



Early Childhood Personnel Center

www.ecpcta.org

ECPC/DEC Family Cohort 4

Darla Gundler, ECPC Associate Director

Peggy Kemp, DEC Executive Director

Jennifer Jenkins, ECPC Staff



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Understanding Why the ECPC/DEC Family Cohort is part of Early Childhood Personnel Center (ECPC)

The ECPC/DEC Leadership Initiative

- Institutes of Higher Education Faculty & Doctoral Students
- Families
- State Personnel Development Staff

To learn together initially.

The Early Childhood Personnel Center (ECPC) in partnership with the Division for Early Childhood (DEC) invites you to be part of the 2021/2022 Early Childhood Intervention Leadership Cohort.

The goal of the Early Childhood Leadership Initiative is to provide technical assistance and training to leaders to support a statewide Comprehensive Systems of Personnel Development (CSPD).

Family Leader:

Participate in personnel preparation within your state.

- *Link to the parent center within your state.*
- Guest Lecturer/Co-Teach in college or university course in early intervention and/or early childhood special education.
- Participate as a trainer in ongoing professional development in Part C (*Early Intervention or Birth to Three*) and/or Part C/619 (*Special Education Preschool for 3–5-year-olds*) trainings.
- Work with state team to build a Comprehensive System of Personnel Development (CSPD).



Understanding How...

- During the next year you will participate in a monthly meeting where you will learn:
 - Comprehensive System of Personnel Development (CSPD) components
 - EI/ECSE Standards and how you can use your story to teach to the standards
 - DEC Recommended Practices
 - ECPC Cross Disciplinary Competencies and how they can be used in PD
- How to create your story to address one or more of the above areas
- How to use your story to teach
- Connecting with the parents across the country and from past cohorts



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



Overview of CSPD

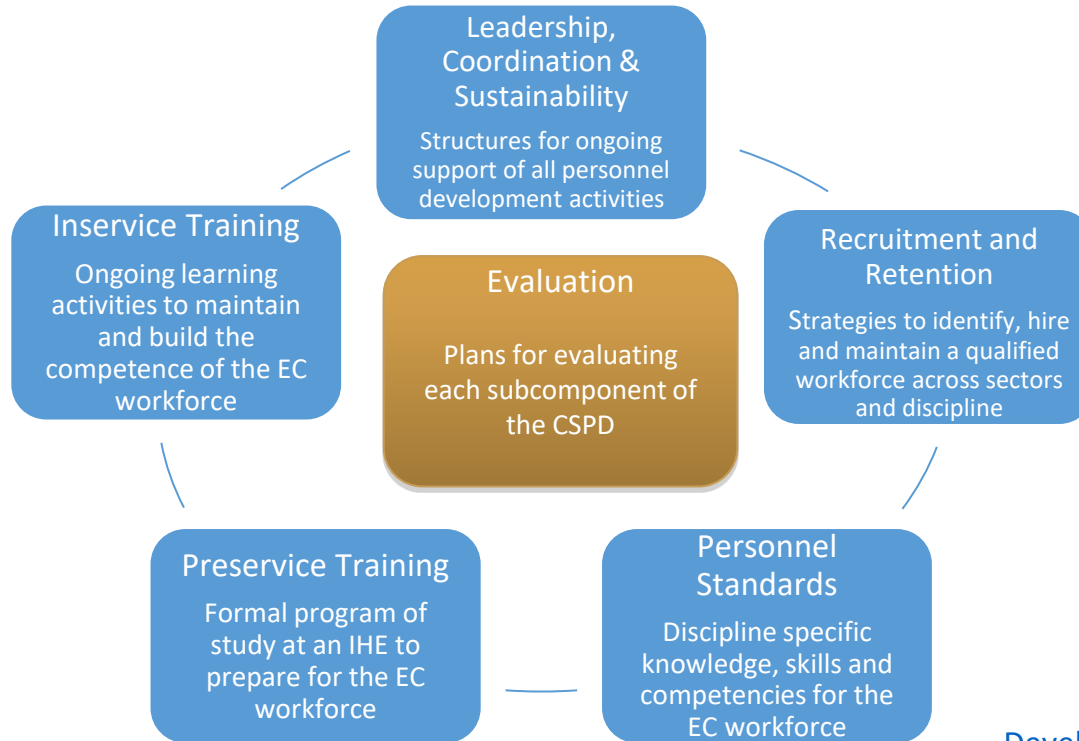
What is it?

Why is it important?

Why is having family members at the table important?



INTRODUCTION TO THE CSPD COMPONENTS



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



A Comprehensive System of Personnel Development (CSPD)

Addresses the following challenges:

- o Shortages of personnel
- o Need for additional training at both the preservice and inservice levels
- o Discrepancies with state adherence to national competencies and standards
- o Challenges faced by EC personnel due to the diverse needs of young children served
- o 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-service 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.

