Taking technical assistance to a new level

HELPING EARLY CHILDHOOD LEADERS ADAPT TO CHANGE AND MOVE PROGRAMS AND POLICIES TO SUCCESS FOR YOUNG CHILDREN

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To reach an **ambitious vision** for young children that drives toward **outcomes**, early education leaders must **align** many complex purposes and processes and direct them toward **clear operational goals and objectives**.
What we’ll cover in this session

- Research-based foundations of early learning
- Sound operations
- Systems implementation
- Performance management processes
- Supporting evidence-based results
Who is with us. . . .

- Technical assistance providers
- Higher education professionals
- Preschool teachers
- Infant and toddler educators
- Educators
- Others?
What are we talking about when we talk about technical assistance?

- Consultation
- Help with meeting basic needs
- Content support
- Leadership
- Technical skills
- Other
Individual and Organizational Capacity

- Vision and a strategic planning for early learning
- Effective stakeholder engagement and communications
- Performance management and implementation of policies, programs and initiatives
- Talent management

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Organizational Effectiveness and Efficiency Quality Elements include:

- Continuous improvement strategies for programs, teaching and learning and child outcomes
- A unified data system
- Content expertise on curriculum, pedagogy, assessment and technology
- Family and community engagement
- Supports to a high performing early learning workforce; systems alignment; strategic financing; and, supporting and implementing evidence-based innovations.
Leadership and Staff Capabilities - Leaders are:

- Adaptive, innovative and demonstrate high levels of executive function
- Effective managers
- Evidence-based and trained in research
- Powerful communicators
- Well-versed in system thinking
- Committed to being change agents
- Committed to equity through identifying and addressing disparities
The Practice Equation

Research + Policy = Practice
"I think you should be more explicit here in step two,"

THEN A MIRACLE OCCURS...

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S. Harris
KEY CONCEPTS – CORE COMPETENCIES

- Become *systems thinkers*
- Master the skills of “*adaptive leadership*”
- Use the *self* as an instrument of change to produce intended results
- Be *results-based* and *data-driven*
- *Collaborate* with others
- Bring attention to and *act on disparities* within the early education system
Your system...any system is perfectly designed to produce the results you are obtaining.

(Adapted from Carr, 2008)
Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System

1. Define & Coordinate Leadership
2. Recruit & Engage Stakeholders
3. Finance Strategically
4. Early Learning & Development
5. Health
6. Family Leadership & Support

- Ensure Accountability
- Create & Support Improvement Strategies
- Enhance & Align Standards
- Outcome: Thriving Children & Families
FIGURE 1-1 The complex landscape that affects children ages 0-8.
FIGURE 1.1 The complex landscape that affects...
ADAPTIVE LEADERSHIP – THE CHALLENGES WE FACE

Technical Challenges
- Know-how currently exists
- Requires authoritative expertise or standard operating procedures to solve

Adaptive Challenges
- Solution not currently available
- Requires innovation/experimentation, new discoveries, adjustments on multiple levels
- Risk and courage involved as uncertainty and resistance is encountered
- Solved by the people experiencing the problem
THE CHALLENGES WE FACE

Technical Challenges

EASY

HARD

Adaptive Challenges
<table>
<thead>
<tr>
<th>MANAGERS</th>
<th>LEADERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer</td>
<td>Innovate</td>
</tr>
<tr>
<td>Ask how and when</td>
<td>Ask what and why</td>
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<tr>
<td>Focus on systems</td>
<td>Focus on people</td>
</tr>
<tr>
<td>Do things right</td>
<td>Do the right things</td>
</tr>
<tr>
<td>Maintain</td>
<td>Develop</td>
</tr>
<tr>
<td>Rely on control</td>
<td>Inspire trust</td>
</tr>
<tr>
<td>Have short-term perspective</td>
<td>Have long-term perspective</td>
</tr>
<tr>
<td>Accept the status quo</td>
<td>Challenge the status quo</td>
</tr>
<tr>
<td>Eye the bottom line</td>
<td>Eye the horizon</td>
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<tr>
<td>Imitate</td>
<td>Originate</td>
</tr>
<tr>
<td>Emulate the classic good soldier</td>
<td>Are their own person</td>
</tr>
<tr>
<td>Copy</td>
<td>Show originality</td>
</tr>
</tbody>
</table>

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INGREDIENTS FOR IMPROVEMENT

VISION + SKILLS + INCENTIVE + RESOURCES + ACTION PLAN + DATA + RELATIONSHIPS = IMPROVEMENT

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<table>
<thead>
<tr>
<th>Vision</th>
<th>Skills</th>
<th>Incentive</th>
<th>Resources</th>
<th>Action Plan</th>
<th>Data</th>
<th>Relationships</th>
<th>=</th>
</tr>
</thead>
<tbody>
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<tr>
<td>IMPROVEMENT</td>
<td>CONFUSION</td>
<td>ANXIETY</td>
<td>SLOW CHANGE</td>
<td>FRUSTRATION</td>
<td>FALSE STARTS/TREADMILL</td>
<td>UNCERTAINTY/FALSE BELIEFS/POOR DECISIONS</td>
<td>ISOLATION/MORE WORK/REJECTION/LIMITED IMPACT</td>
</tr>
</tbody>
</table>

**Ingredients for Improvement**

- Vision
- Skills
- Incentive
- Resources
- Action Plan
- Data
- Relationships

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RESULTS BASED ACCOUNTABILITY

<table>
<thead>
<tr>
<th>QUANTITY</th>
<th>QUALITY</th>
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<tbody>
<tr>
<td><strong>How Much We Do</strong></td>
<td><strong>How Well We Do It</strong></td>
</tr>
<tr>
<td>How much service did we deliver?</td>
<td>How well did we do it?</td>
</tr>
<tr>
<td># Customers served</td>
<td>% Services/activities performed well</td>
</tr>
<tr>
<td># Services/Activities</td>
<td></td>
</tr>
<tr>
<td><strong>Is Anyone Better Off?</strong></td>
<td></td>
</tr>
<tr>
<td>What quantity/quality of change for the better did we produce?</td>
<td></td>
</tr>
<tr>
<td>#/% with improvement in:</td>
<td></td>
</tr>
<tr>
<td>Skills</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>Behavior</td>
<td></td>
</tr>
<tr>
<td>Circumstances</td>
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SPEED DATA(ING)
Treating **communities** who are situated differently as if they were the same can result in much greater inequities.”

John A. Powell
Treating people who are situated differently as if they were the same can result in much greater inequities.”

— John A. Powell
We can’t do this alone...

Watch this video here:
https://youtu.be/YRX2y46fHXE
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