



## Early Childhood Personnel Center

CSPD Workgroup Orientation & Kick Off Meeting

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# Agenda

Introductions

Comprehensive System of Personnel Development (CSPD) Overview

Review CSPD Work

CSPD Subcomponent Workgroups

Develop Action Plans for Each CSPD Subcomponent Workgroup

Subcomponent Workgroup Sharing

Wrap Up/Evaluations/Next Steps



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# Early Childhood Personnel Center

## Purpose:

to facilitate the implementation of  
***comprehensive systems***

***of personnel development (CSPD)***

for all disciplines

serving infants and young children

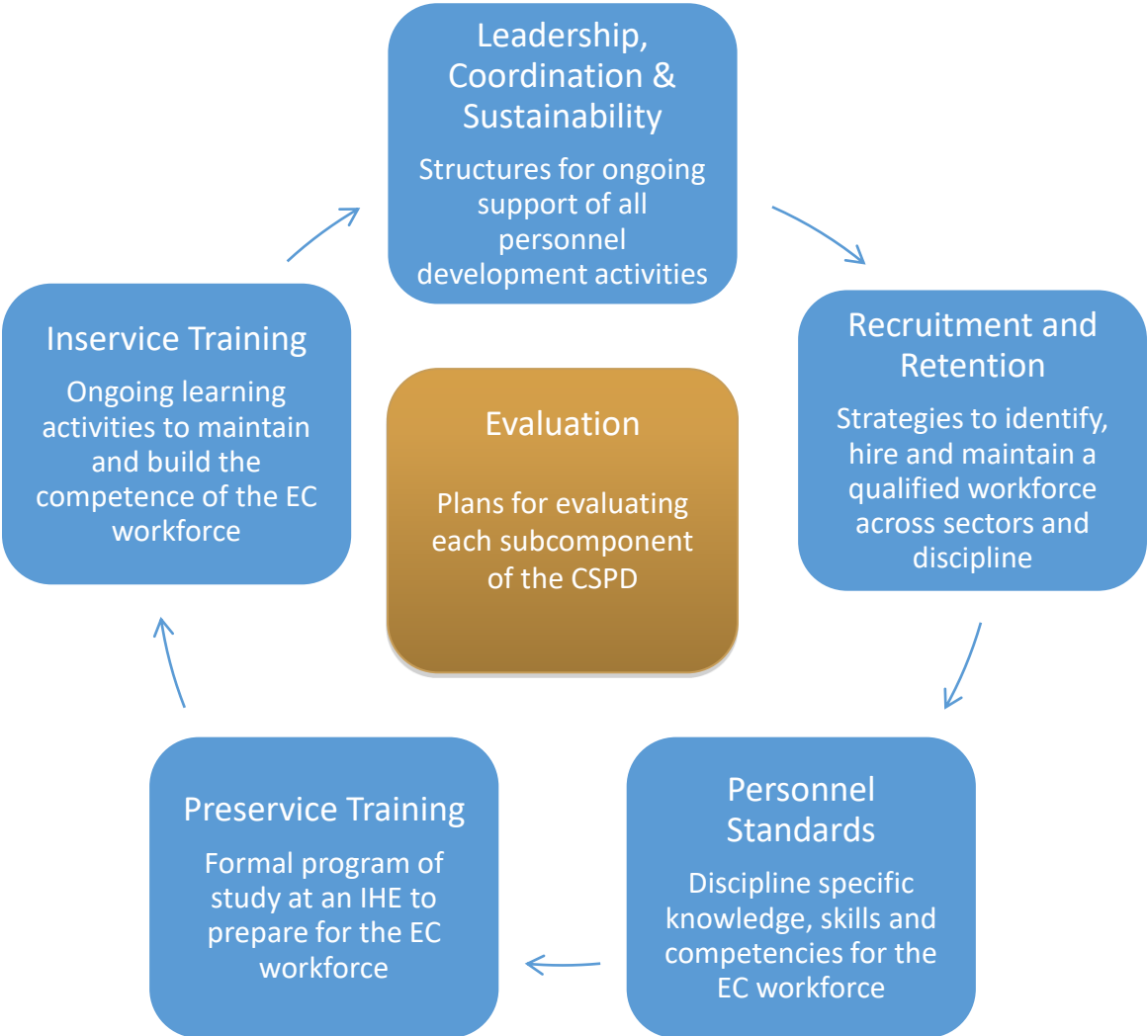
with disabilities and their families



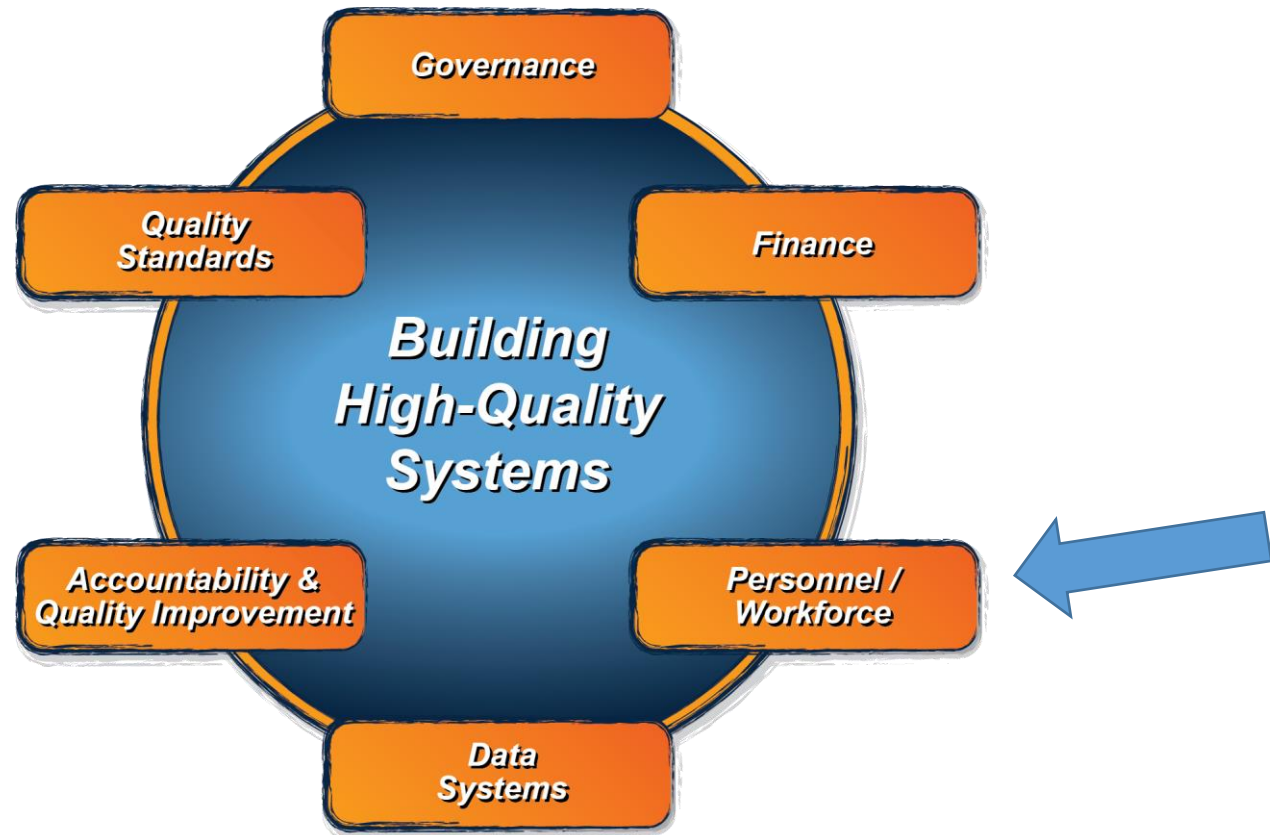
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# INTRODUCTION TO THE CSPD COMPONENTS



# Early Childhood Systems Framework



<http://ectacenter.org/sysframe/>



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## ECPC-CSPD ASSESSMENT

State:	Date of assessment:	Completed by:
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State systems reflected in the assessment: \_\_\_\_\_

*This assessment guides States in the planning, development, implementation and evaluation of a CSPD. Drafts can be submitted at any time, but a completed self-assessment must be submitted after the Strategic Planning Team (SPT) meeting reflecting input from the stakeholder group. It is also completed as a post assessment at the end of TA participation.*

An introduction to the System Framework: <http://ectacenter.org/sysframe>

**Directions:**

For each Quality Indicator, please use the rating scale below (1-3) to rate each Element of Quality listed in the tables on the following pages. These scores can be recorded in the right-hand column of each table. Record the sum total of Quality Indicator Ratings for each QIPN as the *QIPN Score* at the top of each table.

