



Early Childhood Personnel Center

Teacher Education Division of CEC

November 8, 2014

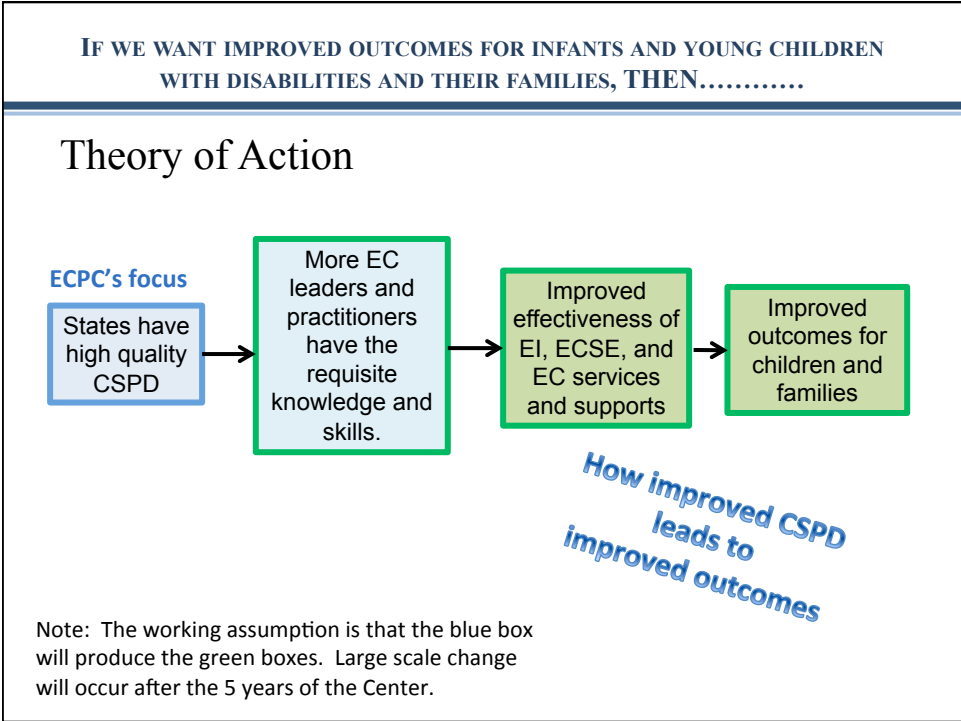
*Eva Horn, Michael Conn-Powers,
Stephanie Parks, and Na Young Kong*

