



Early Childhood Personnel Center

ECPC/DEC Family Cohort: The Family Role in the State CSPD Framework

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Overview of CSPD

What is it?

Why is it important?

Why is having family members at the table important?

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Purpose:

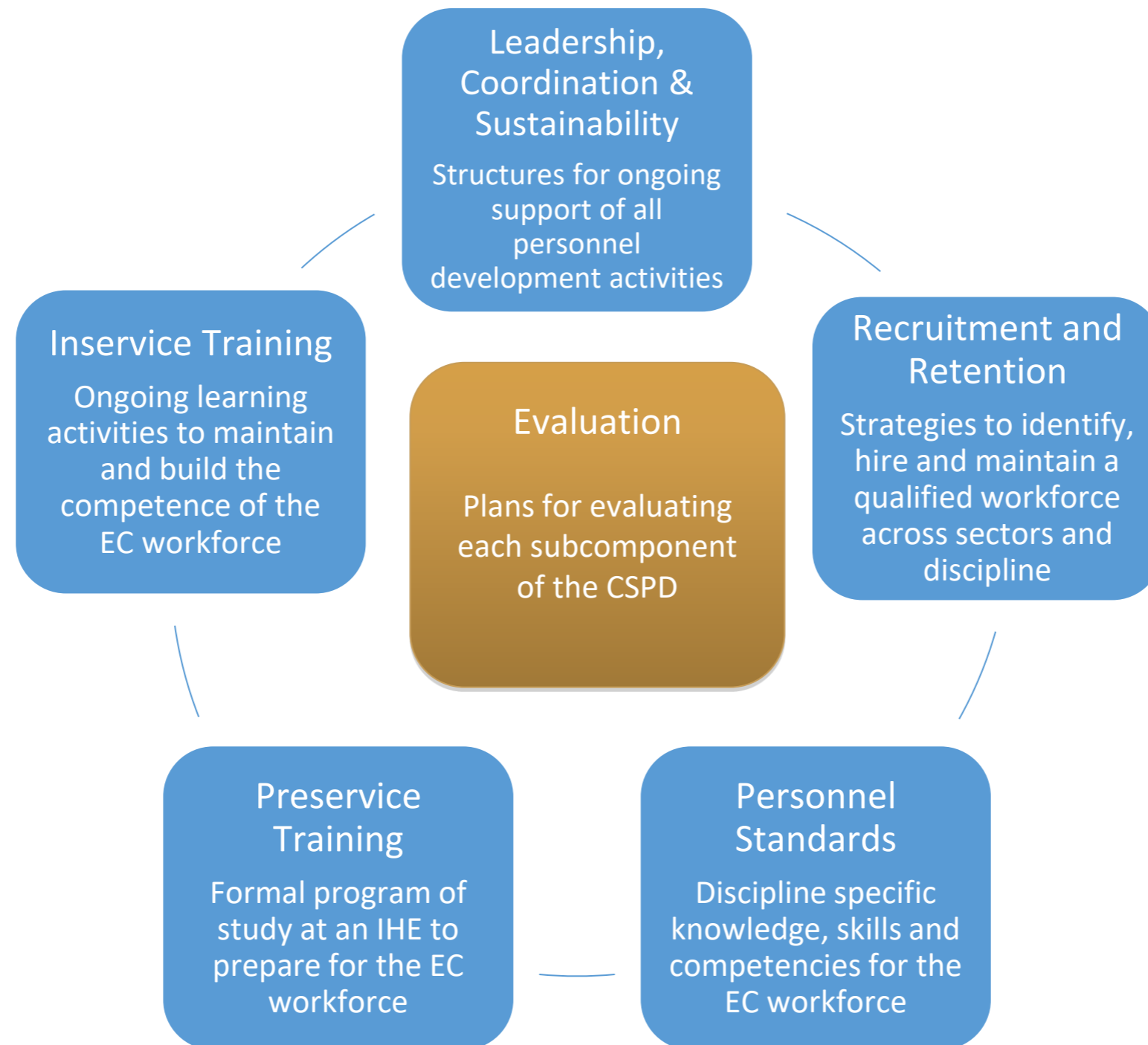
to facilitate the implementation of
***comprehensive systems
of personnel development (CSPD)***
for all disciplines
serving infants and young children
with disabilities and their families



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INTRODUCTION TO THE CSPD COMPONENTS



