

Early Childhood Personnel Center

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Early Childhood Personnel Center

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

Personnel Can Have a Powerful
Impact....

or NOT

Logic Model

Early Childhood CSPD leads to a

Competent and high quality workforce which leads to

Improved 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**

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

Outputs of the ECPC 1

Knowledge Development

Technical Assistance

Leadership and Coordination

1) Knowledge Development

National Data Base of CSPD Components as reported by
Part C and 619 Coordinators

National Data Base of State Personnel Standards

National Initiative on Cross Disciplinary Standards

Research Syntheses on Personnel Issues

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.

Cross-Disciplinary Organizations

Council for Exceptional Children

Division of Early Childhood (DEC) of the Council for Exceptional Children (CEC)

National Association for the Education of Young Children (NAEYC)

American Occupational Therapy Association (AOTA)

American Physical Therapy Association (APTA)

American Speech-Language-Hearing Association (ASHA)

Zero to Three

ECPC Cross Disciplinary EC Personnel Competencies

AOTA, APTA, ASHA, DEC, NAEYC & ZTT

Family Centered Practice

Data-Based Intervention/Instruction

Coordination & Collaboration

Professionalism

Family Centered Practice

Parent Partnership, Advocacy & Help-Giving

Parent Education in Child Development & Interventions

Family Involvement in Assessment

Cultural, Linguistic and Socioeconomic Competency

Family Systems Theory

Laws & Policies

Supporting Home Language Development

Stress, Trauma, & Safety

Parent/Caregiver Social Emotional/Attachment

Communicating with Families

Nutrition

Intervention/Instruction Informed by Evidence

Intervention

Assessment

Knowledge of Typical Child Development & Behavior

Communicating & Interpreting Assessment Results

Progress Monitoring

Evidence Based Practice

Health & Safety

IEP/IFSP

Knowledge of Risk Factors & Atypical Child Development

Accommodations & Adaptations

Service Delivery Models

Coordination and Collaboration

General Teaming

Resource & Referrals

Effective Communication

Transitions

Teaming with Families

Role as a Consultant

Problem Solving

Leader of a Team

Medical Home

Positive & Respectful Relationships

Professionalism

Advocacy/Public Awareness

Laws, Policies & Practice Standards

Professional Development & Self-Reflection

Knowledge of the Field

Ethics

Administrative Leadership

Supervision

Communication

Wellness

EC Alignments Completed For:

Initial NAEYC and CEC Standards and Elements

Advanced NAEYC and CEC Standards and Elements

Initial NAEYC Standards and Elements with DEC Initial Specialty Set (K & S statements)

Advanced NAEYC Standards and Elements with DEC Advanced Specialty Set (K & S statements)

Effective Training-Research Meta-Synthesis

1. The explicit explanations and illustrations of content or practice to be learned
2. Active and authentic job-embedded opportunities to learn the new practice
3. Performance feedback on the implementation of the practice
4. Opportunities for reflective understanding and self-monitoring of the practice implementation
5. Ongoing follow-up supports
6. Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

2) Technical Assistance

General: To provide information and resources on personnel development

Targeted: To align national and state personnel standards

Intensive: To develop an EC CSPD within 11 states

Intensive TA States

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

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

Cohort 3: MN, PR, SC – *in progress!*

How Will We Do This ?

Content:

CSPD

Method:

Implementation frame through
strategic planning

Outcome:

Scaling up of effective practices
for personnel development

Building a Model

Operational definition and reliable measurement of the outcomes

Socially valid relationship between intervention and socially valid outcome: if/then

Consistency of effects across users

Advantage of alternative service delivery

Fidelity of Implementation

Paine, Bellamy & Wilcox, 1984

PHASE ONE: Exploration

Develop core planning team and project liaison

Identify stakeholders for strategic planning team

Identify a date and place for strategic planning

Complete self assessment of the framework

PHASE TWO: Installation

Invite stakeholders to be part of strategic CSPD team

Develop strategic plan

Assign stakeholder to CSPD component workgroup

Establish meeting and reporting schedule

PHASE THREE: Implementation

Objectives and activities of strategic plan

Engage in problem solving activities

Workgroups document, evaluate, and report findings recommendations on tasks

Coordinate across all components and workgroups of CSPD to review progress and make recommendations to CSPD objectives

PHASE FOUR: Standardization

Reassess and prioritize objectives and outcomes based on results of implementation annually

