

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 State Personnel Standards Subcomponent of a CSPD?

This subcomponent workgroup establishes and maintains high standards for the knowledge, skills, and competencies of the early childhood intervention workforce.

The State Personnel Standards workgroup does the following:

- Recommends that state personnel standards are based on core knowledge and skills needed for working with young children and their families.
- State personnel standards are specified, accessible, and used by program administrators and staff.
- Reviews state personnel standards annually and recommends updates when appropriate to reflect state needs and evidence-based practices.
- Supports a system for articulating and attaining certifications/licensure or endorsement across disciplines.

Why are State Personnel Standards important?

They address the need for establishing and maintaining high standards for the knowledge, skills, and competencies of the early childhood 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.

Who is on the State Personnel Standards Workgroup?

Representatives include:

- State Part C and Part B/619 Coordinators
- Family Member
- Early Care and Education Organizations
- State Certification/Licensure Representative
- Institute of Higher Education Faculty & UCEDD Staff
- TA Providers

Quality Indicators: State Personnel Standards

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: **State Personnel Standards**.

Quality Indicator 3: State personnel standards across disciplines are aligned to national professional organization personnel standards.

- State personnel standards are based on the core knowledge and skills needed for working with young children and their families in cross-sector early childhood systems.
- State personnel standards are specified, accessible, and used by program administrators and staff.
- State certification or licensing boards have a mechanism for assessing the degree to which state personnel standards are demonstrated by graduates of pre-service programs across disciplines.
- State personnel standards are reviewed annually and updated, when appropriate, to reflect state personnel needs, changes in legal requirements, changes in professional organizations personnel standards, evaluation data, and updated knowledge on evidence-based practices.

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.

- A system for articulating and attaining a certification, licensure, credentialing and/or endorsement exists across disciplines.
- The criteria and requirements for attaining certification, licensure, credentialing and/or endorsement are specified and accessible for personnel across disciplines.
- The criteria and requirements for a system of certification, licensure, credential and/or endorsement are competency or skill based.
- Mechanisms such as inter-state agreements and policies are defined and exist for cross state reciprocity of certification, licensure, credential and/or endorsement.
- The system criteria and requirements are reviewed and updated, as appropriate to reflect state personnel needs, changes in legal requirements, changes in professional organizations personnel standards, evaluation data, and updated knowledge on evidence-based practices.

References

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

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