ECPC

Early Childhood Personnel Center

ECPC 2022
Comprehensive System of Personnel Development (CSPD)
Status Report

IDEAs that Work

ECPC CSPD Survey Report 2022

The Early Childhood Personnel Center (ECPC) was funded by the U.S. Department of Education's Office of Special Education Programs to provide training and technical assistance to state-level early childhood systems concerning personnel development. The ECPC staff conducted a survey of Part C (Birth to Three) and Part B/619 (Preschool) systems to determine which elements of a Comprehensive System of Personnel Development (CSPD) were present. Details regarding the original survey methodology and results can be found in the *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 (IDEA)* report (available:

https://ecpcta.org/wp-content/uploads/sites/2810/2019/12/Data-Report-2.pdf.

This survey was conducted in 2022 to describe the national landscape of early childhood comprehensive systems of personnel development (EC-CSPD) across Part C (Birth to Three) and Part B/619 (Preschool). This report details the outcome of the self-assessments reported by Part C & Part B/619 Coordinators and the following research questions guided this project:

- How many Part C (Birth to Three) state leaders report having all components of an EC-CSPD?
- What EC-CSPD subcomponents are most commonly reported as being present by Part C (Birth to Three) state leaders? What EC-CSPD subcomponents are least commonly reported as being present by Part C (Birth to Three) state leaders?

- How many Part B 619 (Preschool) state leaders report having all components of an EC-CSPD?

- What EC-CSPD subcomponents are most commonly reported as being present by Part B 619 (Preschool) state leaders? What EC-CSPD subcomponents are least commonly reported as being present by Part B 619 (Preschool) state leaders?

- What is the relationship between EC-CSPD subcomponents across Part C and Part B 619?

Methods

In order to answer these research questions, self-assessments were completed with state coordinators and leaders of Part C and Part B/619 systems across all 50 states, the District of Columbia, and four US territories including American Samoa, Guam, Puerto Rico, and the Virgin Islands.

Instrument

Data was collected using the Comprehensive System of Personnel Development Self-Assessment (CSPD-SA; available: https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/ECPC-Personnel-Self-Assessment.pdf) form. The ECPC collaborated with the Early Childhood Technical Assistance Center (ECTA) to create an Early Childhood Systems Framework for Part C and Part B section 619 coordinators to evaluate their current systems, identify areas for improvement, and develop more effective and efficient systems that support the implementation of evidence-based practices in each of the six main areas. For a state's participation in intensive Technical Assistance (TA) with the ECPC, and for the intended outcome of

implementing a CSPD, it is recommended that assessments be submitted on a periodic basis by one or two individuals representing Part C and Part B/Section 619 sectors.

As depicted in the following table, the Personnel Component of the ECTA outlines six Subcomponents of a CSPD. Each of these Subcomponents is composed of Quality Indicators and each Quality Indicator consists of several Elements of Quality (i.e. the items of the CSPD-SA) that describe the key features of the Quality Indicator. The CSPD-SA uses a three-point Likert scale in which the Elements of Quality are rated on a scale of (1) state has none of the element in place, (2) state has some in place, or (3) the state has all of this element in place.

Table 1. *CSPD-SA Subcomponents & Quality Indicators*

Subcomponent	Quality Indicators
Leadership, Coordination, & Sustainability	Cross-sector Leadership Team
	Written Multi-year Plan
	A state vision, mission, and plan
Recruitment & Retention	Data-based Recruitment/Retention
	Comprehensive Recruitment/Retention
	Across Disciplines
State Personnel Standards	State Standards Aligned to National
	Certification Aligned to State/National
	State Certification Reviewed Annually
Pre-service Personnel Development	IHE Aligned to National Standards
	IHE Aligned Across Disciplines
	IHE Address EC Dev
	IHE faculty Meet Yearly
In-service Personnel Development	Statewide In-service PD-TA System
	In-service Aligned with IHE
	In-service Aligned Across Disciplines
	Evidenced-based practices
Evaluation Plan	CSPD Evaluation Plan
	Ongoing Evaluation

Data Collection

      An email was sent on April 22nd, 2022 to the Part C and Part B/619 state-level

leaders listed on the ECTA directory (available:

http://ectacenter.org/contact/contact.asp). A reminder email was sent out on June 24th,

2022.

