

Leading for change: Leadership competencies for Part C and Part B/619 Coordinators and Staff



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WORKING HARD
FOR SOMETHING WE
DONT CARE ABOUT
IS CALLED STRESS.
WORKING HARD FOR
SOMETHING WE LOVE
IS CALLED PASSION.

HIBRID



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Leadership Initiative



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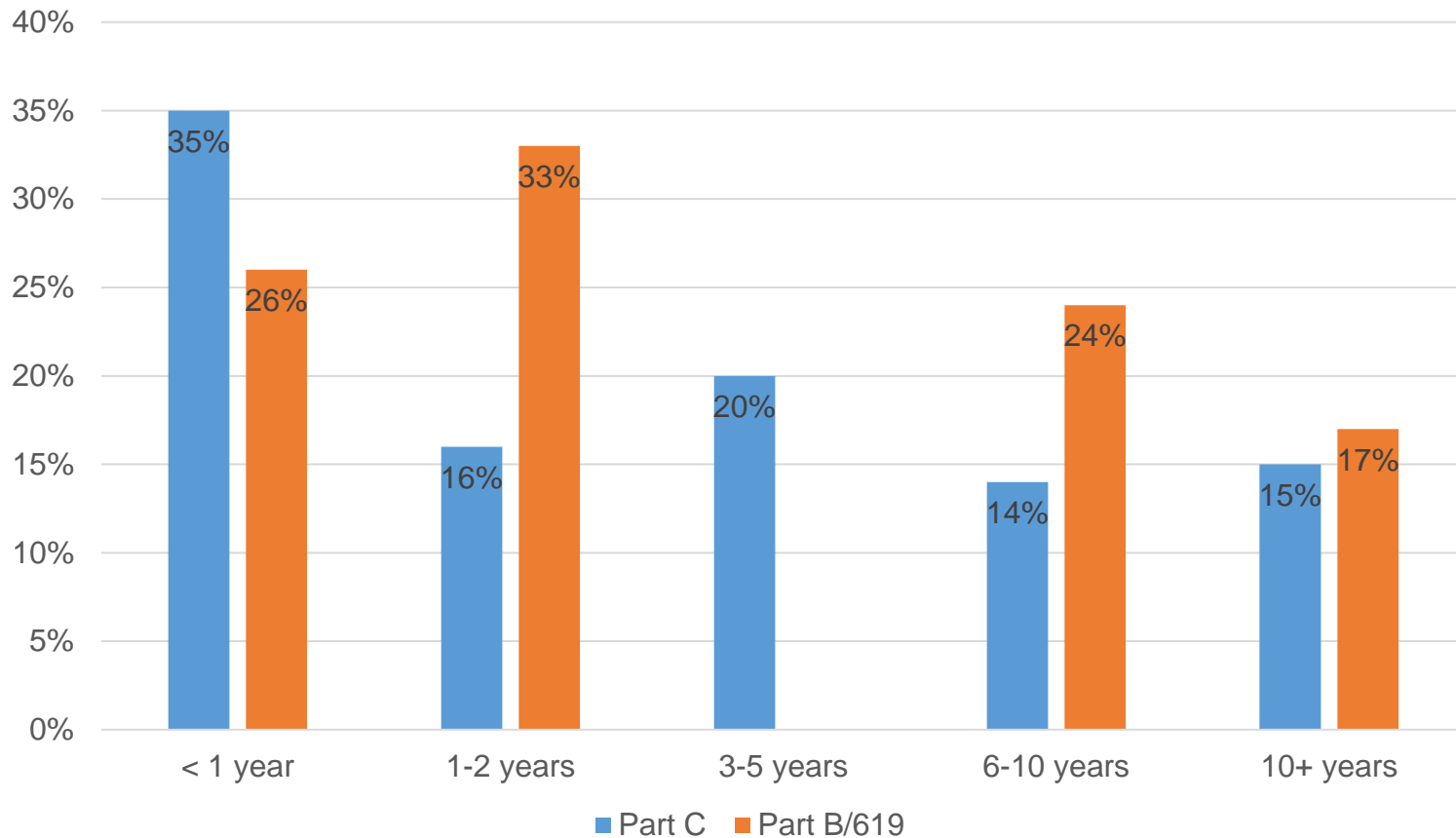
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Part C and Part B/619 Coordinator Demographics



Part C Data on demographics from the 2022 ITCA Tipping Points Survey
Part B/619 - (ECTA, NASDSE, and OSEP Part B, Section 619 National Survey 2021)

Part C and Part B/619 Coordinator Tenure



Data retrieved from:

