



Taking leadership to a new level

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



Our Session

Leadership development is an on-going process and it involves complex skills and abilities related to establishing vision and direction, providing motivation and guidance, and promoting collaboration within and across agencies and programs. This session will help participants better understand the characteristics of a good leader and reflect on your own leadership skills. State experiences and resources will be shared that support knowledge and skill development in individual leaders.

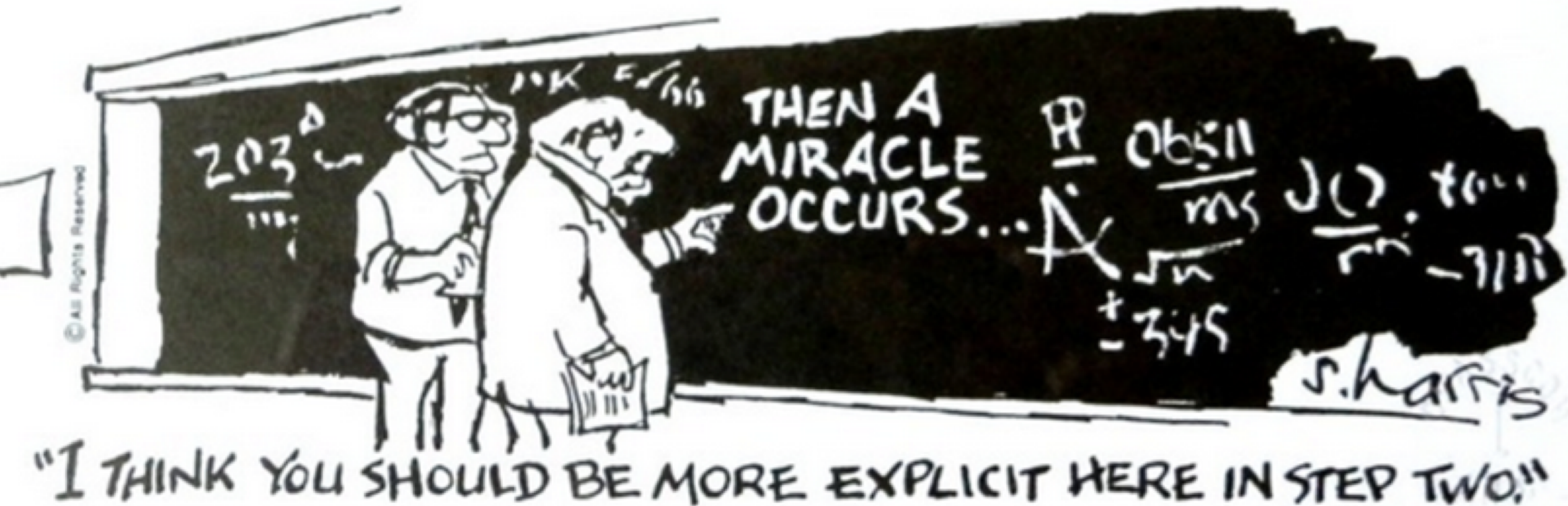


Who is in the room?

Presenters

- Mary Beth Bruder, ECPC
- Lori Connors-Tadros, CEELO
- Jana Martella, CEELO
- Stacy Kong, Part C Hawaii
- Lisa Wasacz, 619 Michigan

