

2021/2022 Family Cohort 4 Institute and Community of Practice Outline

- ECPC technical assistance is used to support three primary outcomes:
 - Work with state Part C or Part B/619 Coordinator to participate in opportunities for family leaders within workforce development activities (*leadership, personnel standards, pre-service, in-service, recruitment & retention, and evaluation*).
 - Work with state teams to develop trainings for potential family leaders targeting one component of the CSPD (*leadership, standards, pre-service, in-service, recruitment & retention and evaluation*).
 - Reach out and recruit families to work on action plan goals related to one aspect of the CSPD addressing workforce development within a state (*e.g., parent centers, state family organizations, state Interagency Coordinating Councils (ICCs), or State Advisory Panels (SAPs), or other family networks*).
- ECPC institute topics will provide the foundational knowledge needed by family leaders. By supporting knowledge in the EI/ECSE Standards, DEC RPs, and adult learning practices, families will be better informed as they engage in workforce development conversations and activities.
- ECPC COPs will provide technical assistance on the three outcome areas within action plan goals, if these are not already a target area.
- A [Google Drive](#) has been set up and will include:
 - Monthly agendas
 - Resources and tools
 - Minutes & Recordings of all calls
 - Copies of action plans
- Four questions will guide each COP:
 - One thing to celebrate since the last time we were together.
 - One challenge that you have encountered in your action plan.
 - Have you connected with other families within your state? E.g. Parent Center or other family organization?
 - Updates on your action plan, and next steps.
- Examples of appropriate use of COP meeting time include:
 - Collaborative activities
 - Setting SMART goals (*Specific, Measurable, Attainable, Relevant, Time-Bound*)
 - Reaching out to more families to get them to join in activities
 - Focusing on a component of the CSPD
 - Analyzing and evaluating each action step
 - Connecting with ICC and state Part C office if interested in in-service for EI and connecting with Part B/619 Coordinator or SAP representative for ages 3-5
 - Connecting with Institutes of Higher Education Faculty and asking specific questions about family involvement in their courses (strategize ways to be involved)
 - Using the ECPC “Action Plan Evaluation” Tool for continuous improvement

Objectives:

Participants will be able to:

1. Describe a Comprehensive System of Personnel Development (CSPD).
2. Understand how the EI/ECSE Personnel Standards, DEC Recommended Practices, and their alignments are used in pre-service preparation and in-service continuing education.
3. Describe strategies to engage in state level meetings as a partner in the work.
4. Discuss how to prepare for and engage in discussion on current and emerging state issues representing all family voices in the area represented by your leadership.
5. Describe the various roles family leaders can engage in at state/local level (e.g. IHE co-instructors; PD facilitators/co-facilitators; feedback providers for guidance documents such as standards; ICC members; State Systemic Improvement Plan (SSIP) team members).
 - a. Learn strategies to teach through stories for IHE, PD state level trainings, etc.
6. Develop and update individual action plan and incorporate information and strategies provided by institute faculty and participants.
7. Identify personal characteristics that contribute to your communication and leadership and recognize colleagues’ characteristics that contribute to their communication and leadership style.

2021/2022 Schedule

Date/Time	Topics	Topics	Objective
September 27 4.5 hours	Introduction to Leadership Cohort	<ul style="list-style-type: none"> • Advocacy Partnerships for Strengthening Early Childhood Services • Family Quality of Life Across the Life Span: What We Have Learned in 158 Years Ann Turnbull, PhD Rud Turnbull, JD A Framework for the Design of Inclusive Community-Based Early Intervention Programs Michael Guralnick, PhD	Identify strategies to engage in state Comprehensive System of Personnel Development (CSPD) work. Understand how partnerships strengthen early childhood services. Identify a framework of an inclusive community-based early intervention system.
October 18 2 hours	Getting to know you: Tell us about your family. Share one thing that brought you to the cohort. Share one leadership role that you have held.	Introduction to ECPC & update of activities	Objective: Identify ECPC resources and where they are located on the ECPC website. Identify strategies to engage in state Comprehensive System of Personnel Development (CSPD) work. Understand how partnerships strengthen early childhood services.
November 15 2 hours	Review the homework: “Who’s Who in your state?”	Discussion: What questions do you have based on the information that you have received so far?	Objective: Identify the key players in the state. Understand what is expected of the family cohort members.