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

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
- Discrepancies with state adherence to national competencies and standards
- Challenges faced by EC personnel due to the diverse needs of young children served
- 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-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



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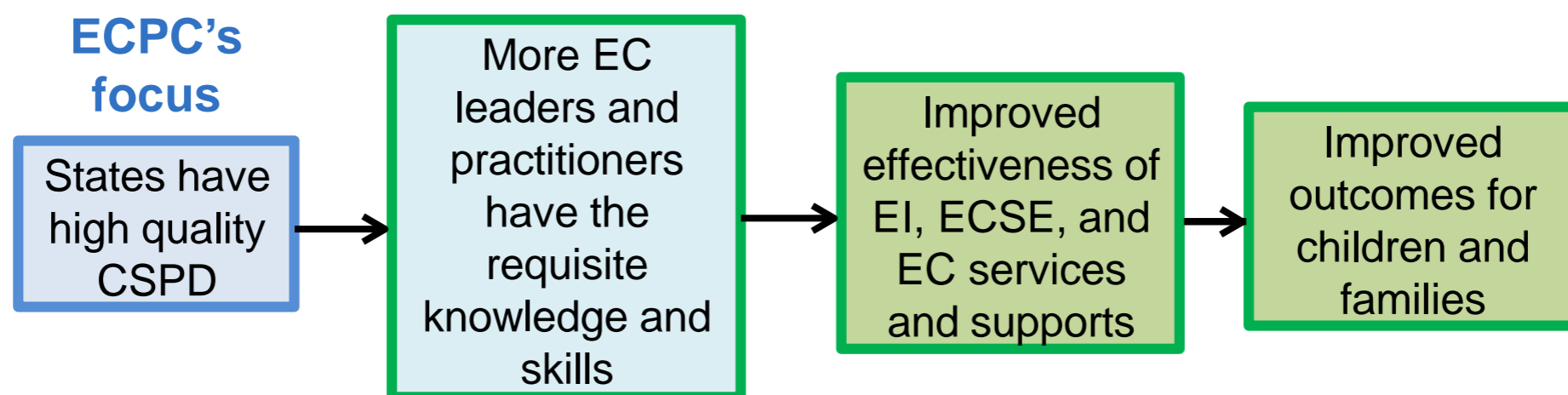
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Why do we need a CSPD?

- 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.

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

Theory of Action



How improved CSPD leads to improved outcomes

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



A Comprehensive System of Personnel Development

**is a *necessary* and *integral*
quality indicator of
an early childhood service system**

AND

the early childhood workforce

**who serve infants, toddlers and preschool
children with disabilities and their families**



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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

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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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
 - Complete the self assessment to share at the strategic planning meeting to inform the workgroups
 - 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



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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/>

[Link to infographic](#)

