ECPC/DEC Family Cohort
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ECPCTA.ORG
WHY THE FAMILY COHORT

• 3.4.5. Implement multiday leadership institutes and other interactive learning opportunities for families to participate in building more effective, inclusive and sustainable state Early Childhood Comprehensive System of Personnel Development systems.

• 3.4.6. Provide at least 1 year of targeted TA follow up and support to families through a community of practice to help them implement an individualized action plan with outcomes.
FAMILY COHORT 1 & 2

Family Cohort 1

Family Cohort 2

Family Cohort 1 & 2

Early Childhood Personnel Center
to facilitate the implementation of *comprehensive systems of personnel development (CSPD)* for all disciplines serving infants and young children with disabilities and their families.
Comprehensive System of Personnel Development

Leadership, Coordination & Sustainability
Structures for ongoing support of all personnel development activities

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

Inservice Training
Ongoing learning activities to maintain and build the competence of the EC workforce

Evaluation
Plans for evaluating each subcomponent of the CSPD

Preservice Training
Formal program of study at an IHE to prepare for the EC workforce

Personnel Standards
Discipline specific knowledge, skills and competencies for the EC workforce
INTRODUCTIONS

- Name
- What state are you from
- Ages of your child/ren
- Affiliations in state? (PTI, P2P, FV, etc.)
- One thing that brings you here
TRANSITION TO LUNCH

Lunch Break
GETTING SET-UP WITH POLL EVERYWHERE

Mobile Phone:
Text ECPCTA to 37607

Tablet or Laptop:
Go to PollEv.com/ecpcta
VALUES

• Values are the deep-seated, personal standards that influence every aspect of our lives.

• Examples include *integrity, privacy, family, honesty, harmony, and loyalty*. 
What are your values?
What is one word that comes to mind when you hear the word leadership?
Lessons learned from the parent movement
**BEING A TRUE LEADER MEANS KNOWING WHEN NOT TO LEAD**

• Our parent movement is about US, not ME.
• *It’s about what we do together.*
• Leadership doesn’t always mean being at the helm, but understanding that people with other perspectives and expertise should be centered in the conversation.
• Be there and listen, and be willing to play a supporting role.
• Be willing to step back let others lead, because leadership should be collaborative.
HAVE THE COURAGE TO STAND UP FOR WHAT IS RIGHT, EVEN IF IT MAKES YOU UNCOMFORTABLE OR VULNERABLE.

• It may be that a particular issue does not directly affect you—but if it’s right for the parent movement, then be willing to take it on.
• It may mean weighing risks, thinking about relationships, compromises and allegiances.
• But your values are critical to your leadership.
IT’S ALL ABOUT RELATIONSHIPS...

• Be loyal, support other people in the movement, and care about them.
• Relationships make our movement strong.

Above all else, we are about respect, compassion and friendship.
KNOW YOUR HISTORY.

- People with disabilities and families have travelled a long and difficult road.
- Appreciate their struggle.
- Take nothing for granted.
- It can all go away.

Be vigilant
Your commitment needs to be a genuine, lifelong commitment to doing what is right because that’s the right thing to do.

The family movement’s actions may not always benefit you directly.

Don’t make it about you.

You: Was the starting point...

We: Is how change happens....
BE JOYFUL!

• Life is hard, we have all had challenges, disappointments, sadness.
• But take heart in the joy of being together, appreciating each other and celebrating.

This parent movement is about smiling, rejoicing, supporting, caring, being together. Celebrate these things, for they will keep you all going.
Be happy.

Be courageous and bold.

Be together.
ECPC/DEC Collaboration
Stephanie Moss
Parent to Parent of Georgia
Region B Parent Technical Assistance Center (PTAC)
Connecting with Parent Centers

U.S. Department of Education
Office of Special Education Programs (OSEP)
Parent Training & Information Centers

- **Work** with families of infants, toddlers, children, and youth with disabilities, birth to 26
- **Help** parents participate effectively in their children’s education and development
- **Partner** with professionals and policymakers to improve outcomes for all children with disabilities
- **Collaborate** with early childhood TA centers

Find your parent center at:
https://www.parentcenterhub.org/find-your-center/
Connecting with Parent Centers

- 3 components funded by OSEP to support Parent Centers
  - **Parent Training and Information Centers (PTIs)** - serve the population of an entire State or specific region in a State
  - **Community Parent Resource Centers (CPRCs)** - operate at the local level in an identified community that includes underserved parents of children with disabilities, including low income parents, parents of limited English proficient children, and parents with disabilities.
  - **Parent Technical Assistance Centers (PTACs)** - there is a national PTAC and 4 regional PTACs provide TA to the PTIs and CPRCs
10 Great Things You Will Find on the “CPIR Hub” at ParentCenterHub.org

1) Resources Galore
2) Buzz from the Hub
3) Daily Facebook and Twitter Posts
4) Private Workspaces for Parent Centers
5) Survey Item Bank
6) Materials from Other Parent Centers
7) Buzz from the Hub
8) Webinars & Webpages on Priority Topics
9) Central Event Calendars
10) Who Knows What?
DEC Recommended Practices
Ambassadors

ECTA Center
The Early Childhood Technical Assistance Center

Meet the aRPy Ambassadors
FAMILY AMBASSADOR ROLES

• To bring awareness to the existence of the RPs and the resources that support their implementation within the Parent Center network
• To collaborate with fellow Family Ambassadors to develop and share strategies and resources for informing families about the RPs
• To share the DEC RPs and ECTA resources with families and with Parent Center colleagues and staff
• In states where there is also a Professional Ambassador, collaborate with that individual to awareness of the RPs
DEVELOPING AN ACTION PLAN
COMPONENTS OF AN ACTION PLAN

- Goal
- Objective
- Activity
- Resources
- Timeline to Completion
- Person(s) responsible
- Outcome
- Criteria for Success
START WITH A SMART GOAL

S = Specific
M = Measurable
A = Achievable
R = Relevant
T = Time-bound
ACTION PLAN

1. The goal(s) in the action plan are achievable in one year.
2. Each goal has one or more objective, each objective has 4 or more action steps.
3. Resources needed have been identified.
4. A deadline date is set for each action step in the action plan.
5. Each action step is measurable.
## LEADERSHIP WORK PLAN

<table>
<thead>
<tr>
<th>Goal/Objective</th>
<th>Activities</th>
<th>Person(s) Responsible</th>
<th>Resources (Needed)</th>
<th>Projected Date of Completion</th>
<th>Outcome</th>
<th>Criteria for Success</th>
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ELEMENTS OF CHANGE

- Where are we now?
- Where do we want to be?
- What do we need to do to get from here to there?
NEXT STEPS

• Please complete the evaluation in your packet.

• Be sure to complete your travel information to attend the December Institute in Connecticut.

• Have Fun😊

• Connect with someone new in your state!