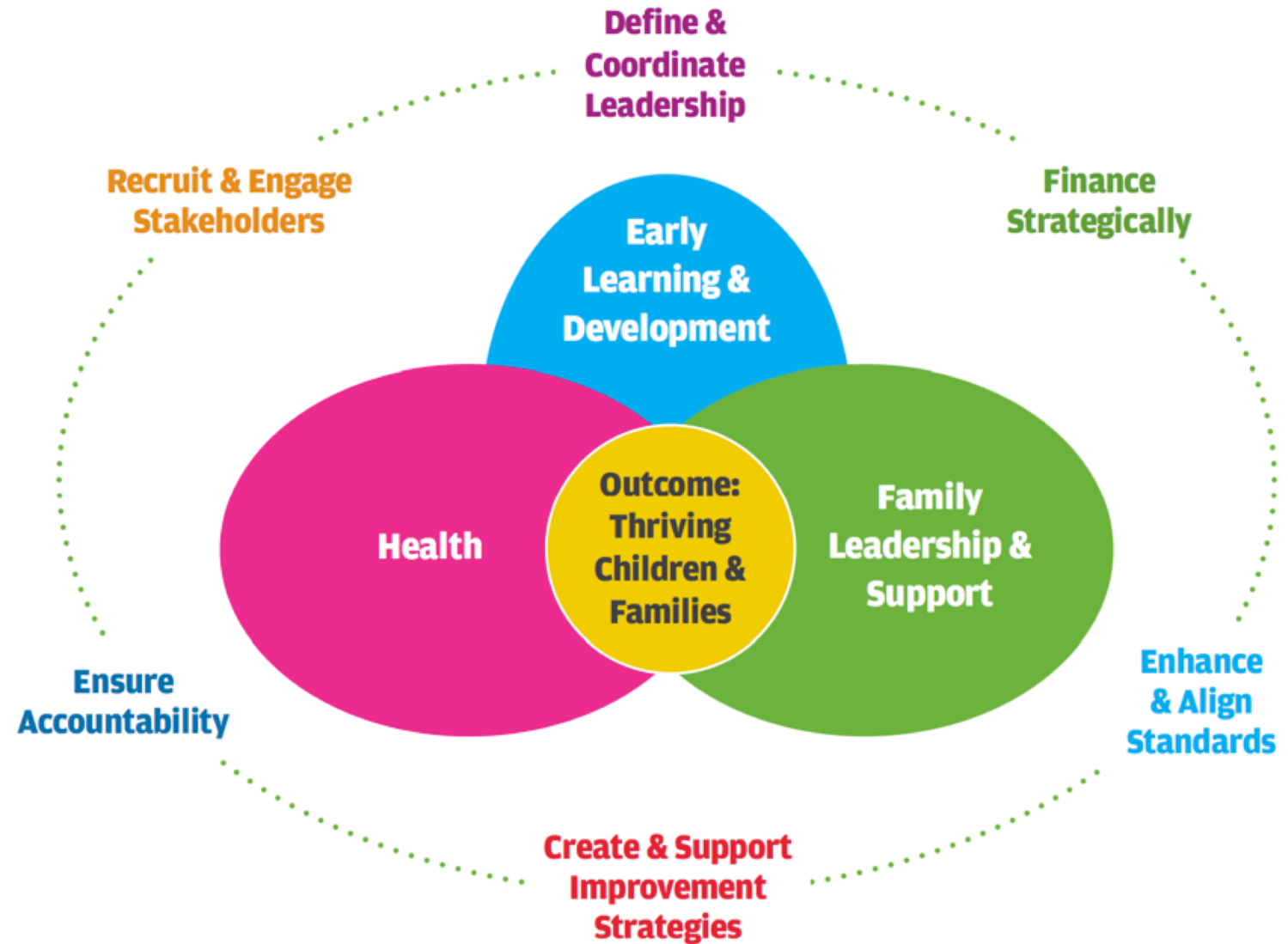
Participants





WHAT WE THINK THE
SYSTEM LOOKS LIKE

Figure One. Six Key Strategies to Improve the Functioning of a Comprehensive Early Childhood System





WHAT WE THINK THE
SYSTEM LOOKS LIKE





WHAT WE THINK THE SYSTEM LOOKS LIKE





Purpose of the ECPC Leadership Program

To Integrate
Part C/Part B 619 Systems
into State Early Childhood Systems:
Policies, Practices, Programs, and
Personnel Development Activities



Leadership Teams

Part C Coordinator

Part B 619 Coordinator

State Early Childhood Coordinator

IHE Faculty

Family Member



Leadership Institute

Cohort 1:

Arizona*
Colorado
Connecticut
Delaware*
Idaho
Rhode Island
South Carolina*

Cohort 2:

Alaska
Massachusetts
Minnesota*
Nevada*
Tennessee
Texas
Virginia
Washington D.C.