Quality Indicator Rating	Description
1	The state has none this element in place
2	The state has some of this element in place
3	The state has this element in place

**Guidance for Conducting and Scoring**

For a State's participation in intensive technical assistance with the Early Childhood Personnel Center (ECPC), with the intended outcome of implementing a comprehensive system of personnel development (CSPD), this document should be used to assess the status of the personnel/workforce component on a periodic basis. It is recommended that the assessment reflect, at a minimum, both Part C and Section 619. Other sectors (e.g. general early childhood) may also be included at the State's discretion. The systems/sectors represented in the assessment should be noted on the top of this page.

Each Element of Quality should be assessed by one or two individuals who represent each sector/system included in the assessment. These individuals should be well acquainted with the system/sector in the state that they represent, with knowledge that is both broad and deep. The score assigned to each element of quality should represent the consensus of those individuals. For convenience, a rubric for scoring the Elements of Quality is provided at the end of each section of the component framework. In addition to assigning a consensus score, information that provides evidence and if appropriate, qualification (e.g. System X has but System Y does not) for the score should be provided below each item.

# A Comprehensive System of Personnel Development (CSPD)

Addresses the following challenges:

- Shortages of personnel
- Lack of training at both the preservice and inservice levels
- Discrepancies with state adherence to national competencies and standards
- Challenges faced by EC personnel due to the diversity of needs and young children served
- Inequities of preparation and compensation among those providing services

# An Effective Comprehensive System of Personnel Development (CSPD)

- Coordinates and addresses state needs for quantity and quality of EC personnel and their degree of support required
- Acknowledges the coordination 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



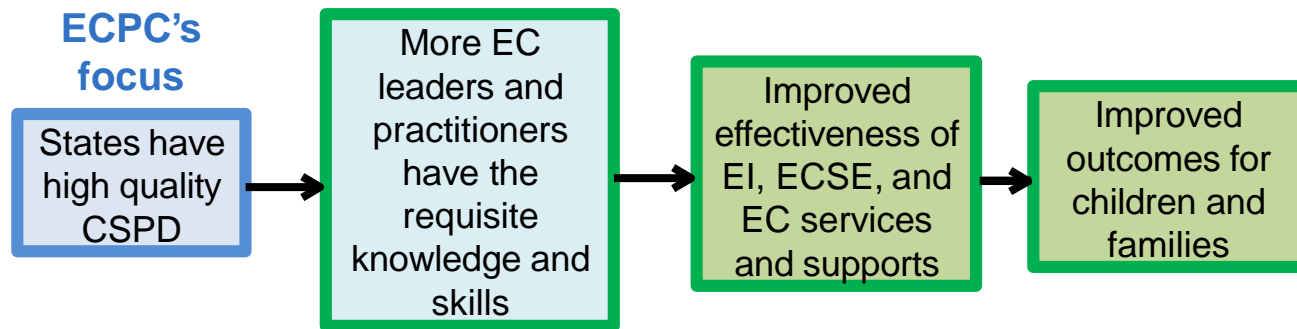


# Why do we need a CSPD?

- 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.