Part C - (ITCA 2022 Tipping Points Survey)

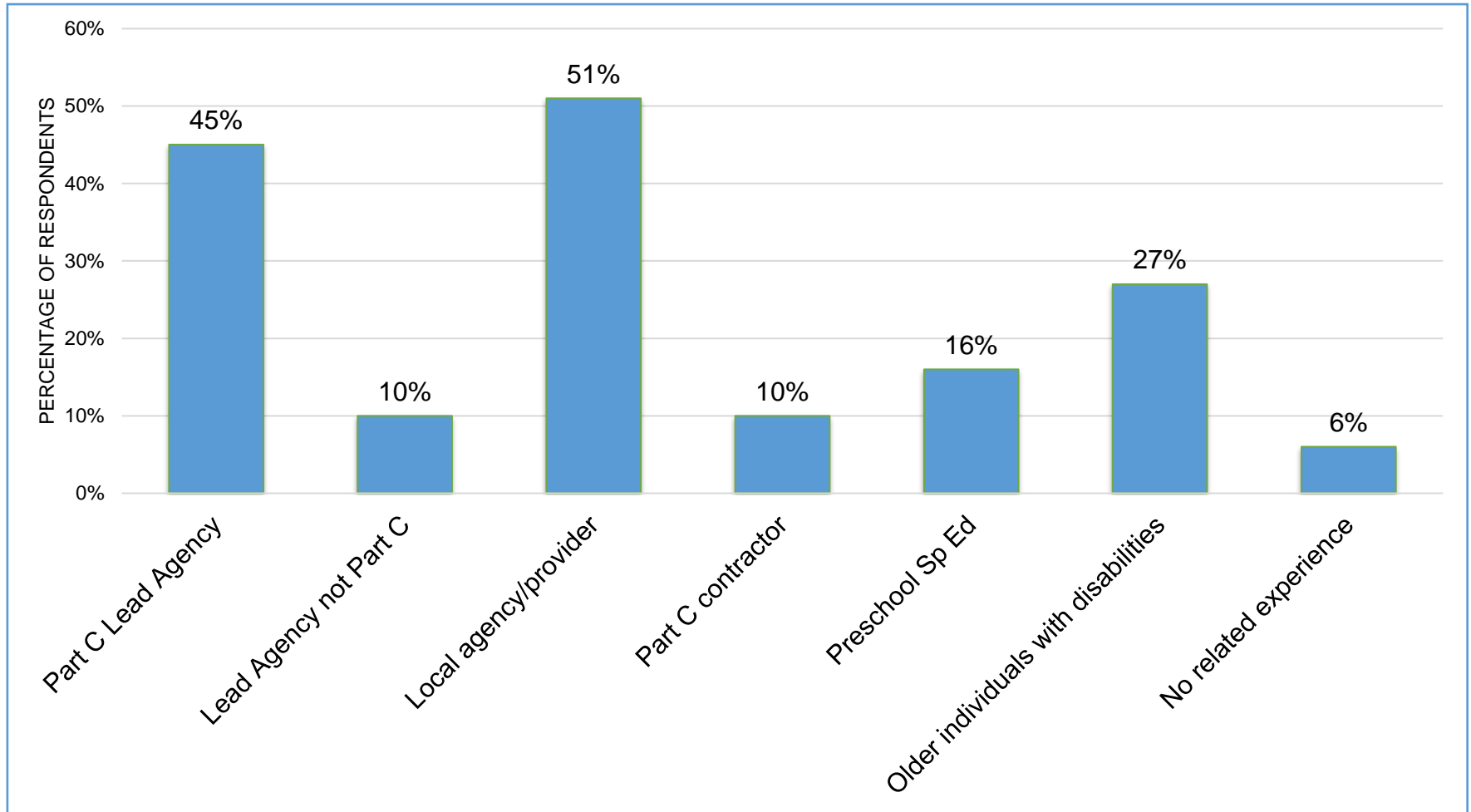
Part B/619 - (ECTA, NASDSE, and OSEP Part B, Section 619 National Survey 2021)



