Hawaii Comprehensive System of Personnel Development (CSPD)

CSPD Mission: Hawaii will create an integrated Comprehensive System of Personnel Development (CSPD) that will result in a collaborative, knowledgeable and highly qualified workforce. This workforce will provide culturally and linguistically responsive early learning services to keiki birth to five years, with special needs and their ohana that are linked to national standards and integrated within personnel systems in our State.

Why (Objectives)  What (Inputs)  How (Processes)  Outcomes  Impact

CSPD Vision: Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

Child  Children receive early childhood (EC) services to prepare them for kindergarten

Workforce  Promote professional and workforce development and retention for EC statewide

System  Create a shared professional standards and data system to ensure quality

Subcomponents

1. Leadership, coordination, sustainability includes representation and in-depth knowledge, authority, & influence for each service sector

2. State personnel standards define the knowledge, skills, & competencies of the early childhood workforce

3. Pre-service Personnel Development includes education and training that occurs prior to obtaining a college degree and entering the workforce

4. In-service Personnel Development focuses on evidence-based intervention practices, knowledge and skill competencies

5. Recruitment and Retention assessment and evaluation and additional strategies are examined

6. Evaluation plan includes processes and mechanisms to collect, store, and analyze data across 6 components

Impact on Families
- Children and families prepared for kindergarten
- Families equipped with life skills to advocate and support their child

Impact on Workforce
- Strengthen Pathways for Professional Development
- Increase efficiencies
- Retention of professionals

Systems Impact
- Increase capacity and efficiency
- Reduce duplication of effort through interagency partnerships
- Promote/sustain high quality care

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**Why (Objectives)**

- **Goal 1**
  - **Objectives**
    - 1.1. Expand team to create cross-sector representation

**What (Inputs)**

- **Goal 2**
  - **Objectives**
    - 2.1. Increase understanding of current EC workforce policies and initiatives

**How (Processes)**

- **Subcomponent (SUB-C) 1. Leadership, coordination, sustainability** includes representation and in-depth knowledge, authority, & influence for each service sector.

**Outcomes**

- **Workforce Outcomes**
  - Increased # of providers who are culturally and linguistically responsive to Hawaii’s keiki (draft)

**Impact**

- **Impact on Families**
  - Children and families prepared for kindergarten
  - Families equipped with life skills to advocate and support their child

- **Impact on Workforce**
  - Strengthen Pathways for Professional Development
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- **Systems Impact**
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**CSPD Vision:** Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

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**Workforce**

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**System**

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**Logic Model - ECAS Team 5 - Hawaii Comprehensive System of Personnel Development (CSPD)**

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### Why (Objectives)

**CSPD Vision:** Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

### What (Inputs)

- Hawaii Early Intervention and Early Childhood Action Strategy as the CSPD “backbone” organizations to provide leadership and promote sustainability
- Leverage and integrate resources across agencies using a Comprehensive System of Personnel Development (CSPD)
- Apply the Early Childhood Personnel Center (ECPC) Model and TA to guide systems change

### How (Processes)

**Goal 1**
Statewide systems for in-service PD and TA are aligned and coordinated across disciplines.

**Objectives**
1. Develop crosswalk of current training and TA initiatives that align across systems.
2. Develop and use rubrics to align PD content DEC RP and to six features of effective PD.
3. Develop family needs assessment.
4. Identify from the crosswalk and rubrics what are the gaps in training.

**Subcomponent (SUB-C) 2. State personnel standards**
Define the knowledge, skills, & competencies of the early childhood workforce.

**Workforce Outcomes**
- Increase # of providers following national professional organization personnel standards (example)

**System Outcomes**
- State personnel standards across disciplines are aligned to national professional organization personnel standards. (Quality Indicator PN3)
- Criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines. (Quality Indicator PN4)

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CSPD Vision: Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

(Sub-C) 3

Subcomponent (SUB-C) 3. Pre-service Personnel Development includes education & training that occurs prior to obtaining a college degree and entering the workforce.

Goal 1
Preservice preparation programs (IHE, for profit and non-profit personnel preparation programs) prepare professionals across disciplines to demonstrate with national organizations, state and national professional standards.

Objectives
1.1. Identify and compile all Hawaii based preservice preparation programs, SPED, SLP, Gen Ed, birth to Five.
1.2. Identify and compile core competencies for each program.
1.3. Identify program entrance requirements.
1.4. Map required coursework across programs.
1.5. Develop crosswalk of preservice programs and curricula to EI/ECSE Personnel Standards.

