



Early Childhood Personnel Center

**Comprehensive System of
Personnel Development (CSPD)
Workgroup Orientation**

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Agenda

Introductions

Comprehensive System of Personnel Development (CSPD) Overview

Review CSPD Work

CSPD Subcomponent Workgroups

Develop Action Plans for Each CSPD Subcomponent Workgroup

Subcomponent Workgroup Sharing

Wrap Up/Evaluations/Next Steps



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State Vision Statement

State Mission Statement



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Early Childhood Personnel Center

Purpose:

to facilitate the implementation of

comprehensive systems

of personnel development (CSPD)

for all disciplines

serving infants and young children

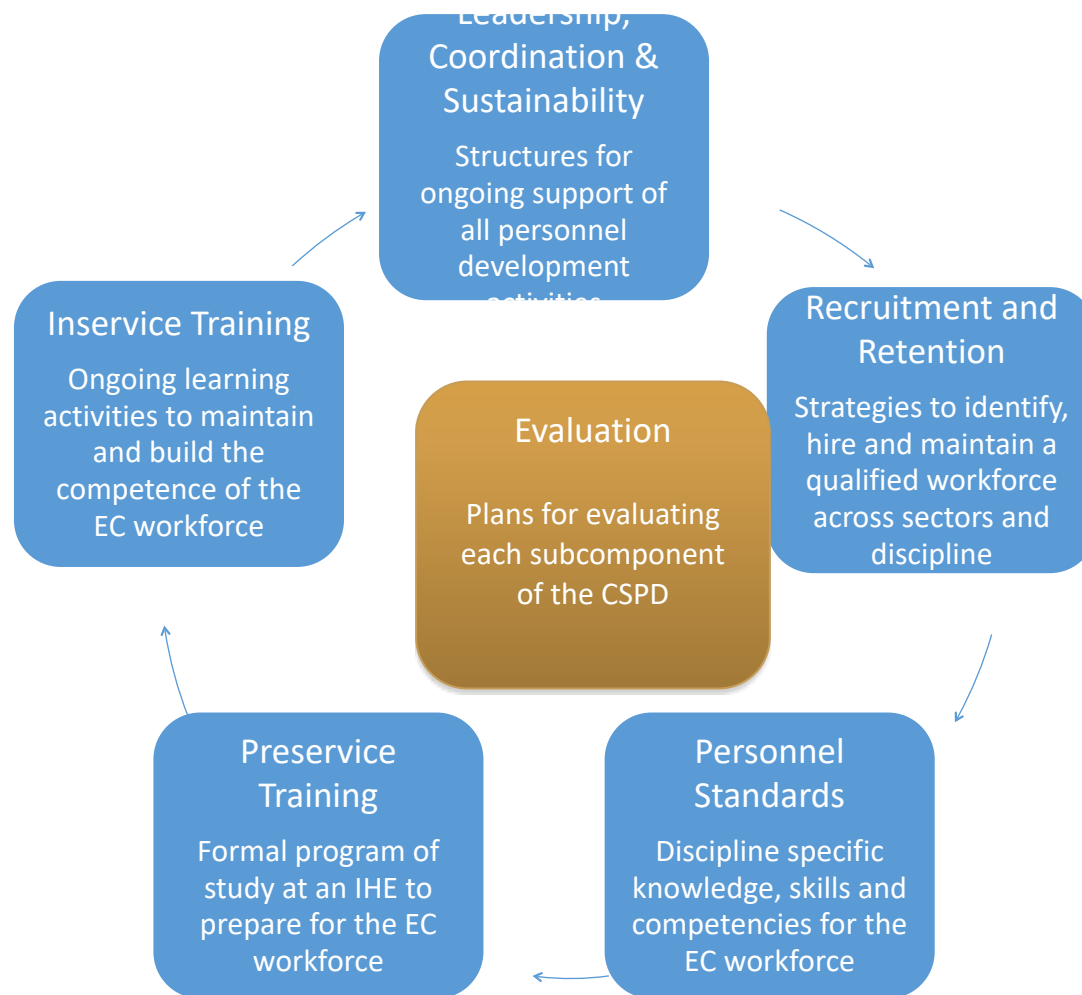
with disabilities and their families



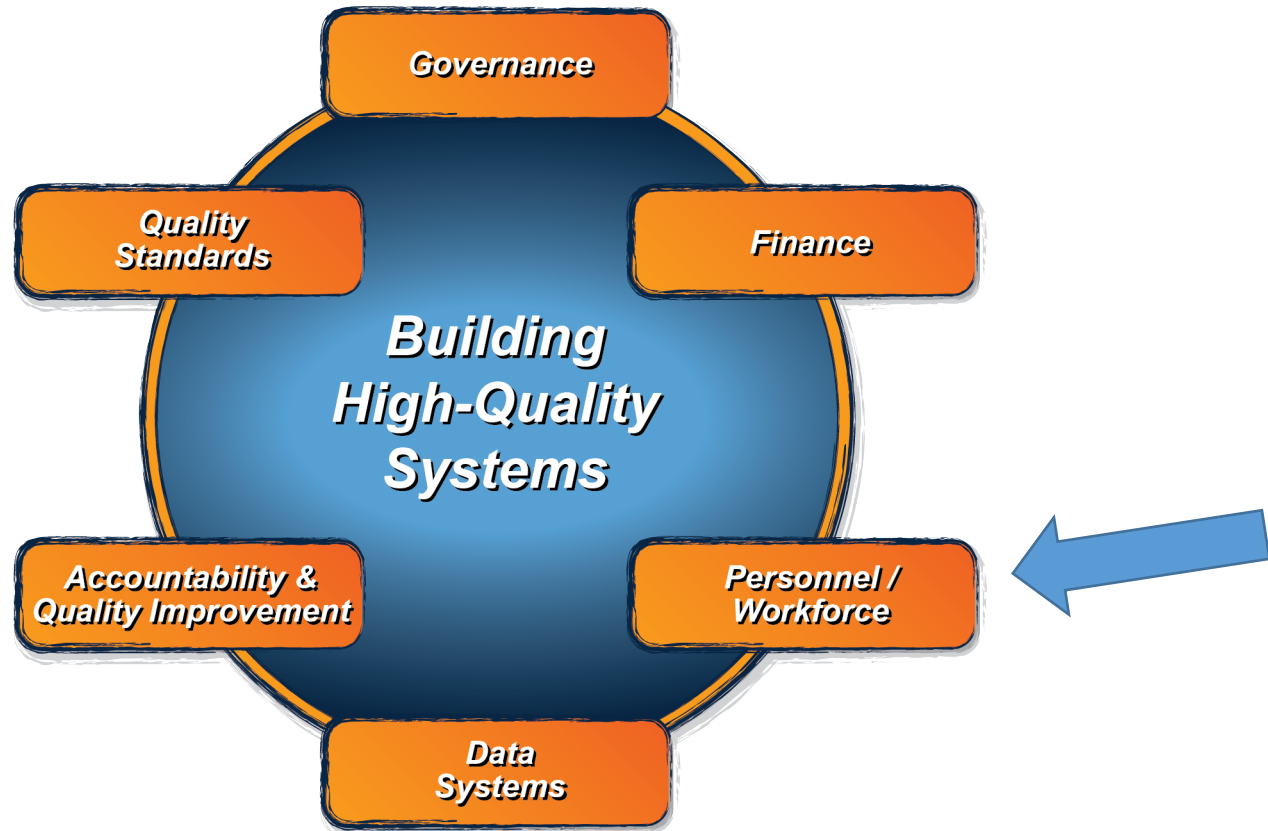
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INTRODUCTION TO THE CSPD COMPONENTS



Early Childhood Systems Framework



<http://ectacenter.org/sysframe/>



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ECPC-CSPD ASSESSMENT

State Name:	Assessment Date:	Completed By:
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State systems reflected in the assessment: _____

This assessment guides States in the planning, development, implementation and evaluation of a CSPD. Drafts can be submitted at any time, but a completed self-assessment must be submitted after the Strategic Planning Team (SPT) meeting reflecting input from the stakeholder group. It is also completed as a post assessment at the end of TA participation.

An introduction to the System Framework: <http://ectacenter.org/sysframe>

Directions:

For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QI PN Score* at the top of each table.

Quality Indicator Rating	Description
1	The state has none of this element in place
2	The state has some of this element in place
3	The state has this element in place

Guidance for Conducting and Scoring