Cohort 3:

Hawaii
Michigan*
New York
Ohio
Puerto Rico*

Cohort 4:

Illinois
Mississippi
New Mexico
Vermont
Washington

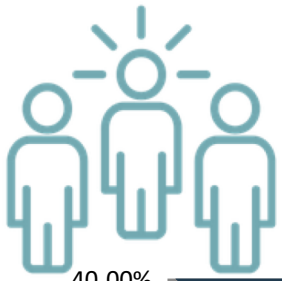
Cohort 5:

Connecticut
Florida
Illinois
Indiana

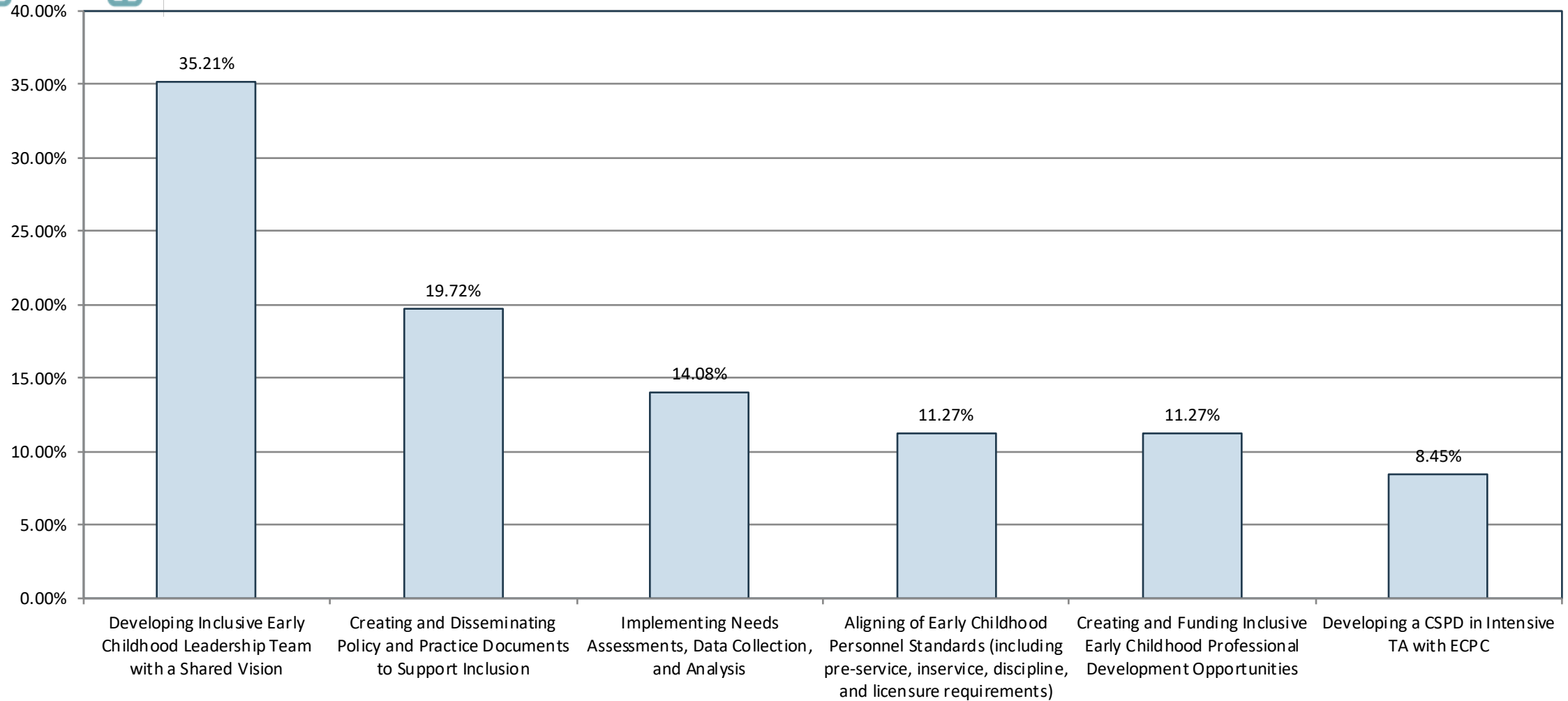


Strategic Plan Work Plan

Goals/Objectives	Strategy	Persons Responsible	Timeline	Completion	Evaluation
GOAL 1.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 2.					
Objective 1.					
Objective 2.					
Objective 3.					
GOAL 3.					
Objective 1.					
Objective 2.					
Objective 3.					



Percent of Themes Across All Action Plan Goals





Objectives of the Leadership Research Synthesis

1. Identify the relationships between different types of leadership practices and seven different study outcomes
