

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 Evaluation Subcomponent?

This subcomponent workgroup evaluates the CSPD system, including evaluation of each subcomponent and building a foundation for innovation in the CSPD system.

The Evaluation workgroup does the following:

- Develops a plan for evaluating each subcomponent of the system.
- Creates processes and mechanisms to collect, store, and analyze data across all subcomponents.
- Implements, monitors, and revises the evaluation plan as necessary based on findings from multiple data sources.
- Ensures personnel data collected are linked to child and family outcomes.

Why is Evaluation Important?

Establishing an evaluation plan for each subcomponent of the CSPD ensures that progress is being made in each area leading to improved practices and improved outcomes for infants, toddlers and their families.

Who is on the Evaluation Workgroup?

Representatives include:

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



Quality Indicators: Evaluation

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:

Evaluation.

Quality Indicator 11: The evaluation plan for the CSPD includes processes and mechanisms to collect, store, and analyze data across all subcomponents.

- Decisions regarding priorities for evaluation questions to be addressed and data to be collected are identified when developing the CSPD plan.
- Multiple processes, mechanisms, and methods to collect data are identified and established based on the need for the information, usefulness of potential findings, and burden on respondents and systems.
- The state has the capacity to support data collection, management, and analysis for personnel qualifications, needs assessment, pre-service and in-service personnel development, and personnel supply and demand.
- Quality review processes for data collection, verification, storage and management, and analysis are defined and implemented regularly.
- Personnel data are linked to child and family outcomes.

Quality Indicator 12: The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.

- The implementation of the evaluation plan results in data or data summaries and analysis that are useful for decision-making and are accessible across cross-sector early childhood systems.
- Data are used to inform decisions, monitor progress, and make program improvements.
- Data are collected on personnel variables, such as personnel development participation, acquisition of content, and performance of competencies and those data are examined in relation to relevant child and family outcomes.
- Data are collected on personnel development variables, such as units of personnel development, type and amount of support (e.g. observational feedback, coaching, practicums), and content and those data are examined in relation to relevant child and family outcomes.

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/>