



Early Childhood Personnel Center

## **It takes a village!**

**Creating a Comprehensive System of Personnel Development (CSPD) that supports the early childhood workforce and involves family partners.**

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## Purpose:

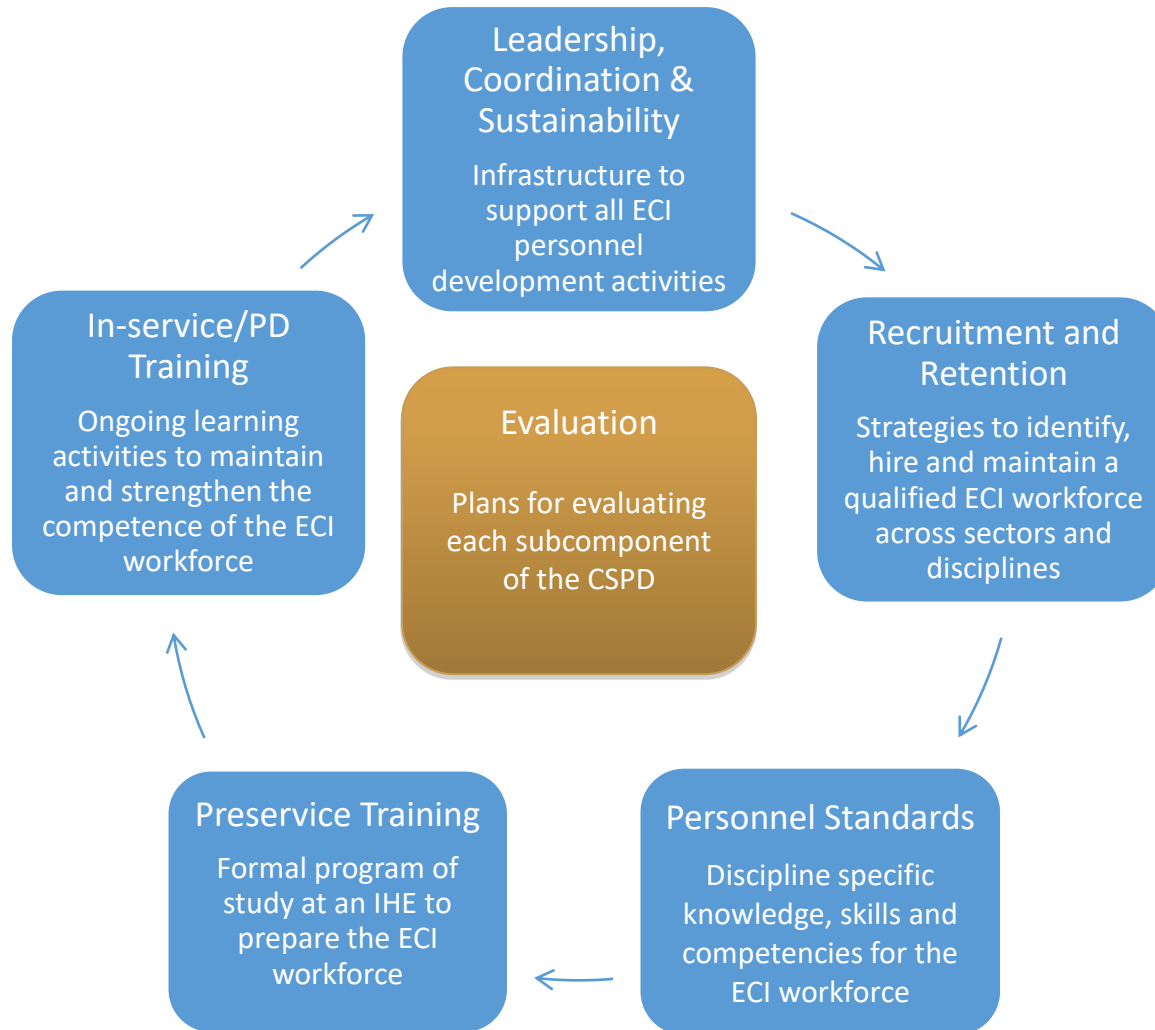
to facilitate the implementation of  
***comprehensive systems  
of personnel development (CSPD)***  
for all disciplines  
serving infants and young children  
with disabilities and their families



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# INTRODUCTION TO THE CSPD COMPONENTS



<https://ecpcta.org/cspd/>



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# COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT

