



# Getting Our Acts Together

**Presentation at  
2009 National OSEP  
Early Childhood Conference**

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FPG Child Development Institute  
UNC-Chapel Hill**

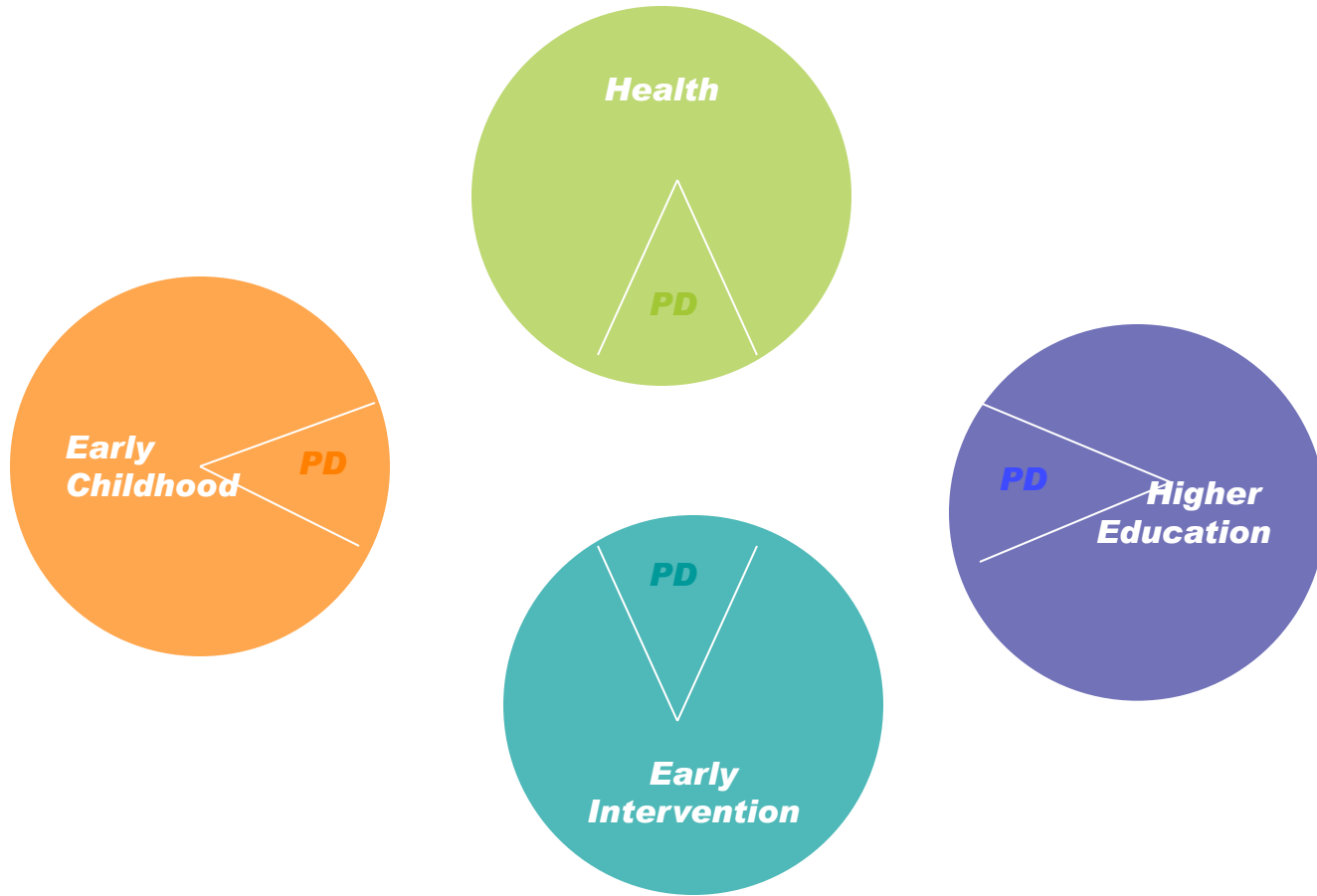
# Definitely Not Ready for Primetime Players