	<p>Review and follow-up questions.</p> <p>Identify the Parent Center in your state. Are you connected? Does your state have a CPRC? Do you know?</p> <p>Review the expectations to participate in the Family Cohort.</p> <p>Overview of the 6 components of a CSPD and reiterate the systems approach. Share strategies of involving families in pre-service and in-service tying it to the expectations of the family cohort.</p> <p>Introduce the DEC Recommended Practices</p>	<p>Homework activity for December– locate the DEC RPs on the DEC webpage.</p>	<p>Understand the 6 components of a CSPD and how families can be involved.</p> <p>Describe strategies to engage in state level meetings as a partner in the work.</p>
<p>December 20 2 hours</p> <p>Quarterly Summative Evaluation</p>	<p>Learn about the DEC Recommended Practices and how they can be used within in-service and pre-service components of a CSPD.</p> <p>DEC RPs overview – Peggy Kemp</p> <p>DEC RP website and video</p>		<p>Objective: Understand how the DEC Recommended Practices are used in pre-service preparation and in-service continuing education.</p>
<p>January 10 2 hours</p>	<p>Overview presentation of the EI/ECSE Personnel Standards</p> <p>Learn about the EI/ECSE standards and how you can embed them in your family story.</p>	<p>Homework: Locate the ECPC EI/ECSE curriculum modules on the website and review topics.</p>	<p>Objective: Understand how the EI/ECSE Personnel Standards, are used in pre-service preparation and in-service continuing education.</p> <p>Learn how to teach to the standards using your family story.</p> <p>Identify the EI/ECSE curriculum modules resources on the ECPC website.</p>
<p>February 21 2 hours</p>	<p>Learn how to use your story to teach.</p> <p>Identify resources available to assist families to create their storyboard, visuals, and other resources to develop their story. Plan to record your story to be viewed by peers.</p>		<p>Objective: Teach through sharing stories with an IHE class, and in state level PD.</p> <p>Understand what is expected of the family cohort members.</p>
<p>March 21 2 hours</p>	<p>Begin to develop an action plan based on a component of the CSPD (1 of 3 areas)</p> <ul style="list-style-type: none"> - Co-teaching at pre-service IHE class in EI/ECSE. - Co-presenter at in-service system training for EI/ECSE. 		<p>Objective: Identify the ECPC resources to assist with project. Break down the steps to be very concrete: e.g., reaching out to IHE faculty,</p>

	<p>- Meaningfully engage in Leadership, Coordination & Sustainability activities within state and recruit more families to be involved in workforce development activities.</p> <p>Discuss the action planning process, develop an action plan to be completed by October 2022</p>	developing your family story to teach by embedding one or more of the standards, etc.
<p>April 2 hours Quarterly Summative Evaluation</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p> <p>Update and revise action plan to share with cohort.</p> <p>Share the storyboard to solicit feedback from peers.</p>	<p>Objective: Develop the storyboard that embeds one or more of the EI/ECSE standards.</p> <p>Develop and update individual action plan and incorporate information and strategies provided by institute faculty and participants.</p>
<p>May 16 2 hours</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p>	<p>Homework: Develop a list of questions for each other based on their story.</p> <p>Objective: Develop and update individual action plan and incorporate information and strategies provided by institute faculty and participants.</p> <p>Update the storyboard that embeds one or more of the EI/ECSE standards.</p>
<p>June 20 2 hours</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p> <p>Use the reviewing your story rubric.</p> <p>Identify IHE programs to reach out to share story tied to the standards.</p>	<p>Objective: Update the storyboard that embeds one or more of the EI/ECSE standards.</p> <p>Describe strategies to engage in state level meetings as a partner in the work.</p>
<p>July 18 2 hours Quarterly Summative Evaluation</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p> <p>Use the reviewing your story rubric.</p> <p>Identify IHE programs to reach out to share story tied to the standards.</p>	<p>Objective: Update the storyboard that embeds one or more of the EI/ECSE standards.</p> <p>Schedule time to record story to be viewed by peers.</p> <p>Describe strategies to engage in state level meetings as a partner in the work.</p>
<p>August 15 2 hours</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p>	<p>Objective: Review action plan and update with all completed and outstanding tasks.</p>
<p>September 19 2 hours</p>	<p>Continue working on stories to teach. Bring questions to the group. Provide peer support for ongoing development.</p> <p>Use the reviewing your story rubric.</p> <p>Reach out to IHE programs and/or state pd providers to share story tied to the standards.</p>	<p>Objective: Finalize activities on individual action plan and incorporate information and strategies provided by institute faculty and participants.</p> <p>Describe strategies to engage in state level meetings as a partner in the work.</p>
<p>October 17 2 hours FINAL EVALUATION</p>	<p>Celebration of completion and identifying next steps.</p>	<p>Objective: Complete individual action plan and incorporate information and strategies provided by institute of higher education faculty and state PD providers.</p>