



Early Childhood Personnel Center

www.ecpcta.org

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

Darla Gundler, ECPC Associate Director

Karen Lewis, GA CSPD Team Member



Early Childhood Personnel Center

www.ecpcta.org

During this presentation we will share 2 ECPC Initiatives:

ECPC/DEC Family Cohort & Involving Families in State CSPD work and how they align

- Recruiting
- Orienting
- Providing background information
- Expectations
- Commitment
- Ongoing Support

Overview of CSPD

What is it?

Why is it important?

Why is having family members at the table important?



Early Childhood Personnel Center

Purpose:

to facilitate the implementation of

comprehensive systems

of personnel development (CSPD)

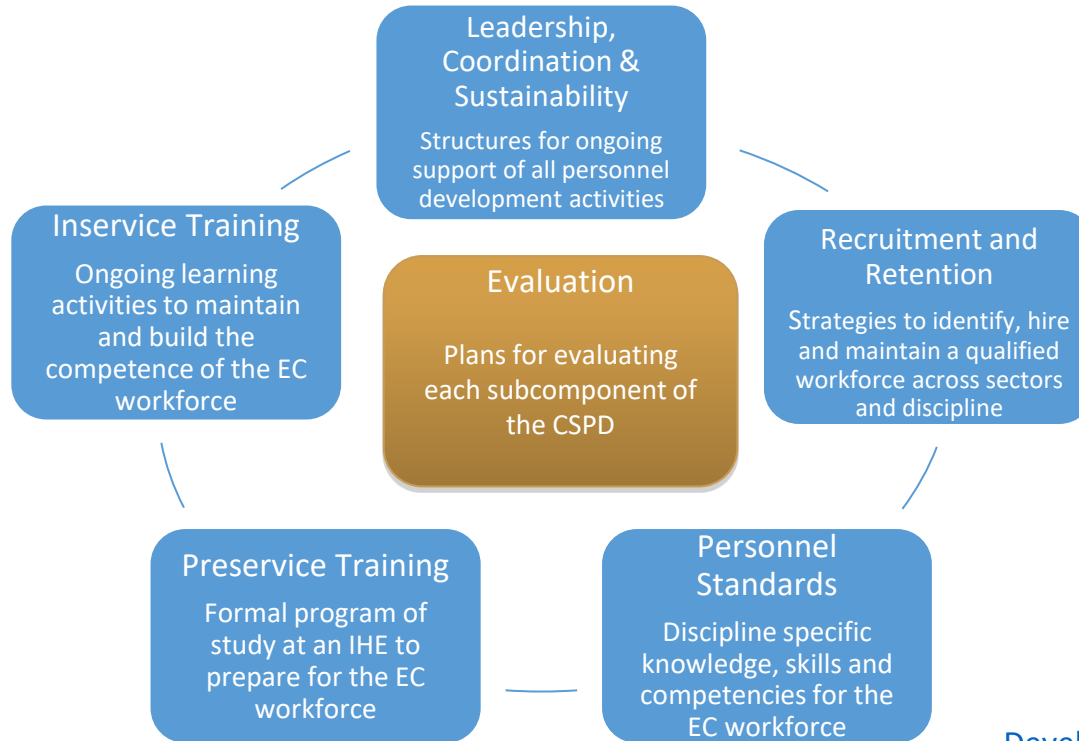
for all disciplines

serving infants and young children

with disabilities and their families



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)

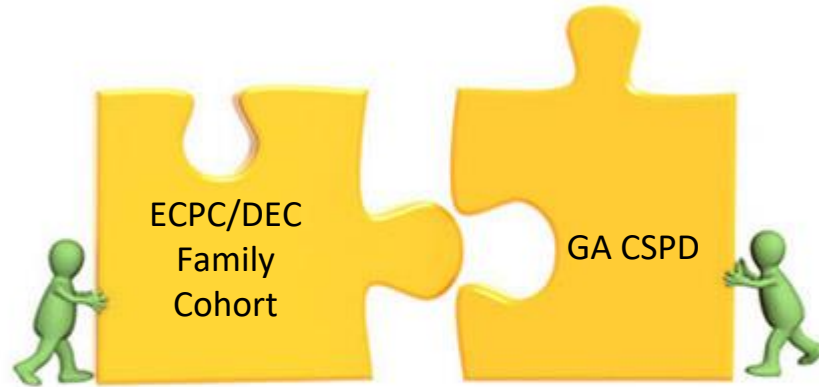
1. Audiologists
2. Family therapists
3. Nurses
4. Occupational therapists
5. Orientation and mobility specialists
6. Pediatricians and other physicians for diagnostic and evaluation purposes
7. Physical therapists
8. Psychologists
9. Registered dietitians
10. Social workers
11. Special educators, including 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



ECPC/DEC Family Cohort Connection



Why is having family members at the table important?