For a State's participation in intensive technical assistance with the Early Childhood Personnel Center (ECPC), with the intended outcome of implementing a comprehensive system of personnel development (CSPD), this document should be used to assess the status of the personnel/workforce component on a periodic basis. It is recommended that the assessment reflect, at a minimum, both Part C and Section 619. Other sectors (e.g. general early childhood) may also be included at the State's discretion. The systems/sectors represented in the assessment should be noted on the top of this page.

Each Element of Quality should be assessed by one or two individuals who represent each sector/system included in the assessment. These individuals should be well acquainted with the system/sector in the state that they represent, with knowledge that is both broad and deep. The score assigned to each element of quality should represent the consensus of those individuals. For convenience, a rubric for scoring the Elements of Quality is provided at the end of each section of the component framework. In addition to assigning a consensus score, information that provides evidence and if appropriate, qualification (e.g. System X has but System Y does not) for the score should be provided below each item.



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[Link to Self-Assessment](#)

A Comprehensive System of Personnel Development (CSPD)

Addresses the following challenges:

- Shortages of personnel
- Need for additional training at both the preservice and inservice levels
- Inconsistent alignment of state and national competencies and standards
- Challenges faced by EC personnel due to the diverse needs and young children and their families
- Inequities of preparation and compensation among those providing services

An Effective Comprehensive System of Personnel Development (CSPD)

- Coordinates and addresses state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledges the coordination between pre- and in-service personnel development (PD) to ensure consistency of practice
- Stays informed through ongoing evaluation via multiple sources and monitors the results and capacity to implement child and program quality standards