Leadership, Coordination and Sustainability	Structures for ongoing support of all personnel development activities
Recruitment and Retention	Strategies to identify, hire and maintain a qualified workforce across sectors and discipline
Personnel Standards	Discipline specific knowledge, skills and competencies for the early childhood workforce
Pre-Service Training	Formal program of study at an Institute of Higher Education to prepare for the early childhood workforce
In-Service Training	Ongoing learning activities to maintain and build the competence of the early childhood workforce
Evaluation	Plans for evaluating each subcomponent of the CSPD



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# Early Childhood Systems Framework



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

# A Comprehensive System of Personnel Development (CSPD)

Addresses the following challenges:

- Shortages of personnel
- Need for additional training at both the preservice and inservice levels
- Inconsistent alignment of state adherence to national competencies and standards
- Challenges faced by EC personnel due to the diverse needs and young children and their families
- Inequities of preparation and compensation among those providing services



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# 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



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# CSPD 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



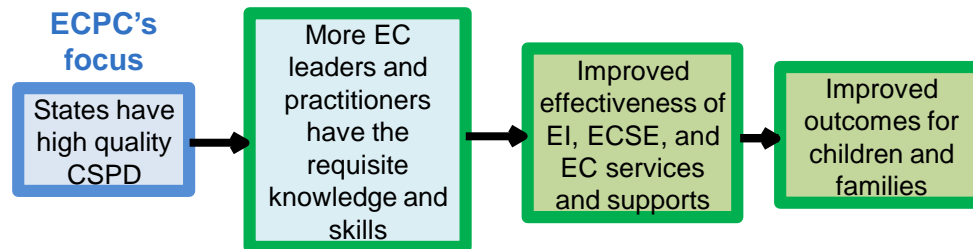
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# If we want improved outcomes for infants and young children with disabilities and their families, then.....

## Theory of Action



# 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 - 619 (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



# ECPC Implementation Stages

## PHASE ONE Exploration

- Develop core planning team and project liaison
- Complete the readiness tool for ECPC; the TA planning tool and the self-assessment of the CSPD framework
- Decide if ECPC intensive TA is a match for state needs
- 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 subcomponent workgroup
- Develop monthly reports on each workgroup's progress, to distribute across all groups
- Meet monthly as a core planning team to review work group progress, provide 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 progress and implantation 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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# Resources:

## [Develop a State CSPD | The Early Childhood Personnel Center \(ecpcta.org\)](#)

- [CSPD TA Readiness Tool](#) A self-assessment for state Part C and Part B/619 leaders to assess their state system and support prior to committing to participate in intensive TA to develop a Comprehensive System of Personnel Development (CSPD).
- [ECPC-Strategic-Planning-Guide](#) A Step-by-Step guide to support developing the CSPD:
  - Identify values
  - Develop a vision
  - Establish a mission statement
  - Identify resources
  - Develop an action plan
- [Guide to Intensive TA](#) The purpose of this guide is to provide an implementation framework manual that describes the processes, procedures, and resources required to successfully implement a state CSPD.

# Core Planning Team

## 6-8 Members

- Representatives (not limited to)
  - State Part C Coordinator
  - State 619 Coordinator
  - Family Representative
  - Higher Education
  - Childcare
  - Professional Development

## Responsibilities

- Obtain agency leadership approval
- Establish strategic planning team and workgroups
- Information gathering and sharing with the strategic planning team
- Create vision and mission
- Oversee CSPD development, implementation, evaluation



# Strategic Planning Team

20-25 Members

- Representatives
  - Family Representative
  - 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



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# Subcomponent Workgroups

4-6 Members

- Representatives
  - Family
  - Higher Ed
  - In-service
  - Licensure
  - Local administrators
  - Data managers
  - Direct service providers
  - Other stakeholders

Responsibilities

- Data collection
- Develop action plan
- Implement action plans



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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.				
Activity 1.1.1.				
<b>GOAL 2.</b>				
Objective 2.1.				
Activity 2.1.1.				
Objective 2.2				
Activity 2.2.1.				



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Tips to use when recruiting families to participate in the state Comprehensive System of Personnel Development (CSPD) team.



**1.) PROVIDE BACKGROUND INFORMATION**

Provide detailed [background information](#) prior to any meetings so everyone is on the same page.

