

# The Early Childhood Personnel Center: From Exploration to Implementation of a Comprehensive System of Personnel Development in Early Childhood Intervention

**ECPC DEC Leadership Institute for  
IHE Faculty, Doctoral Students and Families  
July 13. 2020**



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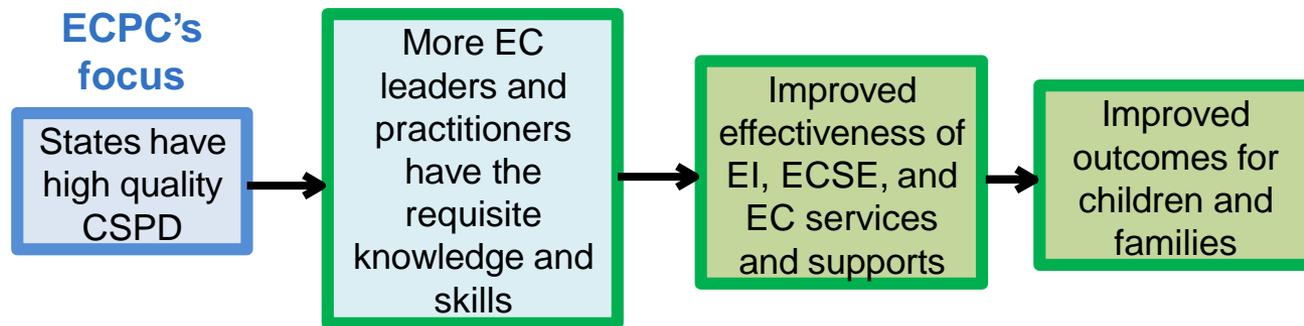
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# Session Objectives

- 1. To provide an overview of the Early Childhood Personnel Center (ECPC) and Its Goals**
- 2. To describe the current ECPC TA initiative**
- 3. To describe the CSPD strategic planning process used by ECPC**



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



Theory of Action

*How improved CSPD leads to improved outcomes*



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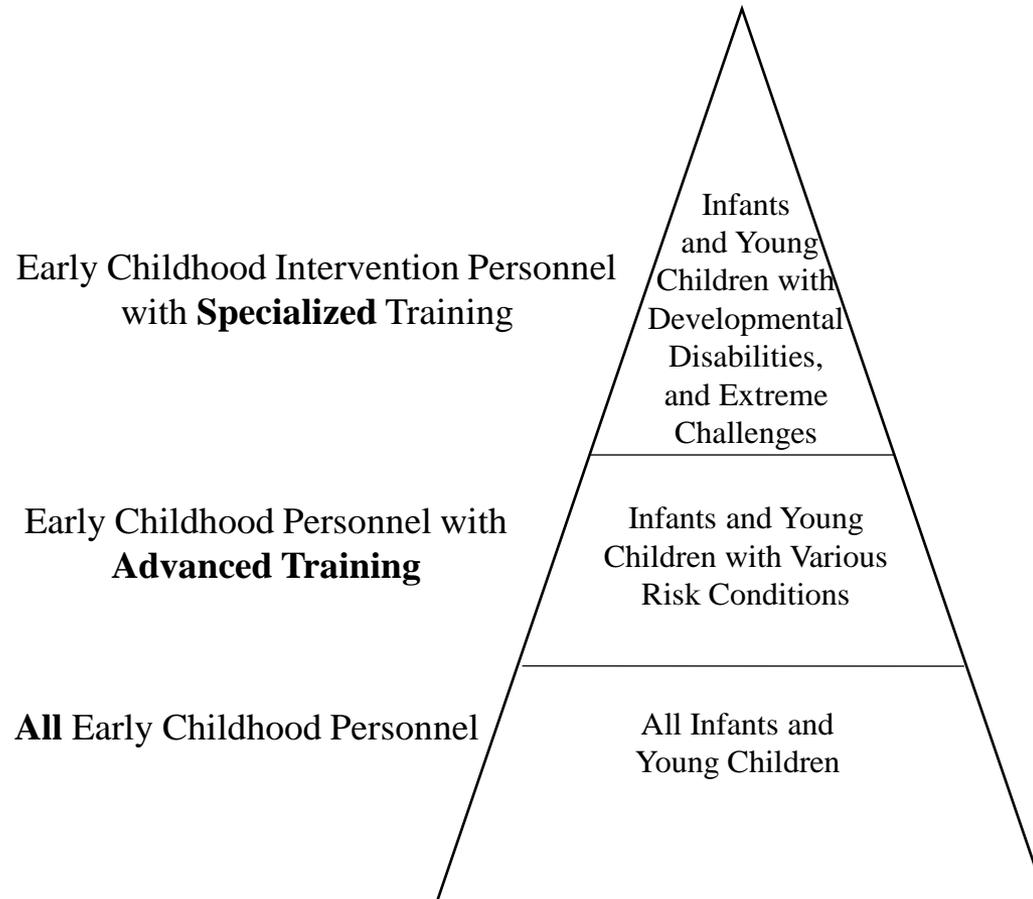
To provide *Technical Assistance*  
to facilitate the implementation of  
*Comprehensive Systems*  
*of Personnel Development (CSPD)*  
for **all** disciplines  
serving infants and young children  
with disabilities and their families



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# Continuum of Early Childhood Personnel Competence



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# QUALIFIED PERSONNEL IDENTIFIED IN IDEA

## Part C (ages 0-3)

- Special Educators;
- Speech-Language Pathologists and Audiologists;
- Occupational Therapists;
- Physical Therapists;
- Psychologists;
- Social Workers;
- Nurses;
- Nutritionists;
- Family Therapists;
- Orientation and Mobility Specialists; and
- Pediatricians and other Physicians;

## Part B (ages 3-5)

- Special Education;
- General Education;
- Related Service Personnel:
  - Speech-Language Pathologists and Audiologists;
  - Occupational Therapists;
  - Psychologists;
  - Physical Therapists;
  - Recreational Therapists;
  - Social Workers;
  - Counseling services;
  - Orientation and Mobility Specialists, and
  - Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only



