

## 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



## 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 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: **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

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

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