Recruitment and Retention

Strategies to identify, hire and maintain a qualified workforce across sectors and discipline



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



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](https://ecpcta.org/cspd/)

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

Questions to consider before committing to be involved:



Early Childhood Personnel Center
www.ecpcta.org

Family Involvement Self-Assessment

	Do I know?	Is this right for me?	More questions to ask
What is the opportunity? • Local • State • National	<input type="checkbox"/>	<input type="checkbox"/>	
○ Stakeholder group ○ Advisory Group ○ Other	<input type="checkbox"/>	<input type="checkbox"/>	
Is this a new opportunity/group or existing?	<input type="checkbox"/>	<input type="checkbox"/>	
Is this a time limited (or one time) topic specific or ongoing opportunity?	<input type="checkbox"/>	<input type="checkbox"/>	
What is the impact? • Local • State • National	<input type="checkbox"/>	<input type="checkbox"/>	
What is my role?	<input type="checkbox"/>	<input type="checkbox"/>	
• Am I representing my experience or am I representing the family perspective?	<input type="checkbox"/>	<input type="checkbox"/>	
What is the expectation of the Family member?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there background information that will support my involvement?	<input type="checkbox"/>	<input type="checkbox"/>	
Where are the meetings held?	<input type="checkbox"/>	<input type="checkbox"/>	
• Is there a charge for parking?	<input type="checkbox"/>	<input type="checkbox"/>	
Is there an option to participate virtually?	<input type="checkbox"/>	<input type="checkbox"/>	
What is the commitment? • Per week/month/quarterly	<input type="checkbox"/>	<input type="checkbox"/>	
Is there a reimbursement mechanism?	<input type="checkbox"/>	<input type="checkbox"/>	
• What is covered?	<input type="checkbox"/>	<input type="checkbox"/>	
• Travel costs	<input type="checkbox"/>	<input type="checkbox"/>	
• Childcare	<input type="checkbox"/>	<input type="checkbox"/>	
• Stipend for my time	<input type="checkbox"/>	<input type="checkbox"/>	
• Is prep time reimbursed (do I know how to request?)	<input type="checkbox"/>	<input type="checkbox"/>	
• What is the turnaround time for reimbursement?	<input type="checkbox"/>	<input type="checkbox"/>	
Where do I go if I have specific questions? • Person or Website	<input type="checkbox"/>	<input type="checkbox"/>	
How many families are involved? (Am I the only one?)	<input type="checkbox"/>	<input type="checkbox"/>	
• Will I have an opportunity or expectation to connect with other families involved on a regular basis?	<input type="checkbox"/>	<input type="checkbox"/>	
How far in advance are the meetings scheduled?	<input type="checkbox"/>	<input type="checkbox"/>	
How far in advance is the agenda distributed?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have a support network at home to allow me time away from my family?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I have enough information to make an informed decision about this opportunity?	<input type="checkbox"/>	<input type="checkbox"/>	
What if I decide this is not right for me?	<input type="checkbox"/>	<input type="checkbox"/>	
Do I know the process of resigning?	<input type="checkbox"/>	<input type="checkbox"/>	



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



Early Childhood Personnel Center
www.ecpcta.org

Vision of Georgia CSPD team

Through a collaborative process, Georgia will have a system designed to recruit, prepare and retain a high-quality inclusive early childhood workforce to support sustainable and equitable outcomes for young children (birth to five) with developmental delays and disabilities and their families.

Mission of Georgia CSPD team

Georgia's CSPD will engage interdisciplinary stakeholders to assure positive, sustainable and equitable outcomes for young children (birth to five) with developmental delays and disabilities and their families through intentional implementation of family-centered, culturally and linguistically responsive, and evidence-based practices to recruit, prepare and retain diverse high quality early childhood personnel.



Early Childhood Personnel Center

www.ecpcta.org

Representing the Authentic Parent Voice in Georgia

- 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

Georgia's Success and Challenges

- **Successes:**

- Greater accessibility due to the Pandemic
- Goal was 6 parents and we ended up with 8 total
- Better equipped and trained families using Minnesota's video as a tool
- Diverse representation of state

- **Challenges:**

- Loss of face to face interactions
- Parent found out through an "advertisement" so not prepared or invested in as other parents during the meeting

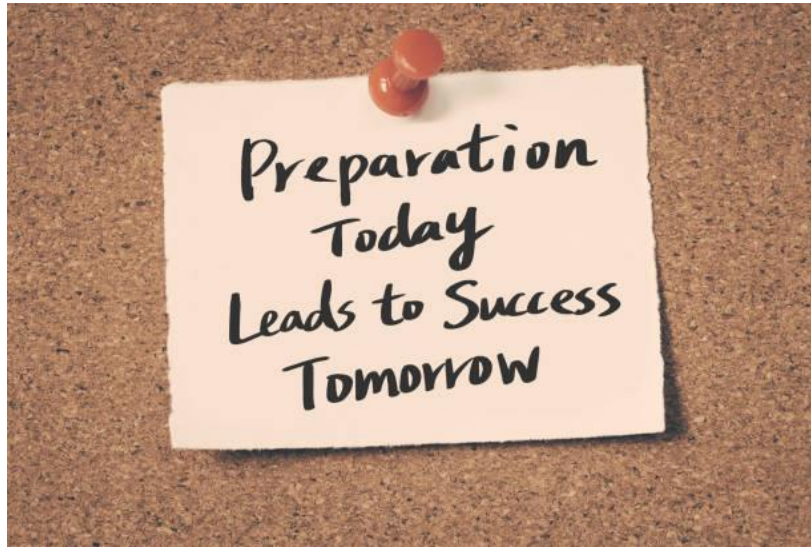
Lessons Learned so far...

- 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*





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

Darla Gundler, gundler@uchc.edu