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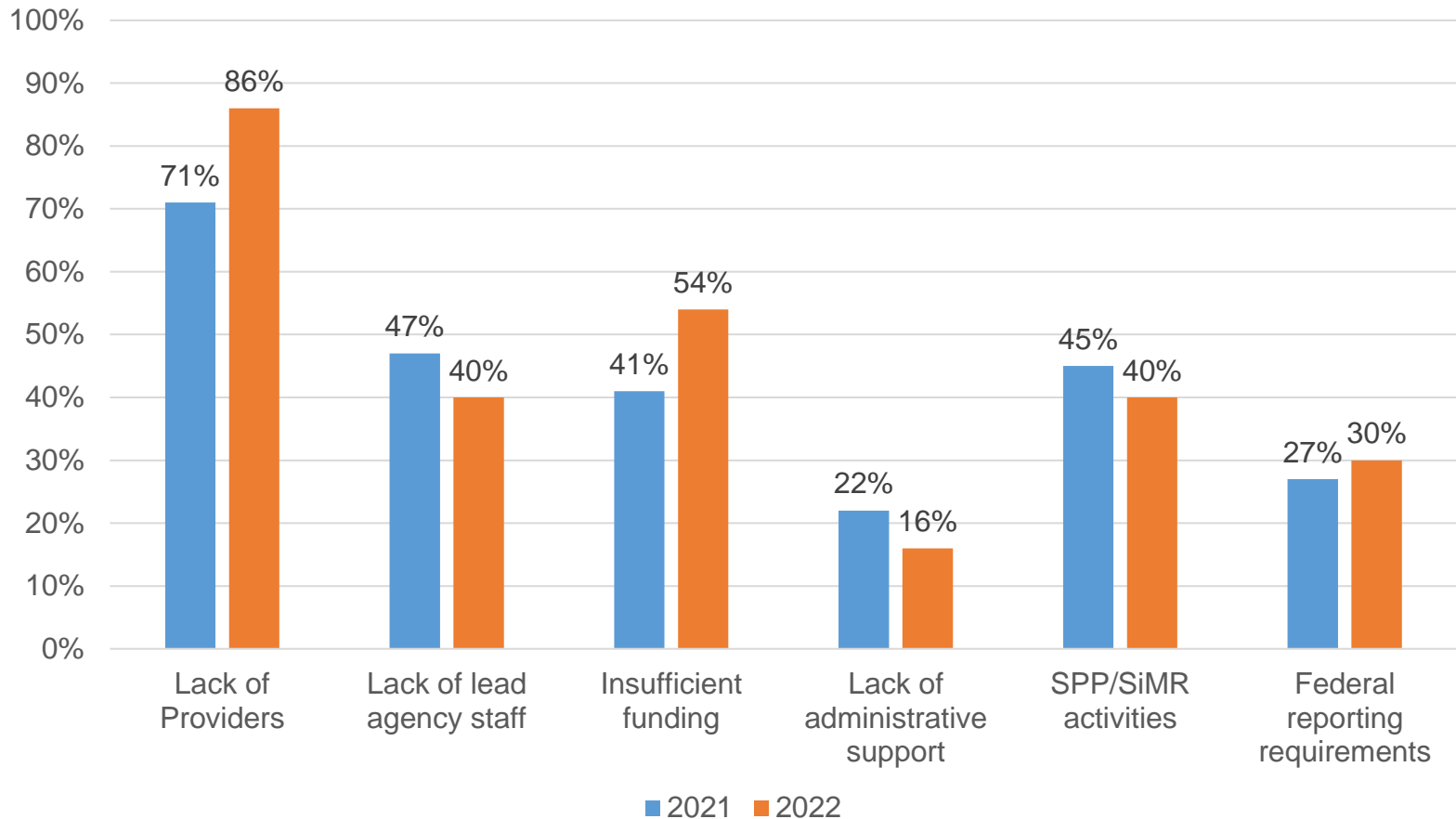
Part C Background Experience



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Part C Coordinator Demographics - Stress



Challenges

- With the diverse backgrounds, experiences, education, and state systems – how do we develop equity in leadership positions across Part C and Part B/619 systems?
- How do we move individuals from competent Part C and Part B/619 managers to strong leaders within Part C and Part B/619 across the broader early childhood system?
- The answer to these challenges lies in development of common skills and knowledge that lead to leadership excellence for Part C and Part B/619 coordinators and administrators.
- This has been and remains a priority for the IDEA Infant & Toddler Coordinators Association (ITCA) and has partnered with ECPC in this process.