2. Determine if different leadership practices are differentially related to the study outcomes
3. Evaluate the extent to which relationships between the leadership practices and study outcomes to ***inform adoption of particular types of leadership practices*** to have outcomes of interest
4. Determine if the relationships between the leadership practices and study outcomes are the ***same or different as a function of other factors*** (e.g., type of program or organization)
5. Use the findings from different sets of analyses to prepare ***R2P*** (Research to Practice) ***Leadership Briefs*** to inform adoption of evidence-informed leadership practices



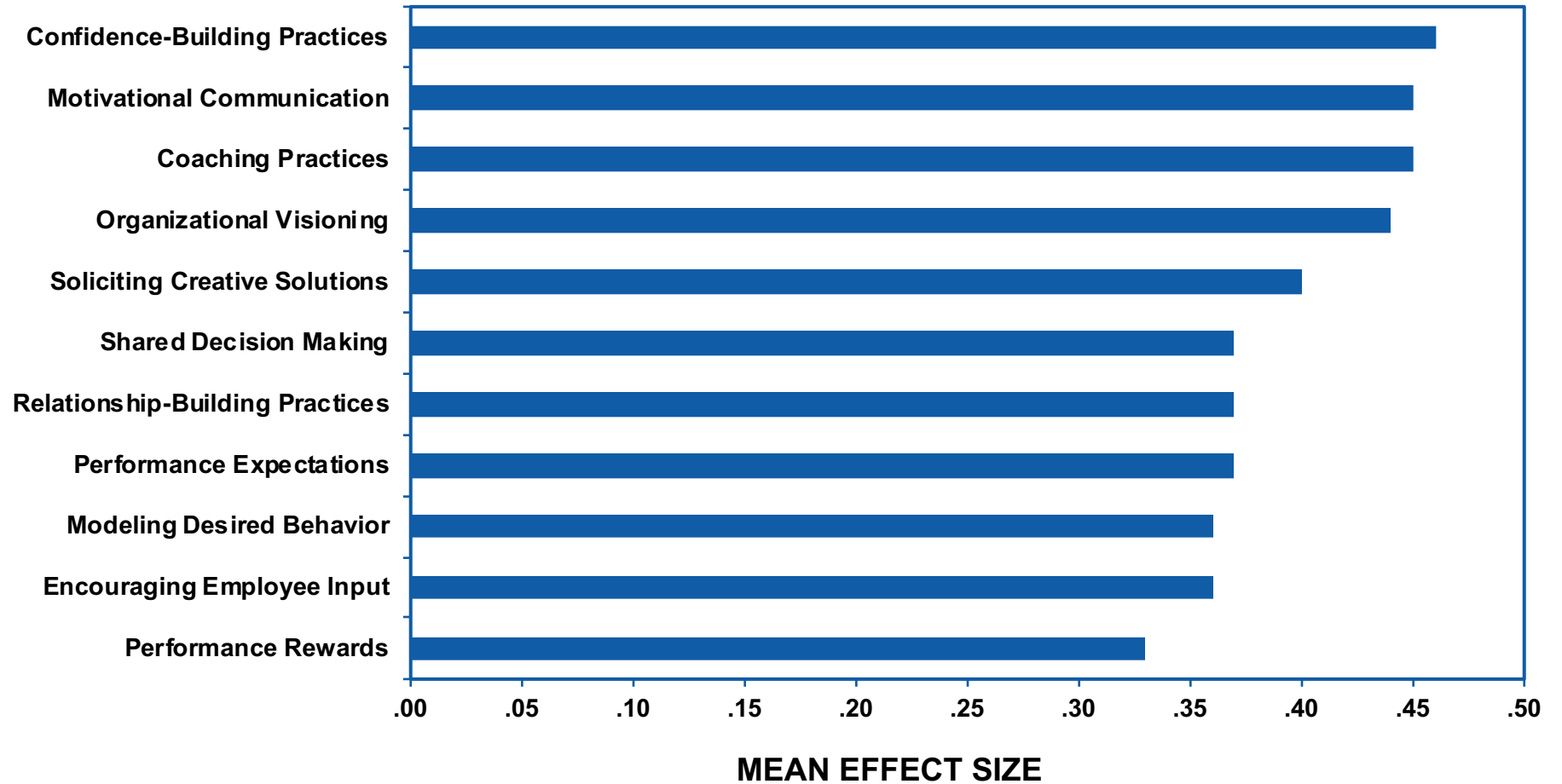
Overview of the Studies in the Synthesis

