|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Objective** | **Products** | **Person/s** | **Project Completed** | **Outcome** | **Criteria for success** |
| **Aimee Hadleigh** |  |  |  |  |  |  |
| Goal 4: Educate medical providers |  |  |  |  |  |  |
|  | Objective 4.1 Create flyer | Printing design | Aimee to work with graphic designer | **19-Aug** | Outreach streamline | Increase in medical referrals |
| **Helena Liedtke** |  |  |  |  |  |  |
| ICC Family Engagement, Recruitment and Retention | 7) Create a network tool which clearly addresses | Use data gained from actions described under action item | ICC Family Committee | **Present at ICC meeting in Fall - November 2019** |  |  |
|  | a.       who family Representatives and extended parent participants are |  |  |  |  |  |
|  | b.      where they are |  |  |  |  |  |
|  | c.       what their level of engagement interest is |  |  |  |  |  |
|  | d.      what their challenges, interests/goals and strengths are |  |  | **First version ready by May 2019 (pre-present, test and refine as needed before presenting final version in Fall)** | Tool supports parent in supporting each other as well as providers to easy access and reach out to parents for collaboration. | It needs to be clear that the strength are not exclusive, and families might want to engage in. |
|  | e.       projects they have worked on in the past if applicable and if they Want to share |  |  |  |  | Easy to understand, well structured, system inplace to keep tool up to date |
|  | Present and share tool |  |  | **ICC Retreat or First meeting of ICC after retreat fall 2019 - Scheduled for upcoming meeting** |  |  |
| **Marisol Rose** |  |  |  |  |  |  |
| B.    B. Ensure FRS job descriptions and job activities align with Policy Handbook and Operations Guide (PHOG) \*Up-to-date copy of Policy Handbook and Operations Guide available.  \*Had a conference call with Kelly and Hannah to talk about next steps. \*Several FRSs expressed concern that job title does not adequately represent the responsibilities of FRSs.  \*State office is discussing ideas on how to move forward with this action plan item. Due to other activities and priorities going on in the state office, program managers cannot commit to a completion date at this time.  \*Will follow-up with this item in a couple of months. | 1.     Create a needs assessment a.     Find statewide programs like DD Council, PTI, UCEDD, etc. that may have previously used a needs assessment tool which we could use as a model b.     Obtain FRS job descriptions | Approval from ES state office, assistance in creating a needs assessment, collaboration with FRSs, LESs, other agencies and professionals, travel, computer, phone, office supplies, materials, etc. | Kelly Rogers Marisol Rose | **8/1/2019 In discussion for realignment; no timeframe provided** | **FRS job responsibilities are consistent with PHOG and clear across LESs.** | **FRSs and LESs have clear understanding of FRS role.** |
|  | C. Conduct a professional development needs assessment of FRSs 1. Create or adapt a needs assessment  \*Created needs assessment and submitted to state office for review and/or suggestions. Discussed action item with other FRSs. 2. Distribute needs assessment to FRSs  \*Utilizing survey monkey to distribute assessment, emailed to all FRSs on 6/19 with a completion deadline of July 10th.  3. Analyze results  \*Per ESSO request, survey window was extended to August 1st to allow for more participation and responses.  \*All responses have been received and a synthesis of the responses was provided to ESSO.  \*In process of analyzing the results and findings. 4. Identify professional development gaps and needs  \*Discussion of initial findings and suggestions were provided to ESSO on August 28th. Further analysis is required. Additional discussion of next steps took place on Sept 6th. | **Support from ESSO, communication with likeminded organizations for access to existing needs assessments, adaptation of a needs assessments to align with FRS responsibilities, collaboration with FRSs, LESs, other agencies and professionals in the field.** | Kelly Rogers Marisol Rose Hannah Naitove Additional FRSs |  |  |  |
|  |  | 1.     Identify resources FRSs are currently using that are successful | Read results of needs assessment, access to professional development curriculum, collaboration with professionals, travel, computer, phone, office supplies, materials, etc. | **7/15/2019 Deadline extended to 8/1/19** | Professional development needs of FRSs identified and gaps addressed. Needs and gaps are being identified. |  |