→ Info on interview protocol & process if there was one←

Data Analysis

After data collection ceased, survey results were exported from survey monkey into and

response data was entered into an excel file and SPSS by two members of the ECPC

research team. The two data entry files were compared to confirm the accuracy and

reviewed for any discrepancies. The final counts for the survey were based on ensuring

that each system that participated in the study was represented at the state level.

      Quantitative Analysis. The data dictionary was utilized to assign value labels to

each survey response in the excel file, as well as for the data imported into SPSS. The

data from the Element of Quality ratings were used to create mean scores for the

Subcomponents and Cronbach's alphas were also calculated at each level. Descriptive

statistics were calculated for all study variables and were separated by system type:

Part C and Part B/619.

Participants

      A total of 95 systems participated in this study. Out of the 95, 50 Part C systems

participated, and 45 Part B/619 systems participated (see Table 2). All 50 states, the

District of Columbia, and four territories including American Samoa, Guam, Puerto Rico,

and the Virgin Islands were represented. Fifteen states/territories had only one system represented while 40 had both systems participate in this survey (see Table 3). Of the 15 territories represented by only one system, 33% (n=5) represented Part B/619 and 67% (n=10) represented Part C systems (see Table 4).

Table 2. *Responses by System Type*

System	Responses	Frequency
Part C Coordinator	50	52.63%
Part B/619 Coordinator	45	47.37%
Total	95	100%

Table 3. *States Represented by System Type (n=55)*

System Type	States Represented	Frequency
2 Systems	40	72.73%
1 System	15	27.27%
Total States/Territories	55	100%

Table 4. *States and Territories Represented by One System Type (n=15)*

System Type	Response Rate	Frequency
Part B/619 Coordinator	5	33%
Part C Coordinator	10	67%
Total	15	100%

Results

As depicted in table 5 and figure 1, the responses across Part C and Part B/619 systems show strong consistency among subcomponents.

Table 5. *Mean Scores by CSPD-SA Subcomponent and System Type*

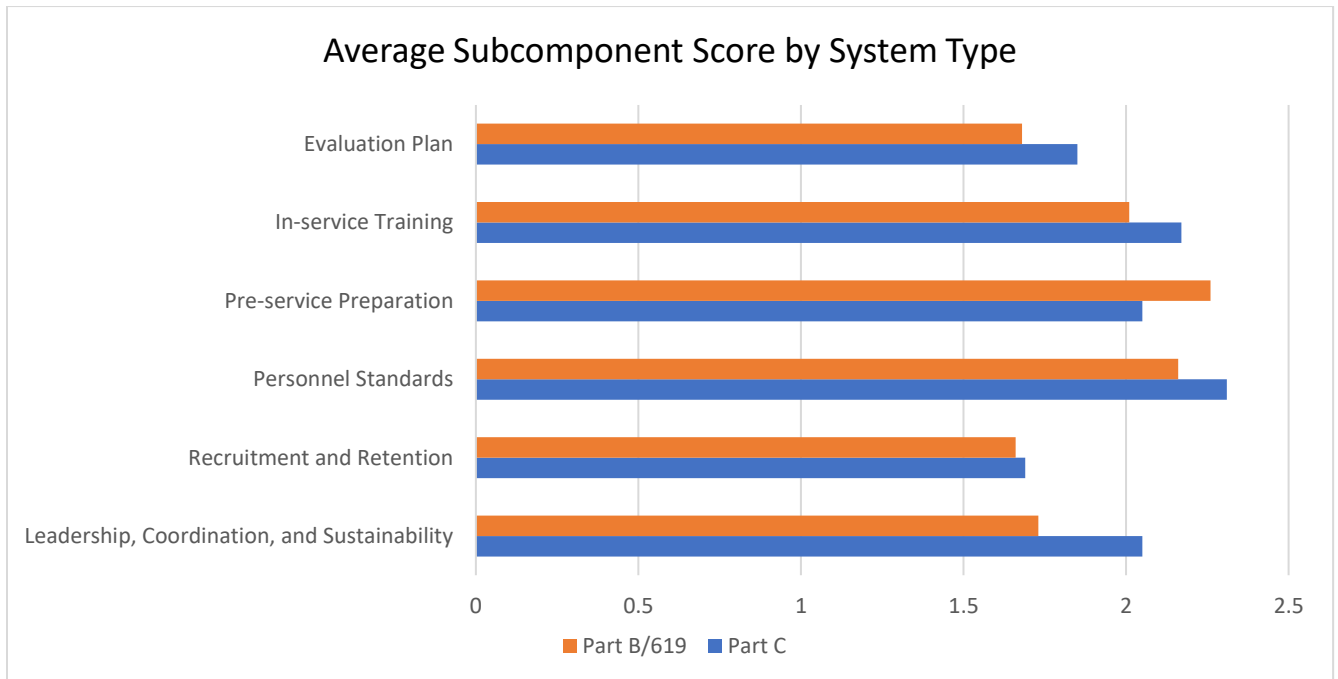| Subcomponent	Part C		Part B/619	
	Mean	SD	Mean	SD
Leadership, Coordination, and Sustainability	2.05	0.31	1.73	0.3
Recruitment and Retention	1.69	0.31	1.66	0.29
Personnel Standards	2.31	0.35	2.16	0.33
Pre-service Preparation	2.05	0.33	2.26	0.32
In-service Training	2.17	0.36	2.01	0.31
Evaluation Plan	1.85	0.27	1.68	0.11

