U. - Miami</td>
<td>Program</td>
</tr>
<tr>
<td>Kathie Walker-Brown</td>
<td>Roanoke Rapids GH Pre-K</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Peishi Wang</td>
<td>Queens College, CUNY</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Sara Woolf</td>
<td>Queens College, CUNY</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Songtian Zeng</td>
<td>U. Of Massachusetts - Boston</td>
<td>Syllabus</td>
</tr>
</tbody>
</table>
Cohort 4

• Began in 2021: 26 participants joined from 23 IHEs
• 9 have submitted actions plans from this cohort
• 5 are revising their programs of study
• 3 are revising their program syllabus/syllabi
• 8 are working on updating program materials to align with the Cross-Disciplinary Competencies
# Cohort 4

<table>
<thead>
<tr>
<th>Name</th>
<th>IHE Affiliation</th>
<th>Syllabus or Program Alignment Focus</th>
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</thead>
<tbody>
<tr>
<td>Jun Ai</td>
<td>U. Of Northern Iowa</td>
<td>Program</td>
</tr>
<tr>
<td>Pamela Epley</td>
<td>Erikson Institute</td>
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</tr>
<tr>
<td>Sophia D’Agostino</td>
<td>Utah State U.</td>
<td>Program</td>
</tr>
<tr>
<td>Ching-I Chen</td>
<td>Kent State U.</td>
<td>Program</td>
</tr>
<tr>
<td>Dione Jordan-Hamilton</td>
<td>Alabama A and M U.</td>
<td>Syllabus</td>
</tr>
<tr>
<td>Akilah Heggs</td>
<td>Georgia State U.</td>
<td>Cross-Disciplinary</td>
</tr>
<tr>
<td>Delilah Gonzalez</td>
<td>Texas Southern University</td>
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<tr>
<td>Emily Graybill</td>
<td>Georgia State U.</td>
<td>Program</td>
</tr>
<tr>
<td>Katy Green</td>
<td>U. Of West Georgia</td>
<td>Program</td>
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<tr>
<td>Summer Gunn*</td>
<td>Utah State University</td>
<td>Program</td>
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<tr>
<td>Sabrina Hinton</td>
<td>Winston-Salem State U.</td>
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<tr>
<td>Cathy Leslie</td>
<td>MGH Institute of the Health Professions</td>
<td>Cross-Disciplinary</td>
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<tr>
<td>Maryssa Mitsch</td>
<td>San Francisco U.</td>
<td>Syllabus</td>
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<tr>
<td>Sylvia Morrison</td>
<td>U. Of the District of Colombia</td>
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<tr>
<td>Amanda Passmore</td>
<td>Purdue U. Northwest</td>
<td>Program</td>
</tr>
<tr>
<td>Lorelei Pisha</td>
<td>Georgetown University</td>
<td>Cross-Disciplinary</td>
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<tr>
<td>Donna Pitts</td>
<td>Athens State U.</td>
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<tr>
<td>Erin Redle Sizemore</td>
<td>Mt. Saint Joseph U.</td>
<td>Cross-Disciplinary</td>
</tr>
<tr>
<td>Elizabeth Rosenzweig</td>
<td>Mass. G. Hospital Inst of Health Professions</td>
<td>Cross-Disciplinary</td>
</tr>
<tr>
<td>Michelle Sands</td>
<td>U. Of Wisconsin – Osh Kosh</td>
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</tr>
<tr>
<td>Elizabeth Short</td>
<td>Case Western Reserve U.</td>
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</tr>
<tr>
<td>Natasha Spellman</td>
<td>Winston-Salem State U.</td>
<td>Syllabus</td>
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<tr>
<td>Jenna Voss</td>
<td>Fontbonne University</td>
<td>Cross-Disciplinary</td>
</tr>
<tr>
<td>Diana Valle-Riestra*</td>
<td>Albizu U.</td>
<td>Cross-Disciplinary</td>
</tr>
<tr>
<td>Heather Walter</td>
<td>George Mason University</td>
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</table>
State PD Cohort

Creating and Sustaining a High Quality, Equitable. Early Childhood Intervention Statewide System of Professional Development

• **Goal 1.** All partners agree to work towards a shared equitable professional development plan that aligns with the EI-ECSE Standards and provides the next step on the IHE/PD preservice to inservice continuum of workforce development.