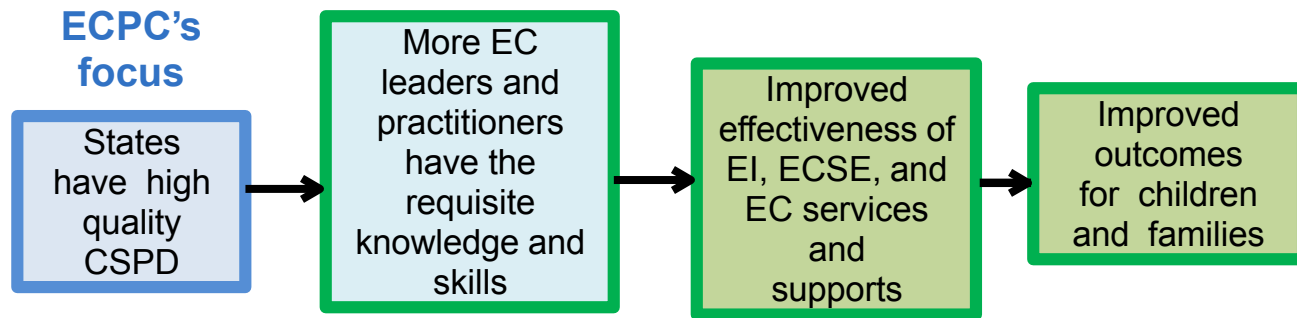
Why do we need a CSPD?

- A CSPD is the primary mechanism by which a state ensures that infants, toddlers, and young children with disabilities and their families are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.
- An effective CSPD is key to promoting both effective practices and the implementation of legal requirements as determined by the IDEA.



If we want improved outcomes for infants and young children with disabilities and their families, then.....

Theory of Action



Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.

How improved CSPD leads to improved outcomes

Qualified Personnel Identified in IDEA

Part C (ages 0-3)

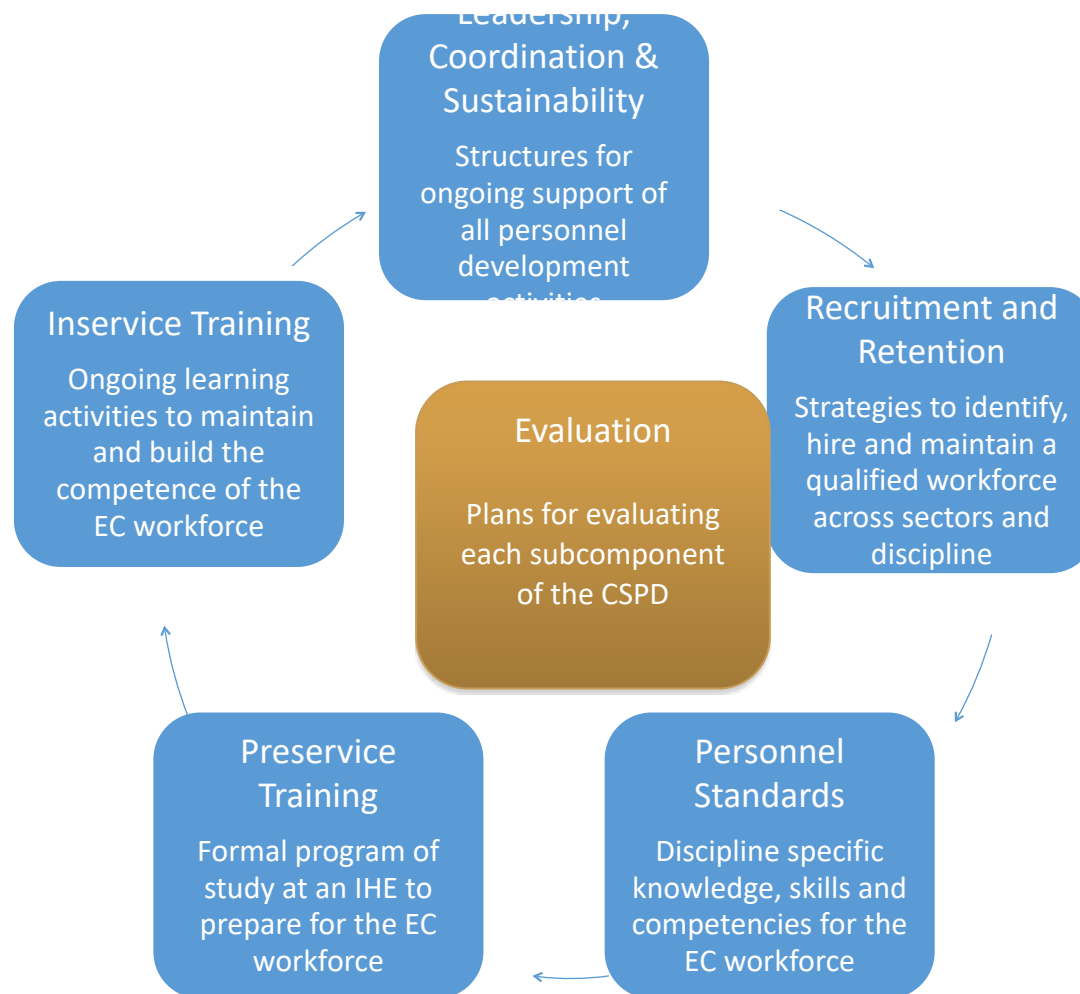
- 1) Audiologists
- 2) Family therapists
- 3) Nurses
- 4) Occupational therapists
- 5) Orientation and mobility specialists
- 6) Pediatricians and other physicians for diagnostic and evaluation purposes
- 7) Physical therapists
- 8) Psychologists
- 9) Registered dietitians
- 10) Social workers
- 11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).
- 12) Speech and language pathologists.
- 13) Vision specialists, including ophthalmologists and optometrists.
- 14) Other

Part B - 619 (ages 3-5)