Action Planning Process

*A goal without a plan
is just a dream!*



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ECPC Leadership Action Plan

Name: ANNIE NEWVILLE

Group: Family

Sub-Component: Leadership Coordination & Sustainability

State: Minnesota

Date Developed: 12/4/2019

| Goals Objectives/Activities | Timeline for Completion | Resources Needed | Person(s) Responsible | Criteria for Success | Achieved Y/N |
|---|--------------------------------|--|-------------------------|--|--------------|
| GOAL 1. EACH WORK GROUP OF MN CSPD WILL HAVE AT LEAST 1 FAMILY MEMBER | | | | | |
| Objective 1.1 Recruit parent partners for the MN CSPD workgroups | | | | | |
| Activity 1.1.1. RECRUIT AND SUPPORT FAMILY MEMBERS FOR A CSPD ORIENTATION | December 1, 2019 | <ul style="list-style-type: none"> Partners in Policymaking coordinator SEAC Director Public Awareness Coordinator to send out to IEIC Stakeholders | Annie | ATLEAST 6 PARTICIPANTS FOR THE ORIENTATION ARE IDENTIFIED | Y |
| Activity 1.1.2. DEVELOP A JOB DESCRIPTION FOR THE FAMILY MEMBERS OF A CSPD WORKGROUP WITH RESPONSIBILITIES AND QUALIFICATIONS | November 2019 | Maren Christenson Hofer | Annie, Maren, and Sue | FAMILIES WILL HAVE KNOWLEDGE OF THE ROLE AND RESPONSIBILITIES ON THE CSPD | Y |
| Activity 1.1.3. DEVELOP AND IMPLEMENT A ONE YEAR PILOT THROUGH ECPC TO DETERMINE ACTUAL COSTS TO COMPENSATE FAMILIES WHO WILL BECOME MEMBERS OF A CSPD WORKGROUP | November 2019 TO November 2020 | ECPC WILL WORK WITH MDE | ANNIE WITH ECPC | DATA WILL BE COLLECTED ON ACTUAL COST TO EMBED | Y |
| Activity 1.1.4. IDENTIFY ADDITIONAL PLACES (WHERE) AND STRATEGIES (EMAIL BLASTS, WEB SITES, ETC AND LIST ALL) TO RECRUIT DIVERSE FAMILIES | December 2019 | <ul style="list-style-type: none"> CULTURAL BROKERS IN THE STATE MAREN CHRISTENSEN HOFER IEIC REGIONAL REPRESENTATIVES | ANNIE | MEMBERS OF THE ORIENTATION WILL INCLUDE FAMILIES FROM DIVERSE COMMUNITIES | Y |
| Activity 1.1.5. IMPLEMENT RECRUITMENT PLAN FOR INFORMED FAMILIES TO BE MEMBERS OF CSPD WORKGROUP. | December 9, 2019 | FAMILIES | ANNIE & MAREN SUE - MDE | A MINIMUM OF ONE FAMILY REPRESENTATIVE WILL JOIN EACH WORKGROUP OF THE CSPD | Y |
| ACTIVITY 1.1.6 CONDUCT ORIENTATION AND EVALUATE FAMILY KNOWLEDGE AND INTEREST TO JOIN THE CSPD WORKGROUP | December 6, 2019 | <ul style="list-style-type: none"> MAREN CHRISTENSEN HOFER SUE THOMAS – MDE ECPC DEVELOP SELF ASSESSMENT FOR FAMILIES | ANNIE, MAREN, SUE | FAMILIES WHO COMMIT TO JOIN THE WORKGROUP WILL HAVE KNOWLEDGE OF THE CSPD AND THE LEVEL OF COMMITMENT NEEDED | Y |
| ACTIVITY 1.1.7 DEVELOP MECHANISMS FOR ONGOING SUPPORT FOR FAMILIES | November 2019 TO November 2020 | <ul style="list-style-type: none"> FUNDING MENTORING FOLLOW UP CALLS/EMAILS DEVELOP A CALL LOG | ANNIE, MAREN, and SUE | DOCUMENTATION OF CONTACT, AND FUNDING PROVIDED | Y |
| Objective 2.1 SHARE CSPD WORK WITH ICC | | | | | |
| Activity 2.1.1. HAVE LEADER FROM MN CSPD PRESENT AT ICC MEETING. | October ICC meeting 2020 | CSPD LEADER | ANNIE AND CAT | PRESENTATION COMPLETED AT ICC MEETING | Y |
| Activity 2.1.2. RECRUIT FROM WITHIN CSPD FOR OPEN ICC POSITIONS | April 2020 | CONTACT INFORMATION HIGHER EDUCATION REPRESENTATIVE MEMBERS OF CSPD | CAT | APPLICATION AND APPOINTMENT OF HIGHER EDUCATION MEMBER OF ICC | Y |



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Strategies to meaningfully engage families

- Recruiting Families
- Orientation Process
- Creating an environment for families to succeed
- Ongoing retention and support for families
- What one state has learned so far...

Recruiting Families

- Goal to have at least one family member on each workgroup
- Recruited from multiple sources
 - Partners in Policy Making
 - SEAC - Special Education Advisory Councils
 - IEIC - Interagency Early Intervention Committees
 - State Parent Center (Pacer)

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?



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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? | | | |



<https://ecpcta.org/wp-content/uploads/sites/2810/2020/06/Family-Involvement-Self.Assessment.pdf>

| | 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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Ongoing Retention and Support for Families

- Follow up with participants and offer support.
- After orientation, an email was also sent to those who did not attend to determine if there was still interest or if more information was needed.
- Questionnaires after quarterly and workgroup meetings...

Importance of Family Voice

- <https://youtu.be/6rQ7zq-c4RI>



Lessons Learned

- Importance of orientation
- Normalize asking questions
- Not so much a question of engaging “the right” parents as clearly defining roles and giving families the tools, they need to succeed.
- Setting clear expectations
- Making mentors available
- Orientation is not a “one and done”
- There is more to true inclusion than bodies in the room!

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

- *thinkinclusive.us*



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