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



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/>

[Link to infographic](#)

Core Planning Team

6-8 Members

- Representatives (not limited to)
 - State Part C Coordinator
 - State 619 Coordinator
 - Family Member
 - Higher Education
 - Child Care
 - Professional Development
- Responsibilities
 - Obtain agency leadership approval
 - Establish strategic planning team invitation list and workgroups
 - Information gathering and sharing with strategic planning team
 - Create vision and mission
 - Oversee CSPD development, implementation, and evaluation



Strategic Planning Team

20-25 Members

- Representatives (but not limited to)
 - Families
 - Higher Ed
 - In-service
 - Licensure
 - Local administrators
 - Data managers
 - Direct service providers
 - Other early childhood stakeholders
- Responsibilities
 - Provide information on current status and initiatives
 - Provide feedback on proposed initiatives and changes



Subcomponent Workgroups

4-6 Members

- Representatives
 - Families
 - Higher Ed
 - In-service
 - Licensure
 - Local administrators
 - Data managers
 - Direct service providers
 - Other stakeholders
- Responsibilities
 - Data collection
 - Develop action plan
 - Implement action plans



Provide Background Information

- What is the CSPD?
- What will be my responsibilities?
- When will it occur?
- How long will this last?
- Who will be involved? (Stress that everyone comes to the table as equal contributors)
- Where will I find more information?
- Where will we meet?

Provide Acronym List & List of Terms Defined

Rule of thumb:

- Try not use acronyms.
 - Even people that have worked in early intervention or early childhood intervention can get confused.

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.

- Introduction
- Get to know each other
- Don't form "clicks"/ensure teamwork is stressed



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?)

- Set the framework/ground rules
- Introduce the “parking lot”
- Respect all thoughts and opinions (great learning opportunities)
- Conflict resolution/Agree to disagree
- Roles and Responsibilities
- Work as a GROUP to decide when (time/dates) to meet
- Address the action plan (it organizes the work and steps)

Be Informative & 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.)

- Invest to ensure success
- Provide a mentor
- Be cognitive of how your title is used



FIDELITY TO THE PROCESS!

- Helps with retention (attract, prepare, retain)
- Less confusion and more organized



Recruiting Families

- Goal to have at least one family member on each workgroup
- Recruited from multiple sources
 - SICC – State Interagency Coordinating Council
 - PAW – Parent Advisory Workgroup
 - GaLEND – Georgia Center for Leadership in Disability
 - SAP – State Advisory Panel/Dept. of Education
 - Early Intervention Departments (Dept. of Education, Dept. Public Health, Dept. of Early Care And Learning)
 - State Parent Center
 - Other parents

Family Orientation Process

- One hour orientation session
 - What is CSPD? What is this all about?
Importance of providing a foundation.
 - Also, important- what this is not about!
 - Why are we doing this work? Why is it important?
 - What is the family role?
 - Who else is at the table?
 - Where do I go if I need help?
 - Is this a good fit for me?



Creating an environment for families to succeed

- Is this the right fit for you?
- Do you have what you need to participate?
 - Compensation
 - Support
 - Childcare
 - Transportation
- Are the expectations clear?

Family member self-assessment tool



FAMILY INVOLVEMENT SELF-ASSESSMENT

Use this checklist to assess your readiness to become involved in personnel development efforts. These considerations will help you evaluate whether or not this is the right opportunity for you at this time.

Questions to consider before committing to be involved:

	Do I know?	Is this right for me?	MORE QUESTIONS TO ASK
OPPORTUNITY			
What is the opportunity? • Local, state or national			
• Stakeholder, advisory group or other			
Is this a new opportunity or existing?			
Is this time limited (topic specific) or ongoing?			
What is the impact? • Local state or national			
ROLE			
What is my role?			
• Family faculty/co-trainer/presenter			
• Will I represent my own experience or share the family perspective?			
Is there background information that I should know to address the topic?			
Is there a training or classes that I can attend?			
What is the expectation of family?			
How many other families are involved?			
COMMITMENT			
Where are the meetings or classes held?			
• Is there an option to participate virtually?			
What is the time commitment? • Per week/monthly/quarterly			
How far in advance are the meetings or classes scheduled?			
How far in advance is the agenda distributed?			



	Do I know?	Is this right for me?	MORE QUESTIONS TO ASK
RESOURCES			
Is there a reimbursement mechanism?			
What is covered?			
• Childcare			
• Travel costs (parking, tolls, mileage)			
• Stipend for my time			
• Preparation time reimbursed			
Do I know how to request reimbursement?			
What is the turnaround time for reimbursement?			
Where do I go if I have specific questions? • Person or website			
Do I have a support network at home to allow me time away?			
Do I have enough information to make an informed decision about this opportunity?			
What if I decide this is not right for me?			
Do I know the process of resigning?			
Are there other things to consider?			
Do I need to find out more before making a decision? If so, what?			



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203 Farmington Avenue, Farmington, CT 06030-5222 • 860.679.2300 • info@uconn.edu
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Representing the Authentic Parent Voice


- Being intentional
- Seeking in non traditional places: resource fairs, churches, therapy offices, conferences, etc.
- Use of a rubric
- End result: Voices representing rural/urban, metro/suburban, diversity in disabilities, ethnicity, cultural and geographical coverage of the state.