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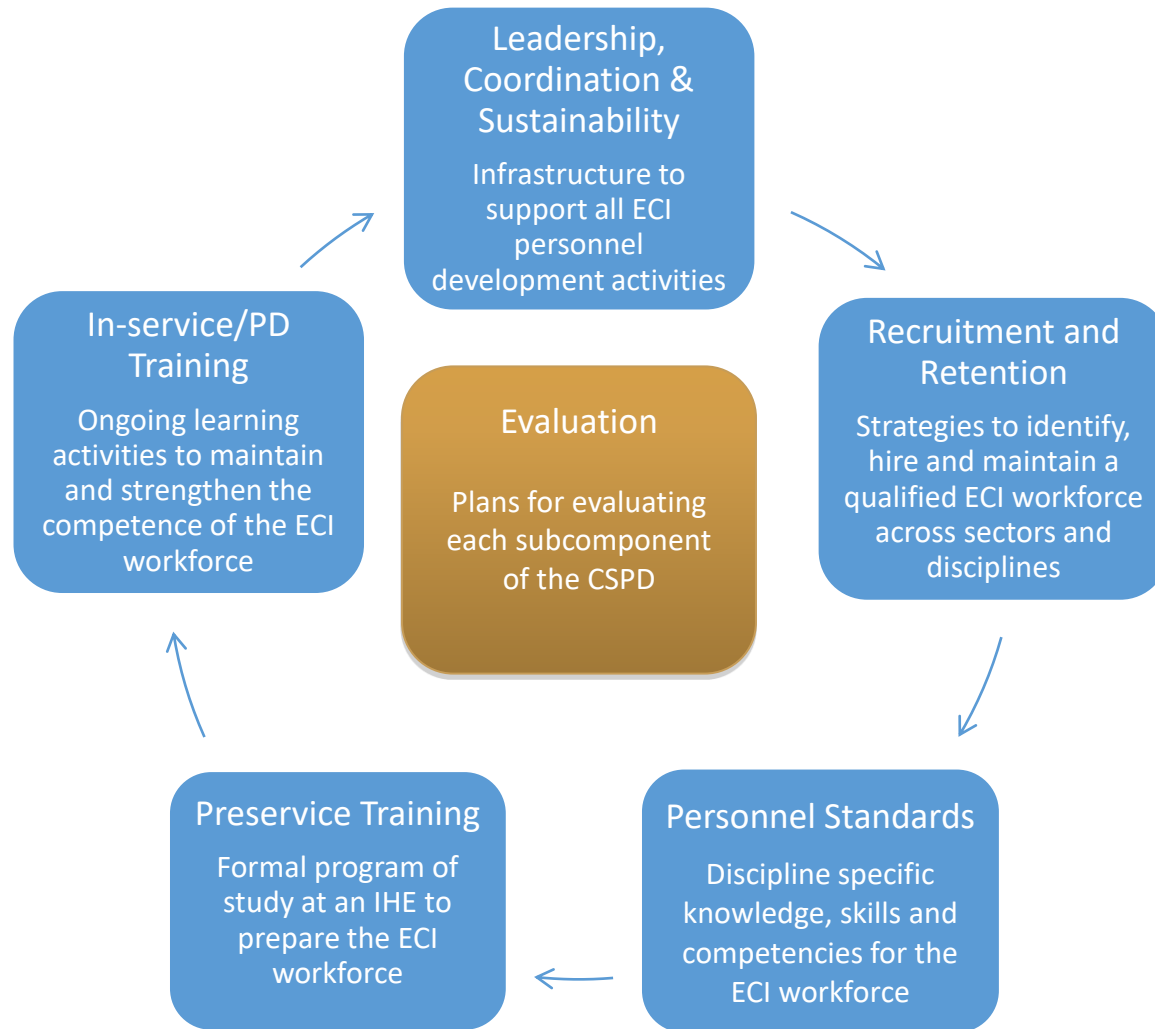
To provide *Technical Assistance*
to facilitate the implementation of
Comprehensive Systems
of Personnel Development (CSPD)
for **all** disciplines
serving infants and young children
with disabilities and their families



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COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



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
- The Harder the Task, The More Complex the Process of Leadership



Methodology For Leadership Curriculum

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks with **Part C/619 coordinators** (2; N=21 states)
 - 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 Knowledge and Skills (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 levels
7. Think Tank with **Part C/619 coordinators** (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 Leadership Academy
10. Intensive Leadership Academy piloted learning activities of K and S (2020-2021)
11. Revised K and S using feedback from participants (2021-2022)



Hierarchy of Curriculum

Competencies (Knowledge and Skills)

Self Assessment (Pre/Post of Knowledge and Skills)

Learning Opportunities Structured By Knowledge and Skills

Peer and Expert Mentoring

Measurement of Acquisition of Competencies

Final Capstone Project

Leadership Framework

Foundational Leadership

- Self-Knowledge
- Ethics and Professionalism
- Leading Others

Operational Leadership

- Laws, Policies and Regulations
- Pedagogy and Early Learning
- Part C and Part B/619 Program Management

Strategic Leadership

- Communication and Collaboration
- Strategic Thinking and Planning
- Systems Change



Background and Methodology

The Early Childhood Personnel Center collaboratively developed a leadership curriculum for State Coordinators for the Part C Infant and Toddlers Program, and the Coordinators for the Preschool Program under Part B (619) of the Individuals with Disabilities Education Act (IDEA).

