Teacher Education Division of CEC
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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

IF WE WANT IMPROVED OUTCOMES FOR INFANTS AND YOUNG CHILDREN
WITH DISABILITIES AND THEIR FAMILIES, THEN…………

Theory of Action

ECPC’s focus
States have high quality CSPD

More EC leaders and practitioners have the requisite knowledge and skills.

Improved effectiveness of EI, ECSE, and EC services and supports

Improved outcomes for children and families

Note: The working assumption is that the blue box will produce the green boxes. Large scale change will occur after the 5 years of the Center.
1) Leadership and Coordination

- Working Collaboratively with other OSEP Early Childhood TA Centers:
  - ECTA Center: http://ectacenter.org/
  - DaSy: http://dasycenter.org/
  - Iris: 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://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
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 | Quality Indicator 1: A cross sector leadership team is in place that can set priorities and make policy, governance, and financial decisions.  
Quality Indicator 2: There is a written multi-year plan in place to address all sub-components of the CSPD |
|--------------------------------------------|--------------------------------------------------------------------------------------------------|
| State Personnel Standards                  | Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.  
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. |
| Preservice Personnel Development           | 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.  
Quality Indicator 6: Institution of higher education programs and curricula address early childhood development and discipline-specific pedagogy. |
| Inservice Personnel Development            | Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines  
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 |
| Recruitment and Retention                  | Quality Indicator 9: Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.  
Quality Indicator 10: Comprehensive recruitment and retention strategies are being implemented across disciplines. |
| Evaluation                                 | Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents  
Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources |

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**KANSAS SCHOOL READINESS FRAMEWORK**

[www.kskits.org/index.shtml](http://www.kskits.org/index.shtml)

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**EQIP**

**ECHo**

**KCCTO**

**ChildCare Aware of Kansas**

**KANSAS SCHOOL READINESS FRAMEWORK**
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

- Values
- Vision
- Mission
- SWOT Analysis
- Goals
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
Kansas Higher Education Programs

Fieldwork
Is EC (B – 5) Fieldwork required?

Early Childhood Content
Content in Early Childhood Related Coursework

Courses & Program
Experiences/Practices EC/ECSE Programs

Experiences/Practices Social Work Programs
**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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