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

## Theory of Action



**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.

*How improved CSPD leads to improved outcomes*

# Qualified Personnel Identified in IDEA

## Part C (ages 0-3)

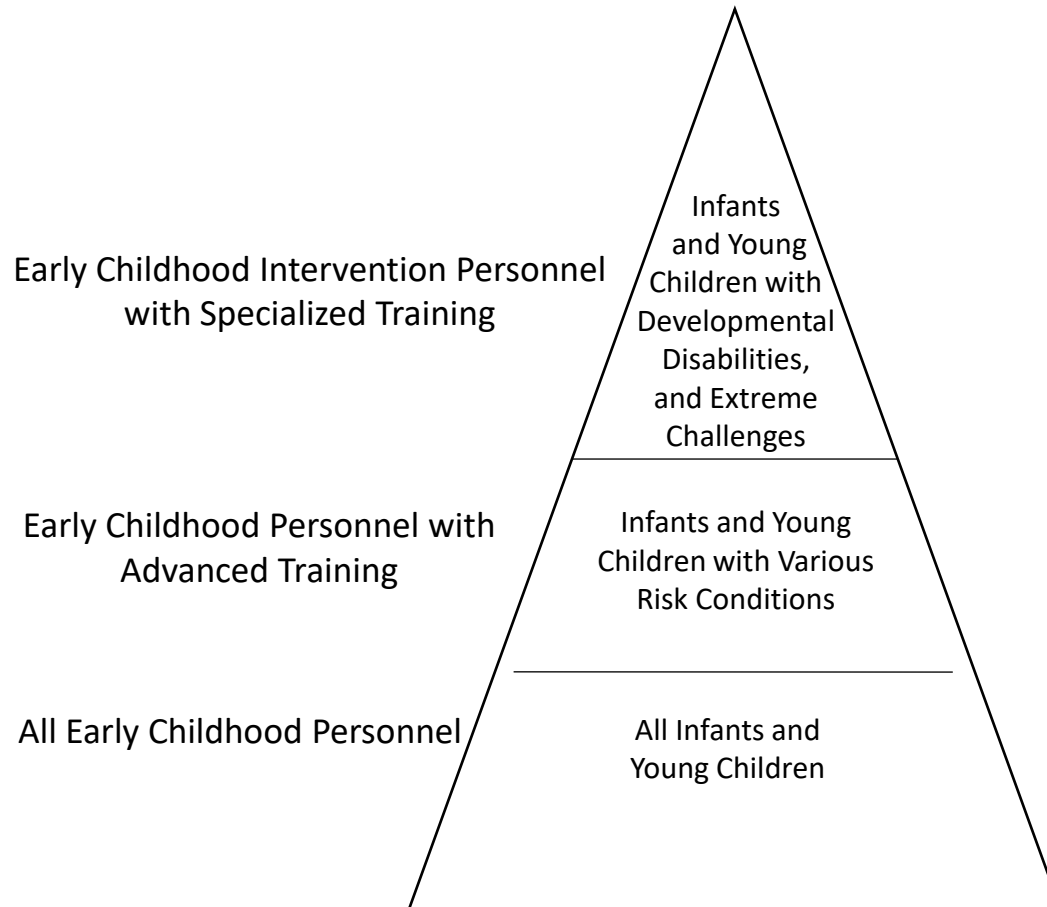
- 1) Audiologists.
- 2) Family therapists.
- 3) Nurses.
- 4) Occupational therapists.
- 5) Orientation and mobility specialists.
- 6) Pediatricians and other physicians for diagnostic and evaluation purposes.
- 7) Physical therapists.
- 8) Psychologists.
- 9) Registered dietitians.
- 10) Social workers.
- 11) Special educators, including teachers of children with hearing impairments (including deafness) and teachers of children with visual impairments (including blindness).
- 12) Speech and language pathologists.
- 13) Vision specialists, including ophthalmologists and optometrists.
- 14) Other

## Part B (ages 3-5)

- 1) Special Education;
- 2) Related Service Personnel:
  - a) Speech-Language Pathologists and Audiologists;
  - b) Occupational Therapists;
  - c) Psychologists;
  - d) Physical Therapists;
  - e) Recreational Therapists;
  - f) Social Workers;
  - g) Counseling services;
  - h) Orientation and Mobility Specialists, and
  - i) Pediatricians and other Physicians, except that such medical services shall be for diagnostic and evaluation purposes only