Goal 2
Preservice preparation programs (IHE, for profit and non-profit personnel preparation programs) address early childhood development and discipline specific pedagogy.

Workforce Outcomes
- Increase # of providers graduating from IHE programs (example)

System Outcomes
- Institutions of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards. (Quality Indicator PN5)

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(Sub-C) 4. Subcomponent (SUB-C) 4. In-service Personnel Development focuses on evidence-based intervention practices, knowledge, skill competencies.

**Goal 1**
Statewide system for in-service PD and TA are aligned and coordinated across disciplines.

**Objectives**
1.1 Develop a crosswalk of current training and TA initiatives that align across systems.
1.2 Develop and use rubrics to align PD content DEC RP and to six features of effective PD.
1.3 Develop family needs assessment.
1.4 Identify from the crosswalk and rubrics what are the gaps in training.
1.5 Address the gaps identified in objective 1.4.

**Workforce Outcomes**
- Increase in providers accessing a statewide system for in-service personnel development and TA across disciplines (Quality Indicator PN7).

**System Outcomes**
- A statewide system for in-service personnel development and TA is aligned and coordinated with higher education program and curricula across disciplines (Quality Indicator PN8).

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- **Child**
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Why (Objectives) | What (Inputs) | How (Processes) | Outcomes | Impact

CSPD Vision: Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

(Sub-C) 5. Subcomponent (SUB-C) 5. Recruitment and Retention assessment and evaluation and additional strategies are examined

Goal 1
Develop comprehensive recruitment strategies using multiple data sources.

Objectives
1.1. Identify current recruitment strategies/activities being used in Hawaii Early Intervention (EI)/Early Childhood (EC)
1.2. Assess the effectiveness of current recruitment strategies/activities being used in Hawaii EI/EC
1.3. Conduct systemic review of other effective recruitment strategies
1.4. Develop a list of effective recruitment strategies/activities used in Hawaii

Goal 2
Develop comprehensive retention strategies using multiple data sources.

Objectives
2.1. Identify current retention strategies/activities being used in Hawaii Early Intervention (EI)/Early Childhood (EC)

Workforce Outcomes
- Increase incentives and recognition programs (financial compensation, scholarships, service obligations, loan reimbursement and/or tuition reimbursement, etc.) to improve access to pre-service and in-service personnel development (example)

System Outcomes
- Comprehensive recruitment and retention strategies are based on multiple data sources and revised as necessary. (Quality Indicator PN9).
- Comprehensive recruitment and retention strategies are being implemented across disciplines (Quality Indicator PN10).

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**Impact on Workforce**
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- Increase efficiencies
- Retention of professionals

**Systems Impact**
- Increase capacity and efficiency
- Reduce duplication of effort through interagency partnerships
- Promote/sustain high quality care

**Impact on Families**
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**Goal 1**
To have an evaluation plan for CSPD that includes processes and mechanisms to collect, store, and analyze data across 6 components.

**Objectives**
1. Develop CSPD logic model for team leads to follow.

**Goal 2**
Evaluation plan is implemented continuously monitored and revised as necessary based on multiple data sources.

**Objectives**
2.1. Develop system to continuously monitor progress and revise activities
2.2. Develop infographics and messaging to share information and data

**Outcomes**
- Workforce Outcomes
  - Increase competencies and retain number of professionals
  - Develop a systematic interagency approach to workforce development

- System Outcomes
  - Strengthen resources and coordinate best practice
  - Develop funding streams to increase system capacity and sustain efforts

**Subcomponents**
1. Leadership, coordination, sustainability
2. State personnel standards
3. Pre-service Personnel Development
4. In-service Personnel Development
5. Recruitment and Retention
6. Evaluation

**Impact**
- Impact on Workforce
- Impact on Families

**Why (Objectives)**
- CSPD Vision: Hawaii will have a highly qualified sustainable professional workforce that is culturally and linguistically responsive to Hawaii’s keiki birth to five years, with special needs and their ohana.

**What (Inputs)**
- Child
  - Children receive early childhood (EC) services to prepare them for kindergarten
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  - Promote professional and workforce development and retention for EC statewide
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**How (Processes)**

**Impact**
- Impact on Workforce
- Impact on Families

**Notes**
- Hawaii Early Intervention and Early Childhood Action Strategy as the "backbone" organizations to provide leadership and promote sustainability
- Leverage and integrate resources across agencies using a Comprehensive System of Personnel Development (CSPD)
- Apply the Early Childhood Personnel Center (ECPC) Model and TA to guide systems change

**References**