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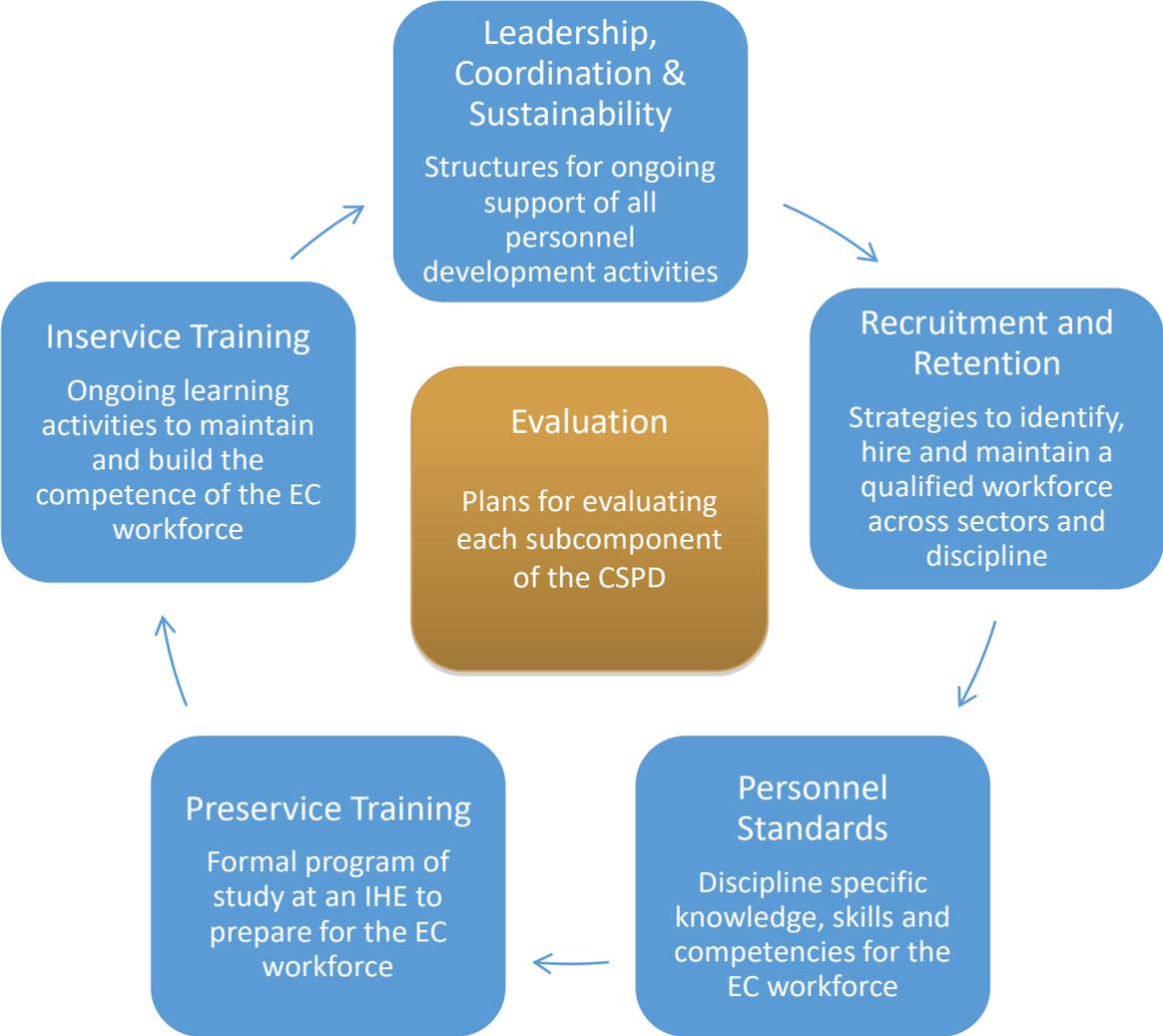
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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# 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.

# Definition of Systems

a regularly interacting  
or interdependent group  
of items or things or principles  
**forming a unified whole**



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A Comprehensive System of  
Personal Development  
is a *necessary and integral*  
quality indicator of  
an early childhood service system

**AND**

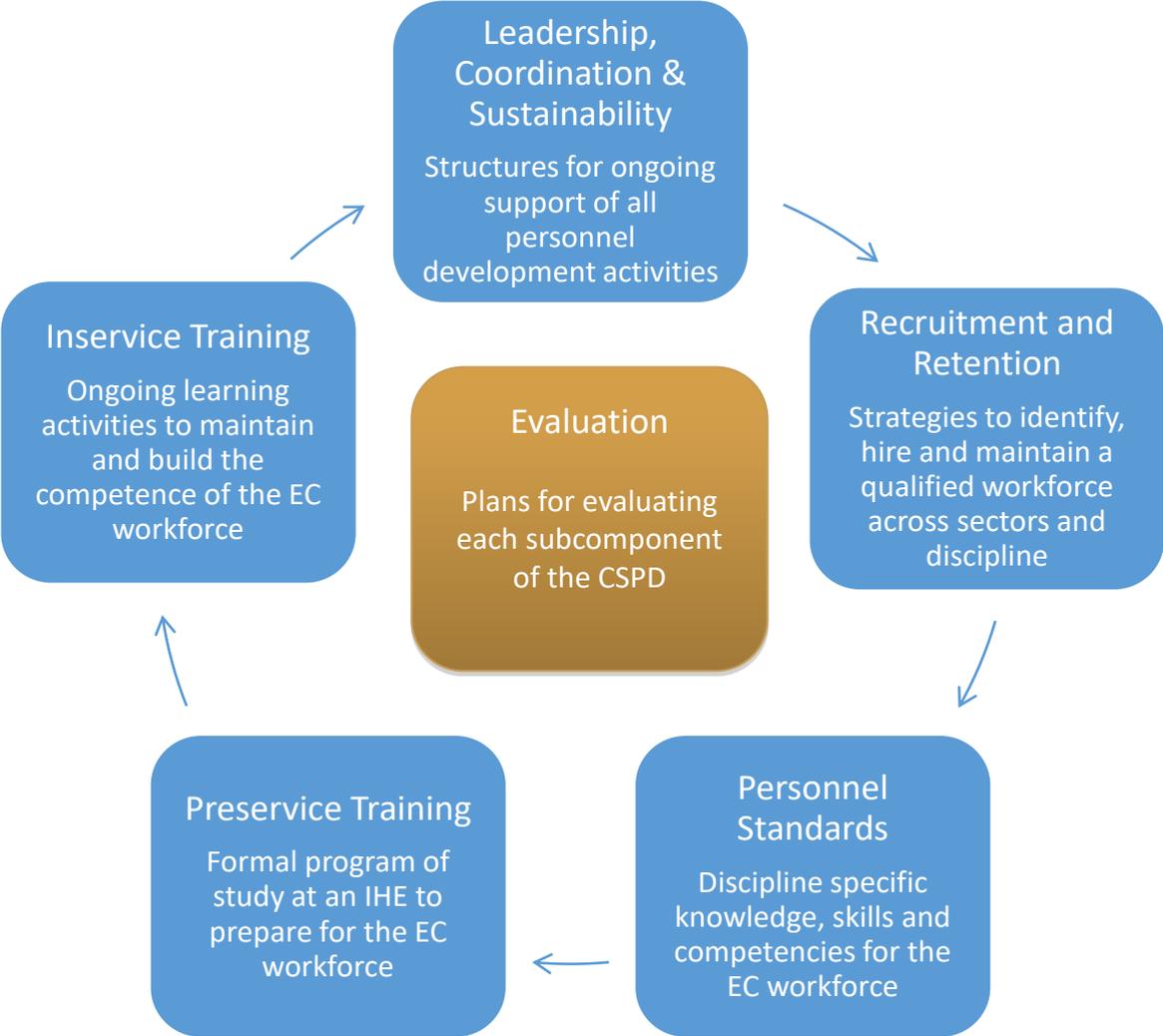
**the early childhood workforce**  
who serve infants, toddlers and preschool  
children with disabilities and their families



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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

## Universal TA for All

Web Site

Materials,  
Resources  
and Tools

## Targeted TA to Build Leadership to Specific Populations

State IDEA Part C  
and 619, and EC Staff

IHE Faculty, Students,  
and State PD  
Providers

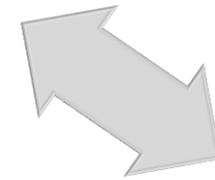
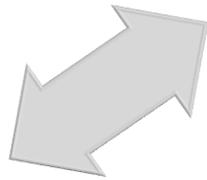
## Intensive TA for State CSPD Development and Implementation

Reboot in  
Previous States

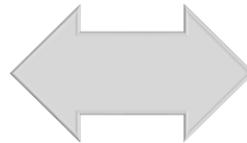
Develop and  
Implement in  
New States



Identify and Develop  
Knowledge



Develop or Identify Materials,  
Resources and Tools for the  
Early Childhood Workforce