• **Goal 2:** Creating and sustaining intentional, equitable professional development.
Family Cohort Interviews
2020

DEMOGRAPHICS
- The data from interviews and document review represent results from 12 Family Cohort members representing 9 states.
- Cohort members have vast experience in early childhood systems ranging from 5 to over 20 years in the field.

LEADERSHIP ACTIVITIES

NATIONAL
- Referring families; helping them understand the ECI systems

CONNECTORS
- Working with professionals across agencies to include the family voice

RECRUITERS
- Enlisting families to serve on committees & to provide testimony to legislatures

EDUCATORS
- Speaking to preserve students & other families about their experiences

PROFESSIONALS
- Heading foundations, working at UCEDDs, and running their own businesses

OUTCOMES ACHIEVED
- Stronger connections/collaboration (8)
- Increased family engagement in ECI systems (7)
- Useful resources for families (7)
- Influencing policy and legislation (3)
- Increased confidence in skills and knowledge (3)
- Increased partnership with pre-service programs (2)
- Deeper understanding of ECI systems (2)

ECPC SUPPORTS

1. PROVIDED CONTENT AND RESOURCES that have broadened and deepened their understanding of ECI systems.
2. FACILITATED CONNECTION with family leaders in other states and extended their network of support.
3. SERVED AS COACH/MENTOR as they implemented their action plan.

"ECPC gave us not only the emotional aspects, but the tools, the web site, and the research-based data to make it real."
"I'm connecting more with people across the state and from other states and surprisingly, people are being referred to me... I collaborate more effectively than I did 3 years ago."
"It was very eye-opening to be around moms from other states and learn on an intimate level what other states were doing and how it impacted families. It helped me understand that our voice is important and gave me more drive to say that families are important, and we should be at the table."
Family Action Plans

• Partnering with the Parent Center within state to complete action plan.
• Using their story to teach to the EI/ECSE standards with the state pd training system and within higher education.
• Developed statewide training for families involved on state CSPD teams and workgroups.
• Taking an active role in state system level work focused on workforce development.
• Joining a committee or applying for other leadership roles within state and/or national level focused on workforce development.
• Partnering with higher education faculty to revise program to embed family role within coursework.
• Using their voice to inform the EC system on the importance of partnering with families.
• Submitted proposals and presented at state and national conferences.
Leadership
Supportive
building Engaged engagement
Guidance Support Learning
Collaboration Changing
Agents Family Energizing
Connected inspired
Empowering
Life Connection Encourage
Together Awareness Resourceful
Change Collegial
Collaborative Connections
Connecting Encouragement
Intensive TA

CSPD with States

Leadership with Part C and 619 Administrators
Building A CSPD

Personnel Framework → Strategic Planning with Stake-holders → CSPD Plan and On-Going Committee
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 subcomponent 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

ECPC Early Childhood Personnel Center
www.ecpcta.org
Strategic Planning
Core Planning Team

• 6-8 Members
• Representatives
  • State Part C Coordinator
  • State 619 Coordinator
  • Pre-K
  • Child Care
• Responsibilities
  • Obtain agency leadership approval
  • Establish SPT and workgroups
  • Information gathering and sharing with SPT
  • Create vision and mission
  • Oversee CSPD development, implementation, evaluation
Strategic Planning Team

• 20-25 Members
• Representatives
  • Parents
  • Higher Ed
  • In-service
  • Licensure
  • Local administrators
  • Data managers
  • Direct service providers
  • Other stakeholders
• Responsibilities
  • Provide information on current status
  • Provide feedback on proposed initiatives and changes
## Evaluation Plan Example (abbreviated)