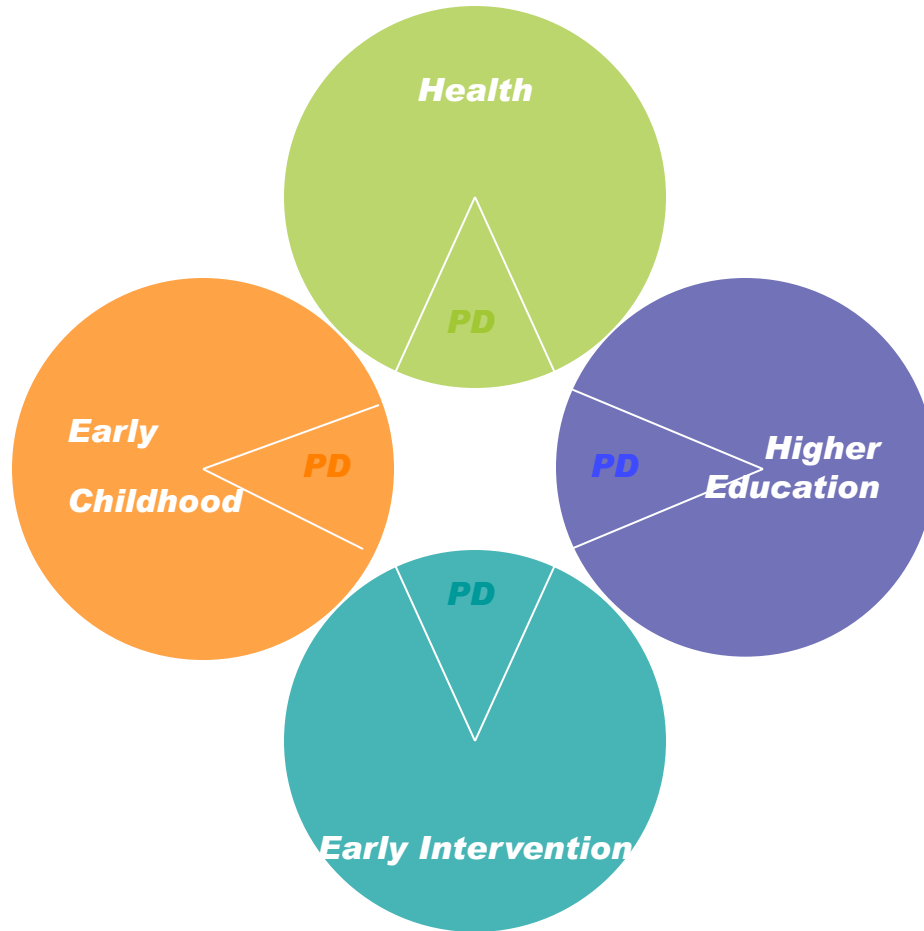
# Agenda

- Current context
- Issues related to cross-sector collaboration
- Lessons Learned
- Resources