Provide TA to Specific  
Populations and State Early  
Childhood Systems



# To Increase the Knowledge, Skills and Competencies Of Those Serving infants and Young Children with Disabilities and their Families

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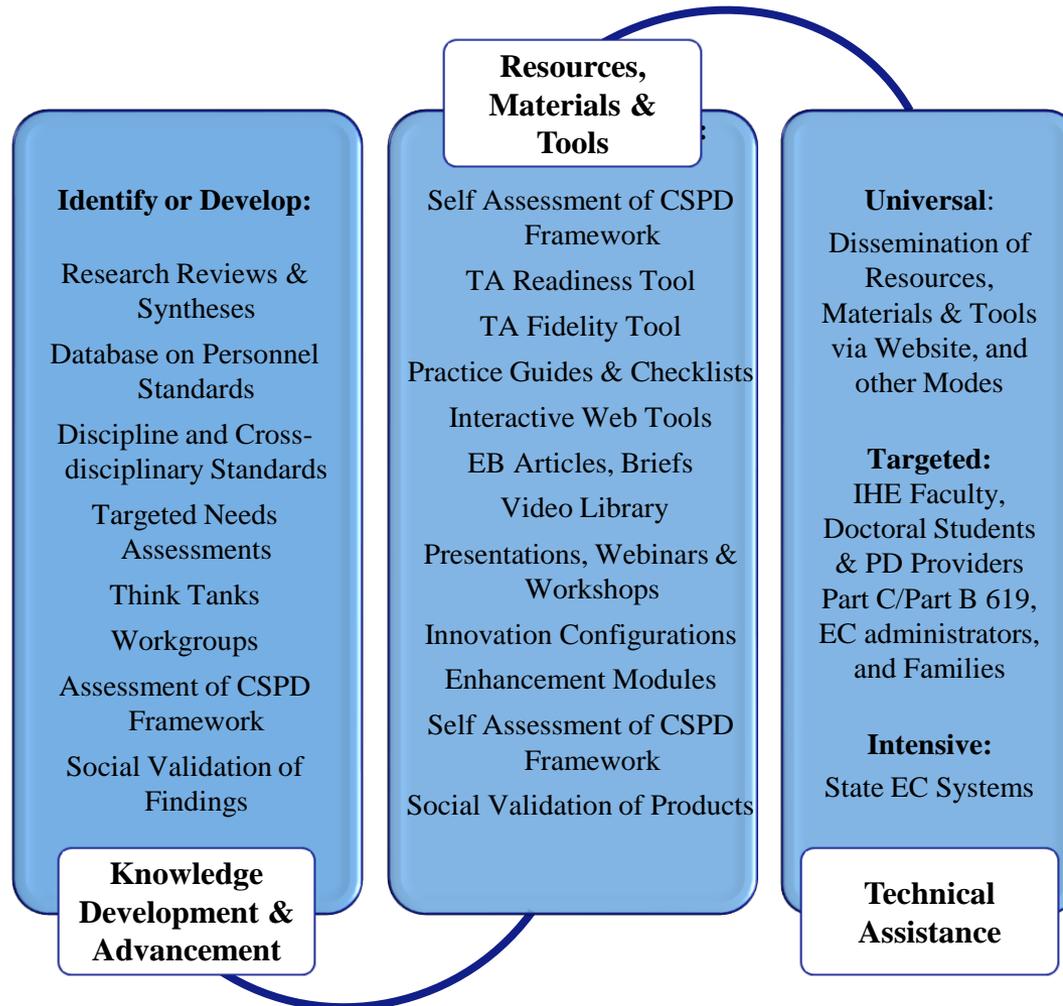
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# Relationship Among Phases of TA Development

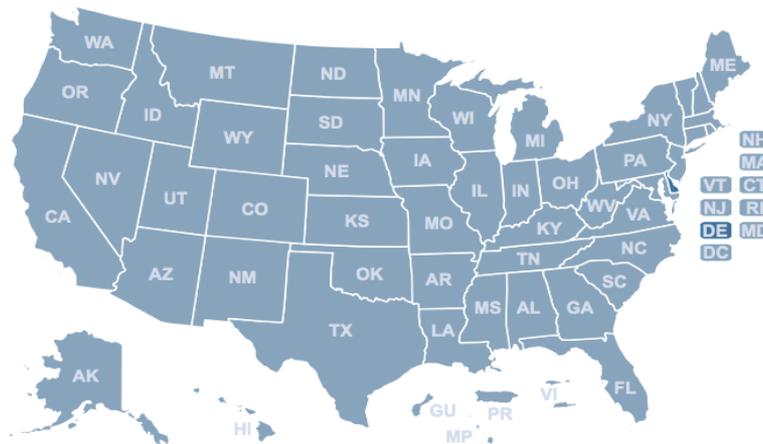


# Personnel Standards

Licensing,  
and  
certification  
of personnel  
who provide  
services to  
infants and  
young  
children with  
disabilities  
and their  
families

Select Which State(s) to Search.

If you don't have a preference, select "Any State".  
Once you've made your selections, click "Continue"



LIST PROGRAMS



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# Alignments Provide Guidance For:

- Development of IHE CAEP and state accreditation Program Review Documents
- Review of Program Documents by CAEP/state reviewers
- Development, modification, implementation and evaluation of IHE programs – ECE, ECSE, Blended, Multi-age General Special Education
- Development, implementation, and evaluation of inclusive clinical experiences
- Articulation of courses across two-year and four-year programs
- Development of state certification policies



# Core Competencies across Disciplines



# Methodology

- Establish Stakeholder Group
- Draft Core Areas & Sub-areas
- Review Preliminary Areas & Sub-areas
- Identify Personnel Standards and Practice Documents Across Disciplines
- Align and Categorize into Competency Areas
- Define Personnel Competency Areas
- Final Review and Revision of the Four Areas into Observable and Measurable Competencies

<b>Coordination and Collaboration</b>	<b>The alignment of early childhood services, interventions and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families</b>
<b>Family Centered Practice</b>	<b>The delivery of culturally competent and family responsive early childhood intervention that respects and facilitates a family’s active partnership and participation in the assessment, planning, implementation and monitoring of the interventions delivered to their child and themselves.</b>
<b>Evidenced Based Practice</b>	<b>The use of scientifically based evidence to inform all screening, assessment, intervention and evaluation practices implemented with a child and family, and the collection of reliable data to document, monitor and make decisions about the effectiveness of the intervention practices used with each individual child and family</b>
<b>Professionalism</b>	The application of ECI and discipline specific laws, policies, ethical standards and practice guidelines by service providers who take responsibility for continued learning through self-reflection and professional development which they share with others through teaching, mentoring, and coaching; and the demonstration of advocacy and leadership skills at the local, state and national level.