|  | F.   F. Conduct in-person Family Resource Specialist team meeting to allow for professional development activities 1. Establish a date, time, and venue  \*All FRSs were invited to participate in the Florida Family Leader’s Summit in Orlando that took place on Sept 19-20th. Of 20 FRSs only six were in attendance. \*I, along with the assistance of another FRS, we arranged two times for FRSs to gather throughout the summit. Brief discussions regarding needs assessment results and next steps took place. Not enough FRSs were in attendance and not enough time was allotted for in-depth discussions of the FRSs role and next steps.  2. Develop a presentation or program that communicates state and federal requirements and national standards \*The information and training provided by the FFLN met requirements for their grant. \*Possibility of creating a Community of Practice among FRSs is being explored. Further discussion needed.  3. Provide technical assistance and education on job requirements and mission | **Support from ESSO and LESs, including fiscal, speakers, materials, hotel/venue.** | **Kelly Rogers Marisol Rose** | **10/1/2019** | **FRSs understand the purpose, functions, and desired outcomes of their job.** | **Majority of FRSs attended said meeting, received instruction and participated in training.** |
|  | A.    Apply to participate in Partners in Policy Making | **Support from LES including possible use of work time and granting time away from office. Support with travel, lodging and childcare expenses from Florida Developmental Disabilities Council which oversees the Partners in Policy Making program.** | **Marisol Rose** | **7/1/2019** | **Gain knowledge on history of disability movement, state and federal legislative processes, and how to support people with disabilities. Become a stronger family leader, advocate, and increase professional development.** | **Application approved and position accepted.** |
|  | 1.     Complete application and submit by deadline on 7/1 |  |  |
|  | \*Application submitted before deadline, and receipt of application was confirmed. Notified on 7/19 that application was not approved but it was placed on a waitlist in case a spot opens up. |  | Notified on 7/19 that application was not approved. |
|  | 2.     Discuss LES support with Program Manager and gain approval |  |  |
|  | \*Discussed with PM. She asked to submit a formal request for training to see if LES will support my participation, will submit once application has been submitted. Since application was not approved, request for training will not be submitted. |  |  |
| **Roxane Romanick** | Objective 1: Define purpose and role to avoid duplication of other entities such as NDICC and the ND Association of Community Providers Infant Development Association | ·         Use other advocacy coalitions in the state and federally as models | Friends of ND Part C Steering Committee | September, 2019 |  |  |
|  | ·         Stakeholders |  |  |
|  | ·         Possibly funding for strategy planning |  |  |
|  |  |  |  |
|  | Objective 2: Develop organization structure that allows for change in leadership and ongoing stability | See above | Friends Steering Committee | September, 2019 |  |  |
|  | Objective 3: Develop annual outcomes/legislative platform | ·         CEC/DEC Policy Support | Friends Steering Committee | March, 2020 |  |  |
|  | Objective 4: Develop Collaboration portfolios |  | Friends Steering Committee | September, 2019 |  |  |
| **Maren Christensen** |  |  |  |  |  |  |
|  | Working to have parent representative in every working group of the CSPD team. Leading recruitment and retention team. |  | Working with PTI to recruit families | **Sep-19** | worked with the 619 Coordinator for MDE to create a video on importance of recruiting a parent for CSPD work | -Getting buy-in to the idea that parent input is essential to any conversation about early childhood services, and parent representatives should be compensated for their time. |
|  | Make Inclusion materials available to families | Written tools to help parents and teachers understand the differences between mainstreaming and inclusion. | Inclusion Indicators in ECTA. Inclusion information from HHS. | **Ongoing** | Written materials (1 page sheet) in plain language on succesful inclusion. | **NEXT STEPS:** Complete on-boarding tool kit for parents joining CSPD process - due in October. Working to bring parents to CSPD work groups - ongoing. Meeting with MDE about becoming parent representative on seclusion and restraint team - ongoing. Grant implementation - ongoing. Continuing work on seclusion and restraint - ongoing. Work with family Leadership Cohort for DEC presentation in October. |
|  | Testified on six different bills during MN legislative session |  |  |  |  |  |
|  | Part of team that applied for and received grant from MN Department of Human Services (DHS) grant to support multicultural families of children with disabilities (goal is to reach 50 families |  |  | **Sep-19** |  | **LINKAGES:** PIC - four main components  - Connected with Judy Swett through ECPC Family Leadership Cohort. Worked with her on Comprehensive System for Personal Development.  - Worked with PACER center on special education legislation this past session. - Requested info from PACER on history and background of various special education and early childhood education. - PACER providing training to families in multicultural community through DHS grant. LEND program connections with AUCD, UCEDD Worked with Molly for assistance on medical vs. social model presentation through LEND program. Worked with Mark, Roxanne, and Judy to prepare for testimony at on IEP legislation in Minnesota.  Worked with Mark, Roxanne, and Judy on seclusion and restraint. |