**2.) PROVIDE ACRONYM LIST & LIST OF TERMS DEFINED**

Provide resources so everyone knows what is being discussed, don't assume everyone understands the terms being used. [Acronym List](#)



**3.) PROVIDE A WELCOMING ENVIRONMENT**

Offer an opportunity for everyone to speak and invite them to participate. Are there other families participating? If so, do the families have an opportunity to connect.

**4.) WHAT ARE THE EXPECTATIONS TO PARTICIPATE?**

Make sure the family knows what is expected of them, reading ahead of time, time and location of the meeting, parking, lunch options, dress attire, is there a virtual option?



**5.) BE INFORMATIVE AND APPROACHABLE**

Provide a mentor or someone for the family to connect with prior to the meeting and as a follow up in case they have questions.

**ECPCTA.ORG**  
<https://ecpcta.org/cspd/>

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*Purpose with Passion*



[Link to infographic](#)

# How To Involve Families?



- What are the perceived barriers?
- “Can’t” find families
- What/how do I train them
- Compensation...Time is money
- Offer onboarding





- **Are we ready?**
- **What do families need to know?**
- **What tools exist to support families from ECPC?**
- **What tools do I need to develop?**

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## Resources

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[ECPC Acronym List](#)

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Commonly Used Acronyms

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[Developing an Action Plan](#)

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Process and Evaluation Tools for Developing an Action Plan

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[EI/ECSE Standards Overview on PowerPoint - January 2022](#)

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EI/ECSE Standards PowerPoint Presentation presented to Family Cohort

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[Family Reimbursement Form CSPD](#)

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Reimbursement form to be used by state CSPD teams for families

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[Family Involvement Self Assessment](#)

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Self-assessment for families to gauge their readiness to participate in an advisory capacity

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[Identifying: Who's Who in your state](#)

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Who's Who in your State: Tool to assist identifying EI/ECSE and related resources in your state.

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[Involving Families in CSPD: The Basics](#)

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Infographic on Involving Families in the CSPD "The Basics"

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[Involving Families in State Personnel Development: A Step-by-Step Guide](#)

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Involving Families in State Personnel Development: A Step-by-Step Guide

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[ECPC Self -Assessment of Family Engagement for Administrators](#)

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Self-Assessment to measure our family/stakeholder engagement.

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# Avoiding and alleviating possible pitfalls

## Lessons Learned

- Families dropping out
- Families feeling alienated/not heard
- Families not feeling valued
- Silos
- Are families present?
- Are Families Participating?

OR ARE THEY PARTNERS?



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# State CSPD Resources - Webpage



# CSPD Resources



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## Comprehensive System of Personnel Development (CSPD): Overview

Framework of a CSPD

2020

### 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

- 1 Leadership, Coordination, and Sustainability
- 2 Recruitment and Retention
- 3 State Personnel Standards
- 4 Pre-Service Personnel Development
- 5 In-Service Personnel Development
- 6 Evaluation

### About 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.
- An implementation framework is followed to develop a CSPD. During the installation phase the state conducts a strategic planning meeting where an action plan for each of the 6 subcomponents of the CSPD is developed. The action plans outline specific steps for each workgroup that need to be completed within one year.

### A CSPD has Six (6) Subcomponents

6



[CSPD Overview](#)

[CSPD Leadership](#)

[CSPD Recruitment and Retention](#)

[CSPD State Personnel Standards](#)

[CSPD Preservice](#)

[CSPD Inservice](#)

[CSPD Evaluation](#)



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### A CSPD has Six (6) Subcomponents



### How Does A State Create A CSPD?



- ECPC uses the Guide to Intensive TA<sup>1</sup> to assist states who are committed to building a state early childhood CSPD.
- The state team completes the Personnel/Workforce Component of the ECTA Early Childhood System Framework<sup>2</sup> ([ECPC-CSPD Self-Assessment](#)); this guides in the planning, development, implementation and evaluation of a CSPD.
- The strategic planning team develops the state CSPD vision, mission, and work plans for each of the six subcomponent workgroups.
- Each workgroup meets monthly and reports progress across all groups.
- The 18-month implementation framework uses 4 distinct and sequential phases. Each phase addresses 3-5 objectives that must be obtained by the state's leadership team in order to establish and/or maintain the framework of the CSPD.



### References



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

<sup>2</sup>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/>

Visit [ecpcta.org](http://ecpcta.org) for more information

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## Elements of Change – Partnering with Families

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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