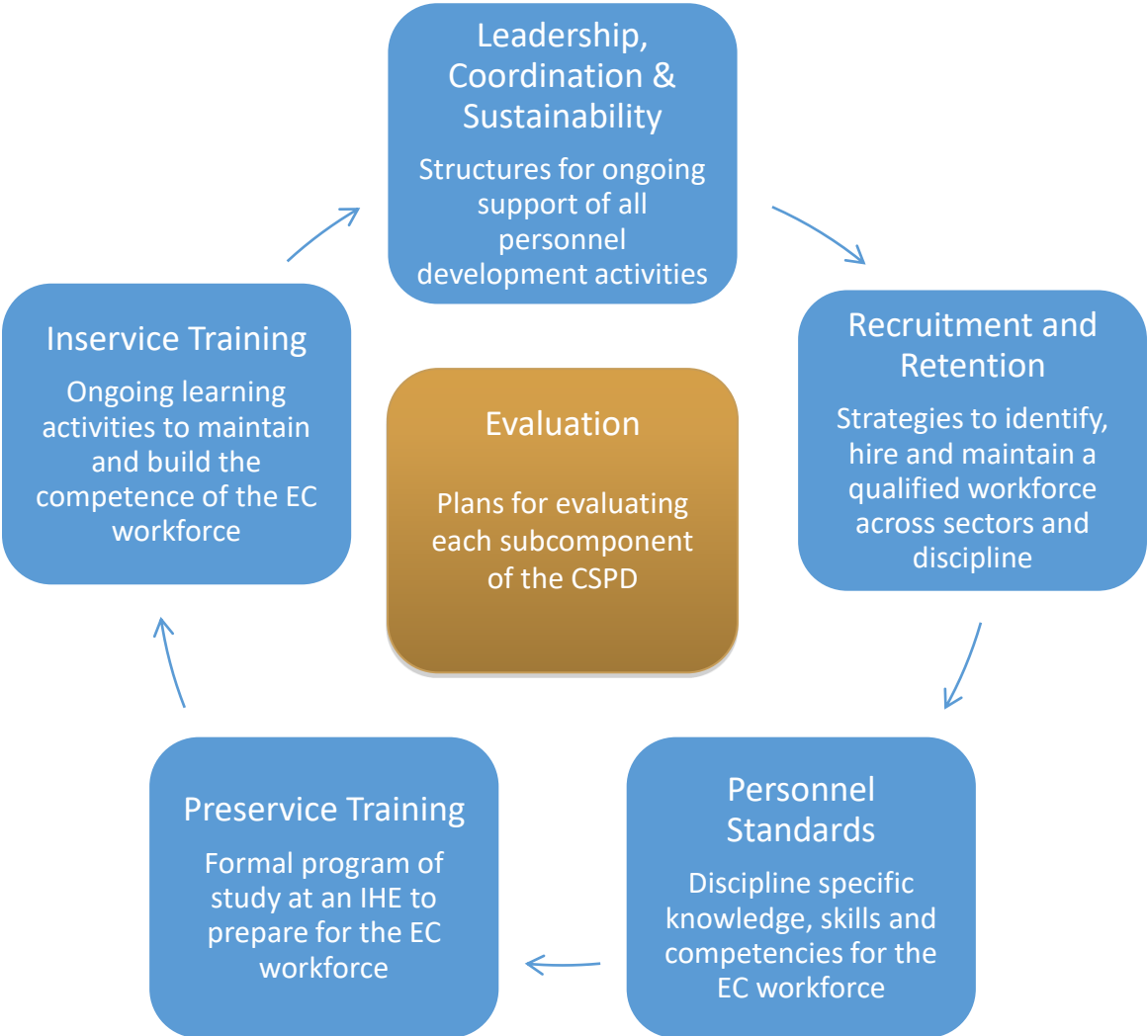
# Continuum of Early Childhood Personnel Competence



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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT



# Building A CSPD



# 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>Recruitment and Retention</b></p>	<p><b>Quality Indicator 3:</b> Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.</p> <p><b>Quality Indicator 4:</b> Comprehensive recruitment and retention strategies are being implemented across disciplines.</p>
<p><b>State Personnel Standards</b></p>	<p><b>Quality Indicator 5:</b> State personnel standards across disciplines are aligned to national professional organization personnel standards.</p> <p><b>Quality Indicator 6:</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 7:</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 8:</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 9:</b> A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines</p> <p><b>Quality Indicator 10:</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>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>



## PHASE ONE Exploration

Develop core planning team and project liaison

Complete the readiness tool for ECPC; the TA tracking tool and the self-assessment of the CSPD framework

Decide if ECPC intensive TA is a match for state needs, complete the memorandum of agreement

Identify stakeholders for strategic planning team

PHASE One: months 1-4

## 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 Two: months 5-6

## 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 Three: months 7-17

## 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

PHASE Four: month 18 and ongoing



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# 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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# Core Planning Team

- 6-8 Members
- Representatives (not limited to)
  - State Part C Coordinator
  - State 619 Coordinator
  - Parent
  - Higher Education
  - Child Care
  - Professional Development
- Responsibilities
  - Obtain agency leadership approval
  - Establish SPT and workgroups
  - Information gathering and sharing with SPT
  - Create vision and mission
  - Oversee CSPD development, implementation, evaluation