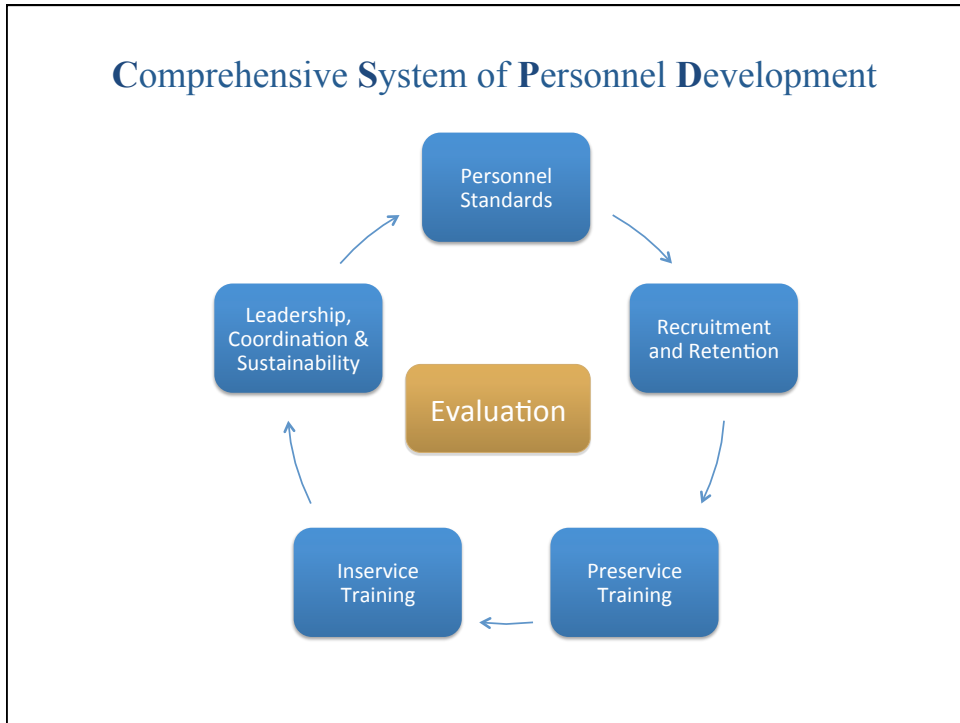
OBJECTIVES

1. Increase awareness of the **Early Childhood Personnel Center's (ECPC) mission**
2. Understand the critical **components** of a **Comprehensive System of Personnel Development (CSPD)**
3. Explore **resources** and **materials** available on ECPC's website
4. Reflect on strategies to **build a cohesive CSPD**

EARLY CHILDHOOD PERSONNEL CENTER

to facilitate the implementation of
**integrated and comprehensive
early childhood systems
of personnel development (CSPD)**
for all disciplines
serving infants and young children with
disabilities





1) LEADERSHIP AND COORDINATION

- **Working Collaboratively with other OSEP Early Childhood TA Centers:**



<http://ectacenter.org/>



<http://dasycenter.org/>



<http://iris.peabody.vanderbilt.edu/>

- **Working Collaboratively with Other Education and HHS TA Centers: e.g.,**

Early Childhood Workforce Systems Initiative (ECWSI): NAEYC
 - www.naeyc.org/policy/ecwsi

Office of Head Start's Training and Technical Assistance (T/TA) System -
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ohs-tta>

<http://www.rrcprogram.org/cms2/>



- **Leadership Institute with Part C and 619 Coordinators**

LEADERSHIP INSTITUTE: COHORT 1 & 2

Building the Legacy: IDEA 2004

- Arizona
- Colorado
- Connecticut
- Delaware
- Idaho
- Illinois
- Indiana
- Massachusetts
- Rhode Island
- South Carolina

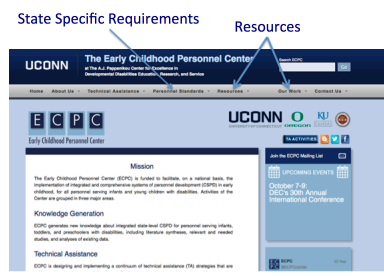
- Arkansas
- District of Columbia
- Indiana
- Iowa
- Massachusetts
- Minnesota
- Nevada
- Tennessee
- Texas
- Virginia
- Indiana



2) KNOWLEDGE DEVELOPMENT

- National Data Base of State Personnel Standards
 - Website search source
 - Nomenclatures Fact Sheets
- National Data Base of CSPD Components as reported by all State Part C and 619 Coordinators
- Research Syntheses on Personnel Issues
- National Initiative on Cross Disciplinary Standards

State Specific Requirements Resources



www.ecpcta.org



3) TECHNICAL ASSISTANCE

- **General:** Across audiences, regions, and states: **To provide information and resources on personnel development**
- **Targeted:** State specific CSPD components: **To align national personnel standards and state personnel standards and/or to align preservice preparation with inservice preparation**
- **Intensive:** State specific: **To develop CSPD framework within 8 states**

PHASE I: DEVELOPING MODEL CSPDS

Intensive TA:

Delaware, Iowa, Kansas, Oregon

Targeted TA:

Florida(Part C and Part B -619),
Hawaii, Massachusetts, Nevada,
Rhode Island, Utah, Colorado



COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

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>
State Personnel Standards	<p>Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p>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.</p>
Preservice Personnel Development	<p>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.</p> <p>Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
Inservice Personnel Development	<p>Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines</p> <p>Quality Indicator 8: A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines</p>
Recruitment and Retention	<p>Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p>Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
Evaluation	<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>



www.kskits.org/index.shtml









Kansas' most trusted child care resource.