# Definitions of Competency Areas

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Coordination and Collaboration	The alignment of early childhood services, interventions and community resources to support a collaborative, cross-disciplinary, and cross agency service delivery process for infants and young children with disabilities and their families
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# Definitions

Standard: What you must know and be able to do (knowledge and skills)

Indicator: a rule for the measure of quality; a sign that shows the condition or existence of something

Practice: the action of doing

***Competency: an ability or skill to meet a standard***

# Data Reports

- Data Report 1: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Education Act
- Data Report 2: National Landscape of Early Childhood Personnel Standards for Professionals Serving Infants and Young Children with Disabilities and Their Families under 619 and Part C of the Individuals with Disabilities Act
- Data Report 3: The National Status of State CSPD Subcomponents for Part C and Part B(619) Programs
- Data Report 4: The National Landscape of IHE Programs in Early Childhood and Early Childhood Special Education across Degree Level
- **The Development of Core Cross Disciplinary Early Childhood Competency Areas**
- Personnel Need Assessment
- ECPC Leadership Competency Validation Survey for Part C and Part B (619) Coordinators



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# Literature Syntheses/Reviews

#1 **Alignment of State Personnel Standards and Competencies with Curricula at IHEs**

#2 **Alignment of Preservice and Inservice Training for Early Childhood Interventionists**

#3 Systems Level Integration to Promote Early Childhood **Professional Development**

#4 **Inservice Professional Development:** Features Associated with Positive Outcomes

#5 **Relationships Between Leadership Practices** and Organizational, Leader and Employee Outcomes

#6 **Metasynthesis of Preservice Professional Preparation** and Teacher Education Research Studies

#7 Scoping Review of the **Core Elements of Technical Assistance** Models and Framework

#8 Review of Studies and Evaluations of **the Effects of Technical Assistance** on Program, Organization, and **Systems Change**



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# Publications and Tools From Literature Syntheses

- **Leadership**

- Dunst, C.J., Bruder, M.B., Hamby, D.W., Howse, R., & Wilkie, H. (2018) Meta-analysis of the relationships between different leadership practices and organizational, teaming, leader and employee outcomes. *Journal of International Education and Leadership*, 8(2), 1-45.
  - **Developed a Leadership Brief and Leadership Checklist**

- **Preservice**

- Dunst, C.J., Hamby, D.W., Howse, R.B., Wilkie, H., Annas, K. Metasynthesis of preservice professional preparation and teacher education research studies
  - **Developed seven briefs on important components in preservice training**

- **Inservice**

- Dunst, C. J., Bruder, M. B., & Hamby, D. W. (2015). Metasynthesis of in-service professional development research: Features associated with positive educator and student outcomes *Educational Research and Reviews*, 10(12), 1731-1744.
  - **Developed a checklist for adult learning**

- **Technical Assistance (TA)**

- Dunst, C.J., Annas, K., Wilkie, H., & Hamby, D.W. Scoping Review of the Core Elements of Technical Assistance Models and Frameworks (Under Review)
- Dunst, C.J., Annas, K., Wilkie, H., & Hamby, D.W. Review of studies and evaluations of the effects of technical assistance on program, organization, and systems change.
  - **Developed a checklist**

# Preservice Brief

## Research on Pre-Service Personnel Preparation

At a Glance: Core Pre-Service Practice - Teaching Method Instruction
2019

A meta-synthesis of high impact practices for pre-service professional preparation (Dunst et al, 2018) was conducted to inform teacher education programs and university faculty teaching-related practices. Specific objectives of the study included determining practices associated with university student outcomes and benefits to student learning, and identifying categories of practices associated with optimal outcomes and benefits. A total of 130 studies were included in the meta-analysis, with a combined total of 3 million+ study participants. Findings from this analysis will contribute to the improvement of pre-service teacher education programs in preparing highly qualified educators ready to be able to use practices that improve student learning in the preschool, elementary, middle school and high school levels. The focus of this *At a GLANCE* is the core pre-service practice of teaching method instruction.

### What is Teaching Method Instruction? ?

Teaching Method Instruction refers to the instructional techniques and strategies used by IHE faculty in the classroom to improve student outcomes. Seven instructional practices were related to student teaching quality outcomes.

### How Was it Measured? 📊

Eight meta-analysis were examined to identify instructional practices used by faculty to influence students' knowledge and use of teaching practices during preservice coursework. Proxy measures for teaching method instruction, including simulation-based instruction and micro counseling, were included in the study due to a low number of meta syntheses located for pre-service teaching methodology. Instructional practices were measured to identify the relationship between types of teaching method instruction and teaching quality and student outcomes.

- 1 Student Field Experiences
- 2 Teaching Methods of Instruction
- 3 Clinical Supervision
- 4 Faculty Coaching & Instructional Practices
- 5 Course-Based Learning Practices
- 6 Web-Based & E-Learning Practices
- 7 Cooperative Learning Practices

## What Did the Research Find?

The results showed:

- ALL seven practices were related to student teaching quality outcomes.
- The most effective practice for increasing teaching quality was the use of simulation-based instruction with deliberate or intentionally designed opportunities to improve students' clinical practice. Simulation-based instruction, without intentionally designed opportunities, had a smaller positive effect.
- Critical Thinking Instruction and simulation-based instruction had small effect sizes for increasing student knowledge and skill acquisition.
- All seven practices used explicit activities to teach students different types of instructional practices.

### Relationships Between Types of Teaching Method Instruction and Teaching Quality and Student Outcomes

Teaching Method	Teaching Quality	Student Outcomes
Simulation-based Instruction	~1.5	~0.2
Critical Thinking Instruction	~0.8	~0.2
Teaching Practices Instruction	~0.8	~0.4
Peer-Facilitated Instruction	~0.8	~0.3
Micro Teaching	~0.7	~0.0
Mini-Courses	~0.6	~0.0
Modeling of Teaching Methods	~0.5	~0.0

### How Pre-Service Preparation Programs Can Use this Information i

Pre-Service Preparation Programs can:

- Review coursework to determine if and how intentionally designed simulation-based instruction is used to deliver teaching practices content.
- Review coursework to identify how critical thinking instruction is used to deliver content.
- Provide IHE faculty resources and research to increase their use of different types of teaching methods.

### References 📖

Dunst, Hamby, Howse, Wilkie & Anna. (2019). Metasynthesis of preservice professional preparation and teacher education research studies. *Education Sciences*, 9(50), 1-36.

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The Early Childhood Personnel Center is a project of the A.J. Pappanilou Center for Excellence in Developmental Disabilities at UConn Health. The Center is funded through cooperative agreement number H325B170008 from the Office of Special Education Programs, U.S. Department of Education.

# Standards and Alignments

**Cross Disciplinary Indicators**

**DEC Standards**



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# Effective Inservice Training

- Explicit explanations and illustrations of content or practice to be learned
- Active and authentic job-embedded opportunities to learn the new practice
- feedback on the implementation of the practice
- Opportunities for reflective understanding and self-monitoring of the practice implementation
- Ongoing follow-up supports
- Sufficient duration and intensity of training to provide multiple opportunities to become proficient in the use of a practice