The process began with a scan of the literature and other relevant leadership curriculum, and a meta synthesis of the construct of leadership. The curriculum was then developed with Part C and Part B (619) coordinators over a 3-year period during which all coordinators gave input through think tanks, surveys, and focus group meetings held by the ECPC. The result is a hierarchy of leadership knowledge and skills statements, and competencies that are unique to Part C and Part B (619) state administrators.

Methodology

1. Scan the Literature for leadership types
2. Research synthesis as frame
3. Think Tanks with Part C/619 coordinators (2; N=21 states)
 - 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 knowledge and skills 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 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 knowledge and skills developed for each competency
9. Knowledge and skills indicators used as self assessment to guide Intensive TA Academy
10. Intensive Leadership Academy piloted learning activities for knowledge and skills (2020-2021 Cohort 1 and 2021-2022 cohort 2)
11. Knowledge and skills revised at the completion of cohorts 1 and 2 using feedback from participants

Hierarchy of Curriculum

- Competencies (Knowledge and Skills)
- Self Assessment (Pre/Post of Knowledge and Skills)
- Learning Opportunities Structured By Knowledge and Skills Peer and Expert Mentoring
- Measurement of Acquisition of Competencies
- Final Capstone Project



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ECPC Knowledge and Skills

After completion of these modules, you will be able to:

1.0 Foundational Leadership

1.1 Self Knowledge

Develop and implement a professional development plan to guide the acquisition of leadership goals.

1.2 Ethics and Professionalism

Develop and implement standards, guidelines, and expectations for equitable and ethical decision-making and professional behavior by the staff in the Part C and/or Part B (619) service system.

1.3 Leading Others

Motivate and lead diverse stakeholders to develop, revise, and implement components of the state Part C and/or Part B (619) system in collaboration with other early childhood initiatives.

2.0 Operational Leadership

2.1 Law, Regulations, and Policy

Analyze, interpret, monitor, and revise (as necessary) federal and state laws, regulations, and policies to improve programs, services, and outcomes for infants and young children and their families eligible to receive services in the IDEA Part C and the Part B (619) system.

2.2 Early Learning and Pedagogy

Establish policy to guide the adoption, implementation and evaluation of evidence-based assessment, intervention and transition practices for all infants, young children and their families in early intervention and early childhood special education under the IDEA Part C and/or Part B (619) service system.

2.3 Part C and/or Part B (619) Program Management

Develop and/or facilitate the implementation of plan(s) to address Part C and/or Part B (619) service system needs with measurable and equitable goals, objectives, activities, identified resources, timelines, and outcomes.

3.0 Strategic Leadership

3.1 Communication and Collaboration

Build state and local collaborations with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities and their families who represent diverse backgrounds.

3.2 Strategic Thinking and Planning

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 a service issue/need for the state Part C and/or Part B (619) service system.

3.3 Systems Change

Scale up, implement and evaluate a practice(s), program, or policy for eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, who represent diverse linguistic, racial, ethnic, cultural, socioeconomic, educational, and historically underrepresented backgrounds.

Capstone Projects and Quotes

Capstone Projects

- Development of a professional development plan for early childhood special education and early intervention leaders aligned with the State's Comprehensive System of Personnel Development Plan.
- Development of a Part C multi-tiered state leadership program for Part C personnel and families, utilizing national research, stakeholder input and current in-state resources and opportunities.
- Development of a state leadership academy modeled after the ECPC Leadership Academy using the ECPC's Knowledge and Skill Statements to develop leaders and succession plans.
- Development of a professional development program to increase the leadership knowledge and skills of the State Department of Education's Part B (619) special education specialists to support and provide quality technical assistance to their local preschool program personnel.

Quotes from Participants

"Developing the action plan during this leadership academy taught me to think about, and work through, all the components necessary to ensure success. This activity not only gave me an opportunity to create a plan for something that has been on my "to do" list but has taught me how to approach large projects in the future."

"Leadership Skills: Pass Them On! The skills I learned are only beneficial if others also have them, so I decided to make it my focus for the next couple of years. I've been highlighting the skills, the techniques, the tools, and supporting staff to coach and facilitate conversations with the programs in most need."