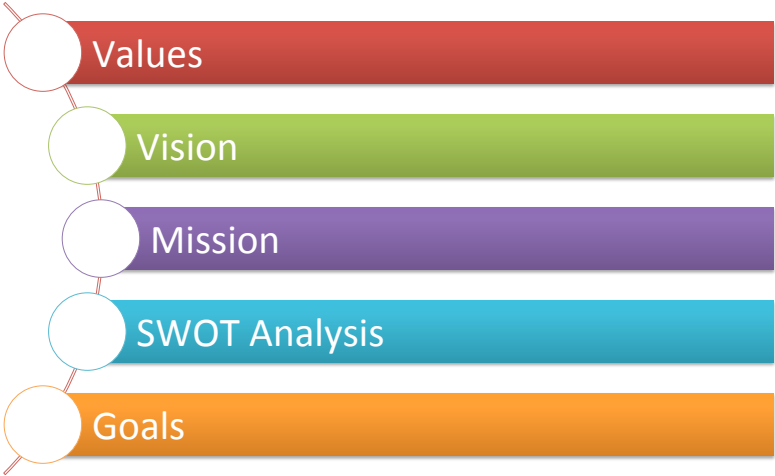


Kansas Strategic Planning Team

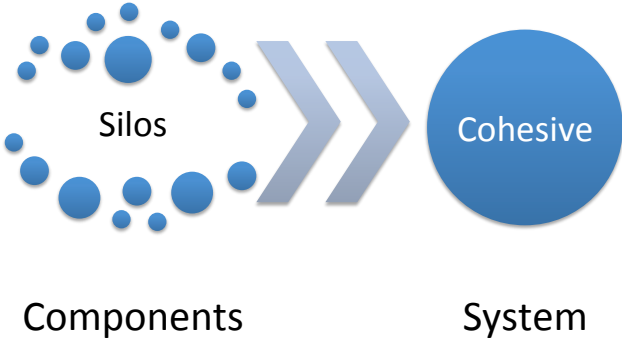
- Part C Coordinator*
- Part B, 619 Coordinator*
- Early Childhood Coordinator*
- IHE Faculty
- Family Member
- Head Start T/TA
- Local Part C Coordinator / Provider
- School District Part B, 619 Coordinator
- Licensure Representative
- Budget Representative
- Inservice / TA
- Childcare PD Provider



Strategic Planning Process



In order to accomplish our vision,
the Kansas ECPC Strategic Planning Team will **design a cohesive
personnel development system** that ensures high quality
early childhood programs and services leading to positive outcomes
for all children and families.