- 1) Special Education;
- 2) Related Service Personnel:
 - a) Speech-Language Pathologists and Audiologists;
 - b) Occupational Therapists;
 - c) Psychologists;
 - d) Physical Therapists;
 - e) Recreational Therapists;
 - f) Social Workers;
 - g) Counseling services;
 - h) Orientation and Mobility Specialists, and
 - i) Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



Building A CSPD



Comprehensive System of Personnel Development

<p>Leadership, Coordination, & Sustainability</p>	<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>
<p>Recruitment and Retention</p>	<p>Quality Indicator 3: Comprehensive recruitment and retention strategies are based on multiple data sources and revised, as necessary.</p> <p>Quality Indicator 4: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p>State Personnel Standards</p>	<p>Quality Indicator 5: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>Quality Indicator 6: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.</p>
<p>Pre-service Personnel Development</p>	<p>Quality Indicator 7: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.</p> <p>Quality Indicator 8: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p>In-service Personnel Development</p>	<p>Quality Indicator 9: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 10: A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
<p>Evaluation of the System</p>	<p>Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p>Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>



PHASE ONE Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA tracking tool and the self-assessment of the CSPD framework

Decide if ECPC intensive TA is a match for state needs

Identify stakeholders for strategic planning team

PHASE One: months 1-4

PHASE TWO Installation

Identify a date and location for strategic planning meeting

Invite stakeholders to be part of strategic CSPD team

Facilitate a 1-2-day meeting to develop the state CSPD vision, mission, and plans for work groups for each subcomponent of the CSPD

Establish meeting and reporting schedule for work groups and large strategic planning team

PHASE Two: months 5-6

PHASE THREE Implementation

Implement work plans for each CSPD subcomponent workgroup

Develop monthly reports on each CSPD workgroup's progress, to distribute across all groups

Meet monthly as a core planning team to review work group progress and give feedback and assistance

Meet with the CSPD strategic planning team quarterly to review progress and adjust work plans

PHASE Three: months 7-17

PHASE FOUR Standardization

Prepare integrated CSPD report of process and implementation plan

Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability

PHASE Four: month 18 and ongoing



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Work Plan for Each Sub-component

Sub-Component

State:

Date Developed:

Goals/Objectives Activities	Person(s) Responsible	Resources Needed	Timelines	Criteria for Success
GOAL 1.				
Objective 1.1				
Activity 1.1.1.				
Objective 1.2.				
GOAL 2.				
Objective 2.1.				
Objective 2.2				
Objective 2.3.				
GOAL 3.				
Objective 3.1				
Objective 3.2				
Objective 3.3				



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Core Planning Team (CPT)

- 6-8 Members
- Representatives (not limited to)
 - State Part C Coordinator
 - State 619 Coordinator
 - Parent
 - Higher Education
 - Child Care
 - Professional Development
- Responsibilities
 - Obtain agency leadership approval
 - Establish SPT and workgroups
 - Information gathering and sharing with SPT
 - Create vision and mission
 - Oversee CSPD development, implementation, evaluation



Strategic Planning Team (SPT)

- 20-25 Members
- Representatives
 - Parents
 - Higher Ed
 - In-service
 - Licensure
 - Local administrators
 - Data managers
 - Direct service providers
 - Other stakeholders
- Responsibilities
 - Provide information on current status
 - Provide feedback on proposed initiatives and changes



Subcomponent Workgroups

- 4-6 Members
- Representatives
 - Parents
 - Higher Ed
 - In-service
 - Licensure
 - Local administrators
 - Data managers
 - Direct service providers
 - Other stakeholders
- Responsibilities
 - Data collection
 - Develop action plan
 - Implement action plans



Tips to use when recruiting families to participate in the state Comprehensive System of Personnel Development (CSPD) team.



1.) PROVIDE BACKGROUND INFORMATION

Provide detailed [background information](#) prior to any meetings so everyone is on the same page.

2.) PROVIDE ACRONYM LIST & LIST OF TERMS DEFINED

Provide resources so everyone knows what is being discussed, don't assume everyone understands the terms being used. [Acronym List](#)



3.) PROVIDE A WELCOMING ENVIRONMENT

Offer an opportunity for everyone to speak and invite them to participate. Are there other families participating? If so, do the families have an opportunity to connect.

4.) WHAT ARE THE EXPECTATIONS TO PARTICIPATE?

Make sure the family knows what is expected of them, reading ahead of time, time and location of the meeting, parking, lunch options, dress attire. Is there a virtual option?



5.) BE INFORMATIVE AND APPROACHABLE

Provide a mentor or someone for the family to connect with prior to the meeting and as a follow up in case they have questions.

ECPCTA.ORG
<https://ecpcta.org/cspd/>

[Link to infographic](#)

What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

- Shortages of personnel
- Need for additional training at both the pre-service and in-service levels
- Inconsistent alignment of state and national competencies and standards
- Challenges faced by EC personnel due to the diversity of needs of young children and their families
- Inequities of preparation and compensation among those providing services

An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families

- 1 Leadership, Coordination, and Sustainability
- 2 Recruitment and Retention
- 3 State Personnel Standards
- 4 Pre-Service Personnel Development
- 5 In-Service Personnel Development
- 6 Evaluation

About a CSPD

- A CSPD is the primary mechanism by which a state ensures that infants, toddlers, and young children with disabilities and their families are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.
- An effective CSPD is key to promoting both effective practices and the implementation of legal requirements as determined by the IDEA.
- An implementation framework is followed to develop a CSPD. During the installation phase the state conducts a strategic planning meeting where an action plan for each of the 6 subcomponents of the CSPD is developed. The action plans outline specific steps for each workgroup that need to be completed within one year.

