**Hawaii CSPD Narrative**

**(Updated 10/15/19)**

Hawaii began receiving targeted technical assistance from ECPC beginning in January 2016. From January 2016 through December 2018, Hawaii attended six ECPC Leadership Institutes with teams that included representatives from Hawaii Part C, Hawaii Department of Education Part B (619), Hawaii Department of Health Early Childhood, University of Hawaii/UCEDD partner and family representatives from Hawaii’s PTI and Interagency Coordinating Council (ICC). The team developed annual state action plans and met quarterly and then monthly with ECPC consultants to implement goals and activities identified in the action plans.

The initial goal for Hawaii was to determine what each national technical assistance (TA) center was providing to Hawaii. Having the multiple national TA providers, Hawaii needed to be clear on who assisted with the different priorities. ECPC helped facilitate a call with all of Hawaii’s TA providers that helped to clarify, understand, and coordinate TA roles and responsibilities across all the TA Centers.

A major goal for Hawaii’s team in 2017 and 2018 was to inform and involve other early childhood partners to gain a better understanding of the current status of CSPD components in Hawaii’s early childhood system. Throughout this early process the Hawaii’s team continued to foster relationships and gain buy-in support for moving to implement a CSPD in Hawaii. An early struggle that occurred was initial reluctance from Part B to participate in the process. With assistance from ECPC, members of Hawaii’s team held a series of meetings with representatives from Hawaii’s Department of Education (DOE) to ask for their involvement and support in developing a statewide CSPD in Hawaii. The meetings proved to be a success, and with the support of the DOE leadership, Hawaii’s 619 Coordinator has been an active participant in Hawaii’s core leadership team and an integral part in helping them move forward to receive intensive technical assistance from ECPC beginning in January 2019.

A few steps in the “exploration” phase of the implementation model for CSPD were already in place based on Hawaii’s activities they had completed as part of their 2018 ECPC action plan. A core planning team had been identified that included representatives from Part C, Part B 619, Early Childhood, Head Start, Executive Office on Early Learning, Early Childhood Action Strategies, UCEDD, Home Visiting and family representatives. Stacy Kong from Hawaii’s Part C office was identified as the project liaison. In December, the core planning team completed the intensive TA readiness tool for ECPC and determined that they were ready to move forward to implement a CSPD in Hawaii. ECPC facilitated an all-day meeting of the core planning team in January 2019 that walked through a comprehensive look at the current status of Hawaii’s CSPD components utilizing the self-assessment of the CSPD framework. The core planning team also identified key stakeholders to invite for an all-day strategic planning meeting that would take place in March 2019.

As Hawaii began the “installation” phase of the implementation model for CSPD, an invitation letter went out to a comprehensive list of stakeholders that would be able to address all six of the CSPD subcomponents at the March strategic planning meeting. ECPC facilitated the meeting that included 23 participants representing the core planning team members as well as representatives from private early childhood programs, local early intervention providers, Hawaii Teacher Standards Board, Hawaii AEYC, university faculty, parents, local Head Start programs, Hawaii Community College, Hawaii Association for Infant Mental Health and Kamehameha Preschools. As a result of the strategic planning meeting, Hawaii develop a vision statement and a mission statement that will guide their work going forward. Hawaii’s vision statement for developing a CSPD is:

*Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s birth to five keiki and their ohana.*

Hawaii’s mission statement for developing a CSPD is:

*Hawaii will create an integrated Comprehensive System of Personnel Development (CSPD) that will result in a collaborative, knowledgeable and highly qualified workforce. This workforce will provide culturally and linguistically responsive early learning services to keiki birth to five with special needs and their ohana that are linked to national standards and integrated within personnel systems in our State.*

In addition to developing a vision and mission statement, Hawaii’s team has identified two co-chairs to implement action plans for each of the six CSPD subcomponents. The co-chairs have met monthly as a group since April 2019 to identify members integral to accomplishing the objectives identified on each of the action plans. In August 2019, the 11 of the co-chairs came together at an ECPC Intensive Leadership Institute in Connecticut with 3 other states to refine their action plans and focus on the next steps of implementation and sustainability of a CSPD in Hawaii.