<table>
<thead>
<tr>
<th>Evaluation Questions</th>
<th>Data/Variables</th>
<th>Data Collection Plan (from whom, how &amp; frequency)</th>
<th>Data Analyses &amp; Reporting</th>
<th>Dissemination Plan</th>
</tr>
</thead>
</table>
| **Leadership, Coordination, and Sustainability**  
What growth is seen in the overall CSPD Plan using the Systems Framework?  
Consensus scoring by the Leadership Team using the ECTA excel scoring sheet  
Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015 |  | Leadership team will prioritize next steps for their plan  
Leadership team will update the System Framework 1 x per year, Fall | Trend (positive increases) | Disseminate to PD workgroup |
| **Recruitment & Retention:**  
How many individuals hold regular and conditional licenses for Endorsements 1 & 2? ECSE consultant Endorsement?  
State Certification lists from DOE | Follow- up surveys conducted by key IHEs, DOE, etc.  
ICC Personnel Committee facilitates the follow-up on those working in EI | Conducted annually in Spring | Table of frequencies | Results shared with the ICC and IHEs |
| **Personnel Standards**  
How better prepared are educators who graduate with revised Endorsement I?  
Items on the Endorsement 1 & 2 needs assessment  
Items on the Interdisciplinary needs assessment | Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year | Percentages and themes of qualitative responses | Results shared with the ICC and IHEs |
| **Pre-Service personnel Development**  
What are the areas of strength and need as reported by IHE faculty and staff?  
Items on the Endorsement 1 & 2 needs assessment  
Items on the Interdisciplinary needs assessment | Conducted in Spring 2016  
Conducted every three years in the Fall | Report  
Report | Disseminate to IHEs, link to professional development needs for faculty |
| **In-Service Personnel Development**  
What PD is offered to address the needs identified above? By regions? By LEAs?  
Professional development survey to DOE, regions, and LEAs | Conducted every three years in the Spring | Percentages and themes of qualitative responses by region and LEA | Results shared with the ICC and PD workgroup |
Intensive TA States

AZ, HI, MN, MS

GA
Leadership Academy
## ECPC Leadership Curriculum

<table>
<thead>
<tr>
<th>1.0 Foundational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Self Knowledge</td>
</tr>
<tr>
<td>1.2 Ethics and Professionalism</td>
</tr>
<tr>
<td>1.3 Laws, Regulations and Policy</td>
</tr>
<tr>
<td>1.4 Early Learning and Pedagogy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2.0 Operational Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 Communication and Collaboration</td>
</tr>
<tr>
<td>2.2 Part C and/or Part B (619) Program Management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3.0 Strategic Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Leading Others</td>
</tr>
<tr>
<td>3.2 Strategic Thinking and Planning</td>
</tr>
<tr>
<td>3.3 System Change</td>
</tr>
</tbody>
</table>

Key:

* Diverse (e.g., representing linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds).

**Stakeholders (e.g., including families, administrators, staff, school and other board or council members, community members, faculty, policy makers, and historically underrepresented populations).
Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of K and S)

Learning Opportunities Structured By K and S

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Project
1. **Self-Knowledge:**

After completion of this module, you will be able to develop and implement a professional development plan to guide the acquisition of leadership goals.

### Objectives/Performance Indicators:

| **1.1.1.** Describe the history and status of federal and state programs and agencies serving infants and young children and their families. |
| **1.1.2.** Identify your personal values, beliefs, strengths, needs, and learning style. |
| **1.1.3.** Identify professional development and/or learning communities where you can increase your professional knowledge and skills. |
| **1.1.4.** Demonstrate the use of data, reflection, and collective input to guide professional decisions you make about your needs as a leader. |
| **1.1.5.** Identify your professional leadership strengths, history, and style. |
| **1.1.6.** Identify informal and formal leadership positions national, state, or local organizations you are in now, or wish to be in the future. |
### 3.2 Strategic Thinking and Planning:

After completion of this module, you will be able to facilitate *diverse **stakeholder groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve and service issue/need for the state Part C and/or Part B (619) service system.