A CSPD has Six (6) Subcomponents



How Does A State Create A CSPD?



- ECPC uses the Guide to Intensive TA¹ to assist states who are committed to building a state early childhood CSPD.
- The state team completes the Personnel/Workforce Component of the ECTA Early Childhood System Framework² (**ECPC-CSPD Self-Assessment**); this guides in the planning, development, implementation and evaluation of a CSPD.
- The strategic planning team develops the state CSPD vision, mission, and work plans for each of the six subcomponent workgroups.
- Each workgroup meets monthly and reports progress across all groups.
- The 18-month implementation framework uses 4 distinct and sequential phases. Each phase addresses 3-5 objectives that must be obtained by the state's leadership team in order to establish and/or maintain the framework of the CSPD.



References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. Retrieved from <https://ecpcta.org/cspd>

²Early Childhood TA Center. (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>

Visit ecpcta.org for more information

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CSPD Subcomponent

Leadership, Coordination, and Sustainability

- Addresses the membership and responsibilities of a leadership team and the required elements of a written plan for the CSPD sustainability.
- Includes:
 - representatives with **in-depth knowledge, authority, and influence** for each of the service sectors (e.g., early childhood education, Part C, and Section 619) represented in the system
 - important **stakeholders**, including families whose children receive services, direct service program administrators, educators and trainers who prepare personnel,
 - **personnel** who provide services
- Functions of the leadership team include advocating for resources; making decisions and setting priorities for personnel development; keeping stakeholders informed; soliciting feedback from stakeholders; being aware of related and tangential state initiatives in early childhood; and monitoring the functionality, effectiveness, and efficiency of the CSPD.
- The written plan delineates responsibilities, procedures, and processes for all subcomponents of the CSPD.

Leadership, Coordination, and Sustainability

- **Quality Indicator 1:** A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.
- **Quality Indicator 2:** There is a written multi-year plan in place to address all sub-components of the CSPD.



What is a Comprehensive System of Personnel Development (CSPD)?

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An effective system must:

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Purpose with Passion

What does the Leadership, Coordination and Sustainability Subcomponent Workgroup do?

This subcomponent workgroup develops a state team that is diverse in representation from all aspects of the system; advocates for resources, makes decisions and sets priorities for PD, solicits feedback; monitors efficiency and effectiveness of the CSPD.

The Leadership workgroup does the following:

- Obtains agency leadership approval.
- Establishes strategic planning team (SPT) and workgroups.
- Gathers information and shares with SPT.
- Examines current policies and state initiatives to identify opportunities for collaboration and coordination of resources.
- Advocates for and identifies resources for cross-sector priorities and activities.
- Creates a vision and mission with stakeholder input.
- Plans for and ensures funding and resources are available to sustain implementation of CSPD.
- Monitors CSPD implementation and effectiveness of the activities of the CSPD plan.

Why is the Leadership, Coordination and Sustainability workgroup important?

It provides a structure for the development of a CSPD and is essential to high quality, sustained implementation of a state's CSPD.

Who is on the Leadership, Coordination and Sustainability Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Member
- Early Care and Education Programs
- Institute of Higher Education Faculty & UCEDD Staff

Quality Indicators: Leadership, Coordination and Sustainability

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **Leadership, Coordination and Sustainability**.

Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions related to the personnel system.

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

Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD.

- The development and implementation of the CSPD plan is based on the specific vision, mission, and purpose for a CSPD.
- The CSPD plan is aligned with and informed by stakeholders' 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.
- 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.
- The leadership team monitors both the implementation and effectiveness of the activities of the CSPD plan.
- The leadership team plans for and ensures that funding and resources are available to sustain the implementation of the CSPD plan.

References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>

²Early Childhood TA Center (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>

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CSPD Subcomponent Recruitment and Retention

- Addresses the need to ensure that positions are filled by individuals who meet state and national qualifications to provide early childhood intervention (EI/ECSE).
- Information related to anticipated vacancies or a need for increased personnel is necessary to meet the needs of IDEA eligible infants and young children.



Recruitment and Retention

- **Quality Indicator 9:** Comprehensive recruitment and retention strategies are based on multiple data sources and revised as necessary.
- **Quality Indicator 10:** Comprehensive recruitment and retention strategies are being implemented across disciplines.



What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

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- Need for additional training at both the pre-service and in-service levels
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- Challenges faced by EC personnel due to the diversity of needs of young children and their families
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An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families



Purpose with Passion

What is the Recruitment and Retention Subcomponent of the CSPD?

This subcomponent workgroup addresses the need to ensure that positions are filled by individuals who meet state and national qualifications to provide early childhood intervention (EI/ECSE).

The Recruitment and Retention workgroup does the following:

- Uses strategies for recruitment and retention that are based on data, current research and stakeholder input.
- Uses strategies that target discipline-specific shortages.
- Examines the effectiveness of the strategies used.
- Considers facilitating conversations that promote access to career pathways and ladders.
- Uses strategies that focus on induction and mentoring to support and retain personnel.
- Uses strategies that address alternative routes to certification.
- Supports development of an online recruiting system.

