

Leadership Initiative



Early Childhood Personnel Center

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Early Childhood Personnel Center Mission

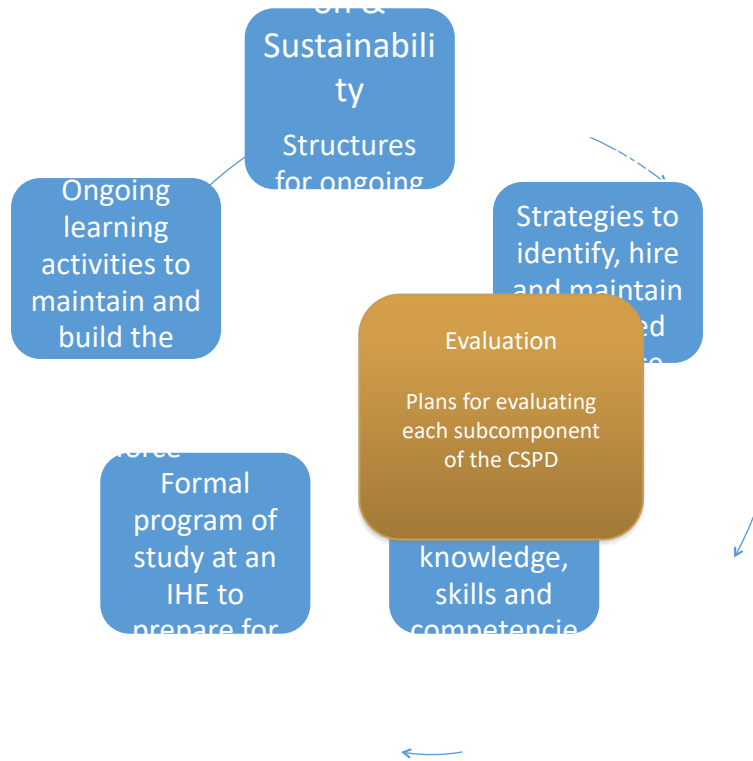
to facilitate the implementation of
integrated and **comprehensive**
early childhood systems
of personnel development (CSPD)
for all disciplines
serving infants and young children with
disabilities



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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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 disciplines

Personnel Standards

Discipline specific knowledge, skills and competencies for the EC workforce

Preservice Training

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

Inservice Training

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



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An Effective Comprehensive System of Personnel Development (CSPD)

- Coordinates and addresses state needs for quantity and quality of ECI personnel and their need for training and support
- Acknowledges the coordination between pre- and in-service personnel development (PD) to ensure consistency of practice
- Uses ongoing evaluation via multiple sources to monitor child and family outcomes

A Comprehensive System of
Personnel Development

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

AND

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



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ECPC Goals

Identify and Develop Knowledge

Develop or Identify Materials, Resources and Tools for the Early Childhood Workforce and those who Train Them

Provide TA to Specific Populations and State Early Childhood Systems

State Part C and Part B (619) Coordinators

IHE Faculty and Doctoral Students

State Systems



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Comprehensive System of Personnel Development

Leadership, Coordination, & Sustainability	<p>Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p>Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
State Personnel Standards	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
Pre-service Personnel Development	<p>Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
In-service Personnel Development	<p>Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p>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</p>
Recruitment and Retention	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
Evaluation of the System	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

Leadership, Coordination & Sustainability

Structures for ongoing support of all
personnel development activities



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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.



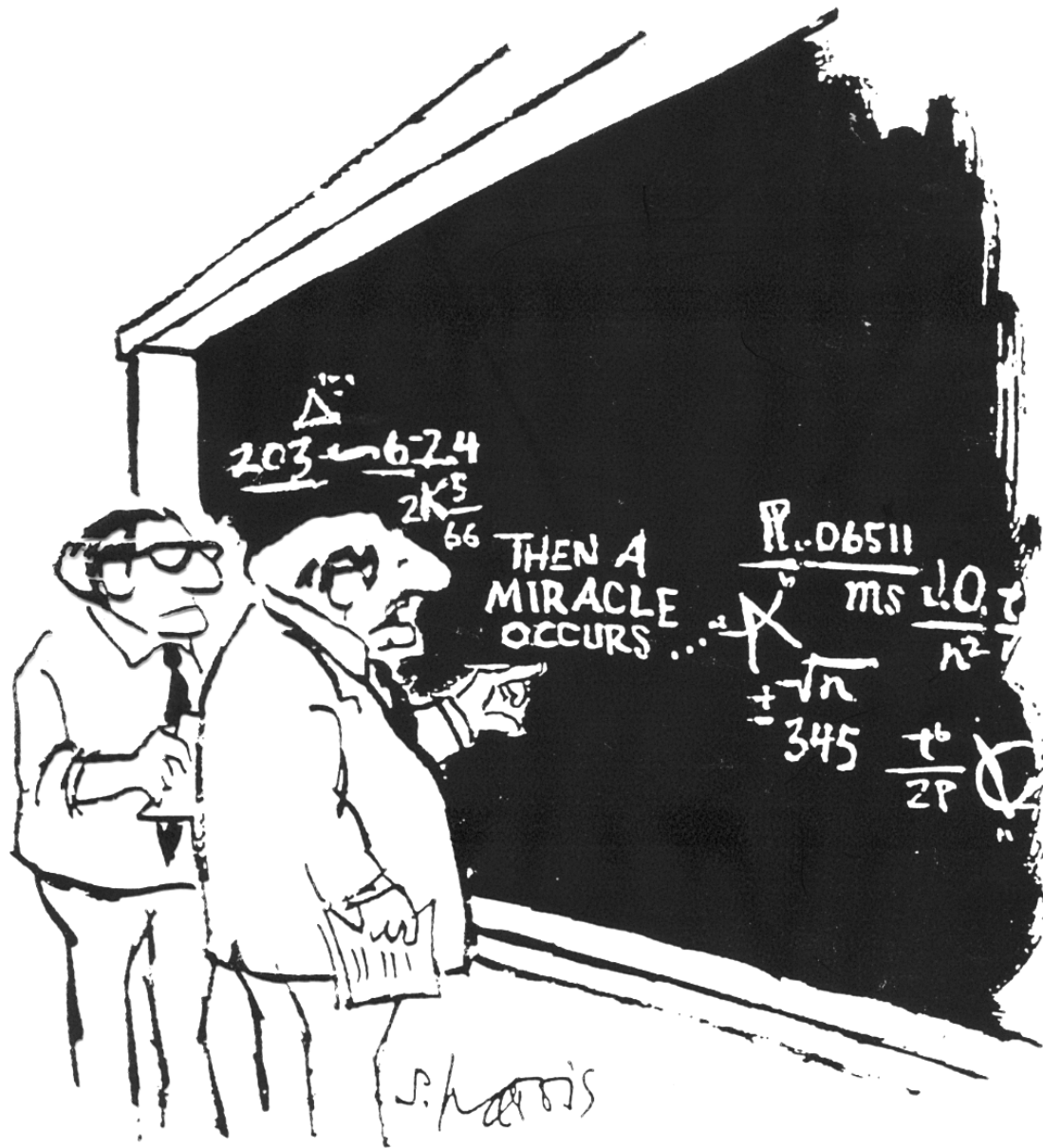
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Leadership:

- Nature (Characteristic You Were Born With)
- Nurture (Behavior You Can Learn)





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

Differentiating between leader development and leadership development. ...

Leader development focuses on developing individual knowledge, skills, and abilities (human capital).

Leadership development focuses on building networked relationships (social capital) among individuals in an organization.

The Top 10 Leadership Competencies, Grouped Into Five Themes

When 195 global leaders were asked to rate 74 qualities, these rose to the top.



Fundamental Leadership Skills

Ashkenas & Manville, 2018. HBR

- Translate that vision into a clear strategy about what actions to take, and what not to do.
- Recruit, develop, and reward a team of great people to carry out the strategy.
- Focus on measurable results.
- Foster innovation and learning to sustain your team (or organization) and grow new leaders.
- Lead yourself — know yourself, improve yourself, and manage the appropriate balance in your own life.



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Leaders Must:

establish and maintain principles that become inherent in the organization they are leading:

rationale environments

clear values

openness to change and innovation

maturity

space for people to grow

momentum effectiveness

stewardship

Bloch, 1996; DuPree, 1992

Knowledge

- child development,
- evidence-based practices,
- state laws and regulations,
- family-centered approaches,
- federal laws and regulations, and
- group processes.

Bruns et.al, 2017

Competencies

- professional learning,
- effective relationships,
- shared responsibility,
- data use,
- and effective communication.

Bruns et.al, 2017

DEC Leadership Position Paper

- *Leadership capital* is human capacities and organizational cultures that support “active engagement in leadership tasks”
- *Leadership capital* is dynamic and can be shaped, built, or drained and used effectively or ineffectively

Bruder et.al, 2015



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Valued Leadership Competencies

Having a clear purpose

Able to navigating complex systems

Able to develop a shared vision for the service delivery system

Able to build trusting relationships,

Able to take risks,

Able to collaborate



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Leadership is a process of mutual influence and shared responsibility set in context.



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Essential Characteristics of Leadership

- Contextually Bound
- Can Be Learned (Using learning Theory)
- The Harder the Task, The More Complex the Process of Leadership



Leadership defined:

the proactive process of influencing others “to act for certain goals that represent the values and motivations—the wants and needs, aspirations and expectations—*of both leaders and followers*” (Burns, 1978, p. 19)



The Most Essential Characteristics of Leadership (Bruder,2019)

Integrity

Moral Judgement

Courage



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What characteristics are most important in your role? (n=72)

- Ability to Advocate (3)
- Ability to be a Systems Thinker (3)
- Ability to Categorize Needs
- Ability to Delegate (2)
- Ability to Disseminate Information
- Ability to Negotiate
- Ability to Prioritize (2)
- Accountable (2)
- Adaptable
- Analytical (3)
- Approachable (2)
- Articulate (3)
- Attentive
- Balance
- Being a “Cheerleader”
- Being a Good Listener (17)
- Being an Enforcer
- Being Present
- Clarity
- Collaborative (13)
- Communicative (18)
- Compassion
- Confidence
- Consistency (3)
- Contemplative (2)
- Creative (4)
- Credible
- Curious (4)
- Decisive (3)
- Dedicated
- Diligent
- Diplomacy
- Empathy
- Empowering
- Encouraging
- Engaged (2)
- Fair (2)
- Fiscally Savvy
- Flexible (10)
- Focused (6)
- Generous
- Good at Facilitation (3)
- Good at Stress-Management
- Good Problem Solving Skills (4)
- Good Relationship Skills (12)
- Good Team Building Skills (2)
- Good Time-Management Skills (2)
- Honest (4)
- Humble (6)
- Hungry
- Inclusive
- Inspiring
- Integrity
- Kind (2)
- Knowledgeable (12)
- Managerial
- Motivated
- Objective
- Open-Minded (11)
- Optimistic
- Organized
- Passionate (3)
- Patient (7)
- Perceptive
- Persistent (3)
- Persuasive
- Positive (3)
- Realistic
- Receptive
- Reflective
- Relaxed
- Reliable (2)
- Resilient (4)
- Resourceful
- Respectful
- Responsive (4)
- Self-Driven
- Self-Monitoring
- Self-Motivated (2)
- Sense of Humor (4)
- Service Mentality
- Steadfast
- Strategic thinking
- Strong (3)
- Supportive (14)
- Teamwork (3)
- Tolerant
- Transparent (2)
- Trustworthy
- Understanding (5)
- Visionary
- Willing