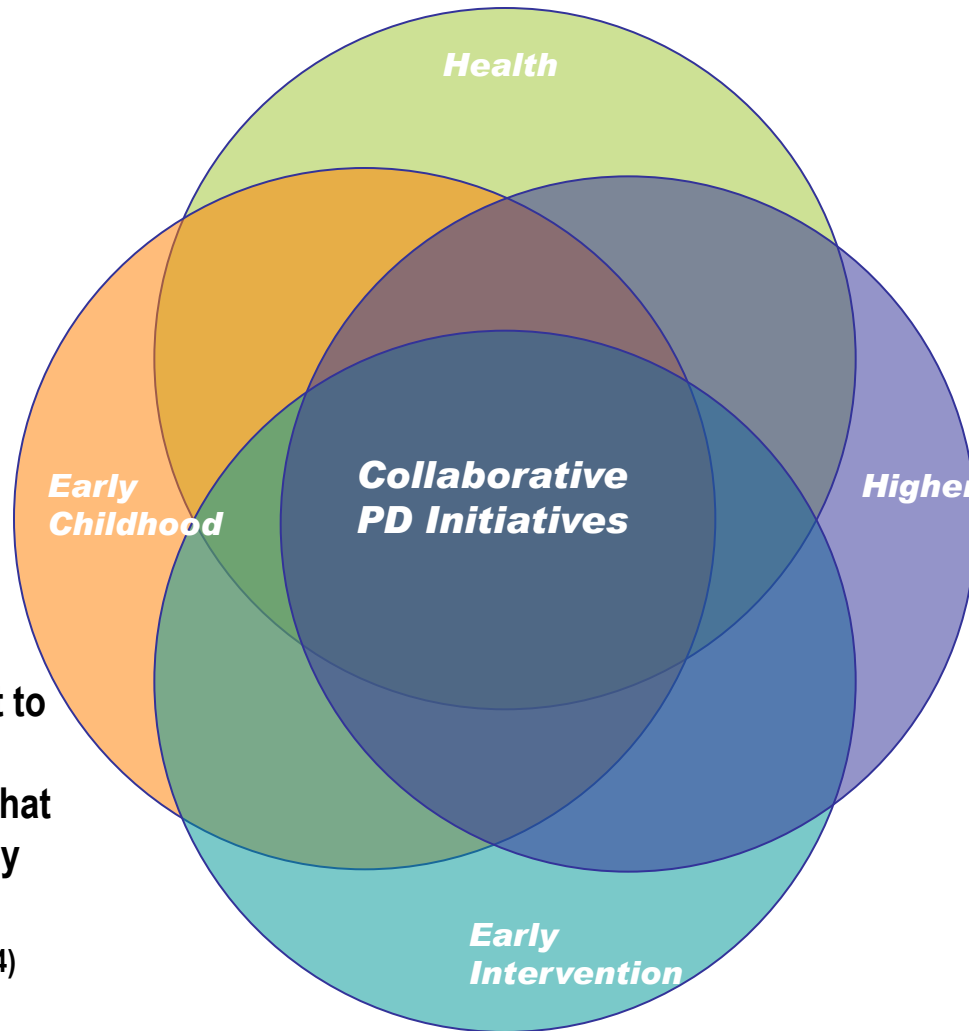
# Silo Approach to PD



# Limited Partnership Approach



# Collaborative Approach to PD



**Collaboration: a commitment to work together to address a problem and achieve a goal that could not be accomplished by the organizations working individually (Mattessich et al., 2004)**

# Legislative Support for Cross-Sector Collaboration

- Higher Education Opportunity Act of 2008 authorizes “*state advisory councils on early childhood professional development and career systems*” to “*pull together all of the different stakeholders to create a coherent system*”
- New (2007) Head Start legislation requires every state to create or designate a State Advisory Council to better coordinate early education and care services. Applications available for 3-year Early Childhood Advisory Council (ECAC) grants. Deadline: August 1st 2010

# Legislative Support for Cross-Sector Collaboration

- Race to the Top encourages the integration of early childhood and elementary school reform efforts
- Early Learning Challenge Fund grants must address coordination between health, mental health, disability, and family support services and the development of a professional development system for early childhood

# New Structures for Collaboration

–Early Childhood Technical Assistance Consortium (ECTA)

<http://www.ectaconsortium.org/>

(comprised of national projects working with states to build cross-sector collaboration to support evidence-based practices)



# OSEP Offers RFP Opportunity for Community Colleges

Tags: [evidence-based practice](#), [funding](#), [personnel preparation](#), [research](#), [children with disabilities](#), [professional development](#)

Note: The Application Deadline for this RFP was November 3rd, 2009

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The Office of Special Education and Rehabilitative Services (OSERS) has announced a new funding competition focused on improving the quality of paraprofessional preservice programs. This competition would provide support to institutions of higher education, with a particular focus on community colleges, to improve their early childhood or early childhood special education preparation programs.