Why is Recruitment and Retention important?

Having a plan in place to continuously evaluate and address recruitment and retention concerns will ensure that there are adequate numbers of professionals to serve young children and their families in the state.

Who is on the Recruitment & Retention Subcomponent Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- Direct Service Providers

Quality Indicators: Recruitment and Retention

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personnel Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **Recruitment and Retention**.

Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources and revised as necessary.

- Strategies are based on data, current research and stakeholder input.
- Strategies target discipline specific shortages.
- The effectiveness of strategies is tracked, reviewed annually, and updated as appropriate based on data, current research, and stakeholder input.

Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.

- Strategies include opportunities for advancement through a variety of processes such as articulation between two- and four-year institutions of higher education and access to career pathways/ladders.
- Strategies focus on induction, improving administrative supports, and using a variety of mentoring models to support and retain personnel.
- Strategies include incentives and recognition programs such as financial compensation, scholarships, service obligations, loan reimbursement and/or tuition reimbursement to improve access to pre-service and in-service personnel development.
- Strategies address alternative routes to certification.
- Strategies address the usefulness of designing and/or participating in online recruitment systems.

References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>

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CSPD Subcomponent Personnel Standards

- Addresses the need to establish and maintain ***standards that define the knowledge, skills, and competencies*** of the early *childhood* intervention workforce.
- State standards
 - are credentials, certifications or licenses awarded to professionals after they complete a course of study that prepares them to provide intervention services as one of the disciplines recognized under IDEA.
 - should meet or exceed personnel standards that have been developed by national organizations that represent the various professional disciplines that provide services to young children and their families.
 - ensure the quality of the state early childhood workforce.

State Personnel Standards

- **Quality Indicator 3:** State personnel standards across disciplines are aligned to national professional organization personnel standards.
- **Quality Indicator 4:** The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines



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Purpose with Passion

What is the State Personnel Standards Subcomponent of a CSPD?

This subcomponent workgroup establishes and maintains high standards for the knowledge, skills, and competencies of the early childhood intervention workforce.

- The State Personnel Standards workgroup does the following:
- Recommends that state personnel standards are based on core knowledge and skills needed for working with young children and their families.
 - State personnel standards are specified, accessible, and used by program administrators and staff.
 - Reviews state personnel standards annually and recommends updates when appropriate to reflect state needs and evidence-based practices.
 - Supports a system for articulating and attaining certifications/licensure or endorsement across disciplines.

Why are State Personnel Standards important?

They address the need for establishing and maintaining high standards for the knowledge, skills, and competencies of the early childhood workforce.

State standards are credentials, certifications, or licenses awarded to professionals after they complete a course of study that prepares them to provide intervention services as one of the disciplines recognized under IDEA.

Who is on the State Personnel Standards Workgroup?

- Representatives include:
- State Part C and Part B/619 Coordinators
 - Family Member
 - Early Care and Education Organizations
 - State Certification/Licensure Representative
 - Institute of Higher Education Faculty & UCEDD Staff
 - TA Providers

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Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.

- State personnel standards are based on the core knowledge and skills needed for working with young children and their families in cross-sector early childhood systems.
- State personnel standards are specified, accessible, and used by program administrators and staff.
- State certification or licensing boards have a mechanism for assessing the degree to which state personnel standards are demonstrated by graduates of pre-service programs across disciplines.
- State personnel standards are reviewed annually and updated, when appropriate, to reflect state personnel needs, changes in legal requirements, changes in professional organizations personnel standards, evaluation data, and updated knowledge on evidence-based practices.

Quality Indicator 4: The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.

- A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines.
- The criteria and requirements for attaining certification, licensure, credentialing and/or endorsement are specified and accessible for personnel across disciplines.
- The criteria and requirements for a system of certification, licensure, credential and/or endorsement are competency or skill based.
- Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of certification, licensure, credential and/or endorsement.
- The system criteria and requirements are reviewed and updated, as appropriate to reflect state personnel needs, changes in legal requirements, changes in professional organizations personnel standards, evaluation data, and updated knowledge on evidence-based practices.

References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>

²Early Childhood TA Center (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>

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CSPD Subcomponent

Pre-Service

- **Pre-service** is the term used to describe *the education and training that occurs prior to a practitioner obtaining a college degree and entering the workforce.*
- Pre-service prepares individuals to meet the personnel standards of a specific discipline.
- Institutes of Higher Education (IHE) programs of study provide training for individuals to acquire the specified knowledge, skills, and competencies required to meet state and national personnel standards in a specific discipline. The programs of study also include sufficient field-based experiences across a variety of high-quality infant and early childhood settings



Pre-Service Personnel Preparation

- **Quality Indicator 5:** Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.
- **Quality Indicator 6:** Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.



What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

- Shortages of personnel
- Need for additional training at both the pre-service and in-service levels
- Inconsistent alignment of state and national competencies and standards
- Challenges faced by EC personnel due to the diversity of needs of young children and their families
- Inequities of preparation and compensation among those providing services

An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families



Purpose with Passion

What is the Pre-Service PD Subcomponent?

This subcomponent workgroup ensures Institutes of Higher Education (IHE) prepare individuals to meet state and national personnel standards in a specific discipline.

The Pre-Service PD workgroup does the following:

- A system exists for articulating and attaining certification, licensure, credentialing.
- Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of licensing.
- IHE program competencies are operationalized and defined by example.
- IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet personnel needs.