Methodology For Leadership Curriculum

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





Leadership Beyond Role/
Agency:EC Systems

Leadership within the
Role/Agency: IDEA
Programs

Coordinators Orientation
and More



Definitions

Practice: the action of doing

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

Competency: an ability or skill to meet a standard

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



What does a Part C / 619 Coordinator need to DO? (level 2)

- Strategic planning, vision, alignment
- Use data to inform work
- Grow and develop leader including family leader
- Get on committees and state work groups so voices are heard
- Communicate vision with others
- Make good fiscal decisions that match vision; fiscal analysis
- Provide guidance on professional development, TA, EBP, innovations, policy decisions
- Engender trust and be honest (being honest is a task as a good leader); don't lie; if you can't be honest/share information, explain why (authentic); be responsive
- Give responsibility and visibility to others and nurture them

What does a Part C / 619 Coordinator need to KNOW (level 2)?

- Know yourself through peer relationships and be reflective
- Your revenue sources/amount of funding
- TA opportunities
- Cost to provide services
- Know what your state isn't doing (what other states have access to)
- Know that you can outsource (if available)
- Know your own strengths and weakness and those of your staff
- Available resources around developing leaders
- Staff professional development goals/career goals
- Models for strategic planning and accessing TA
- What has been done in the past/what does it look like/what can you change
- Goals of leadership of your agency or state
- Complete a needs assessment or know what providers need



What does a Part C / 619 Coordinator need to KNOW? *(continued level 2)*

- How to facilitate activity
- Impact the services provided have (long term)
- Other social service systems
- Where to get data/multiple outlets
- What data is available
- Effective communication techniques/platforms
- Know your audience
- Know your own communication style
- Who you can train/who can help mentor or train your staff
- Know what your leadership is comfortable with
- What your stakeholders perceive about your authenticity
- What does data tell us/what can it tell us? Understanding of data
- How to find, recruit, and meaningfully include advocates (i.e. families); add new voices to conversation
- Address the needs of the changing population



Level 1 “KNOW”

- Content knowledge; mission; system needs; how to find information; don't have to know it all; don't take things personally; understand political landscape; how/where to get data; who are your interagency partners; committees/meetings; what is already in place; organize/prioritize

Level 1 “DO”

- Face to face relationships; focused/disciplined; trust; delegate; be honest; get to know your EC partners; attend relevant meetings



Level 3 “KNOW”

- Implementation science
- How to be comfortable in uncomfortable situations

Level 3 “DO”

- Make adaptations based on data
- Lead by example
- Use data to inform decisions
- Validate work of others and celebrate success



Level 3 “KNOW”

- Who your interagency partners are
- What your state leadership wants/ finds meaningful
- National practices/differences

Level 3 “DO”

- Build meaningful connections between your programs/collaborate
- Adapt to changing political or other circumstances
- Network, share information, communication, get information to use in your state



Level 3 “KNOW”

- EC partners and initiatives
- Discuss fiscal resources with EC partners
- Know political climate

Level 3 “DO”

- EC advisory committees
- Money on the table with hands off
- Be purposeful and smart



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Themes from the Raw Data

- Federal Program Requirement
- State Program Management
- Professionalism
- Stakeholder Engagement
- Strategic Thinking



Performance Categories

- Federal Program Requirement
- State Program Management
- Professionalism
- Stakeholder Engagement
- Strategic Thinking

Level 3					
Level 2					
Level 1					
	Federal Program Requirement	State Program Management	Professionalism	Stakeholder Engagement	Strategic Thinking

ECPC Leadership Competencies Prioritized



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Level 1

Federal Program Requirement

- Federal requirements
- Federal and local statute/laws/rules
- SSIP/APR; data collection, data review, ongoing implementation
- General supervision
- Oversight of general supervision
- Grant applications
- Review legislation
- Compliance monitoring
- OSEP application
- Establishing activities to support APR (LRE, child outcomes)
- Budget analysis/plan how to spend money
- Grant system, changes to grants, fiscal management
- Manage budget
- Budget planning/fiscal management
- Advise RFP process/procurement
- Create reports when requested
- Managing/monitoring data/data systems(both)



Level 1

State Program Management:

- Manage budget
- Budget planning/fiscal management
- Review IEPs/IFSPs
- Monitor local programs (monitoring)
- Listening sessions/public hearings
- Interpret and modify procedures
- Clarify policy and refer to handbook/regulations
- Updating guidance documents/policy manuals
- Quality assurance—state/local
- Site visits
- Determinations
- Go on site to investigate complaints
- Often go on site to visit local programs
- Child find activities
- Coaching staff/writing staff reviews
- “Coaching up”
- Manage people
- Morale building/building relationships
- Supervising staff
- Targeting with staff
- Work with consultants (manage people/activities)
- Project management
- Approve time sheets/time off requests
- MOU
- Deal with HR/hiring/onboarding
- Time management
- Managing other programs
- Hiring staff
- Supervise staff/hiring/HR
- Contract management
- Billing waivers
- Manage and monitor contracts
- Collect data/review/analyze data
- Checking data
- Data management
- Managing/monitoring data/data systems
- IT/security/data system
- Create reports when requested
- Read emails
- Answer phone calls
- Meetings/virtual meetings
- Field calls/complaints
- Writing
- Sharing information
- Question procedures
- Preparing reports
- Organizing notes/schedule
- Agency required meetings/trainings
- Training
- TA to families/school districts
- TA- 50,000 agency initiatives
- National COPS/learning communities
- CSPD activities
- TA and PD activities
- Keep child with disability at every table of 10 called in as the expert
- Family centered practices
- Grant meetings
- Oversight of statewide initiatives
- Political have-to’s; politically motivated tasks
- Checking on accountability



Level 1

Professionalism:

- Verbal recognition
- Self-care
- Validating practice
- Navigate conversations to promote quality and compliance- both state and federal
- Balance between compliance and quality –both state and federal



Level 1

Stakeholder Engagement:

- Create newsletters
- Website
- Stakeholder input (listen)
- Represent agency
- Represent (part C) in other groups/advocacy
- Defining role in relationships- see what's working
- Interagency collaborative meetings
- ICC- statewide and local activities
- Responding to legislature
- Adjustments within each new administration
- Legislative questions
- Statewide boards, commissions
- Collaboration (between C/619)
- Building relationship between B and C interagency collaboration
- Push and pull between two agencies, balance conflicting priorities
- Communication with local providers (meetings, newsletters, webinars)
- Advocate for position



Level 1

Strategic Thinking:

- Long term planning/system development
- Reading/learning- staying up to date on research
- Outreach and increasing sphere of influence
- Research other EC/ECSE programs



Level 2

Federal Program Requirement:

- Monitor legislation for potential impact and feed to appropriate agency personnel
- Evaluate/interpret legislative proposals/take position



Level 2

State Program Management:

- How to be aware of staff's comfort level with recognition; relationship building
- Keeping your people, "core" to your agency needs
- Share tools to help others do their job
- Encouraging your staff to be innovative
- Give advice/advise commissioner
- Let senior management know about potential push back from changes/complaints; no surprises
- Inform senior management with an "elevator speech" (talking points) of fun facts about your program
- Monitor legislation for potential impact and feed to appropriate agency personnel
- Know what everyone else does in your agency
- Be responsive to other agency initiatives
- Make sure full agency understands what program is/is not
- Know training, infrastructure
- Good understanding of state system speed; most things done happen quickly
- Find state strengths to support growth of agency
- Be aware of what is going on so you can leverage national/state resources and share initiatives
Observation of the foundation (check the climate)
- Be at the table for all the grant writing
- Evaluate/interpret legislative proposals/take position
- Insure people in your department; know who you are, know your position/program, why your program should or should not be at the table
- Be an advocate for your children with disabilities
- Represent families and infants/children with disabilities in every discussion
- "Wiggle" in the door; be a champion for all kids



Level 2

Professionalism:

- Recognition of excellence; working together as a team
- Have an arsenal of motivational strategies
- Provide opportunities
- Check ourselves (am I modeling successfully? Am I doing what I need to support staff?)
- Show that your passionate about your work
- Passion; have it, share it; be tenacious, persistent, push the envelope, bust myths, tell real story of the program without being perceived as pushy
- Be a team player
- Be a connector; not isolated
- Be a good communicator; how things happen in your program and vice versa
- Common language
- Establishing communication and trust
- Be professional
- Let people know what you can do
- Don't take things personally; have a thick skin
- Stay sane



Level 2

Stakeholder Engagement:

- Be a cheerleader
- Advocate/sell your program; shared sense of agency
- Program champion/cheerleader
- Answer the door when opportunity knocks
- Look for opportunities to collaborate
- Work the ICC to promote what the system needs
- Interagency and inter-department collaboration
- Promote engagement with stakeholders
- Know how to collaborate across departments in agency (vertical)
- Establish feedback loop with locals (meetings/surveys)
- Good elevator speech



Level 2

Strategic Thinking:

- Be political, pick battles
- Always be thinking of new initiatives that fit within the goals/mission/vision of the larger agency
- Be innovative (find new solutions)
- Articulate the vision
- Speak to long term vision, mission
- Paint a picture of the future; where everyone fits
- Action planning/strategic planning
- Be strategic, push certain agendas
- Evaluation for your strategic plan; are you where you wanted to be? How do you align with full agency plan?
- Vision/mission based on data/ stakeholders with action plan and strategies linked to vision/mission



Level 3

Federal Program Requirement:

- Know when federal grants are coming; laws/regulations changing; what peer states are doing



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Level 3

State Program Management:

- Attend board meetings
- Demonstrate that you value the work of other EC programs
- Know national scene
- Understand purpose of funding for all programs in state
- Review data to provide guidance to parents, schools, providers
- Research to bolster capacity
- Data sharing
- Disseminate information (e.g. OSEP) to colleagues
- Building materials for staff/providers
- Present at any EC meeting/initiative- invite yourself if needed, or ask someone to represent C/619
- Know fit within the system



Level 3

Professionalism:

- Flexibility to move through roles as needed
- Self-care/self-reflect
- Make commitments and follow through with obligations
- Values put in place
- Choose your battles
- Be present
- Attend conferences/institutes/meetings to learn/grow/share ideas
- Bring back information from national conferences



Level 3

Stakeholder Engagement:

- Be a voice
- Use a common vocabulary
- Bring value to table
- Get out to as many stakeholder groups as possible
- Promoting/educating about the program
- Building relationships with partners
- Be mindful of bigger picture- how to promote for agency not just EI
- Show the connection between agencies- show how families/kids will benefit
- Continue to build collaborations between agencies, be supportive, build support
- Acknowledge the competition for resources and learn to partner to use limited resources
- Relationship building across agencies
- Demonstrate that you value the work of other EC programs
- Offer to participate in other EC initiatives/TA/PD
- Find common threads across agencies/EC programs
- Invite other EC programs to your table
- Make presentations statewide on EI to dispel myths
- Cross-pollinate group to group by inviting someone from one group to another group
- Find opportunities to share resources and information with your EC contacts in other agencies
- Look for opportunities to promote Part C/619 outside the agency
- Build relationships with champions in the legislature
- Strengthen/partner with IHE- know standards
- Bring new/diverse stakeholders
- Assure it is clear where birth to five sits in the big picture
- External work
- Have champions
- Bind the relationship; work beyond the person



Level 3

Strategic Thinking:

- Be mindful of bigger picture- how to promote for agency not just EI
- Bring audacious ideas
- Long-term prep—your success is our success
- Need to be successful after exiting the system
- Two gen focus



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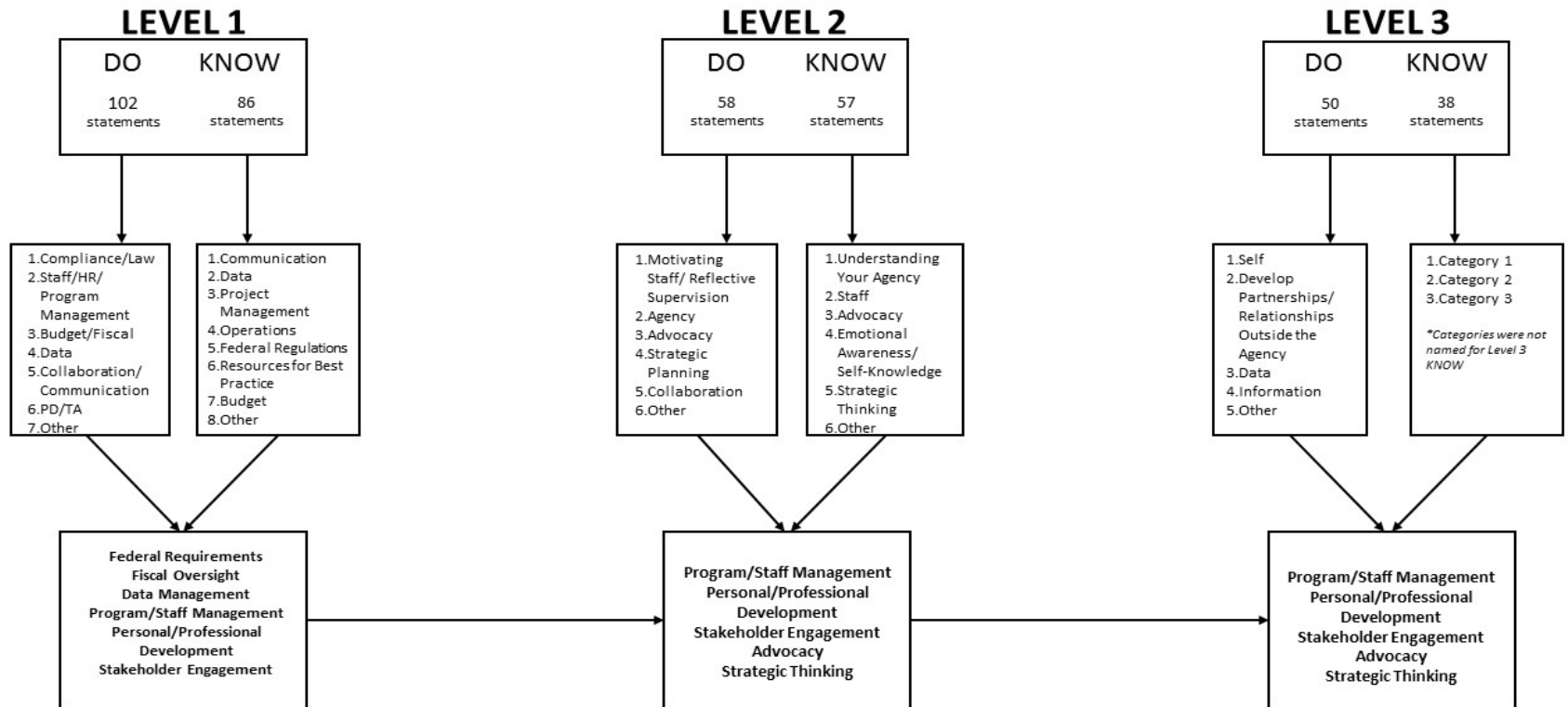
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Data Collection/Reduction Methodology



Example: Strategic Thinking

- Initial Raw Data
 - Be mindful of bigger picture
 - Bring audacious ideas
 - Long-term prep—your success is our success
 - Need to be successful after exiting the system
- Data Reduction Category
 - Strategic Thinking
 - Develop Partnerships/Relationships Outside the Agency
- Final Competencies
 - Uses a team approach for problem solving and program management of the state early childhood system
 - Facilitates statewide meetings in the early childhood system
 - Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery
 - Develops a logic model to evaluate the state early childhood system



Directions on Survey

Items Listed by Level and Area

For each item please check whether this is a valid description of what you do or want to do as a leader

At the End of Each Area by Level

Please tell us what the 2 most important item in this Areas is

We have taken the data you generated about what you do and what you need to know as leaders and started our data reduction and progression into competencies. We have tried to minimize the competencies and will put indicators and knowledge statements next to the final grouping of competencies.