"As a result of learning the Action Planning Process, I have been able to use the method in developing action plans for my internal team, measure progress toward goals and identify additional gaps in our system. This process has supported our Part C program to make progress in the quality of our work and enabled us to report within our Department and to key stakeholders."

"The process of writing and refining the action plan helped me, document my day-to-day work and look at my work on a deeper level. It helped me think of the work in a sustainable way while pushing me to keep the goals at the forefront while looking at them from different perspectives."

"I have a much higher self-awareness of my current skills and abilities and how these make me a better leader, how to utilize my team, and how to seek help in the areas where I need more support."

"This process has helped to improve my perspective of leadership internally and externally while making connections, and increasing understanding of policy, practice, and systems change."

"Being able to learn the competencies to move a system forward despite adversity is a huge kudos to this academy."

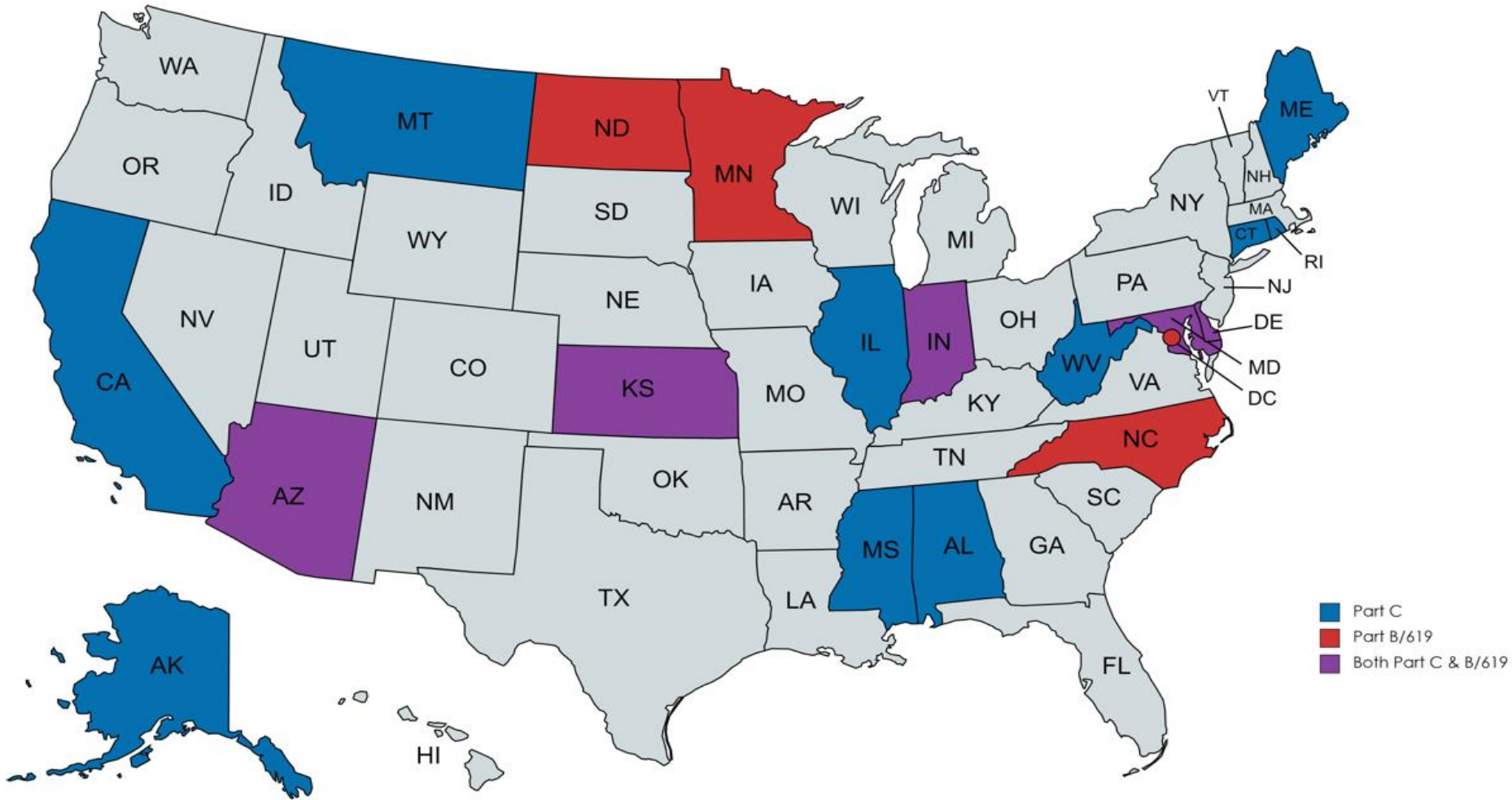
Leadership Initiatives Partnership

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.