Grant Application Information: <http://edocket.access.gpo.gov/2009/pdf/E9-21436.pdf>

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## Resources that might be useful for interested applicants.

### Information about CONNECT

CONNECT is creating web-based, instructional resources for 2 and 4 year faculty that focus on and respond to challenges faced each day by those working with young children with disabilities and their families. The modules are designed to build early childhood practitioners' abilities to make evidence-based decisions. CONNECT modules may be useful for addressing OSEP's request that applicants collaborate with other OSEP funded projects to incorporate existing resources on evidence-based practices.

Upcoming modules:

- Embedded Interventions (preview available October 2009)
- Family-professional partnership (available 2010)
- Transition(available 2010)

Faculty Preview Opportunity: Would you like to preview our first module on Embedded Interventions? - [CLICK HERE](#)

# Issues: Terminology



What do we mean by . . .

- professional development?
- Inclusion?

# Professional Development



## National Professional Development Center on Inclusion

Helping states achieve an integrated professional development system that supports high quality inclusion



## What Do We Mean by Professional Development in the Early Childhood Field?

**A**

lmost everyone recognizes the importance of having effective early childhood workforce in programs that serve young children and families. Less clear is how to ensure that all early childhood practitioners have the essential knowledge and skills they need to be effective.

Increasingly, policy makers are turning to professional development as the solution to adequately preparing practitioners or helping them improve their instructional and intervention practices. This focus on effective practices is associated with the goal of improving child outcomes as part of the

# **NPDCI Definition of Professional Development**

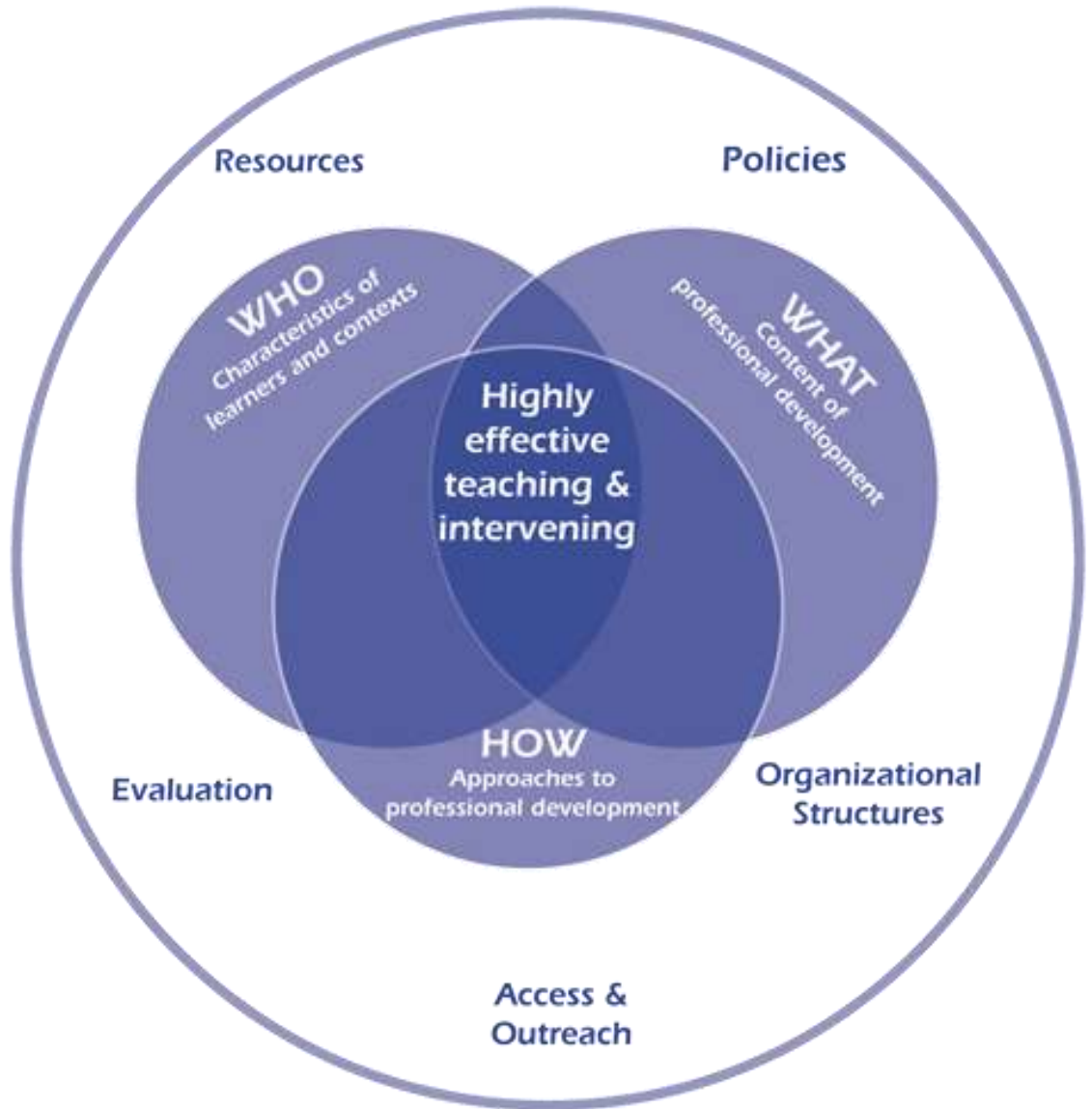
*“Professional development is facilitated teaching and learning experiences that are **transactional** and designed to support the **acquisition** of professional knowledge, skills, and dispositions as well as the **application** of this knowledge in practice.....*

