



Comprehensive System of Personnel Development

Arizona Comprehensive System of Personnel Development

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What is a Comprehensive System of Personnel Development?

A Comprehensive System of Personnel Development (CSPD) is a multi-agency, cross-disciplinary system that aims to address the needs of 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 diverse needs of young children and their families
- Inequities of preparation and compensation among those providing services

*CSPD is a requirement of IDEA, Part C

Why do we need a CSPD?

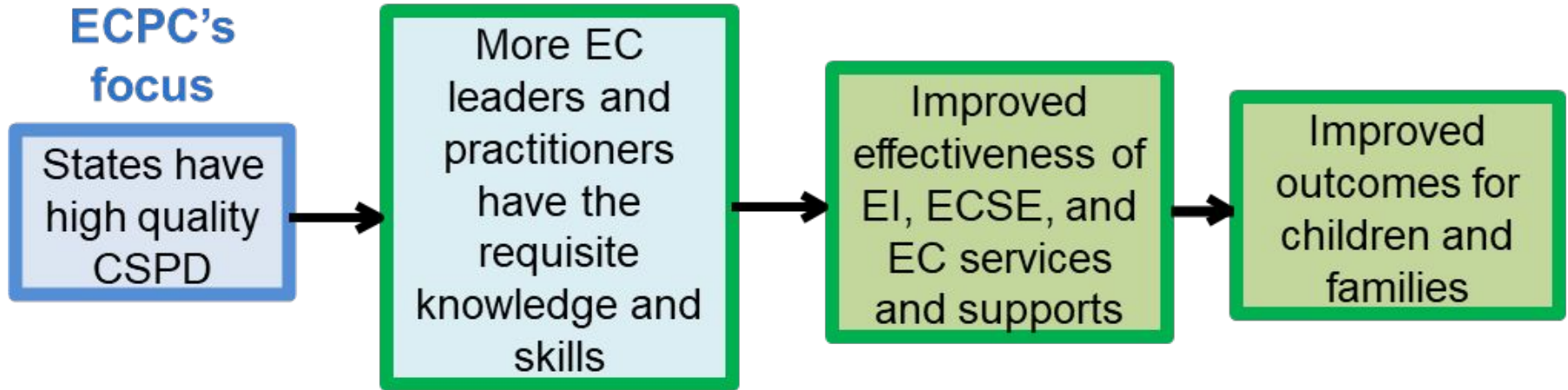


- A CSPD is the primary mechanism by which a state ensures that infants, toddlers, and young children with disabilities and their families are provided services by knowledgeable, skilled, competent, and highly qualified personnel, and that sufficient numbers of these personnel are available in the state to meet service needs.
- An effective CSPD is key to promoting both effective practices and legal requirements as determined by the Individuals with Disabilities Education Act (IDEA).

What does an effective CSPD do?

- Coordinates and addresses state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledges the relationship between pre- and in-service personnel development (PD) to ensure consistency of practice
- Stays informed through ongoing evaluation via multiple sources and monitors the results and capacity to implement child and program quality standards

How an effective CSPD leads to improved outcomes for children with disabilities and their families:

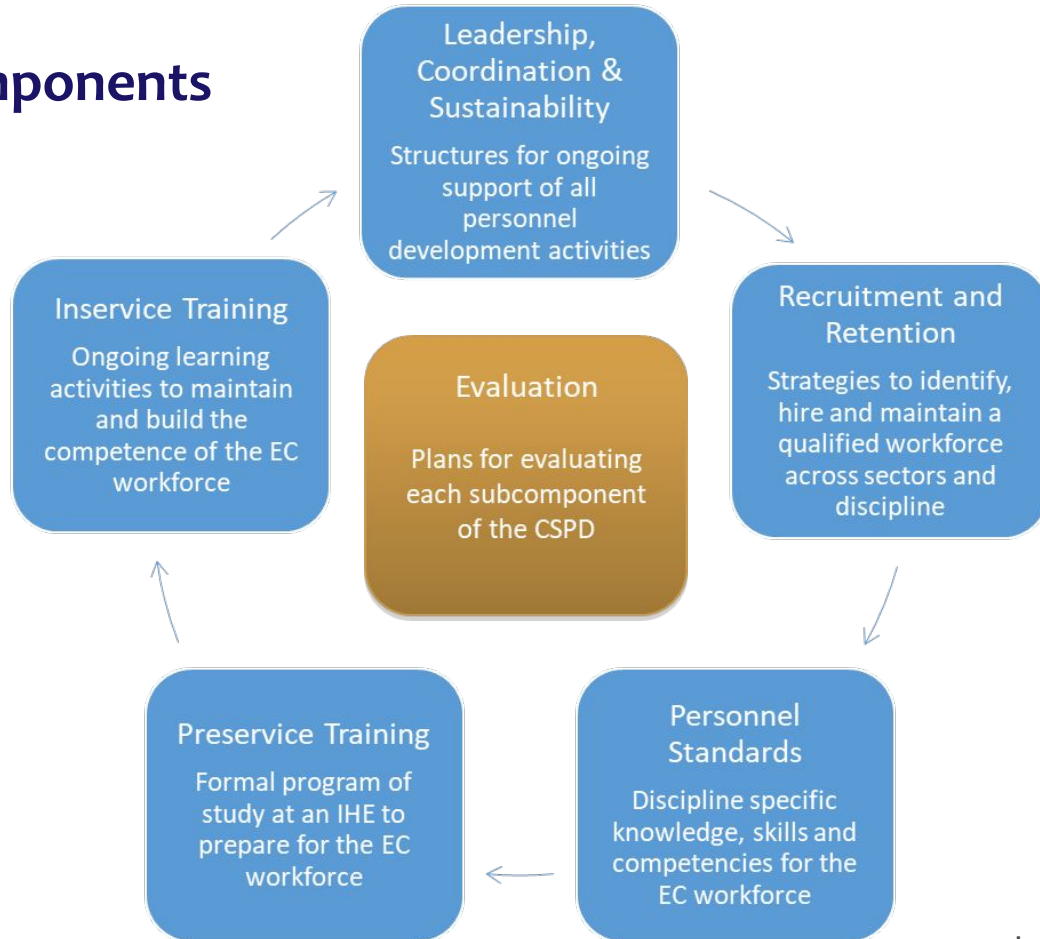


Vision Statement: An equitable and accessible early childhood professional development system informed by evidence-based practices that strengthens all Arizona children and their families.

Mission Statement: Our early childhood comprehensive system of professional development will support a unified cross-disciplinary early childhood workforce in Arizona that serves children and families in the contexts of inclusion, access, and equity through creative and collaborative system building.

Arizona CSPD Vision and Mission

CSPD Subcomponents






Leadership, Coordination and Sustainability

This workgroup focuses on the leadership, coordination, and sustainability of a state CSPD. The Leadership Team is able to set priorities and make policy, governance, and financial decisions related to the personnel system. Some accomplishments include:

- Monitoring action plans of all groups and discussing updates with facilitators monthly
- Working on ways to enhance communication and support between leadership and groups, as well as how to better cultivate more collaboration between groups
- Focusing on how sustainability and continuing our momentum, especially after ECPC is no longer working with us



Recruitment and Retention

The Recruitment and Retention workgroup focuses on the recruitment of new EC practitioners and the retention of current EC practitioners, ensuring efforts are being made to fill position vacancies by and maintain qualified personnel. Some accomplishments include:

- Surveyed field-what keeps practitioners in their positions in 2020 and 2021
- One Pager Flyer of Top Five Retention Strategies
- “How To Achieve” Best Practices in Recruitment and Retention (Practice Profiles)
- Created a “Guide To Recruitment and Retention for Early Childhood Programs”

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Personnel Standards

The Personnel Standards workgroup focuses on state personnel standards, discipline specific knowledge, and skills and abilities for the early childhood workforce. In addition, they ensure that state standards, across disciplines, are aligned to national professional organization personnel standards. Some accomplishments include:

- Nearly finished with aligning the AzEIP standards of practice to the Early Intervention/Early Childhood Special Education (EI/ECSE) personnel preparation standards from the Division for Early Childhood (DEC).
- Conducted focus groups to assist First Things First with investigating how to expand the Registry's career lattice to include more EI/ECSE professionals
- Working on recommendations for updates to the ECSE certification

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Pre-service

The Pre-service Personnel Development workgroup focuses on ensuring that formal programs of study at Institutes of Higher Education (IHE) prepare students for the EC workforce. Pre-service applies to individuals training to work in the field. Some accomplishments include:

- Created 2 leadership approved surveys gather information from program faculty about early childhood special education programs in our state
- Created an excel sheet that includes information about programs of study for early childhood special education in Arizona
- Have a database of faculty teaching in pre-service programs in Arizona to disseminate information to.