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Technical Assistance Center

Cohorts 1 to 3 Participation



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Participants by Cohort

Add date range	Total began	Total finished	Format/Hours
Cohort 1 <i>July 2020 to June 2021</i>	13 AZ (2), CT, DC, GA, IL, KS (2), KY, MA, MN, RI, WA	7 AZ (2), CT, IL, KS (1), MN, RI <i>4 people left their positions</i>	All on Zoom 30 sessions 1.5 to 3 hours each 76.5 total hours
Cohort 2 <i>January 2022 to February 2023</i>	15 AL, AZ, CA (4), CT, DE, IL, IN, KS, ME, MT, NC, ND	9 AL, AZ, CT, IL, IN, ME, MT, NC, ND <i>3 people left their positions</i>	“Hybrid” Zoom and 3 x in-person 119 total hours
Cohort 3 <i>June 2023 to October 2023</i>	15 AK, AL (2), AZ (2), DE (2), IN (3), MD (2), ME, MT, WV	14 AK, AL (2), AZ (2), DE (2), IN (3), MD (2), ME, MT, WV <i>2 people left their positions</i>	All in-person (3 sessions 3.5 days each) 90 hours



Structure and Schedule Cohort 3

Date/Time	Topics	Demonstration of Competency
<p>June 5-9, 2023 Session 1</p> <p>Foundational Leadership</p>	<p>1.1 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.</p> <p>1.2 Ethics and Professionalism: After completion of this module, you will be able to develop and implement standards, guidelines, and expectations for equitable and ethical decision-making and professional behavior by the staff in the Part C and/or Part B (619) service system.</p> <p>1.3 Leading Others: After completion of this module, you will be able to motivate and lead diverse strategic partners (stakeholders) to develop, revise, and implement components of the state Part C and/or Part B (619) system in collaboration with other early childhood initiatives.</p>	<p>1.1. Develop an Individual Professional Development Plan</p> <p>1.2. Identify a problem to be addressed, using the ethical decision-making tool develop strategies to address this problem.</p> <p>1.3. Identify diverse strategic partners (stakeholders) to develop, revise, and implement components of the state Part C and/or Part B (619) system in collaboration with other early childhood initiatives.</p>

LEADERSHIP INDIVIDUAL PROFESSIONAL DEVELOPMENT ACTION PLAN

NAME:	PERIOD COVERED:
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Goals/Objectives/ Activities	Person(s) Responsible	Resources (Needed)	Outcome	Projected Date of Completion	Criteria for Success
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Activity 1.1.2.					
Objective 1.2.					
Activity 1.2.1.					
Activity 1.2.2.					

Structure and Schedule Cohort 3

Date/Time	Topics	Demonstration of Competency
<p>August 6 – 10, 2023 Session 2</p> <p>Operational Leadership</p>	<p>2.1. Law, Regulations, and Policy: After completion of this module, you will be able to analyze, interpret, monitor, and revise (as necessary) federal and state laws, regulations, and policies to improve programs, services, and outcomes for infants and young children and their families eligible to receive services in the IDEA Part C and the Part B (619) system.</p> <p>2.2 Early Learning and Pedagogy: After completion of this module, you will be able to establish policy to guide the adoption, implementation and evaluation of evidence-based assessment, intervention and transition practices for all infants, young children and their families in early intervention and early childhood special education under the IDEA Part C and/or Part B (619) service system.</p> <p>2.3. Part C and/or Part B (619) Program Management: After completion of this module, you will be able to develop and/or facilitate the implementation of plan(s) to address Part C and/or Part B (619) service system needs with measurable and equitable goals, objectives, activities, identified resources, timelines, and outcomes.</p>	<p>2.1. Identify a policy or regulation you would like to analyze, monitor, and revise to improve programs, services, and outcomes.</p> <p>2.2. Identify a proposed policy to be implemented to guide the adoption, implementation and evaluation of evidence-based assessment, intervention and transition practices.</p> <p>2.3. Develop an action plan to address a Part C and/or Part B (619) service system need.</p>