For *Leadership, Coordination and Sustainability* Hawaii’s goals are to 1) Create a CSPD leadership infrastructure; and 2) Align integrated CSPD with state policies and other Hawaii early childhood initiatives. The objectives are:

* Expand team to create cross-sector representation (a complete cross-sector leadership team will be in place)
* Establish a management process for teams (a clear management process will be in place)
* Establish a sustainability plan (HI CSPD will be self-sustaining)
* Create marketing & outreach plan (EC Community will know about and engage with the CSPD system)
* Increase understanding of current EC workforce policies and initiatives (completed crosswalk)

For *State Personnel Standards* the goal is to have Hawaii personnel standards, as well as criteria for certification, licensure, credentialing and/or endorsement across disciplines are aligned to national standards. The objectives are:

* Establish a definition for certification, licensure, and endorsement and identify what exists in Hawaii
* Develop and implement strategies to address the gaps that are identified in the environmental scan

For *Preservice Personnel Development* the goals are to 1) Ensure preservice preparation programs (IHE, for profit and non-profit personnel preparation programs) and curricula across discipline are aligned with national organizations, as well as state and national professional standards; and 2) Ensure preservice preparation programs (IHE, for profit and non-profit personnel preparation programs) and curricula address early childhood development and discipline specific pedagogy. The objectives are:

* Conduct an environmental scan of all preservice preparation programs for all disciplines in Part C and Part B, 619 clearly defined core competencies and/or personnel qualifications for birth- 5 SPED
* Hawaii adopts the EI/ECSE Personnel Standards
* Develop a crosswalk of preservice programs and curricula to EI/ECSE Personnel Standards and Cross Disciplinary competencies
* Adopt or create a rubric for preservice program self-assessment

For *Inservice Personnel Development* the goal is to create a statewide system for in-service PD and TA is aligned and coordinated across disciplines. The objectives are:

* Develop a crosswalk of current training and TA initiatives that align across systems
* Develop and use rubrics to align PD content DEC RP and to six features of effective PD
* Identify from the crosswalk and rubrics what are the gaps in training
* Implement strategies address the gaps identified

For *Retention & Recruitment* the initial goal is to develop comprehensive recruitment and retention strategies are based on multiple data sources and implemented across disciplines. The objectives are:

* Determine the effectiveness of current retention and recruitment strategies being used across disciplines and higher education faculty
* Identify current R&R strategies and resources
* Collect data on each R&R strategy
* Evaluate effectiveness of current strategies

For *Evaluation* the goal is to develop a system to continuously monitor progress and revise activities/outcomes. The objectives are:

* Develop a logic model for team leads to follow
* Support workgroups to monitor progress
* Review progress based on group goals/objectives (within 12 months)
* Document outcomes and challenges (within 12 months)

Potential member for the subcomponent workgroups have been identified as part of the strategic planning process and commitment letters have been developed for each workgroup. Workgroup members will come from a diverse representation of the early childhood community (including family members) and provide opportunities for participation of individuals from the neighbor islands.

In September 2019, ECPC helped to facilitate a *Leading by Convening* training opportunity where CSPD workgroup co-chairs collaborated with co-conveners from Hawaii’s Early Childhood Action Strategies Network and Hawaii’s State Systemic Improvement Plan (SSIP) committee chairs to learn strategies for convening groups to effect systemic change.

The core team met in September to finalize plans for a CSPD Workgroup all-day meeting that will take place on November 19th and will bring all workgroup members together to plan for the upcoming year of activities and implementation of their action plans. The core team also initiated a CSPD Team Commitment letter for all core, strategic planning and workgroup members and implement a meeting schedule and communication plan for all CSPD workgroups.

Ongoing technical assistance occurs weekly between ECPC and Hawaii’s liaison via phone calls, emails and text messaging. Face to face meetings between ECPC and the liaison usually take place at least monthly and ECPC will be meeting with each of the individual workgroups to provide technical assistance as they work towards implementing the activities identified in their action plans.