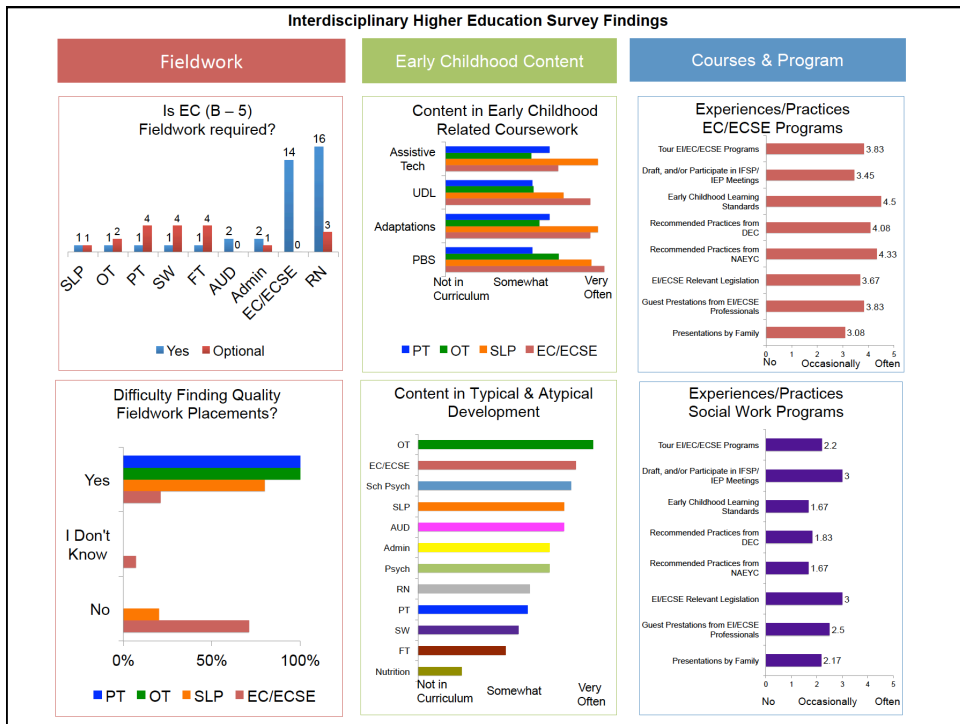
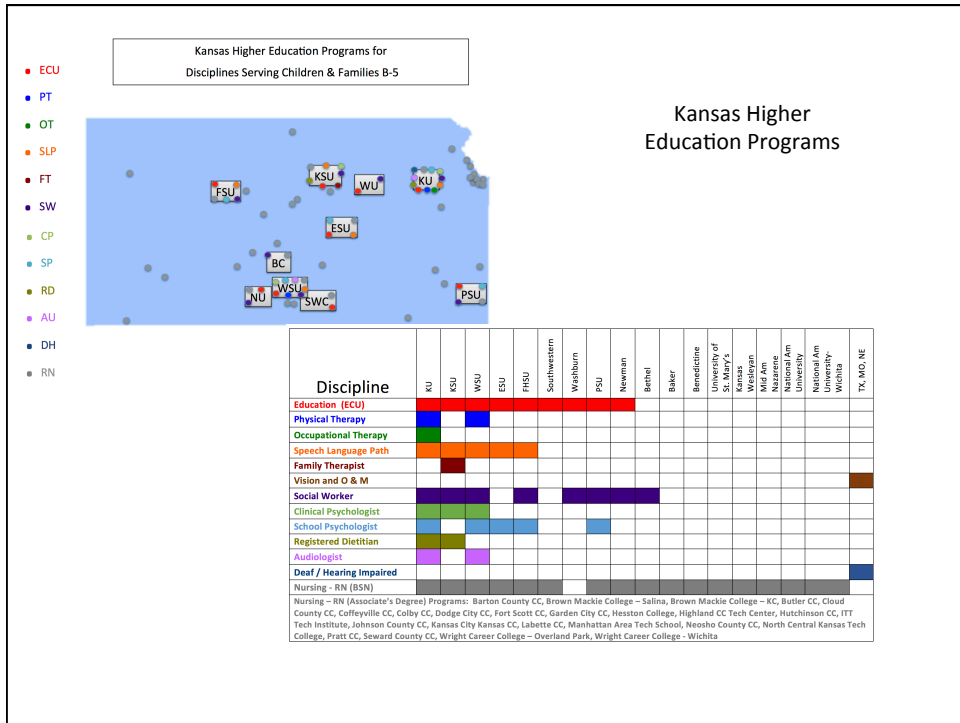


- GOAL 1
Interdisciplinary Survey of Higher Education programs in Kansas

- GOAL 2
Shared competencies

- GOAL 3
Link in-service and preservice to address shared competencies

- GOAL 4
Evaluation plan of our CSPD



NEXT STEPS FOR KANSAS

1. Deeper level of survey data analysis
2. Disseminate survey results
3. Generate Strategies to link Pre-Service and In-service
4. Develop CSPD Evaluation Process and Plan

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ecpcta.org

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