## **Definition** (continued)

*The key components of professional development include:*

- a) characteristics and contexts of the learners (i.e., *the “who”* );**
- b) content (i.e., *the “what”* of professional development); and**
- c) organization and facilitation of learning experiences (i.e., *the “how”*).**”

# NPDCI Conceptual Framework for PD



# DEC/NAEYC Inclusion Definition



Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.

# Issues: Assumptions



We have a professional development system...or do we?

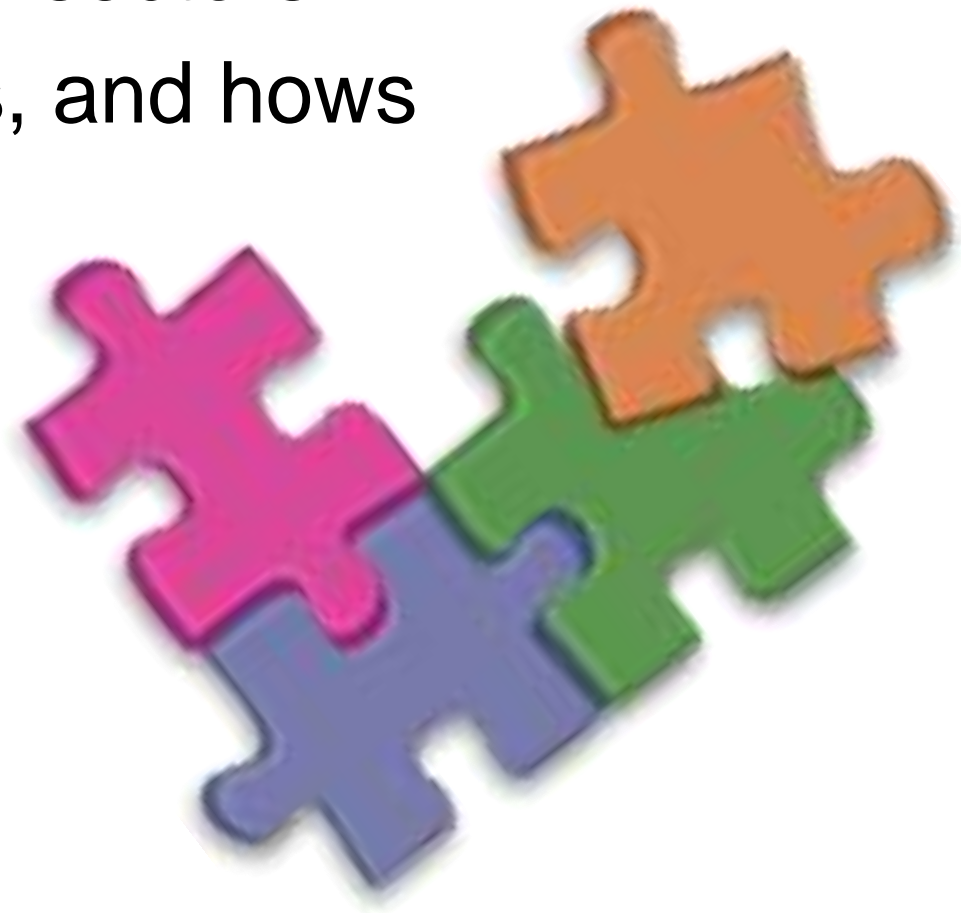
We involve all early childhood sectors...or do we?