Structure and Schedule Cohort 3

Date/Time	Topics	Demonstration of Competency
<p>October 1-5, 2023 Session 3</p> <p>Strategic Leadership</p>	<p>3.1 Communication, Collaboration and Planning: After completion of this module, you will be able to build state and local collaborations with programs, agencies, and organizations to meet the needs of all infants and young children with risk conditions, delays, and/or disabilities and their families who represent *diverse backgrounds.</p> <p>3.2 Strategic Thinking and Planning: After completion of this module, you will be able to facilitate diverse strategic partner groups to implement a work plan with equitable and measurable goals, objectives, activities, identified resources, timelines, and outcomes to develop or improve a service issue/need for the state Part C and/or Part B (619) service system.</p> <p>3.3 Systems Change: After completion of this module, you will be able to scale up, implement and evaluate a practice(s), program, or policy for eligible infants and young children with risk conditions, delays, and/or disabilities (ages birth to five) and their families, who represent diverse linguistic, racial, ethnic, cultural, socio-economic, educational, and historically underrepresented backgrounds.</p>	<p>3.1. Identify and enhance state and local collaborations with programs, agencies, and organizations to meet the needs of all infants and young children with disabilities and their families.</p> <p>3.2. Identify and facilitate diverse strategic partner groups to develop or improve a service issue/need for the state Part C and/or Part B (619) service system.</p> <p>3.3. Develop a system to scale up, implement and evaluate a practice(s), program, or policy for the Part C or Part B/619 service system.</p>



Capstone Project

Goals/Objectives	Persons Responsible	Resources (Needed)	Outcome	Projected Date of Completion	Criteria for Success
GOAL 1.					
Objective 1.					
Activity 1.1					
Activity 1.2					
Activity 1.3					
Objective 2.					
Activity 2.1					
Activity 2.2					
Objective 3.					



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?



Capstone Projects Cohort 1

- Development of a professional development plan for early childhood special education and early intervention leaders aligned with the State's Comprehensive System of Personnel Development Plan.
- Development of a Part C multi-tiered state leadership program for Part C personnel and families, utilizing national research, stakeholder input and current in-state resources and opportunities.
- Development of a state leadership academy modeled after the Early Childhood Personnel Center (ECPC) Leadership Academy and ECPC's Knowledge and Skill Statements to develop leaders and succession plans.
- Development of a professional development program to increase the leadership knowledge and skills of the State Department of Education's Part B Section 619 special education specialists to support and provide quality technical assistance to their local preschool program personnel.
- Development and implementation of a system to understand and use statewide indicator B6 data to influence preschool inclusion initiatives.

Capstone Projects Cohort 2

- To build capacity and sustainability, the NC Part B IDEA Preschool (619) Services will be reorganized to implement internal statewide support system.
- Review/Enhance C-B Transition process & guidance
- Better family engagement within transition - Collaboration - addressing SSIP - aligning SSIP for C and 619.
- Internal capacity - roles/responsibility/scope of work for internal team (went from 1 to 4 staff). Then move to external capacity
- CSPD System development and implementation
- Development and implementation of standardization of Service Coordinator competencies
- Enhance credentialing so that it is more accessible, possibly tie to reimbursement, integration with higher Ed
- Recruitment and retention - potential tiered reimbursement tied to credentialing
- Family voices in EI system - building relationships between provider network and state



Capstone Projects Cohort 3

- Evaluate current data collection system using random samples to determine baseline for Indicators B6, B7, B12
- Create collaboration with parents through engagement and build parent capacity to be leaders in EI through the implementation of quarterly parent meetings
- Increase Access and communication to EI Providers
- Create a plan that identifies the steps that AzEIP programmatic team needs to take to make the changes needed so that all families understand their Child and Family Rights
- Conduct a comprehensive fiscal analysis that details the income and expenditures for the early intervention program. The team will complete the fiscal analysis in 6 months
- Primary referral sources will be aware of how and where to refer when the lead agency change occurs in January of 2024
- Resources and training materials in the MITP Personnel Standards required for Early Intervention Providers in the Maryland Personnel Standards Guide will be updated so the workforce has the most up to date practices to be able to perform their jobs with fidelity
- Develop plan to expand Part C eligibility criteria by increasing revenue sources
- Create a comprehensive system of onboarding and utilizing current competencies for EI provider to establish a knowledgeable workforce who provide quality EI services to the children and families of Maine
- Increase availability of Inclusive Preschool Opportunities for young children (3-5yrs) with developmental delays/disabilities across the state

Challenges

- COVID, COVID, and MORE COVID
- TIME Commitment
- Competing Priorities
- Participants Knowledge and Skills



Be a Leader of Change

- Choose Your Style
- Learn How to Improve It
- Have Content Knowledge and Credibility
- Focus on Outcomes
- Be Kind



Next Steps

- Currently Recruiting: Next Cohort beginning in 2024
- Are you interested in learning more?



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