Prepare annual report of planning group process and recommendations

Develop an evaluation process of the state's CSPD components

Evaluate CSPD and recommend needed modifications for sustainability

Intensive TA

Personnel Framework is the Foundation for

Strategic Planning with Stakeholders Who Form a

CSPD Plan With On-going Committees

Strategic Planning for a CSPD

Process by which CSPD:

Sets its direction

States its intent

Establishes parameters for
implementation

CSPD should include:

Clear statement of the problem the strategic plan intends to address

Broad goal statement of what to be accomplished

Outcome-oriented objectives which move toward that accomplishment

Strategies and actions which will enable the accomplishment of objectives

Operational guidelines for implementation

Strategic Planning Sequence

Values

Vision

Mission

Capacity

Objectives

Workgroups

Evaluation

Intensive TA States

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State Team Strategic Plan Participants

- Part C = 35
- 619 = 35
- Head Start = 15
- Child Care = 16
- Race to the Top = 4
- Home Visiting = 2
- Pre-Service/IHE= 15
- In-Service/TA/ = 13
- UCEDD = 7
- Family = 11
- State/Other Early Childhood = 72

Vision Statement: Iowa

Every child, beginning at birth, will be
healthy and successful

CSPD Mission Statements

To advocate, create, and implement a statewide, comprehensive early childhood professional development system to improve quality and services for all children and families.

- Delaware CSPD

Our Early Childhood Comprehensive System of Personnel Development will be a well-communicated system of integrated professional development supports for early childhood professionals across disciplines that directly impact infants, toddlers, and preschoolers with and without diverse abilities and their families.

-Iowa CSPD

We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

-Oregon CSPD

3) Leadership and Coordination

- **Leadership Institute with Part C and 619 Coordinators (25 states)**
- Collaborate with other OSEP Early Childhood TA Centers
- Collaborate with other DoE and HHS TA Centers

FOCUS OF ECPC LEADERSHIP INSTITUTE

To integrate

**Part C/Part B 619 programs
into statewide early childhood
policies, practices, programs,**

and

**personnel development
activities**

Early Childhood Personnel Center 2

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

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
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Technical Assistance As a Construct

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

Effective TA:

Supports the reflective processes that professionals need to translate the theories and information learned through education and/or training into best practices.

May include mentoring, coaching, consultation, PD advising, and peer-to-peer TA.

May use strategies that are discrete processes, or used as part of education and/or training programs.

Should be embedded in the recipient's broader professional development plan.

Is relationship-based and builds positive, trusting, and respectful relationships.

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

Continued:

May be delivered by an individual or a team, to one individual or a group

May include combinations of information and resource dissemination and referrals, coaching, mentoring, consultation, and professional development advising, peer-to-peer TA, as well as other forms of support.

May use varied levels of duration and intensity depending on need and resources.

May be provided face-to-face, through distance, technology-based, or hybrid methods.

Caveats:

- **(Katz, 2015)** are not sufficient, and should be **augmented with relationships**. Trust, collaboration, respect, and encouragement were frequent supports to effective TA;

Partner Organizations

APTA
AOTA
ASHA
ASTHVI
AUCD
CCAoA
CCSSO
CEC
Child Trends
DEC

HECSE
NAECS-SDE
NASDSE
NASDTEC
NAEYC
NHSA
Part C ITCA
619 Affinity Group
TED
ZERO TO THREE

Methods of ECPC 2

- Rigorous Standards for Research Reviews, Syntheses, Needs Assessments, and Products
- Participant Driven
- Continuous Feedback Among and Between ALL Objectives
- Collaborative

Outputs of the ECPC 2

Knowledge Development

Materials, Resources and Tools

Technical Assistance

Leadership and Collaboration

Management and Evaluation

Flow of ECPC Goals

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

ECPC 2

To provide targeted TA to:

early childhood IHE faculty and other professional development (PD) staff; State IDEA Part C and 619 administrators; families and graduate students

to improve outcomes

for infants and young children with disabilities and their families.

Intensive TA:
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How To Maximize TA.....

Form A Leadership Team

Gather Stakeholders to Identify Needs (eg. Focus Groups, Think Tanks, Meetings etc.)

Confirm Needs Through Systematic Assessments (Scans, Surveys, Interviews of Informants, etc.)

Prioritize Needs

Develop a Logic Model of State Needs: Outcomes

Identify Current Resources

Identify Needed Resources

Bottom Line.....

Develop A TA Plan

To HELP States and IHE

Meet THEIR Needs

AND.....

Develop Measurable Goals, Objectives
and
Activities

Develop Timelines and Responsibilities

Implement Goals, Objectives and
Activities

Measure and Keep Measuring
Outcomes

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?