# 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

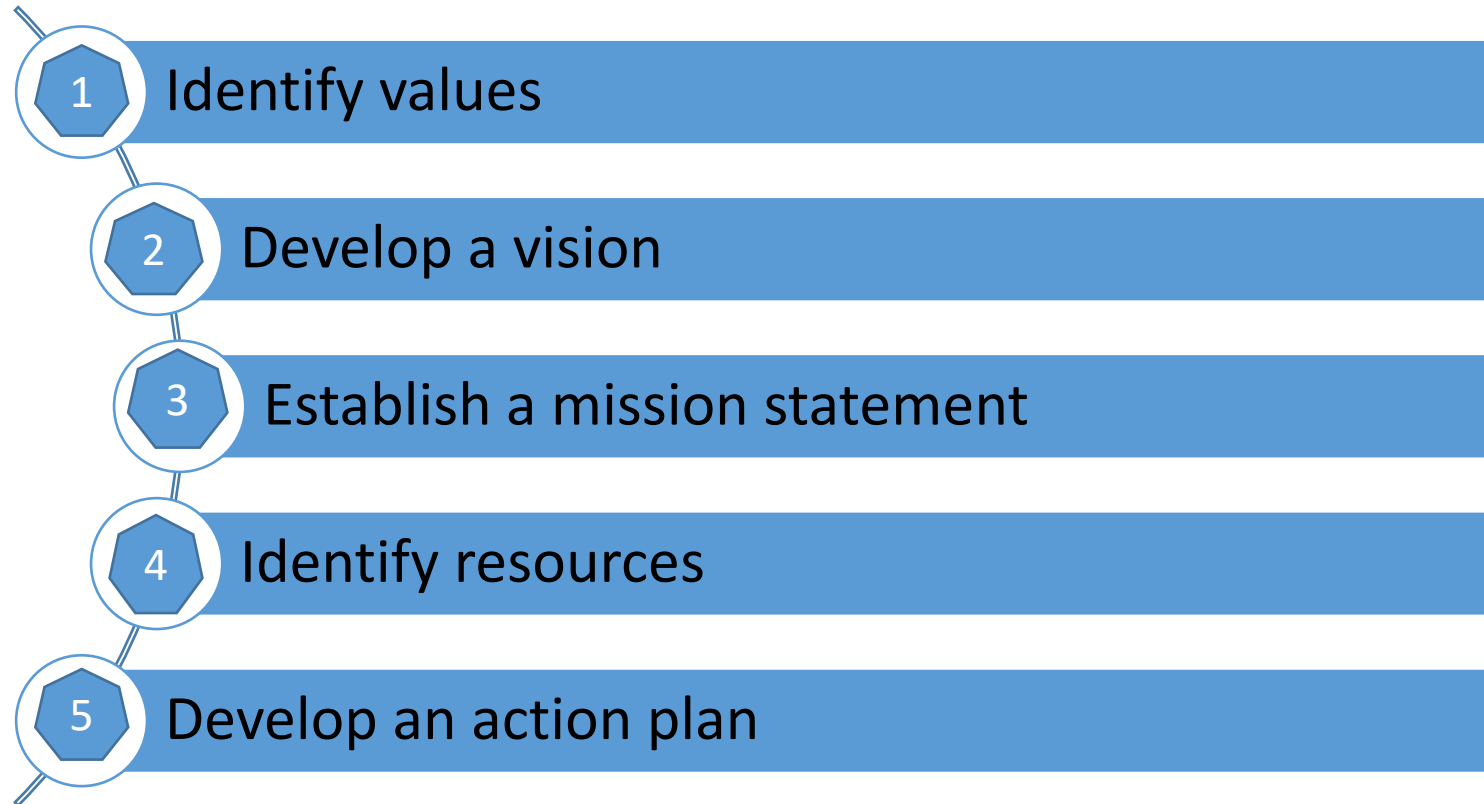


# Subcomponent Workgroups

- 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



# Sequence of Strategic Planning



# An action plan should include:

- Clear statement of the problem the strategic plan intends to address
- Broad goal statement of what to be accomplished
- Outcome-oriented objectives which move toward that accomplishment
- Strategies and actions which will enable the accomplishment of objectives
- Operational guidelines for implementation