Figure 1. Mean Scores for CSPD-SA Subcomponents by System Type

Part C

The first two research questions concerning this study are related to the results of the EC-CSPD for Part C (Birth to Three) systems. The first question posed the number of Part C state leaders reporting that all components of an EC-CSPD are in place. The second question concerned which EC-CSPD subcomponents were most common to be reported in the state's Part C system, and which subcomponents were least likely to be present in the state's Part C system.

The study's results reveal that none of the state leaders reported having all components of an EC-CSPD in place. Table 6 depicts the distribution of total responses for part C systems in relation to whether a state has none, some, or all of a Quality Indicator in place for their respective state, along with the percentage of how each number relates to the overall responses collected for both Part C and Part B/619.

Table 6. *Responses (n and %) for EC-CSPD Subcomponent Quality Indicators for Part C Systems*

Subcomponent/ Quality Indicator	State has none of this element in place	State has some of this element in place	State has all of this element in place
Leadership, Coordination, & Sustainability			
Cross-sector Leadership Team	4 4.21%	30 31.58%	16 16.84%
CSPD State Plan	9 9.47%	28 29.47%	13 13.68%
Written Multi-year Plan	17 17.89%	24 25.26%	9 9.47%
Recruitment and Retention			
Data-based Recruitment/Retention	16 16.84%	30 31.58%	4 4.21%
IHE Partnerships	18 18.95%	27 28.42%	5 5.26%
Comprehensive Retention across Disciplines	24 25.26%	23 24.21%	3 3.16%
Personnel Standards			

Subcomponent/ Quality Indicator	State has none of this element in place	State has some of this element in place	State has all of this element in place
State Standards Aligned to National Standards	4 4.21%	19 20.00%	27 28.42%
Certification Aligned to State/National	2 2.11%	21 22.11%	27 28.42%
Certification Reviewed/Updated Annually	14 14.74%	24 25.26%	12 12.63%
Pre-service Professional Development			
IHE Aligned to National and State Standards	7 7.37%	32 33.68%	11 11.58%
IHE Address EC Dev. and Discipline	8 8.42%	28 29.47%	14 14.74%
IHE Utilize Evidence-Based Practices	6 6.32%	28 29.47%	16 16.84%
IHE Faculty Meet Yearly to Share and Plan	21 22.11%	19 20.00%	10 10.53%
In-service Personnel Development			
Statewide In-service PD-TA System	3 3.16%	24 25.26%	23 24.21%
In-service Aligned with IHE	17 17.89%	25 26.32%	8 8.42%
In-service PD-TA updated needs assessments	14 14.74%	23 24.21%	13 13.68%
In-service PD-TA evidenced-based learning practices	1 1.05%	25 26.32%	24 25.26%
Evaluation Plan			
CSPD Data Evaluation Plan	14 14.74%	28 29.47%	8 8.42%
Ongoing Evaluation Plan	18 18.95%	23 24.21%	9 9.47%