- 112 studies of leadership practices-outcome measure relationships
- The studies included 39,433 participants
- Approximately half of the participants were male and half were female
- Studies were conducted in 31 different countries
- Studies were conducted in for-profit and not-for-profit organizations, programs, businesses, etc.



Relationships Between the Leadership Practices and the Combined Study Outcomes

LEADERSHIP PRACTICES





Leadership Practices Constituting the Focus of Investigation

Leader-Centered Practices

Organizational Visioning

Motivational Communication

Modeling Desired Behavior

Capacity-Building Practices

Relationship-Building Practices

Confidence-Building Practices

Coaching Practices

Shared Responsibility Practices

Encouraging Employee Input & Feedback

Soliciting Creative Employee Solutions

Shared Decision-Making

Behavioral Practices

Performance Expectations

Performance Rewards



Leadership Training Content and Methods and Measurable Competencies

A Multi-Tiered Curriculum for Those Preparing or Supporting Part C and Part B (619) Administrators, Practitioners and Families

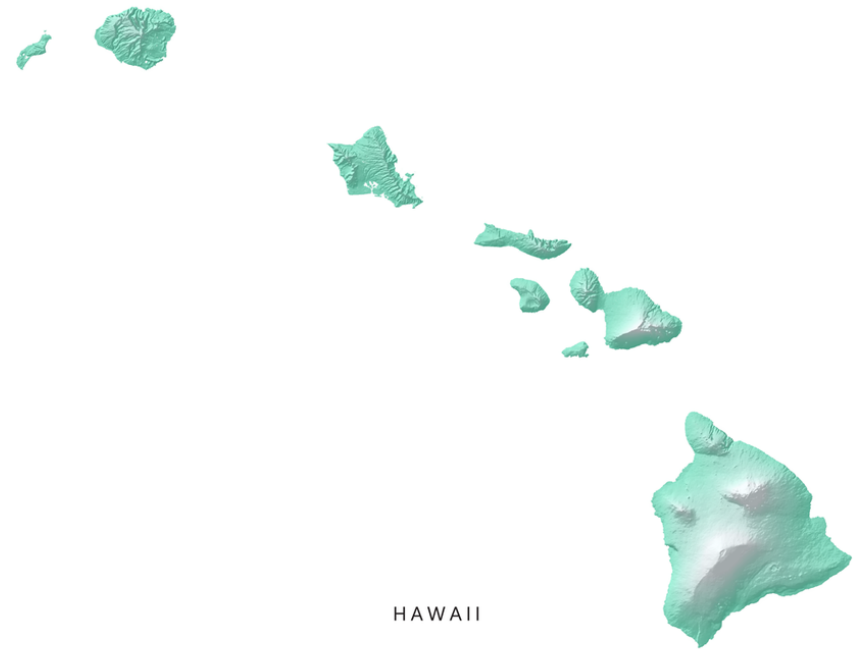


Leadership Beyond
Role/Agency: EC Systems

Leadership within the
Role/Agency: IDEA
Programs

Coordinators Orientation
and More

LESSONS IN LEADERSHIP FROM HAWAII



HAWAII



Key Concepts and Competencies of the CEELO Leadership Academy

- Become **systems thinkers**
- Master the skills of “**adaptive leadership**”
- Identify the **self** as an instrument of change
- Be **results-based** and **data-driven**
- **Collaborate** with powerful **Communication**
- Bring attention to and **act on disparities**



LEADERSHIP SKILLS GAINED - MICHIGAN

Development and honing of Five Core Competencies specifically focusing on:

- Use one self as an instrument of change to move a result
- Results based and data-driven
- Development around the four core skills on Results Based Accountability specifically focusing on:
 - Whole Population vs. Program Population
 - Using Factor Analysis to inform the development of strategies



MICHIGAN Accomplishments

- Convened cross department stakeholder group for inclusion
- Review and discussion of disparities around inclusion
- Identified top six barriers to inclusion in Michigan
- Discussed strategies to overcome barriers
- Identified “needs” to move forward
- Personal agreements to be involved in the stakeholder group
- Future meetings dates/space set and secured