As a reminder we have three tiers of leadership generated by you through two think tank meetings.

Tier 1 is management or administrative leadership.

Tier 2 is leadership in your program's agency

Tier 3 is leadership across all early childhood initiatives.

My request:

Could you please take the following validation survey

Directions on Survey

Items Listed by Level and Area

For each item please check whether this is a valid description of what you do or want to do as a leader

At the End of Each Area by Level

Please tell us what the 2 most important item in this Areas is

Federal Program Requirements

Level 1		Level 2		Level 3	
Implements and complies with federal laws, regulations, policies, and requirements for the IDEA Part C/619 program	98%	Implements and complies with federal laws, regulations, policies, and requirements for programs in the state agency in which the Part C/619 program resides	80%	Implements and complies with federal laws, regulations, policies, and requirements for early childhood programs	87%
Applies current and emerging federal policies, practices, and resources to the Part C/619 state program	63%	Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements for the IDEA Part C/619 programs to relevant state agency staff	59%	Monitors, interprets and communicates proposed federal laws, regulations, policies, and requirements in early childhood to relevant state agency staff	79%
Develops, manages, and analyzes a data system for federal reporting purposes	61%	Communicates and disseminates any emerging federal initiatives for the Part C/619 program to your agency supervisor	59%	Communicates to your agency supervisor any emerging federal initiatives in early childhood	55%



State Program Management

Level 1		Level 2		Level 3	
Implements and complies with state laws, regulations, policies, and requirements for the IDEA Part C and 619 programs	90%	Implements and complies with state laws, regulations, policies, and requirements for programs in the state agency in which the Part C/619 program resides	80%	Implements and complies with state laws, regulations, policies, and requirements for statewide EC programs	80%
Develops, implements and monitors state policies and procedures for all aspects of the Part C/619 program	81%	Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for the IDEA Part C/619 programs to relevant state agency staff	63%	Monitors, interprets and communicates proposed state laws, regulations, policies, and requirements for state EC programs to relevant state agency staff	67%
Develops, implements, and monitors state and local program implementation of the service delivery system for the Part C/619 program	57%	Identifies and coordinates state agency initiatives that affect the Part C/619 program or staff	38%	Initiates/ participates in state EC leadership team	48%



Fiscal Management

Level 1		Level 2		Level 3	
Prepares, manages, revises (when needed) and reconciles the federal budget allocation for the Part C/619 program	78%	Integrates the federal budget allocation for the Part C/619 program with the state agency budget	67%	Integrates the federal budget allocation for the Part C/619 program with state early childhood funding streams	51%
Prepares, manages, revises (when needed) and reconciles the state's budget for the Part C/619 program	78%	--	--	Develops/coordinates and interagency fiscal plan for early childhood	51%
Develops, implements and monitors state contracts and MOUs for payments for early intervention/special education services	70%	--	--	--	--



Stakeholder Engagement

Level 1		Level 2		Level 3	
Communicates effectively through listening, talking and writing for a variety of audiences	75%	Communicates current and emerging state IDEA program agency laws, regulations and policies, practices, and resources to Part C/619 stakeholders	69%	Collaborates with relevant state agencies and staff on early childhood initiatives that include Part C/619	75%
Develops a plan to receive to receive state and local feedback from stakeholders about implementation of the Part C or the 619 program	45%	Collaborates with relevant state agency staff or programs on initiatives relevant to Part C/619	63%	Represents the Part C/619 program in all interagency early childhood state meetings	72%
Represents the Part C/619 program on federal, state or local boards or committees as requested	43%	Represents the Part C / 619 program in all state agency meetings	57%	Communicates current and emerging state agency laws, regulations and policies, practices, and resources to early childhood stakeholders	62%



Strategic Thinking

Level 1		Level 2		Level 3	
Develops goals, objectives, activities, timelines and measurable benchmarks to prioritize Part C/619 state activities	67%	Uses a team approach for problem solving and program management of the Part C/619 program	90%	Uses a team approach for problem solving and program management of the state early childhood system	87%
Assesses the implementation of the Part C/619 program using self-assessments	67%	Uses data from a variety of sources (e.g. the EC system framework, state needs assessments) to set priorities for the Part C/619 program	87%	Uses data from a variety of sources (e.g. state needs assessments) to set priorities for a statewide early childhood system	73%
--	--	Develops action plans and timelines for achievement of objectives in prioritized areas of improvement for the Part C/619 program	65%	Develops action plans and timelines for achievement of objectives in prioritized areas of early childhood service delivery	65%