Why is Pre-Service PD important?

Ensuring that IHE Preservice programs are based on updated state standards and implemented following evidenced-based professional development practices leads to increased acquisition of knowledge and skills related to these standards, and ultimately and improved quality of the workforce.

Who is on the Pre-Service PD Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- TA Providers

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **Pre-Service Personnel Development**.

Quality Indicator 5: Institution of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.

- IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with state personnel standards.
- IHE programs and curricula for each discipline are based on knowledge and skill competencies that are aligned with professional organization personnel standards.
- IHE program competencies are operationalized and defined by example.
- IHE programs and curricula for each discipline are aligned with state and local program quality initiatives and evaluation systems (e.g., QRIS, educator effectiveness frameworks, licensing).
- IHE programs and curricula for each discipline are coordinated to ensure an adequate number of programs of study are available to meet current and future personnel needs.

Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.

- IHE programs and curricula across disciplines recruit and prepare personnel for professional roles and responsibilities.
- IHE programs and curricula across disciplines contain evidence-based practices that reflect the learning needs of children with and at-risk for developmental delays and disabilities and their families.
- IHE programs and curricula provide relevant field experiences such as internships, observations, and practicums in a variety of inclusive early childhood settings.
- IHE programs and curricula are reviewed, evaluated, and updated to reflect current intervention evidence and revised state personnel standards and national professional organization personnel standards.
- IHE programs of study and curricula utilize evidence-based professional development practices and instructional methods to teach and supervise adult learners.
- IHE faculty collaborate and plan with in-service providers to align pre-service and in-service personnel development so there is a continuum in the acquisition of content from knowledge to mastery.

References

- ¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd/>
- ²Early Childhood TA Center (2015). *A System Framework for Building High-Quality Early Intervention and Preschool Special Education Programs*. Retrieved from <https://ectacenter.org/sysframe/>

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CSPD Subcomponent In-service

- **In-service** refers to *on-going training for practitioners to maintain and extend existing skills, and to acquire new knowledge and skills.*
- States need to be knowledgeable about the training needs of the existing workforce, and to plan for the provision of in-service professional development.
- In-service training should include a *focus on evidence-based intervention practices (EBP), knowledge and skill competencies* specified in personnel standards, and implement training in accordance with adult learning principles.



In Service Personnel Preparation

- **Quality Indicator 7:** A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.
- **Quality Indicator 8:** A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.



What is a Comprehensive System of Personnel Development (CSPD)?

A system designed to address the challenges faced in the Early Childhood (EC) workforce, including:

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- Challenges faced by EC personnel due to the diversity of needs of young children and their families
- Inequities of preparation and compensation among those providing services

An effective system must:

- Coordinate and address state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledge the need for coordination between pre-service and in-service to ensure the consistent use of evidence-based practices
- Monitor progress through ongoing evaluation to assess the capacity to implement program quality standards that result in improved outcomes for children and families



Purpose with Passion

What is the In-Service PD Subcomponent?

This subcomponent workgroup ensures on-going training to maintain/extend existing skills and knowledge, with a focus on evidence-based practice (EBP) and adult learning principles.

The In-Service Personnel Development workgroup does the following:

- Establishes a statewide system of in-service personnel development that is aligned to national professional organization and state personnel standards across disciplines.
- Creates a statewide system for in-service personnel development that includes a variety of technical assistance opportunities to meet the needs of EC personnel in a variety of disciplines.
- Recommends that in-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate.
- Ensures that families and/or parent organization participate in the design and delivery of in-service personnel development.

Why is In-Service PD important?

Ensuring that practitioners across disciplines working with young children have access to high quality in-service training will lead to improved practices which will positively affect outcomes for children and families.

Who is on the In-Service PD Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- Direct Service Providers
- TA Providers

Quality Indicators: In-Service Personnel Development

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **In-Service Personnel Development**.

Quality Indicator 7: A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.

- A statewide system for in-service personnel development is aligned to national professional organization personnel standards across disciplines.
- A statewide system for in-service personnel development is aligned to state personnel standards across disciplines.
- The statewide system for in-service personnel development provides a variety of technical assistance opportunities to meet the needs of personnel.
- The in-service personnel development component of the CSPD plan is guided by updated needs assessments of the capability of the workforce in relation to the desired knowledge and skill competencies.
- In-service personnel development is coordinated across early childhood systems and delivered collaboratively, as appropriate.
- In-service personnel development employs evidenced based professional development practices that incorporate a variety of adult learning strategies including job embedded applications such as coaching, reflective supervision and supportive mentoring.
- In-service learning opportunities are individualized to the needs of the participants and the objectives of the personnel development.
- Families and/or parent organization participate in the design and delivery of in-service personnel development.

Quality Indicator 8: A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.

- The content for in-service personnel development is based on evidence-based practices.
- Faculty from IHEs and in-service staff meet on a quarterly basis to plan for, coordinate, and collaborate on in-service content.
- Content for in-service personnel development extends the depth of core knowledge and skills acquired in pre-service programs and addresses updated knowledge on evidence-based practices and changes in state policies and initiatives.

References

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CSPD Subcomponent Evaluation of the System (Evaluation Plan)

- ***Addresses each subcomponent*** of the CSPD and, initially, address the most critical features of each.
- ***Evaluation should be viewed as cyclical in nature.*** That is, evaluation questions are generated, data are collected, data are analyzed and used to make decisions about the system, changes to the system are made based on the data, system changes are evaluated, and new evaluation questions are generated.