WHAT THE SYSTEM ACTUALLY LOOKS LIKE PRACTICING THE ART OF LEADERSHIP

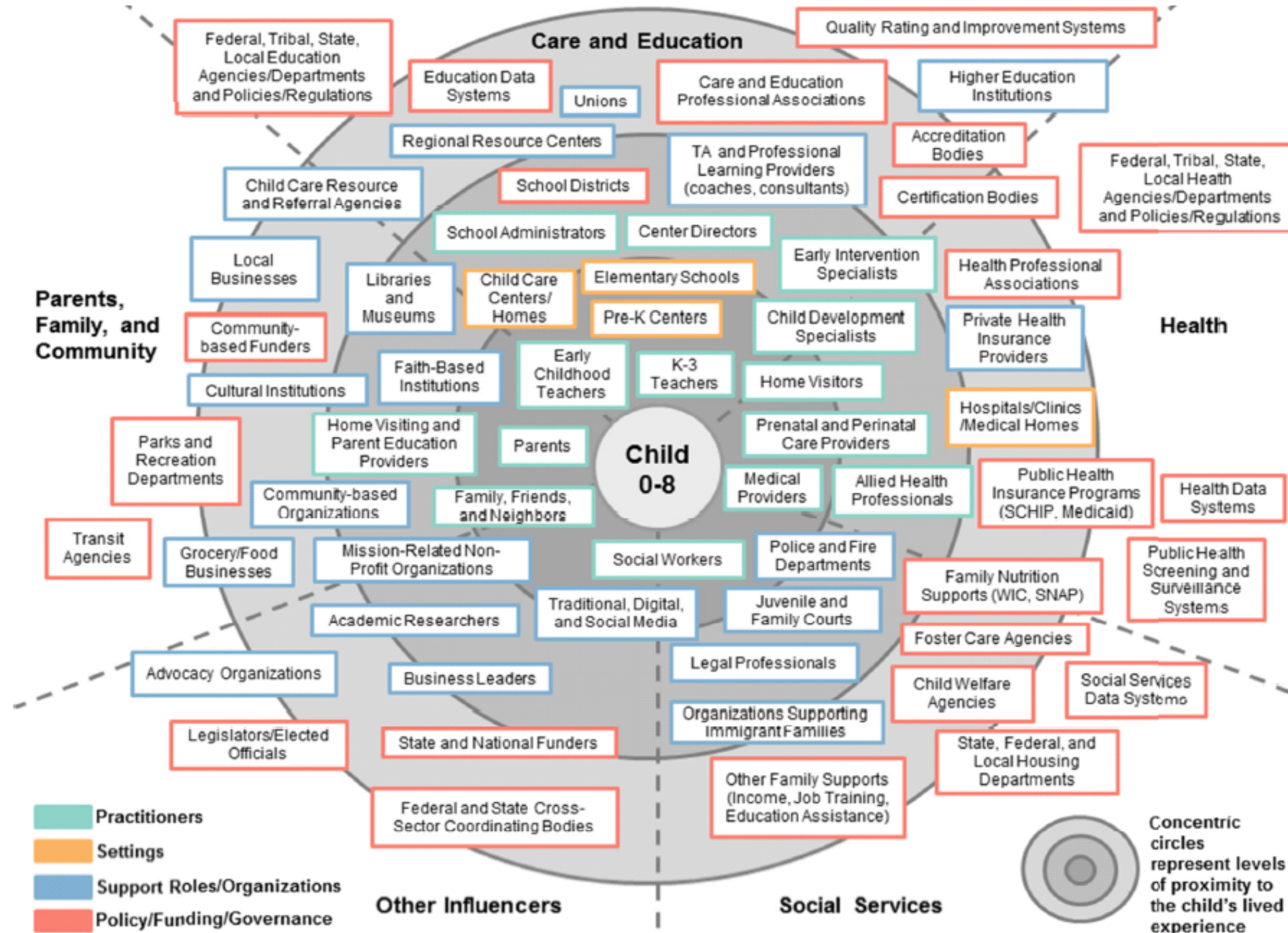


FIGURE 1-1 The complex landscape that affects children ages 0-8



ECPC Exercise

System Self Assessment

Leadership Sub Component

Quality Indicators

Elements of Quality



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>
---	---



A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.

- a. The composition of the leadership team represents key partners from cross-sector early childhood systems, technical assistance programs, institutions of higher education, parent organizations and other across disciplines.
- a. Additional stakeholder input, including from families, is actively solicited and considered by the leadership team in setting priorities and determining governance decisions.
- a. The leadership team members are aware of other related early childhood and school-age personnel development systems and align efforts when appropriate.
- a. The leadership team develops an overall vision, mission, and purpose for the CSPD and makes decisions and implements processes that reflect these.
- a. The CSPD vision, mission and purpose are aligned with the overall early intervention and preschool special education systems.
- a. The leadership team examines current policies and state initiatives (e.g. quality rating and improvement systems, educator effectiveness frameworks) to identify opportunities for collaboration and the coordination of resources, including ongoing and sustained funding across cross-sector early childhood systems.