# CSPD Subcomponent 1

## Leadership, Coordination, and Sustainability

- Addresses the membership and responsibilities of a leadership team and the required elements of a written plan for the CSPD sustainability.
- Includes:
  - representatives with **in-depth knowledge, authority, and influence** for each of the service sectors (e.g. early childhood education, Part C, and Section 619) represented in the system
  - important **stakeholders**, including **families** whose children receive services, direct service program administrators, educators and trainers who prepare personnel,
  - **personnel** who provide services
- Functions of the leadership team include advocating for resources; making decisions and setting priorities for personnel development; keeping stakeholders informed; soliciting feedback from stakeholders; being aware of related and tangential state initiatives in early childhood; and monitoring the functionality, effectiveness, and efficiency of the CSPD.
- The written plan delineates responsibilities, procedures, and processes for all subcomponents of the CSPD.

# Leadership, Coordination, and 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.



# Involving Families: Leadership, Coordination, and Sustainability

- Families can be a critical member of the Leadership, Coordination and Sustainability workgroup by:
  - advocating for resources;
  - participate in making decisions and setting priorities for personnel development;
  - keeping other stakeholders informed (including other families);
  - soliciting feedback from stakeholders (reaching out to other families to solicit feedback on a particular topic);
  - being informed and aware of related state initiatives in early childhood;
  - monitoring the functionality, effectiveness, and efficiency of the CSPD.

# CSPD Subcomponent 2

## Recruitment and Retention

- Addresses the need to insure that positions are filled by individuals who meet state and national qualifications to provide early childhood intervention (EI/ECSE).
- Information related to anticipated vacancies or a need for increased personnel is necessary to meet the needs of IDEA eligible infants and young children.



# Recruitment and Retention

- **Quality Indicator 3:** Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.
- **Quality Indicator 4:** Comprehensive recruitment and retention strategies are being implemented across disciplines.



# Involving Families: Recruitment and Retention

- Through their own personal experience share the importance of insuring that all people working with families and children are filled by individuals who meet state and national qualifications to provide early childhood intervention (EI/ECSE).



# CSPD Subcomponent 3

## Personnel Standards

- Addresses the need to establish and maintain ***standards that define the knowledge, skills, and competencies*** of the early *childhood* intervention workforce.
- State standards
  - are credentials, certifications or licenses awarded to professionals after they complete a course of study that prepares them to provide intervention services as one of the disciplines recognized under IDEA.
  - should meet or exceed personnel standards that have been developed by national organizations that represent the various professional disciplines that provide services to young children and their families.
  - ensure the quality of the state early childhood workforce.

# State Personnel Standards

- **Quality Indicator 5:** State personnel standards across disciplines are aligned to national professional organization personnel standards.
- **Quality Indicator 6:** The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines

# Involving Families: Personnel Standards

- Families are informed about the state required qualifications of EI/ECSE personnel who are providing services.
- Families are confident that personnel hired to provide EI/ECSE services meet or exceed personnel standards that have been developed by national organizations that represent the various professional disciplines that provide services to young children and their families.



# CSPD Subcomponent 4

## Pre-Service

- **Pre-service** is the term used to describe *the education and training that occurs prior to a practitioner obtaining a college degree and entering the workforce.*
- Pre-service prepares individuals to meet the personnel standards of a specific discipline.
- Institutes of Higher Education (IHE) programs of study provide training for individuals to acquire the specified knowledge, skills, and competencies required to meet state and national personnel standards in a specific discipline. The programs of study also include sufficient field-based experiences across a variety of high-quality infant and early childhood settings.





# Pre-Service Personnel Preparation

- **Quality Indicator 7:** 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 8:** Institution of higher education programs and curricula address early childhood development and discipline specific pedagogy.

# Involving Families: Pre-Service Personnel Preparation

- The higher education programs of study include sufficient field-based experiences across a variety of high-quality infant and early childhood settings.
- Families could be invited to participate in a higher education course to share their lived experience of receiving EI/ECSE services.
  - What was good and what could have better or done differently.



# CSPD Subcomponent 5

## In-service

- **In-service** refers to *on-going training for practitioners to maintain and extend existing skills, and to acquire new knowledge and skills.*
- States need to be knowledgeable about the training needs of the existing workforce, and to plan for the provision of in-service professional development.
- In-service training should include a *focus on evidence based intervention practices (EBP), knowledge and skill competencies* specified in personnel standards, and implement training in accordance to adult learning principles.