In-service

The In-service Personnel Development workgroup focuses on ongoing learning activities to maintain and build the competence of the EC workforce. In-service applies to providers currently working in the field. Some accomplishments include:

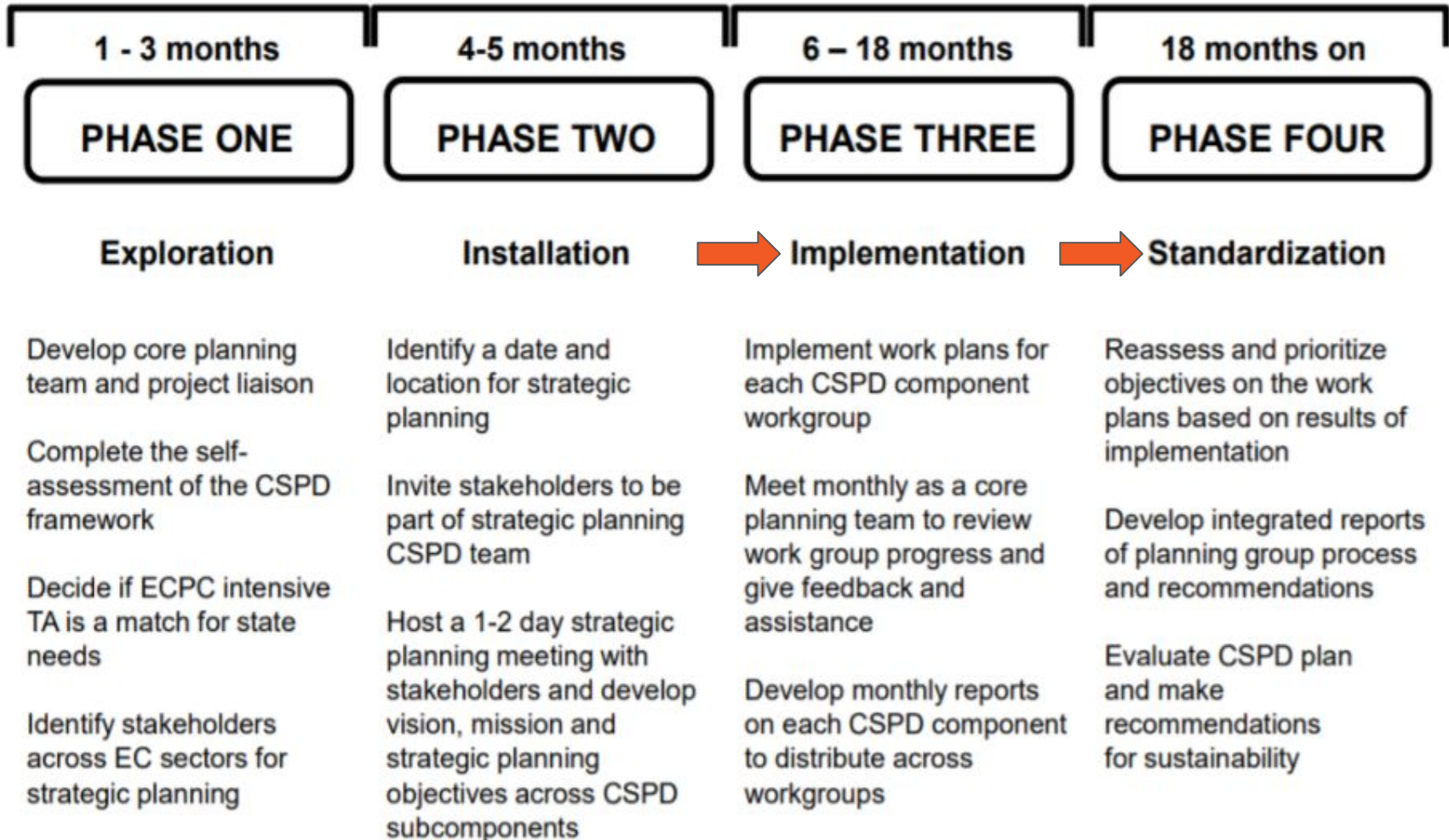
- Developed and disseminated a survey to gather information on where and how EC professionals have been getting PD, as well as barriers to receiving PD
- Will be analyzing data to create fact sheet for leadership
- Will work with Personnel Standards to determine what standards are being utilized throughout the state for alignment of in-service offerings
- New goal to identify and promote an andragogy for adult learning practices



Evaluation

The Evaluation workgroup works to evaluate the CSPD system, including evaluation of each work group. This committee is responsible for ensuring each of the other groups are moving forward and accomplishing their action plans. Some accomplishments include:

- Partnered with Evaluation and Research Associate from Sonoran UCEDD to develop robust method for tracking and analyzing data from the subcomponents to measure the efficacy of the CSPD
- Reviewed all action plans to determine intended impact of the goals and beneficiaries.
- Goals: have consistent data to measure progress of CSPD work and communicate within CSPD and to external partners and stakeholders





Contact azcspd@azdes.gov for more information

References

Early Childhood Personnel Center (n.d.). Guide to Intensive Technical Assistance. Retrieved from <https://ecpcta.org>

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/>

