

Early Childhood Personnel Center

CSPD from Exploration to Implementation

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Early Childhood Personnel Center's Mission

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



A Comprehensive System of Personnel Development

is a *necessary* and *integral*
quality indicator of
an early childhood service system

AND

the early childhood workforce
who serve infants, toddlers and preschool children
with disabilities and their families



CSPD 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

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

| | |
|---|--|
| Leadership, Coordination and Sustainability | Structures for ongoing support of all personnel development activities |
| Recruitment and Retention | Strategies to identify, hire and maintain a qualified workforce across sectors and discipline |
| Personnel Standards | Discipline specific knowledge, skills and competencies for the early childhood workforce |
| Pre-Service Training | Formal program of study at an Institute of Higher Education to prepare for the early childhood workforce |
| In-Service Training | Ongoing learning activities to maintain and build the competence of the early childhood workforce |
| Evaluation | Plans for evaluating each subcomponent of the CSPD |

COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



ECPC Implementation Stages

PHASE ONE

Exploration

- Develop core planning team and project liaison
- Complete the readiness tool for ECPC; the TA planning 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
- Invite stakeholders to be part of strategic CSPD team
- Facilitate a 1–2-day meeting to develop the state CSPD vision, mission, and work plans for work groups for each subcomponent of the CSPD
- Establish meeting and reporting schedule for work groups and large strategic planning group

PHASE Two: months 5-6

PHASE THREE

Implementation

- Implement work plans for each CSPD subcomponent workgroup
- Develop monthly reports on workgroup progress, to distribute across all groups
- Meet monthly as a core planning team to review work group progress, provide feedback and assistance
- Meet with the CSPD strategic planning group quarterly to review progress and adjust work plans

PHASE Three: months 7-17

PHASE FOUR

Standardization

- Prepare integrated CSPD report of progress and implantation 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



PHASE ONE
Exploration

PHASE ONE: Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA planning 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 TWO
Installation

PHASE TWO: Installation

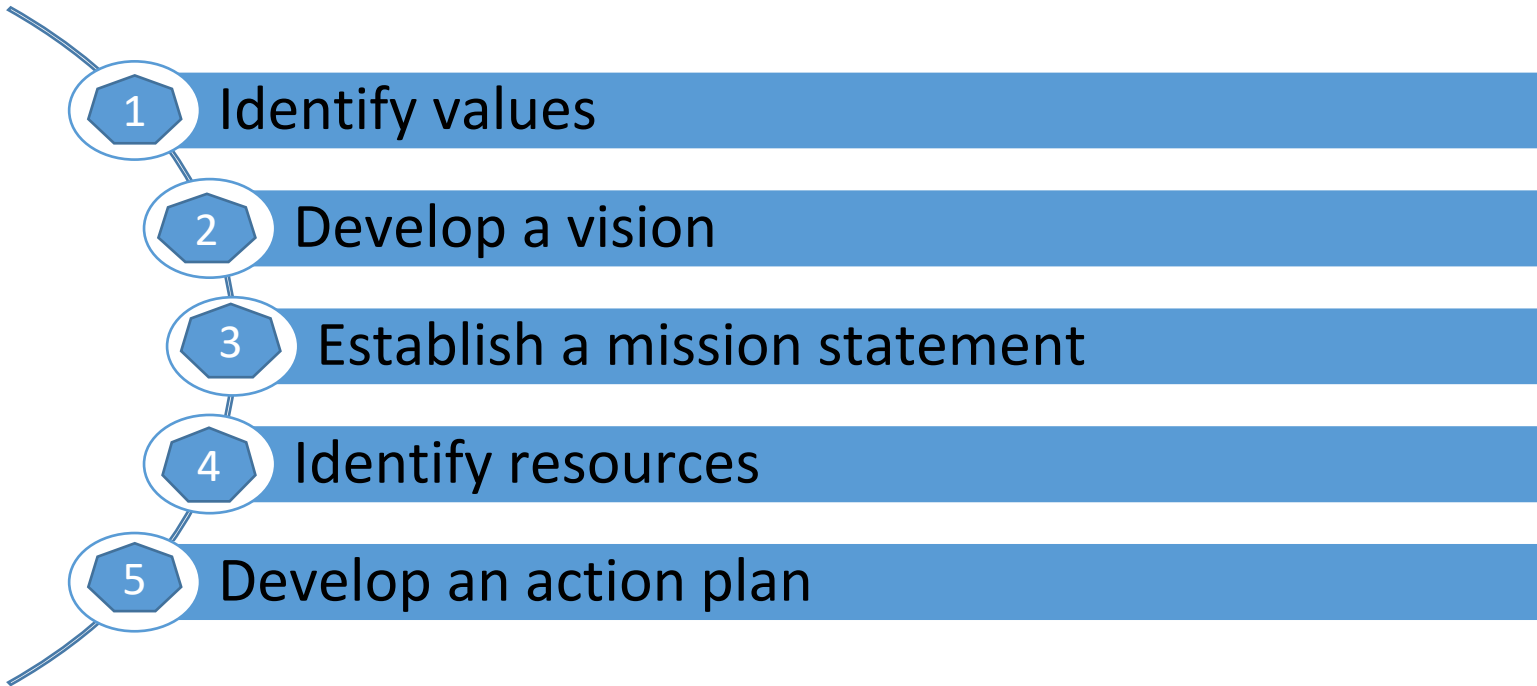
Identify a date and location for strategic planning