# In Service Personnel Preparation

- **Quality Indicator 8:** A statewide system for in-service personnel development and technical assistance is in place for personnel across disciplines.
- **Quality Indicator 9:** A statewide system for in-service personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.



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# Involving Families: In-Service Training

- Families should be invited to participate in in-service training provided by the state. Having a family share their personal lived experience is one way to bring a vignette to life and allow practitioners to ask questions.
- Many states hire family members as co-presenters in their professional development, especially an orientation, or IFSP/IEP, or transition planning training.
- A personal experience can be a great way to engage the audience and allow them to ask questions about services and experiences.

# Evidence Based Practices

Evidence Based Practice in adult learning suggests that training should:

- a) provide explicit explanation and illustration of knowledge/skills to be learned;
- b) provide opportunities to practice the skills learned;
- c) include support for reflecting on understanding and mastery;
- d) provide coaching/performance feedback during training and follow-up on the job; and,
- e) be of sufficient duration and intensity so trainees may become proficient in a skill/practice.



# CSPD Subcomponent 6

## Evaluation of the System (Evaluation Plan)

- ***Addresses each subcomponent*** of the CSPD and, initially, address the most critical features of each.
- ***Evaluation should be viewed as cyclical in nature.*** That is, evaluation questions are generated, data are collected, data are analyzed and used to make decisions about the system, changes to the system are made based on the data, system changes are evaluated, and new evaluation questions are generated.

# Evaluation of the System

- **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.





# Involving Families: Evaluation of the System

- Families can be involved in the data driven decision making, often times there will be some training to be sure the entire workgroup understands their role in evaluating each component of the CSPD.
- Each workgroup should have an evaluation plan that is captured on the overall plan, this ensures continuous improvement.

# What is an Action Plan?

An action plan is a document that outlines specific steps that need to be completed in order for the group to accomplish its mission and/or vision. Action plans should include the following information:

- Goal(s), objective(s), and action steps
- Person responsible for each action step
- Target initiation date and deadlines for each action step
- Progress notes
- Evaluation

Each action plan should be achievable in one year.



# Start with a Smart Goal

S = Specific

M = Measurable

A = Achievable

R = Relevant

T = Time-bound



# Action Plan

Name: \_\_\_\_\_

Group: \_\_\_\_\_

Sub-Component: \_\_\_\_\_

State: \_\_\_\_\_

IHE (if applicable): \_\_\_\_\_

Date Developed: \_\_\_\_\_

Goals Objectives/Activities	Timeline for Completion	Resources Needed	Person(s) Responsible	Criteria for Success	Achieved Y/N
GOAL 1.					
Objective 1.1					
Activity 1.1.1.					
Activity 1.1.2.					
Activity 1.1.3.					
Activity 1.1.4.					
Objective 2.1					
Activity 2.1.1.					
Activity 2.1.2.					
Activity 2.1.3.					
Activity 2.1.4.					



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## Directions: Place a check in the corresponding box to evaluate the quality of your action plan.

Criteria	Yes	No	Future Considerations
<b>Goal(s):</b> The goal(s) in the plan target a component of the CSPD for Early Childhood Intervention	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Objectives:</b> Objectives in the plan are directly related to a goal (e.g. alignment of personnel standards).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Activities:</b> Activities in the plan are directly related to an objective (e.g. survey IHE programs).	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Sequence:</b> Each objective and activity are logically sequenced for achievement of a goal			
<b>Criteria:</b> Each objective and activity include clear and measurable criteria for achievement	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Timelines for Completion:</b> Each objective and activity includes a measurable timeline for milestones, data collection, completion and achievement	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Resources Needed:</b> Each objective and activity includes a description and list of resources needed for meeting criteria, timelines and achievement	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Person(s) Responsible:</b> Each objective and activity includes a designated person or group who will be responsible for completing the objective and/or the activity	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Progress Monitoring:</b> Each objective and activity includes a schedule for progress monitoring of benchmarks and outputs to facilitate the revision of the action plan (as necessary)	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Evaluation:</b> Each goal (s) on the action plan will have a data collection schedule to document, measure, and analyze all outputs and results/outcomes	<input type="checkbox"/>	<input type="checkbox"/>	



# What are the 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?



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Next Steps



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