We know what's happening in our state...or do we?

Others?

# Putting It All Together

- Multiple systems and sectors
- Multiple whos, whats, and hows



## Professional Development Who, What and How Planning Matrix

Who are EC PD Providers from your agency/org?	To whom do they provide PD?	What is the content of PD?	How do they deliver the PD? Is this aligned with level of learner impact desired and content focus?	Who funds the PD?	Does this PD link to a Quality Initiatives or other incentive for participation (QRIS, credential, accreditation)?	Is impact data collected?
Who provides PD to the PD providers listed above?		What is content of PD provided to PD providers?	How is it delivered?		Link to quality initiative?	Is impact data collected?

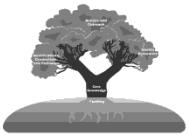
# Lessons Learned (and being learned) about Cross-Sector Collaboration

- Takes time, focus and persistence
- Forgotten sectors are usually ready, willing and eager to participate
- A person, with strong organizational/agency support needs to be responsible for collaboration

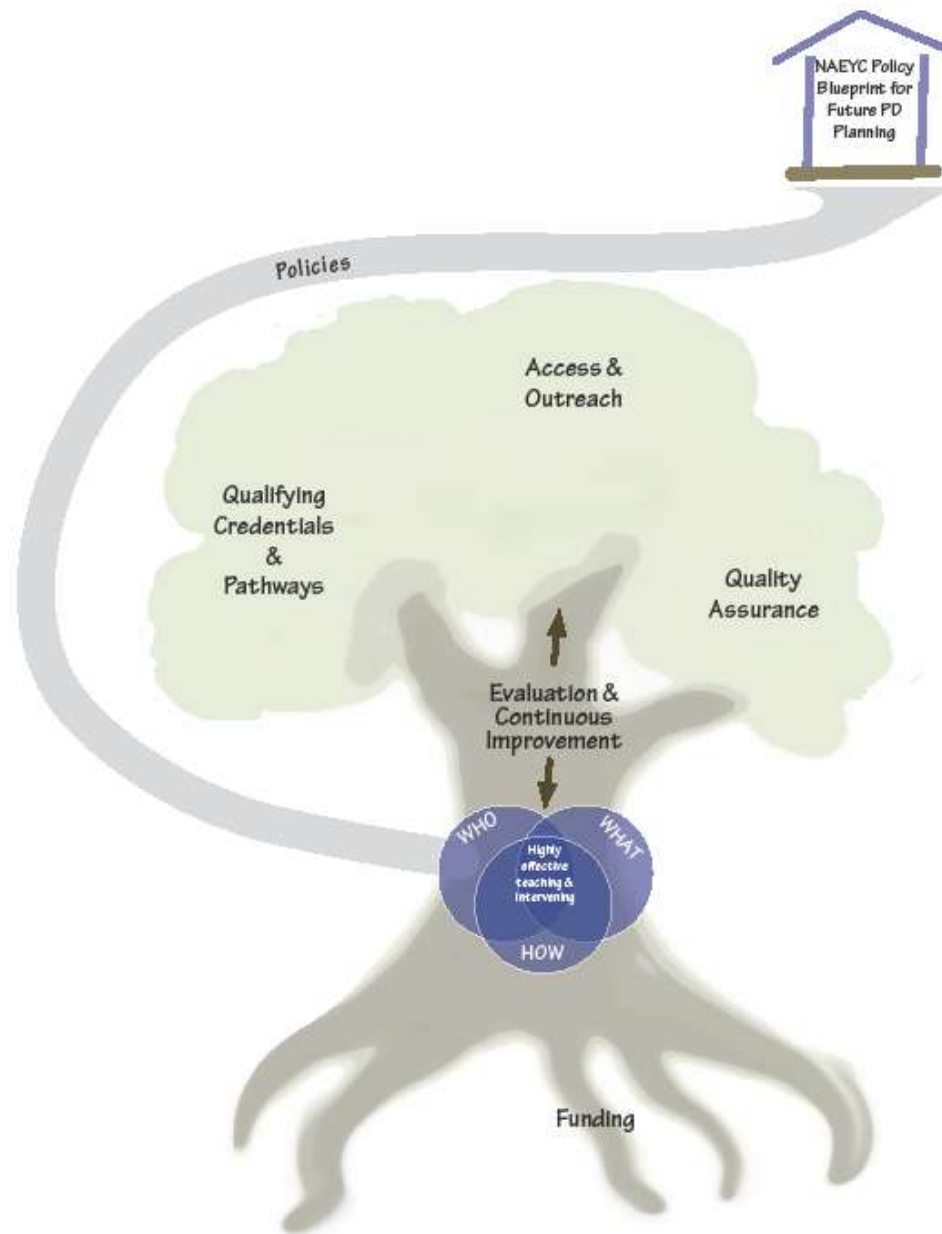
# Other Resources on Professional Development Systems