# Effective Technical Assistance

## Technical assistance preparation

- Needs assessment/decision-making

## Technical assistance plan

- Goals and objectives

- Intervention practices

- TA resources

## Technical assistance implementation

- Professional development

- TA provider consultation/support/feedback

- Coaching and mentoring

## Technical assistance evaluation

- Intervention practice fidelity

- Process evaluation

## Technical assistance sustainability

- Follow up/ongoing support

- Capacity-building activities/CQI



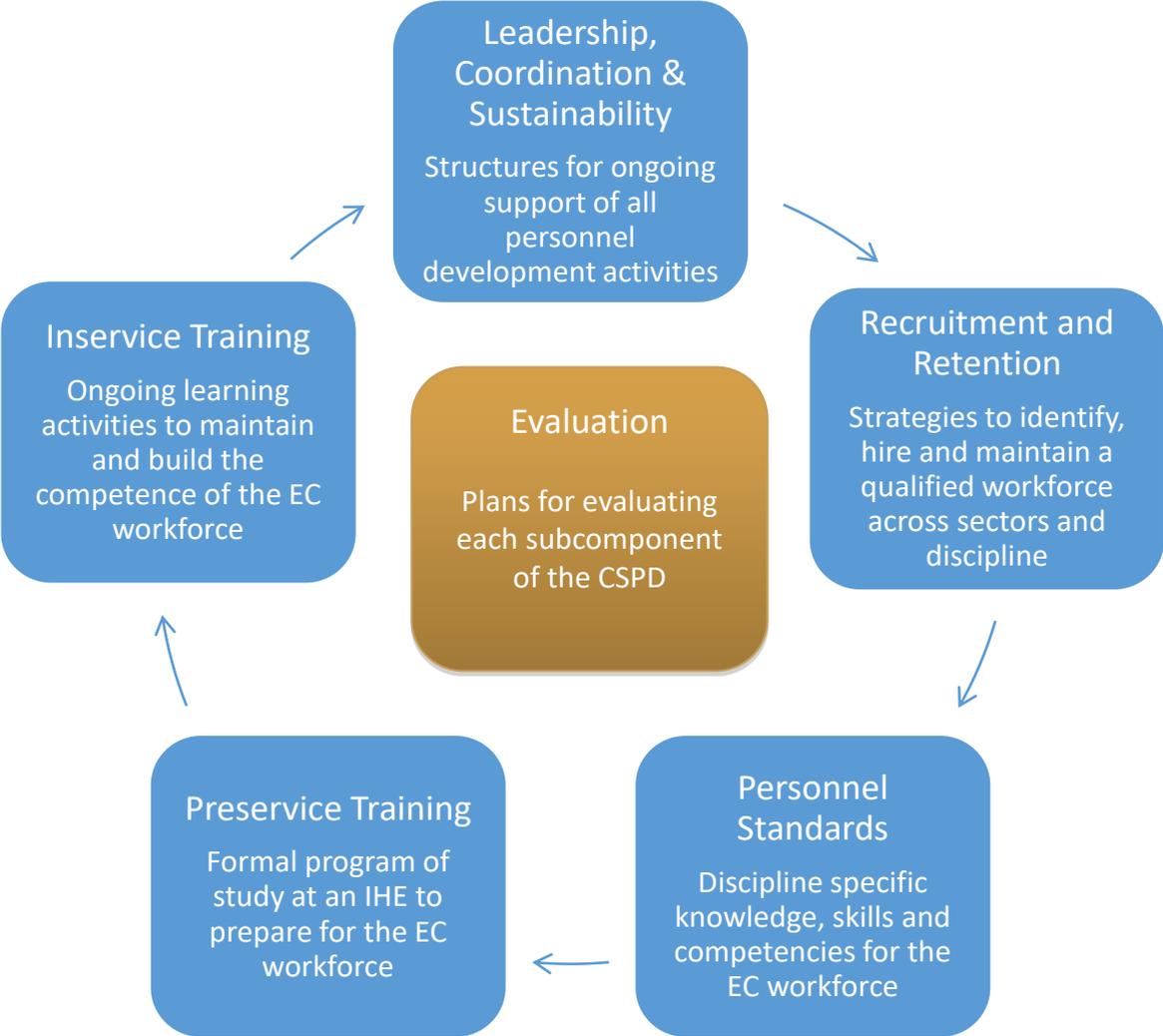
# Effective Preservice Training

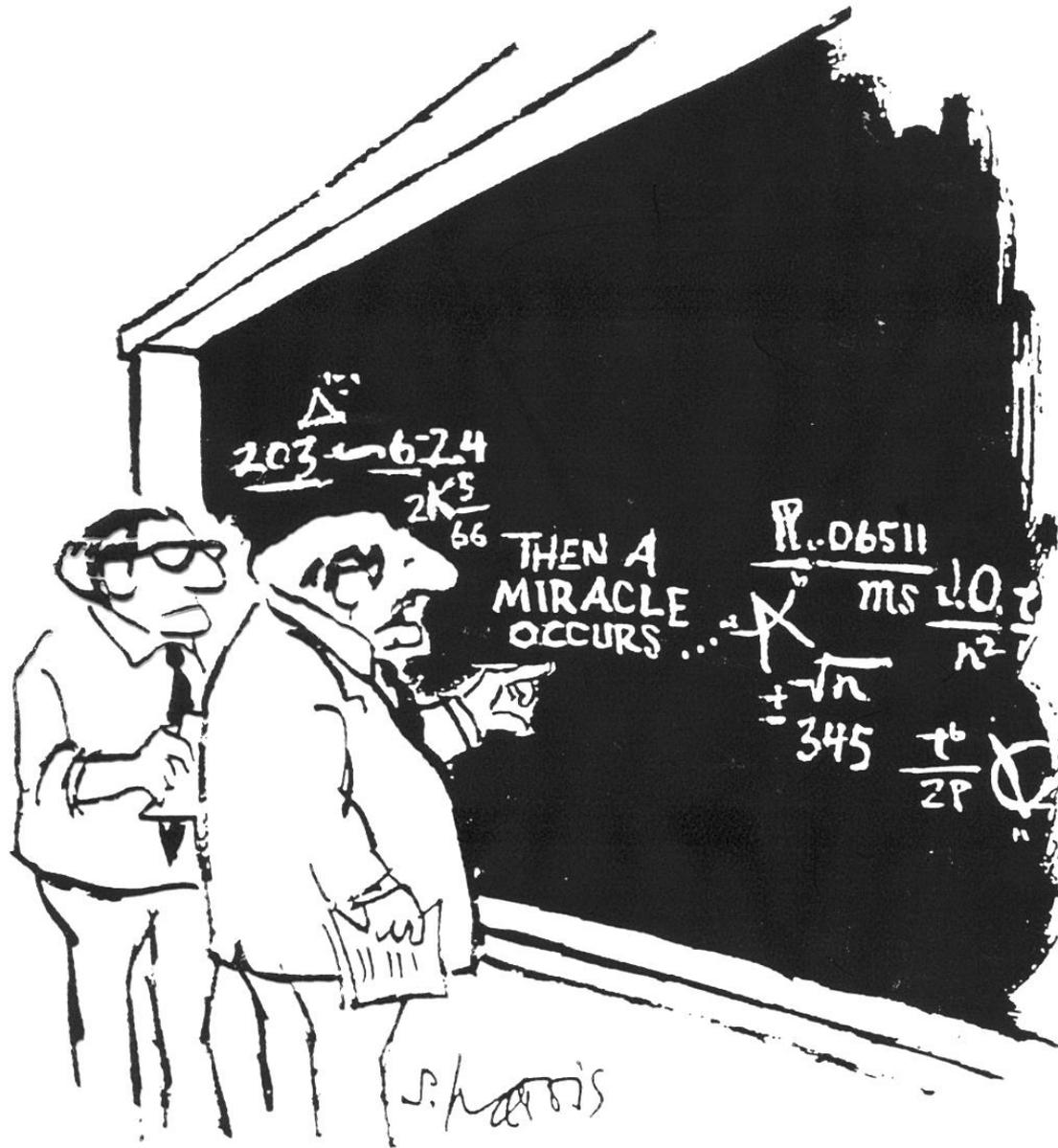
- Student field experiences
- Teaching method instruction;
- Clinical supervision
- Faculty coaching, mentoring, and student performance feedback
- Course-based student learning methods and practices
- Cooperative learning practices
- Web-based and e-learning instruction

# Evidenced Based Education and Training Practices for Adult Learners

Topic	Activity	Explanation or illustration of practice	Job embedded opportunities to learn practice	Performance feedback on the practice	Reflective understanding and self-monitoring of the practice implementation	Follow up activities and support

# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT





*"I think you should be more explicit here in step two."*

# Comprehensive System of Personnel Development

<p><b>Leadership, Coordination, &amp; Sustainability</b></p>	<p><b>Quality Indicator 1:</b> A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p><b>Quality Indicator 2:</b> There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
<p><b>State Personnel Standards</b></p>	<p><b>Quality Indicator 3:</b> State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p><b>Quality Indicator 4:</b> 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><b>Pre-service Personnel Development</b></p>	<p><b>Quality Indicator 5:</b> 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><b>Quality Indicator 6:</b> Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.</p>
<p><b>In-service Personnel Development</b></p>	<p><b>Quality Indicator 7:</b> A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p><b>Quality Indicator 8:</b> 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><b>Recruitment and Retention</b></p>	<p><b>Quality Indicator 9:</b> Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p><b>Quality Indicator 10:</b> Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p><b>Evaluation of the System</b></p>	<p><b>Quality Indicator 11:</b> The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents</p> <p><b>Quality Indicator 12:</b> The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources</p>

# Intensive TA

- **Content:**

**CSPD**

- **Method:**

**Implementation frame** through  
strategic planning

- **Outcome:**

**Scaling up** of effective practices  
for personnel development



# 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?



# Intensive TA States: CSPD

**Cohort 1: DE, IA, KS, OR – *completed***

**Cohort 2: PA, VT – *completed***

**Cohort 3: AZ, MN, PR – *in progress***

**Cohort 4: HI, MS – *starting (ECPC 2)***



Sample vision and mission statements can be found on our website under "Technical Assistance" <http://ecpcta.org/cspd/>

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## 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

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 THREE Implementation

Implement work plans for each CSPD sub component 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

## PHASE FOUR Standardization

Prepare integrated CSPD report of process and implementation plan

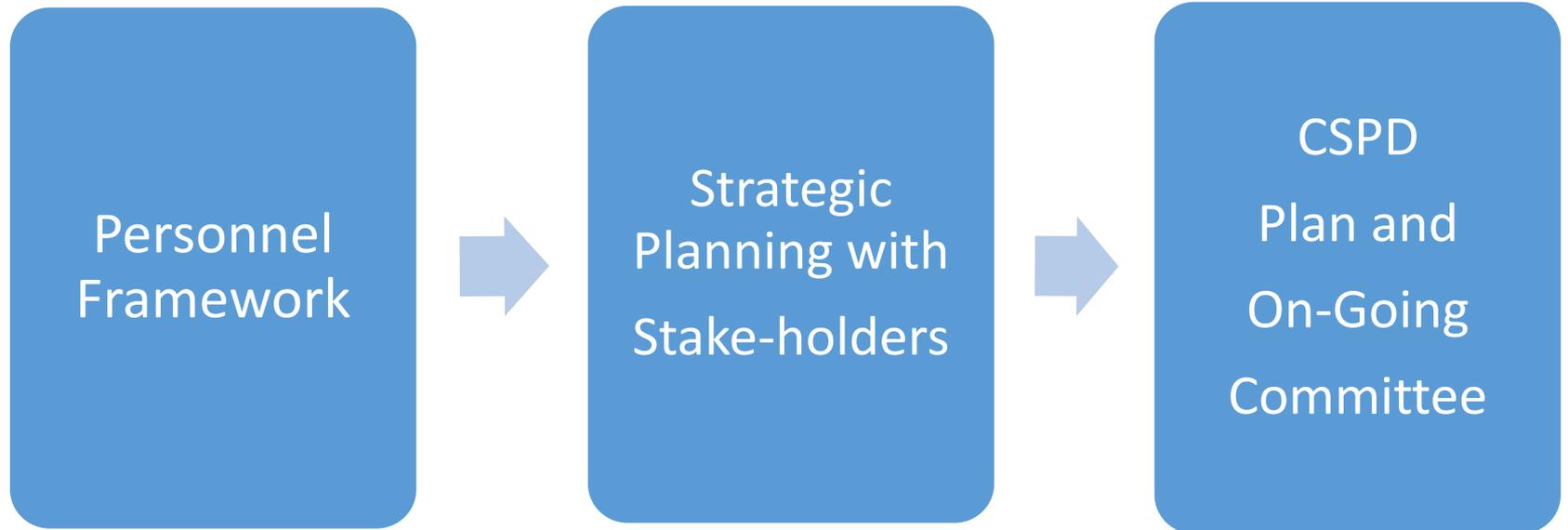
Implement all subcomponent activities

Evaluate all CSPD activities and modify as needed

Revise CSPD and plan for sustainability



# Building A CSPD



# Core Planning Team

- 6-8 Members
- Representatives
  - State Part C Coordinator
  - State 619 Coordinator
  - Pre-K
  - Child Care
- Responsibilities
  - Obtain agency leadership approval
  - Establish SPT and workgroups
  - Information gathering and sharing with SPT
  - Create vision and mission
  - Oversee CSPD development, implementation, evaluation



# Comprehensive System of Personnel Development

<p><b>Leadership, Coordination, &amp; Sustainability</b></p>	<p><b>Quality Indicator 1:</b> A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.</p> <p><b>Quality Indicator 2:</b> There is a written multi-year plan in place to address all sub-components of the CSPD.</p>
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# Strategic Planning Team

- 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



# Strategic Planning



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# 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