Professionalism

Level 1		Level 2		Level 3	
Disseminates evidenced based intervention practices to local program administrators and practitioners who deliver intervention in the Part C and 619 program	88%	Communicates the vision of your Part C/619 program in federal, state and local venues	79%	Disseminates evidenced based intervention practices to administrators and practitioners across sectors in the early childhood system	74%
Disseminates information and training to local program administrators and practitioners about current and emerging research and practice for the Part C and 619 program	87%	Disseminates information and training to state and local program administrators and practitioners about current and emerging research and practice for the Part C and 619 program	73%	Communicates the vision of the state early childhood system in federal, state and local venues	63%
Prioritizes competing professional responsibilities	85%	Uses an evidenced based framework to develop implementation plans for scaling up effective intervention program practices	63%	Uses an evidenced based framework to develop implementation plans for scaling up effective early childhood program practices	62%



Leadership Competencies Results



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Level One: Leadership Competencies Results

LEVEL 1	Delphi	Part C # of groups	Part B # of coordinators
Federal Requirements		n = 6	n = 8
Implements & complies with federal laws, etc.	98%	83%	100%
Submits a complete state program application to meet federal reporting requirements	63%	67%	50%
Develops, manages, & analyzes a data system for federal reporting	61%	83%	50%
Implements any corrective actions required by OSEP monitoring process	27%	50%	-
Applies current & emerging federal policies, etc.	64%	50%	0
State Program Management		n = 6	n = 4
Implements & complies with state laws, etc.	90%	50%	100%
Develops, implements & monitors state policies & procedures	81%	50%	100%
Develops, implements, and monitors state & local program implementation of the service delivery system	57%	50%	0
Develops, manages, & analyzes state & local data systems	22%	67%	-
Implements a system of quality assurance for state & local programs	10%	17%	-
Applies current & emerging federal policies, etc. to the program	27%	17%	100%
Fiscal Management		n = 6	n = 0
Prepares, manages, revises & reconciles the federal budget allocation	78%	83%	-
Develops a state system of payment	64%	33%	-
Develops, implements & monitors state contracts & MOU's for payments	70%	100%	-
Stakeholder Engagement		n = 6	n = 12
Communicates effectively through listening, talking and writing for a variety of audiences	75%	83%	33%
Establishes communication systems for families in the Part C/619 program	32%	67%	-
Communicates & disseminates Part C/619 state plan & policy to stakeholders	41%	0	0
Develops a plan to receive state & local feedback from stakeholders	45%	100%	33%
Establishes & manages advisory boards to provide assistance for implementation & evaluation	34%	25%	-
Represents the program on federal, state, or local boards or committees	43%	0%	33%
Establishes ongoing communication & collaboration with other IDEA programs in the state	29%	25%	33%
Strategic Thinking		n = 6	n = 4
Assesses the implementation of the program using self-assessments	67%	83%	100%
Develops goals, objectives, activities, timelines & measurable benchmarks to prioritize activities	67%	83%	100%
Professionalism		n = 6	n = 8
Differentiates between professional responsibilities & personal responsibilities/needs	40%	33%	50%
Prioritizes competing professional responsibilities	85%	100%	0
Disseminates evidenced based intervention practices to local program administrators & practitioners	88%	83%	0
Disseminates information & training to local program administrators and practitioners about research	87%	67%	50%

Level Two: Leadership Competencies Results

LEVEL 2	Delphi	Part C: # of groups	Part B: # of coordinators
Federal Requirements			
		n = 5	n = 8
Implements & complies with federal laws, etc. for the state agency	80%	100%	50%
Monitors, interprets & communicates proposed federal laws, etc. to state agency	59%	100%	50%
Communicates & disseminates emerging federal initiatives to agency supervisor	59%	100%	50%
State Program Management			
		n = 5	n = 4
Implements & complies with state laws, etc. for the state agency	80%	60%	100%
Monitors, interprets & communicates proposed state laws, etc. to agency staff	63%	0	100%
Communicates to supervisor about state initiatives	37%	40%	.
Identifies & coordinates state agency initiatives that affect program or staff	38%	20%	0
Leverages state & agency resources for the program	30%	60%	100%
Develops state agency sponsored legislative proposals for the program	4%	0	.
Coordinates the program data system with the state agency data system.	15%	20%	.
Develops an infrastructure to support a state CSPD for the program	12%	80%	.
Mentors staff in the program to develop knowledge and skills for leadership	14%	40%	.
Implements quality improvement system for the program within the larger state agency	10%	20%	.
Fiscal Management			
		n = 5	n = 8
Integrates the federal budget allocation for the Part C or 619 program with the state agency budget	67%	80%	50%
Stakeholder Engagement			
		n = 5	n = 8
Communicates current & policies, etc. to stakeholders	69%	80%	50%
Represents the program in all interagency early childhood state meetings	57%	20%	50%
Represents the program at all relevant federal, state & local meetings/conferences	50%	80%	50%
Collaborates with agency staff or programs on initiatives	63%	80%	0
Develops a vision & strategic plan with stakeholders to implement the program	56%	80%	.
Strategic Thinking			
		n = 4	n = 4
Uses a team approach for problem solving & program management	90%	100%	0
Facilitates statewide meetings in the early childhood system	26%	50%	.
Uses data from a variety of sources to set priorities for the program	87%	100%	100%
Develops action plans & timelines for achievement of objectives for the program	65%	100%	100%
Develops a logic model & evaluates programs activities.	23%	50%	100%
Professionalism			
		n = 5	n = 8
Communicates the vision of the program in federal, state & local venues	79%	60%	50%
Disseminates information/training to state & local program administrators & practitioners about research	73%	80%	50%
Identifies PD opportunities to learn & practice leadership skills	58%	20%	50%
Disseminates information/training to local program administrators & practitioners about opportunities to demonstrate leadership	73%	60%	.
Uses an evidenced based framework to develop implementation plans for scaling up	63%	60%	100%