#### Objectives/Performance Indicators:

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>3.2.1.</strong></td>
<td>Describe the federal and state political, fiscal, and cultural climate that affects the Part C and/or Part B (619) service system.</td>
</tr>
<tr>
<td><strong>3.2.2.</strong></td>
<td>Describe scenario-planning strategies to guide strategic decisions for the Part C and/or the Part B (619) service system and other early childhood initiatives.</td>
</tr>
<tr>
<td><strong>3.2.3.</strong></td>
<td>Develop strategic partnerships with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities (birth to five) and their families.</td>
</tr>
<tr>
<td><strong>3.2.4.</strong></td>
<td>Identify a service system or program need for the Part C and/or Part B (619) service system through the collection of national and state data, including data from *diverse **stakeholders.</td>
</tr>
<tr>
<td><strong>3.2.5.</strong></td>
<td>Facilitate *diverse **stakeholders to develop a shared and equitable vision and collective mission to address an issue/need in the Part C and/or Part B (619) service system or program.</td>
</tr>
<tr>
<td><strong>3.2.6.</strong></td>
<td>Develop a collaborative work plan through a problem-solving process with *diverse **stakeholders that has equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to meet the Part C and/or Part B (619) service system or program issue/need.</td>
</tr>
<tr>
<td><strong>3.2.7.</strong></td>
<td>Facilitate the implementation and ongoing evaluation of the work plan (s), and revise it as needed, in collaboration with *diverse **stakeholders.</td>
</tr>
<tr>
<td><strong>3.2.8.</strong></td>
<td>Evaluate the outcomes of the strategic work plan(s) with *diverse **stakeholders through the collection and analysis of data from multiple sources.</td>
</tr>
</tbody>
</table>
Leadership Cohort 1 & 2

- Cohort 1 – 13 began 7 finished
- Cohort 2 - 16
Value Added Outcomes

• Community College Syllabi Alignment with EI/ECSE and RP and Continuity into 4 year ECI Preparation Programs and Syllabi: CT

• Grant Writing TA: 4 Personnel Preparation Grants; 2 State Leadership Grants; 3 R and R grants; 1 Doctoral Consortium Grant in ECI Leadership

• CSPD: Doctoral Student from Consortium is Leading Work in Georgia; Another Participating in HI

• Over 80 from ECPC-DEC Cohorts have moved into State and National Leadership Roles
# How to Develop and Use a Strategic Plan Work Plan

<table>
<thead>
<tr>
<th>Goals/Objectives</th>
<th>Strategy</th>
<th>Persons Responsible</th>
<th>Timeline</th>
<th>Completion</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL 1.</strong></td>
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<tr>
<td>Objective 1.</td>
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<tr>
<td>Activity 1.1</td>
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<td>Activity 1.2</td>
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<td>Activity 1.3</td>
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<td>Objective 2.</td>
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<tr>
<td>Activity 2.1</td>
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<td>Activity 2.2</td>
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<tr>
<td>Objective 3.</td>
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<tr>
<td><strong>GOAL 2.</strong></td>
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<td>Objective 1.</td>
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<tr>
<td>Objective 3.</td>
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</table>
Next Steps
YEAR 5

Knowledge

• Update self assessment survey on CSPD with all states
• Refine self assessment
• Interviews with program directors and students of PP programs
• ECI Work Force Survey
• Think Tanks on B-3 EI Standards and Competencies

Materials Tools and Resources

• Curriculum Modules for Cross Disciplinary Competencies and Other Areas of Preparation (UDL; Inclusion etc)
• Rubrics for PP programs
• Modules on leadership
• Self-Paced courses
• Manual for families and for faculty
• Recruitment materials for the field
Year 5 TA

IHE- Standards/Competency Based Programs
  • Faculty Advocates
  • Family Matches
  • Community College System Grants
  • Leadership for Succession in IHE

Doc Scholars
  • Research on PP systems
  • Participation in National initiatives

Part C/619 coordinators-
  • Leadership academy
  • Leadership Self Paced Modules
  • Management tools

Families
  • State leadership Training

State Systems
  • Institutes on CSPD components

ECPC
Early Childhood Personnel Center
www.ecpcta.org
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?
Change is not magic or inspiration.

It’s completing many undramatic, small steps successfully.

Danziel & Schoonover, 1988
**Expectations**

**Objective I:** Create CSPD leadership infrastructure
- Identify gaps in leadership team
- Expand team to enhance cross-sector representation
- Ongoing leadership team onboarding
- Establish management processes for teams
- Determine decision-making processes
- Establish meeting schedule and venues

**Evaluation Measurement**
A complete cross-sector leadership team is in place.

**Objective II:** Establish sustainability plan
- Create an action plan, commitment letter
- Send out letter and obtain commitment
- Continue ongoing ECPL

**Objective III:** Establish sustainability plan
- Current leadership team at next meeting in 3 mo.

**Objective IV:** Ensure CSPD will be self-sustaining
- Create a website
- Create involvement plan
- Brand involvement plan

**Timeline to be determined at next meeting in 3 mo.**

**Objective V:** Align
- EC Community will know about & engage with the CSPD system.