Invite stakeholders to be part of strategic CSPD team

Facilitate a 1-2-day meeting to develop the state CSPD vision, mission, goals, objectives and evaluation for each subcomponent of the CSPD

Establish meeting and reporting schedule for workgroups and large strategic planning group

Sequence of Strategic Planning



Example: Minnesota CSPD

Minnesota Vision Statement:

Each and every child gets the great start needed to succeed from their families, communities, and early learning experiences.

Minnesota Mission Statement:

Because each and every child, prenatal to 5, and their families deserve high-quality early care and education, Minnesota will integrate and align existing systems of personnel development in order to empower practitioners to implement and sustain the use of evidence-based practices.

PHASE THREE
Implementation

PHASE THREE: Implementation

Implement work plans by 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 group quarterly to review progress and adjust work plans

Action Plan for Each Sub-component

Sub-Component:

State:

Date Developed:

Date Updated:

| Goals/Objectives Activities | Timeline for Completion | Resources Needed | Person(s) Responsible | Criteria for Success | Achieved Y/N |
|-----------------------------|-------------------------|------------------|-----------------------|----------------------|--------------|
| 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 | | | | | |



Example: Minnesota Pre-Service Action Plan

| Goals Objectives /Activities | Person(s) Responsible | Resources Needed | Timeline | Measure for Success |
|--|-------------------------|--|--|--|
| Goal 2. Examine current strengths and gaps across <u>IHE curricula in MN related to core competencies and Division for Early Childhood (DEC) recommended practices.</u> | Aaron and Team | Core competencies and DEC Recommended practices | October 31, 2020 | Survey distributed, results analyzed, and key stakeholders informed on results |
| Activity 2.1 Develop survey for IHEs regarding knowledge of and content within curricula on 4 core cross-disciplinary competencies and DEC Recommended Practices. | Stephanie lead and Team | Stephanie has a previous survey that could be built upon | January 30, 2019 | Survey developed, IRB approval received, and built within a survey tool |
| Activity 2.2 Survey IHEs for 4 core cross-disciplinary competencies and DEC Recommended Practices. | Stephanie lead and Team | Contact information for discipline specific coordinators | Send out - March 2020 Analyze- May 2020 | Survey disseminated to all key stakeholder groups with response deadline set. |
| Activity 2.3 Analyze survey results and provide recommendations IHEs and work with in-service <u>group</u> to develop targeted in-service for faculty. | Stephanie lead and Team | Stephanie has some data that can be used in cross-walking data with previous survey of practitioners | Prior to August 2020 meeting | Survey results are analyzed and key themes identified. Meeting held with <u>in-service group</u> to share findings and plan mutual next steps. |



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

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



Interested in learning more about developing a CSPD in your state?

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