- a. The leadership team advocates for and identifies resources for cross-sector priorities and activities.
- a. The leadership team disseminates information on the CSPD plan to relevant public and private audiences.



There is a written multi-year plan in place to address all sub-components of the CSPD.

- a. The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD.
- a. The CSPD plan is aligned with and informed by stakeholder input, national professional organization personnel standards, state requirements, and the vision, mission, and purpose of the cross-sector early childhood systems involved in the CSPD.
- a. The CSPD plan articulates a process for two way communication between stakeholders and the leadership team for soliciting input and sharing information on the implementation of activities.
- a. The CSPD plan includes strategies for engaging in ongoing formative and summative evaluation of the activities.
- a. The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan.
- a. The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan.



Resources

ECPC Leadership Resources

- <https://ecpcta.org/what-is-leadership-collaboration/>
- <https://ecpcta.org/leadership/>

CEELO RESOURCES

- <http://ceelo.org/leadership-self-assessment/>
- <http://ceelo.org/highly-effective-soel/>
- <http://ceelo.org/leadership-academy/>



Contact Us

Mary Beth Bruder - bruder@uchc.edu

Lori Connors-Tadros - ltadros@nieer.org

Stacy Kong – Stacy.Kong@doh.hawaii.gov

Jana Martella - jmartella@edc.org

Lisa Wasacz - WasaczL@michigan.gov