Recruiting Tips

- Invite to meetings
- Answer all questions
- Invest time/orient/develop their skills
- Provide mentors
- Respect Time (stipends)
- ROI (return on investment)
- Listen honestly to suggestions. If not used, explain why
- Start conversations well in advance
- Prep to support meaningful participation
- Answered questions, discussed scenarios, be available
- Utilize/discuss contract
- Make sure families understand this is not a “one and done” event
- Make sure families know their contact information will be kept on file.

Ongoing Retention and Support for Families

“Be Intentional and Sincere”

- Touch base after initial workgroup meeting.
- Follow up with participants and offer support after meetings.
- Emails after quarterly and workgroup meetings.
- Individual one on one continual sessions with Family Core Leadership
- Monthly one hour sessions for CSPD Family participants
- Use provided tools: [Develop a State CSPD | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org/develop-a-state-cspd/)
- Establish a relationship. Do not forget to ask about their family.
- Be available.
- Listen honestly to suggestions.  If not used, explain why

Lessons Learned so far...

- Have a dedicated core team in place (if a member is lost to relocation, promotion...make sure the new team member is up to speed)
- Core team leaders should already be assigned to their subcomponent workgroup prior to the first meeting with strategic workgroup
- Share the tools with everyone – families and professionals
- Family contracts are important: shows investment, partnership, value/importance. (all family members are co leads in their subcomponent workgroups)
- Core team leaders and family co-leaders should be introduced prior to first large group meeting if possible.

“Inclusion is not about physical proximity. It is about intentionally planning for the success of all.”

- *thinkinclusive.us*



Homework to complete:

[ECPC Home | The Early Childhood Personnel Center \(ecpcta.org\)](http://ecpcta.org)

- Resources By Audience
 - Families
 - [ECPC/DEC Family Cohort 4](#)



WHO'S WHO IN YOUR STATE *Filling your toolbox*

Identify EI/ECSE and related resources in your state

What is the lead agency for EI in your state?	
Who is the <i>Part C Coordinator</i> ?	
Who is the <i>Part B/619 Coordinator</i> ?	
Who provides professional development for early intervention in your state?	
Who is the <i>Chair of your State Interagency Coordinating Council (ICC)?</i>	
Who are the parents on the State ICC?	
Who is the Personnel Preparation Representative on the State ICC?	
<i>Who is the chair of the State Advisory Panel (SAP) or Special Education Advisory Council (SEAC)?</i>	
Where can you find information about early intervention in your state? Number of children served, eligibility criteria.	
What higher education programs provide EI/ECSE personnel preparation in your state?	
Does your state offer an <i>EI Certification or Licensure</i> ?	
Where is the <i>UCEDD located?</i> (University Center of Excellence in Developmental Disabilities)	
Where is the <i>LEND Program Located?</i> (Leadership Education in Neurodevelopmental and Related Disabilities)	
What is the name of the <i>Parent Center in your state?</i> (Parent Training & Information Center – PTI)	
Where is <i>Parent to Parent</i> located in your state?	
Where is <i>Family Voices located in your state?</i> F2F Health Information Center	
Are there other family leaders or family organizations that may assist you with your action plan? Please list	
Are there professional associations or organizations that may assist? (State DEC Subdivision, State or local coordination association)	

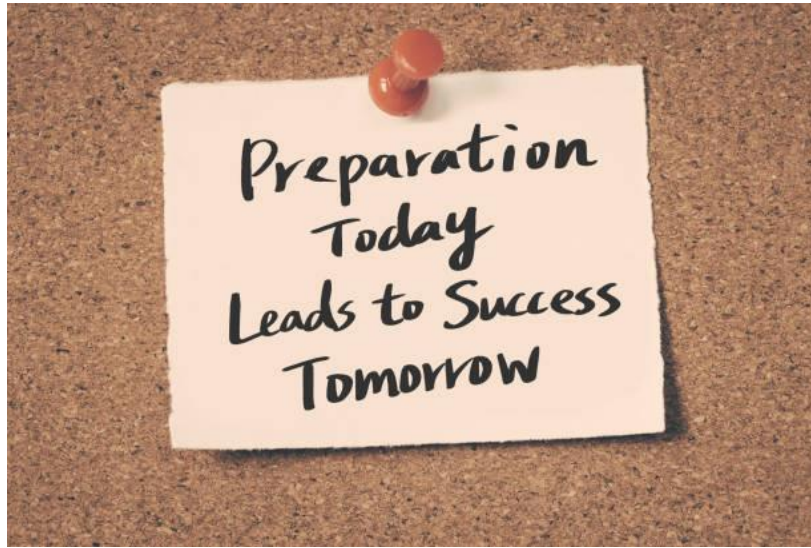


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For more information: [Develop a State CSPD | The Early Childhood Personnel Center \(ecpcta.org\)](https://www.ecpcta.org)

Darla Gundler, gundler@uchc.edu