The first two quality indicators listed under Personnel Standards received the highest number of responses by states that they have these elements fully in place in their systems. Alternatively, all of the quality indicators under the subcomponent

Recruitment and Retention measured the least amount of states recorded to have these elements in place. For relative history, this was also the case with the responses for Recruitment and Retention in the 2017 report.

Part B/619

As with Part C, two research questions for this study relate to the results of the CPSD-SA for Part B/619 systems. The initial research question pertains to how many Part B/619 state leaders report having all components of an EC-CSPD fully in place. The latter question inquires which subcomponents are most commonly recorded as in place by state leaders, and alternatively, which subcomponents are least common to be in place.

This study's results indicate that none of the Part B/619 state systems questioned had all the elements completely in place, an identical result to the Part C state systems data collected. As evidenced in the table below, responses by state leaders for elements in place varied considerably, with the majority of states identifying that they have some of the elements in place, as opposed to none or all of the elements in place. Similar to the table above for Part C, the data in the Part B table records the number of states that indicated quality indicators were completely in place, somewhat in place, or not in place at all. The Part B/619 state leaders reported the highest numbers of elements being fully in place for the Pre-service Professional Development subcomponent category, specifically the Institutes of Higher Education addressing Early Childhood development and disciple receives the greatest number of responses. Contrary to this, the Recruitment and Retention subcomponent received the lowest

number of responses by states for its elements to be fully in place, followed closely by

the Evaluation Plan subcomponent. In interest of comparing this data for Part B of least

number of elements fully in place to the 2017 report, the result for 2022 is the same of

that evidenced in 2017.

Table 7. *Responses (n and %) for EC-CSPD Subcomponent Quality Indicators for Part B/619 Systems*

Subcomponent/ Quality Indicator	State has none of this element in place	State has some of this element in place	State has all of this element in place
Leadership, Coordination, and Sustainability			
Cross-sector Leadership Team	9 9.47%	27 28.42%	9 9.47%
CSPD State Plan	18 18.95%	21 22.11%	6 6.32%
Written Multi-year Plan	28 29.47%	13 13.68%	4 4.21%
Recruitment and Retention			
Data-based Recruitment/Retention	17 17.89%	25 26.32%	3 3.16%
IHE Partnerships	18 18.95%	24 25.26%	3 3.16%
Comprehensive Retention across Disciplines	20 21.05%	22 23.16%	3 3.16%
Personnel Standards			
State Standards Aligned to National Standards	3 3.16%	32 33.68%	10 10.53%
Certification Aligned to State/National	1 1.05%	28 29.47%	16 16.84%
Certification Reviewed/Updated Annually	9 9.47%	28 29.47%	8 8.42%
Pre-service Professional Development			

Subcomponent/ Quality Indicator	State has none of this element in place	State has some of this element in place	State has all of this element in place
IHE Aligned to National and State Standards	2 2.11%	27 28.42%	16 16.84%
IHE Address EC Dev. and Discipline	1 1.05%	27 28.42%	17 17.89%
IHE Utilize Evidence-Based Practices	1 1.05%	28 29.47%	16 16.84%
IHE Faculty Meet Yearly to Share and Plan	12 12.63%	20 21.05%	13 13.68%
In-service Personnel Development			
Statewide In-service PD-TA System	6 6.32%	29 30.53%	10 10.53%
In-service Aligned with IHE	12 12.63%	29 30.53%	4 4.21%
In-service PD-TA updated needs assessments	10 10.53%	27 28.42%	8 8.42%
In-service PD-TA evidenced-based learning practices	4 4.21%	29 30.53%	12 12.63%
Evaluation Plan			
CSPD Data Evaluation Plan	18 18.95%	23 24.21%	4 4.21%
Ongoing Evaluation Plan	19 20.00%	22 23.16%	4 4.21%