Evaluation of the System

- **Quality Indicator 11:** The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents.
- **Quality Indicator 12:** The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.



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Purpose with Passion

What is the Evaluation Subcomponent?

This subcomponent workgroup evaluates the CSPD system, including evaluation of each subcomponent and building a foundation for innovation in the CSPD system.

The Evaluation workgroup does the following:

- Develops a plan for evaluating each subcomponent of the system.
- Creates processes and mechanisms to collect, store, and analyze data across all subcomponents.
- Implements, monitors, and revises the evaluation plan as necessary based on findings from multiple data sources.
- Ensures personnel data collected are linked to child and family outcomes.

Why is Evaluation Important?

Establishing an evaluation plan for each subcomponent of the CSPD ensures that progress is being made in each area leading to improved practices and improved outcomes for infants, toddlers and their families.

Who is on the Evaluation Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Members
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- Direct Service Providers
- TA Providers

Quality Indicators: Evaluation

Quality indicators were developed by The Early Childhood Technical Assistance Center (ECTA) to support states in understanding the specific tenants needed for a Comprehensive System of Personal Development (ECTA, 2015). The self assessment guides States in the planning, development, implementation and evaluation of a CSPD. The quality indicators, listed below, are specific to the work of the ECPC CSPD subcomponent group: **Evaluation.**

Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents.

- Decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan.
- Multiple processes, mechanisms, and methods to collect data are identified and established based on the need for the information, usefulness of potential findings, and burden on respondents and systems.
- The state has the capacity to support data collection, management, and analysis for personnel qualifications, needs assessment, pre-service and in-service personnel development, and personnel supply and demand.
- Quality review processes for data collection, verification, storage and management, and analysis are defined and implemented regularly.
- Personnel data are linked to child and family outcomes.

Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.

- The implementation of the evaluation plan results in data or data summaries and analysis that are useful for decision-making and are accessible across cross-sector early childhood systems.
- Data are used to inform decisions, monitor progress, and make program improvements.
- Data are collected on personnel variables, such as personnel development participation, acquisition of content, and performance of competencies and those data are examined in relation to relevant child and family outcomes.
- Data are collected on personnel development variables, such as units of personnel development, type and amount of support (e.g. observational feedback, coaching, practicums), and content and those data are examined in relation to relevant child and family outcomes.

References

¹Early Childhood Personnel Center (n.d.). *Guide to Intensive Technical Assistance*. <https://ecpcta.org/cspd>

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What is an Action Plan?

An action plan is a document that outlines specific steps that need to be completed for the group to accomplish its mission and/or vision. Action plans should include the following information:

- Goal(s), objective(s), and action steps
- Person responsible for each action step
- Target initiation date and deadlines for each action step
- Progress notes
- Evaluation

Each action plan should be achievable in one year.



An action plan 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



Start with a Smart Goal

S

- Specific

M

- Measurable

A

- Achievable

R

- Relevant

T

- Time-bound



Work Plan for Each Sub-component

Sub-Component

State:

Date Developed:

Goals/Objectives Activities	Person(s) Responsible	Resources Needed	Timelines	Criteria for Success
GOAL 1.				
Objective 1.1				
Activity 1.1.1.				
Objective 1.2.				
GOAL 2.				
Objective 2.1.				
Objective 2.2				
Objective 2.3.				
GOAL 3.				
Objective 3.1				
Objective 3.2				
Objective 3.3				



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Directions: Place a check in the corresponding box to evaluate the quality of your action plan.

Criteria	Yes	No	Future Considerations
Goal(s): The goal(s) in the plan target a component of the CSPD for Early Childhood Intervention	<input type="checkbox"/>	<input type="checkbox"/>	
Objectives: Objectives in the plan are directly related to a goal (e.g., alignment of personnel standards)	<input type="checkbox"/>	<input type="checkbox"/>	
Activities: Activities in the plan are directly related to an objective (e.g., survey IHE programs)	<input type="checkbox"/>	<input type="checkbox"/>	
Sequence: Each objective and activity are logically sequenced for achievement of a goal	<input type="checkbox"/>	<input type="checkbox"/>	
Criteria: Each objective and activity include clear and measurable criteria for achievement	<input type="checkbox"/>	<input type="checkbox"/>	
Timelines for Completion: Each objective and activity includes a measurable timeline for milestones, data collection, completion and achievement	<input type="checkbox"/>	<input type="checkbox"/>	
Resources Needed: Each objective and activity includes a description and list of resources needed for meeting criteria, timelines and achievement	<input type="checkbox"/>	<input type="checkbox"/>	
Person(s) Responsible: Each objective and activity includes a designated person or group who will be responsible for completing the objective and/or the activity	<input type="checkbox"/>	<input type="checkbox"/>	
Progress Monitoring: Each objective and activity includes a schedule for progress monitoring of benchmarks and outputs to facilitate the revision of the action plan (as necessary)	<input type="checkbox"/>	<input type="checkbox"/>	
Evaluation: Each goal (s) on the action plan will have a data collection schedule to document, measure, and analyze all outputs and results/ outcomes	<input type="checkbox"/>	<input type="checkbox"/>	



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?



Next Steps