NAEYC – *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*<sup>7</sup>



NCCIC - *Early Childhood Professional Development Systems Toolkit*<sup>10</sup>



Integration of Early Childhood Professional Development Frameworks  
(NCCIC, NAEYC, NPDCI)

# Come blog with us!

**Inclusion in Head Start and Early Head Start Programs — Early Childhood Community - Mozilla Firefox**

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http://community.fpg.unc.edu/discussions/blog-speaking-of-inclusion/inclusion-in-head-start-and-early-head-start-programs

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**NAVIGATION**

Discussions  
Blog: Speaking of Inclusion...

**BLOG ARCHIVE**

Inclusion in Head Start and Early Head Start Programs

Wks and Discussion: Help Define Approaches to Professional Development

**Inclusion in Head Start and Early Head Start Programs**

Posted by Dayana Garcia at Aug 26, 2009 | [Permalink](#)  
Filed under: [head start](#)

Does anyone have new approaches/strategies that create more effective service delivery/collaborative practices? Any recommendations for newly funded EHS programs?

Head Start and Early Head Start (HS/EHS) programs have a very important role when it comes to including young children with disabilities. Collaboration is critical. HS/EHS can not provide services to children with disabilities without a solid relationship and established partnership with Part C and Part B providers. Although this relationship has improved in last few years, there are still situations when programs have difficulty coordinating efforts to efficiently and seamlessly include children with disabilities.

**Blog**

Dayana Garcia, M Ed, ECLKC Content Expert, Disabilities and Mental Health Head Start Knowledge and Information Management Services (HSKIMS)

**Community Question**  
Does anyone have new approaches/strategies that create more effective service delivery/collaborative practices? Any recommendations for newly funded EHS programs?