Level Three: Leadership Competencies Results

Level 3	Delphi	Part C # of groups	Part B # of coord.
Federal Requirements	Delphi	n = 5	n = 8
Implements & complies with federal laws, etc. for EC programs	87%	60%	50%
Monitors, interprets & communicates federal laws, etc. in EC to agency staff	79%	60%	0
Communicates to the agency supervisor any emerging federal initiatives in EC	55%	20%	0
Participates in the development and implementation of federal grants in EC	32%	60%	50%
Maximizes sources of federal funds for an integrated EC system	28%	80%	-
Develops, implements, and monitors an integrated EC state data system	22%	40%	50%
State Program Management		n = 4	n = 4
Initiates/ participates in state EC leadership team	48%	50%	100%
Implements & complies with state laws, etc. for statewide EC programs	67%	50%	100%
Monitors, interprets & communicates state laws, etc. in state EC to agency staff	80%	25%	0
Communicates to agency supervisor about state initiatives for the C/619 program	17%	25%	-
Identifies & coordinates state agency initiatives that affect the C/619 program	32%	0	100%
Leverages state & agency resources for state EC programs	20%	50%	-
Develops EC legislative proposals that include C/619	4%	50%	0
Develops/coordinates the C/619 data system with the EC system	4%	0	-
Develops an interagency infrastructure to support a CSPD for the EC workforce	14%	0	-
Mentors staff in the C/619 program to develop knowledge & skills for leadership roles	8%	25%	-
Develops/coordinates an interagency QIS for the state early childhood team	2%	25%	-
Fiscal Management		n = 4	n = 8
Integrates the federal budget allocation for the C/619 program with EC funding	51%	100%	50%
Develops/coordinates and interagency fiscal plan for EC	51%	100%	0
Stakeholder Engagement		n = 4	n = 4
Communicates current & emerging state IDEA program agency laws, etc. to C/619 stakeholders	62%	66%	50%
Represents the C/619 program in all interagency EC state meetings	72%	33%	50%
Represents the C/619 program at federal, state & local meetings/conferences	50%	100%	50%
Collaborates with state agency staff or programs on initiatives relevant to C/619	75%	100%	0
Develops a vision and strategic plan with stakeholders to implement the C/619	39%	100%	-
Strategic Thinking		n = 4	n = 4
Uses a team approach for problem solving & program management of the C/619	87%	75%	0
Facilitates statewide meetings in the EC system	48%	0	-
Uses data from a variety of sources to set priorities for the C/619 program	73%	100%	100%
Develops action plans & timelines for achievement of objectives for the C/619	65%	100%	100%
Develops a logic model & evaluates C/619 programs activities	24%	50%	100%
Professionalism		n = 4	n = 8
Communicates the vision of the C/619 program in federal, state & local venues	63%	50%	0
Disseminates EB intervention practices to local program administrators & practitioners who deliver intervention in the C/619 program	74%	25%	50%
Disseminates information & training to state & local program administrators & practitioners about research & practice for the C/619 program	44%	50%	-
Identifies PD opportunities to learn & practice leadership skills	30%	50%	-
Provides information & training to state & local program staff about leadership in EC	18%	25%	50%
Uses an EB framework to develop implementation plans for scaling up	62%	100%	50%

ECPC Metasynthesis of Leadership Studies	Kagan	ECPC C/619 Coordinator Developed	CT PreK -3	Aspire	ECSEL	CEC/DEC Advanced Specialty Set	MCHB LEND	ASHA
		Leading Self		Leading Self	Personal Leadership		Self	Emotional Intelligence, Introduction to Leadership
Organizational Visioning, Coaching, Confidence Building Practices, Soliciting Creative Employee Solutions	Community	Stakeholder Engagement		Leading Others	Collaborative Leadership	Collaboration	Others	Coaching, Influencing Others, Conflict Management,
	Pedagogical		Curriculum and Instruction	Leading Learning	Leadership for Instruction Leadership for Student Services	Curricula Content Knowledge		
		Federal and State Program Requirements	Federal and State Program	Leading Implementation of Policies, Laws and Regulations	Institutional Leadership	Programs, Services and Outcomes		
	Administrative	Federal and State Program Management		Managing Operations and Resources	Organizational Leadership			Teams, Virtual Meetings,
	Conceptual	Strategic Thinking	Leading for Equity, Excellence and Early Success	Leading Results		Research and Inquiry	Wider Community	Leadership Styles, Generative Thinking, Change Leadership,SP
	Advocacy	Professionalism				Professional and Ethical Practice		

CEELO

- Webinar 1: Introduction to Leadership in a SEA, Levels of Leadership, Problems of Practice as Opportunities for Learning, Achieving Competence, the CEELO Leadership Toolkit
- Webinar 2: Management or Leadership, Leadership Boundaries, High-performing State Offices of Early Learning, Aligned Contributors and Contributions
- Webinar 3: Data and Results-based Accountability, Results-based Leadership and Facilitation, Mental Models, Action Commitments
- Webinar 4: Ingredients for Improvement, Collective Leadership Cycle, Revisiting Levels of Leadership



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Tasks the Next TWO Days

- Finalize the DRAFT Scope and Sequence
- Finalize Methods
- Compile Materials, Tools and Resources
- Plan Pilot