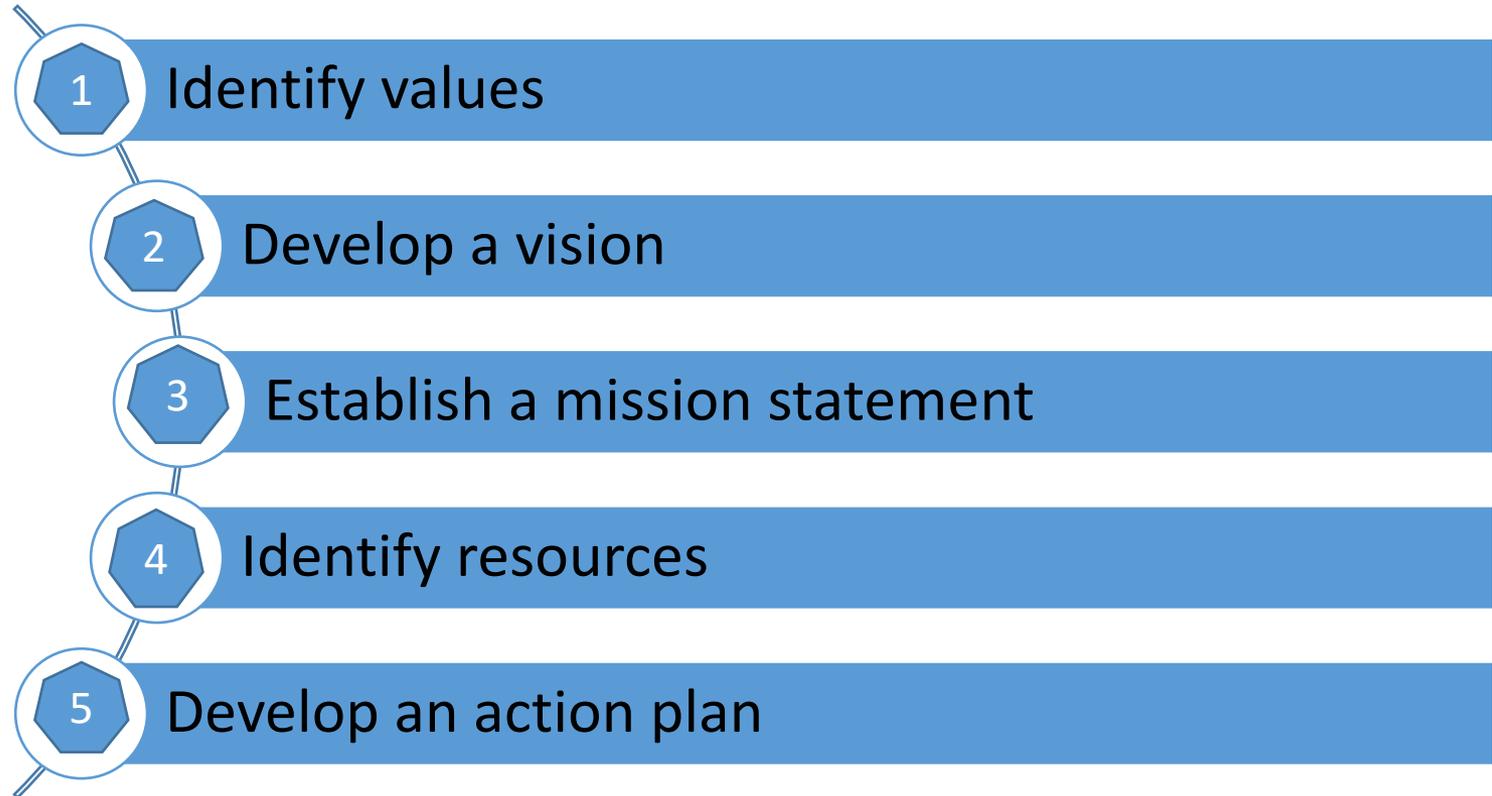


# Strategic Work Plan

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



# Sequence of Strategic Planning



# What are Values?

Values are the guiding beliefs of an organization or group.

Values should:

- Influence the activities of the group
- Be based on assumptions of the group
- Be specific
- Assist in developing mission and vision statements



# Identifying Values

## Personal Values

Identify personal values for each member of the group (*one value per card*)

Individuals reflect on their values and choose top 2 values.

## Small Group Values

What are the values that should guide the work of this group as we develop and early childhood CSPD over the next twelve months?

Write down your personal values; discuss with the group. As a small group select the top 3 values

## Whole Group Values

Each small group shares their 3 top values

Vote on your top 3 values they believe represent the CSPD work

Reach consensus of top 5-10 values



# What is a Vision Statement?

A vision statement is a brief narrative to inform people outside of the CSPD about the desired outcome. Vision statements describe the values, desired future state, challenges, and unique features of the CSPD group.

Vision statements should:

- Be inspirational
- Include desired outcomes and benefits
- Be reasonable
- Focus on long-term change



# Vision Statement: Iowa

Every child, beginning at birth, will be healthy and successful



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# Hawaii CSPD Vision Statement

By 2023, Hawaii will have a sustainable workforce that strives towards professional excellence and is culturally responsive to Hawaii's birth to five year old keiki with special needs and their ohana.



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# What is a Mission Statement?

A mission statement is clear statement about the purpose and objectives of the CSPD. It describes the actions and impact of a CSPD group. The mission statement includes the essential purpose of the CSPD and informs its existence. It defines what the CSPD stands for and helps bring the team together to do work that matters. It is a statement about the future of the CSPD and communicates the message of the CSPD.

Mission statements should:

- Be simply stated – avoid jargon
- Be specific – avoid generalities



# CSPD Mission Statements

To advocate, create, and implement a statewide, comprehensive early childhood professional development system to improve quality and services for all children and families.

## **- Delaware CSPD**

Our Early Childhood Comprehensive System of Personnel Development will be a well-communicated system of integrated professional development supports for early childhood professionals across disciplines that directly impact infants, toddlers, and preschoolers with and without diverse abilities and their families.

## **-Iowa CSPD**

We will create an integrated professional development system for all practitioners who provide services to young children with special needs ages birth to 5 that is linked to national and state standards and integrated within existing professional development systems in our state.

## **-Oregon CSPD**



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# Hawaii CSPD Mission Statement

Hawaii's CSPD is committed to the development of a sustainable workforce that strives towards professional excellence and is culturally responsive to Hawaii's keiki and their ohana.



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# Mission Statement Checklist

The Mission Statement

- Is clear and understandable to all
- Guides the work of the group for the next 12 - 18 months
- Clearly specifies the work of the CSPD including what, who, how and why
- Has a primary focus on creating and sustaining a CSPD
- Is broad enough to allow flexibility in implementation, but not so broad it lacks focus
- Serves as a template for decision making within the CSPD
- Reflects not only the values, beliefs and philosophy of the CSPD, but also the organizational culture
- Reflects achievable standards
- Is worded in such a way that it serves as an energy source and rallying point for the CSPD



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# Resource Identification Activity

For each of the six CSPD subcomponents

- Identify resources already in place in your state that will help put a plan in place
- Review self-assessment data
- Identify additional resources

Information will be used to begin developing initial goals and objectives for subcomponent action plans

# Developing Initial Subcomponent Action Plans

- Each subcomponent workgroup team should:
  - Develop a draft action plan to be achievable within one year
    - Review CSPD Mission and Vision and use all available resources to inform plan (self assessment, guiding questions, knowledge of team members etc...)
    - **Minimally, draft one goal, one to three objectives per goal, and four to ten action/strategies per objective**
    - Assign deadlines for each action step and identify person(s) responsible
  - Use action plan checklist to evaluate plan; revise as necessary
  - Share draft action plan with large group; revise as necessary
  - Finalize subcomponent action plan



# Work Plan for Each Sub-component

Sub-Component

State:

Date Developed:

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



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# Action Plan Evaluation Tool

Criteria	Yes	No	Improvements Needed:
<b>Value:</b> Objectives in the plan are clearly and directly related to the goal ( <i>e.g. development of CSPD</i> ).			
<b>Value:</b> Activities in the plan target the system at multiple levels ( <i>e.g. state &amp; local administration, providers, practitioners, service recipients</i> )			
<b>Value:</b> The plan addresses most of the elements of quality in the CSPD framework			
<b>Value:</b> Activities in the plan, when completed, can reasonably be expected to result in achieving the objective			
<b>Ethical:</b> Activities in the plan include clearly identified feedback loops ( <i>e.g. eliciting stakeholder input; providing information; seeking feedback</i> )			
<b>Ethical:</b> Criteria ( <i>e.g. will include these elements; will address these issues; will meet this standard</i> ) and purpose(s) ( <i>e.g. in order to...; to be used by...</i> ) are clearly stated in objectives and select activities			
<b>Feasibility:</b> Activities in the plan are logical in sequence			
<b>Feasibility:</b> Timelines are realistic and the plan is feasible given the time and resources			
<b>Measurable:</b> Progress is documented at least monthly, and the plan is revised as necessary based on accomplishments, unanticipated events, performance data, feedback, and so forth			
<b>Measurable:</b> The plan identifies measurable results/outcomes that are credible and feasible given the scope of the plan			
<b>Timing:</b> Action plans are complete, including timelines, dates, and individual responsibilities and assignments			

# Subcomponent Action Plan Example

Sub-Component: Recruitment and Retention

State:

Date Developed:

Goals Objectives/Activities	Person(s) Responsible	Resources Needed	Timeline	Measure for Success
Goal 1. Develop a CSPD plan to recruit and retain professionals in specific shortage areas.	R & R team	CSPD Action Planning Template	Sept - Dec	Strategic plan
Objective 1.1: Identify specific discipline and geographical areas of shortage.	Penny		Sept.	List of shortage areas
Activity 1.1.1: Meet with DOE staff to discuss and identify needed data for shortage areas.	Penny	List of possible data sources	Sept.	Data file containing all relevant information identifying shortage areas
Objective 1.2: Recruitment and Retention work group meets to review data.	Penny		Oct-Nov.	Minutes from the meeting
Activity 1.2.1: : Meet as an R&R team to review and discuss data, and to identify shortage areas.	Penny and Shelley	Emails of invitees	Oct.	List of team members



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# Evaluation Plan Example (abbreviated)

Evaluation Questions	Data/Variables	Data Collection Plan (from whom, how & frequency)	Data Analyses & Reporting	Dissemination Plan
<b>Leadership, Coordination, and Sustainability</b> <i>What growth is seen in the overall CSPD Plan using the Systems Framework?</i>	<i>Consensus scoring by the Leadership Team using the ECTA excel scoring sheet</i>  <i>Baseline data collected and scored in fall/2014; Excel scoring sheet June 2015</i>	<i>Leadership team will prioritize next steps for their plan</i>  <i>Leadership team will update the System Framework 1 x per year, Fall</i>	<i>Trend (positive increases)</i>	<i>Disseminate to PD workgroup</i>
<b>Recruitment &amp; Retention:</b> <i>How many individuals hold regular and conditional licenses for Endorsements 1 &amp; 2? ECSE consultant Endorsement?</i>	<i>State Certification lists from DOE</i>	<i>Conducted annually in Spring</i>	<i>Table of frequencies</i>	<i>Results shared with the ICC and IHEs</i>
<b>Personnel Standards</b> <i>How better prepared are educators who graduate with revised Endorsement I?</i>	<i>Follow-up surveys conducted by key IHEs, DOE, etc.</i>  <i>ICC Personnel Committee facilitates the follow-up on those working in EI</i>	<i>Distribute a set of questions to be included in IHEs follow-up evaluations of graduates each year</i>	<i>Percentages and themes of qualitative responses</i>	<i>Results shared with the ICC and IHEs</i>
<b>Pre-Service personnel Development</b> <i>What are the areas of strength and need as reported by IHE faculty and staff?</i>	<i>Items on the Endorsement 1 &amp; 2 needs assessment</i>  <i>Items on the Interdisciplinary needs assessment</i>	<i>Conducted in Spring 2016</i>  <i>Conducted every three years in the Fall</i>	<i>Report</i>  <i>Report</i>	<i>Disseminate to IHEs, link to professional development needs for faculty</i>
<b>In-Service Personnel Development</b> <i>What PD is offered to address the needs identified above? By regions? By LEAs?</i>	<i>Professional development survey to DOE, regions, and LEAs</i>	<i>Conducted every three years in the Spring</i>	<i>Percentages and themes of qualitative responses by region and LEA</i>	<i>Results shared with the ICC and PD workgroup</i>



No Sharpies on the wall



Expecta

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Evaluation M

## Goal: Create CSPD leadership infrastructure

Objective I: Expand team to enhance cross-sector representation A complete cross-section is in place

- ID who is missing current leadership team @ next leadership team w/in 3 mo.
- Extend invite current leadership team by September 2019
- Onboard current leadership team decides at next meeting in prep for Dec 2019 onboarding

Objective II: Establish management processes for teams We will have clear management

- Determine decision-making processes
  - ID roles & responsibilities
  - ID communication/info sharing processes
  - Establish meeting schedule + venues
- } Current leadership team at next meeting w/in 3 mo.

Objective III: Establish sustainability plan

- Create agency/org commitment letter
  - Send out letter & obtain commitment
  - Continue ongoing w/ ECPC
- } Current leadership team at next meeting w/in 3 mo.

Objective IV: Create marketing: outreach plan EC Community will know about + engage w/ the CSPD system

- create brand
  - create info packet
  - create a website
- } Timeline to be determined at next meeting w/in 3 mo.

ensure  
Objective V: Align



# Expectations

## Goal: Create CSPD leadership infrastructure

### Evaluation Measurement

- Objective I: Expand team to enhance cross-sector representation** A complete cross-sector leadership team is in place
- ID who is missing current leadership team @ next leadership team w/in 3 mo.
  - Extend & invite current leadership team by September 2019
  - Onboard current leadership team decides at next meeting in prep for Dec 2019 onboarding
- Objective II: Establish management processes for teams** We will have clear management processes
- Determine decision-making processes
  - ID roles & responsibilities
  - ID communication/info sharing processes
  - Establish meeting schedule + venues
- Current leadership team at next meeting w/in 3 mo.
- HI CSPD will be self-sustaining
- Objective III: Establish sustainability plan**
- Create agency/org commitment letter
  - Send out letter & obtain commitment
  - Continue ongoing w/ ECPC
- Current leadership team at next meeting w/in 3 mo.
- Objective IV: Create marketing & outreach plan**
- create brand
  - create info packet
  - create a website
- EC Community will know about + engage w/ the CSPD system
- Timeline to be determined at next meeting w/in 3 mo.
- Objective V: Align**
- Ensure



# Action Plan Evaluation Tool

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# Intensive TA Products

- Readiness Tool
- TA Tracking Tool
- MOU Rubric
- Intensive TA Guide with Rubrics
- Strategic Planning Manual



# Lessons learned

- *Someone(s) MUST own the process.*
- *The right people MUST be at the table: the core planning team( use the form).*
- *The team MUST be able to focus on CSPD over other competing priorities.*
- *Data from the personnel component from the system self-assessment MUST guide the CSPD work group planning.*



# IHE Faculty and Doctoral Students

## *Preservice*

Knowledge Development	Materials, Tools and Resources	Technical Assistance Through
Cross Disciplinary Work Group	Competencies; Case Studies; Infographics; “Looks Like” Brief	State IHE Faculty
Needs Assessment at DEC	Video Library (on hold)	ECPC/DEC IHE and Doctoral Cohorts
Metasynthesis of EB Practices	Briefs on EBP; Checklist of EBP	Preconference at AUCD
Think Tanks of OSEP Funded Masters Programs Think Tanks of OSEP Funded Doctoral Programs Think Tank of Blended Programs	Video Vignettes (on hold) Guide to Writing Grants Grants Submitted (Doctoral Consortium) Guide for Adult Learning; Catalogue of Learning Activities	
DEC Standards Work Group	Planning Matrix of Standards, RP, Competencies; Syllabi for Each Standard; “Looks Like” Brief for Each Standard	
Other: Directory and Analysis of IHE Blended Programs	Data Papers: Articles; Guide to Action Planning; <b>Curriculum Kits</b>	

# Institutes of Higher Education Faculty & Doctoral Students

- Create program of study with new EI/ECSE standards
- Create syllabi with topics from new EI/ECSE standards and examples of practice/activities from DEC Recommended Practices
- Revise existing syllabi to reflect new EI/ECSE standards & DEC Recommended Practices

*\*embed adult learning practices in all products*

*\*embed the ECPC Cross Disciplinary Competencies when appropriate*



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# Families

- Work with state Part C or Part B/619 Coordinator to participate in opportunities for family leaders within workforce development activities
- Work with state team to develop trainings for potential family leaders targeting one component of the CSPD (*leadership, standards, pre-service, in-service, recruitment & retention and evaluation*)



# 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?