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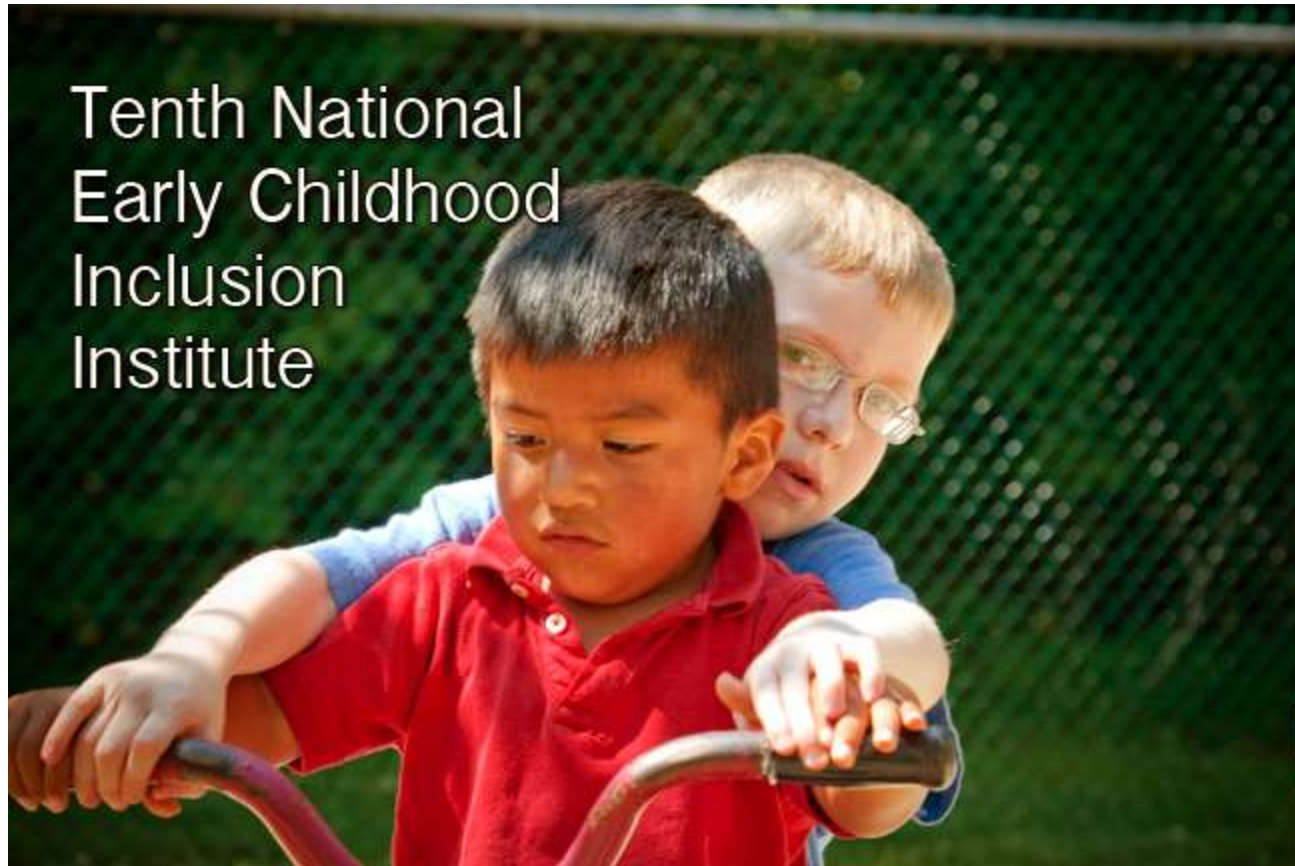
Save the date!

**May 17-19, 2010**

**The William and Ida Friday Center, Chapel Hill, NC**

**Sponsored by: The National Early Childhood Technical Assistance Center, FPG**

**Child Development Institute, The University of North Carolina at Chapel Hill**



Tenth National  
Early Childhood  
Inclusion  
Institute



*Thank you*

- **We sincerely appreciate your powerful ideas.**
- **Visit our community website**  
**<http://community.fpg.unc.edu/>**

# Cross-Sector Collaboration



A commitment to work together across clearly recognizable sectors or subsystems to address a problem and achieve a goal that could not be accomplished by the organizations working individually<sup>8</sup>