
**Division for Early
Childhood's 35th Annual
International Conference
on Young Children with
Special Needs and Their
Families**

**Dallas, Texas
October 4, 2019**

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The Early Childhood Technical Assistance Center



Early Childhood Personnel Center



**FEDERATION FOR CHILDREN
WITH SPECIAL NEEDS**

***More Than Just Being at the Table:
Engaging Families in
Programmatic Decision-Making***

Today's Presenters/Facilitators

Darla Gundler

Federation for Children with Special Needs
Early Childhood Personnel Center
gundler@uchc.edu

Stephanie Moss

Parent to Parent of Georgia
Region B Parent Technical Assistance Center
stephanie@p2pga.org



Office of Special Education Programs
U.S. Department of Education

Moving from Me to We

- The Parent movement was never ever about one parent leader. It was always about the movement. When you talk to those of us who have been doing this for decades, we usually talk about WE— not ME.
- We have bonds that surpass state boundaries and all the challenges in our lives.
- We bonded at a level that defines our movement—one of compassion and common goals.



Preparing and Engaging Families

Before

- Articulate purpose of the work/decision/discussion
- Describe role of stakeholders
- Provide resources to build background knowledge on implementation and related data that will be discussed during meetings

During

- Invite unique perspectives
- Provide a safe forum to ask questions, share information, and confirm understandings
- Use effective techniques for leading group discussion to ensure each voice is heard

After

- Close the loop—communicate decision and provide rationale
- Identify areas of needed improvement and strategies for addressing those areas in a timely and effective manner

Review of *A System Framework*

Family engagement cuts across all components of high-quality systems.



Family Engagement in System Framework Components

- Governance (4)
 - Decision-making, establishing policies and regulations
- Finance (5)
 - Budgeting, ensuring funds are adequate to meet needs, use of funds to implement high quality programs
- Personnel/Workforce (6)
 - Preservice training, inservice training, adequate numbers of personnel, personnel standards, recruitment & retention
- Data System (6)
 - Creating and enhancing data systems, understanding and using data for decision-making
- Accountability & Quality Improvement (3)
 - Planning for and implementing ongoing evaluation of the program, continuous improvement, including development of monitoring and data collection tools
- Quality Standards (2)
 - Evidence-based child-level and program-level standards

Governance

- This component includes vision, mission and/or purpose; legal foundations; administrative structures; and leadership and performance management
- Participation & input by stakeholders, consensus, transparency, responsiveness & effective communication.
- Enforceable decision-making authority to effectively implement the statewide system.
- Organizational structures and authority for making program, policy, fiscal and standards decisions AND implementing best practices.
- Policies, laws, regulations, interagency agreements, etc.

Governance

Subcomponent 1 – Vision, mission and/or purpose

- Quality Indicator GV1- Vision, mission and/or purpose guide decisions & provide direction for quality comprehensive and coordinated statewide systems.

Subcomponent 2 – Legal foundations

- Quality Indicator GV2 - Legal foundations (e.g., statutes, regulations, interagency agreements and/or policies) provide authority and direction to effectively implement statewide systems.

Governance

Subcomponent 3 – Administrative Structures

- Quality Indicator GV3 – Administrative structures such as state and regional and/or local system entities are designed to carry out federal and state mandates to ensure statewide implementation of the system.
- Quality Indicator GV4 – State and regional and/or local entities enforce roles and responsibilities for implementing federal and state mandates.
- Quality Indicator GV5 – State and regional and/or local entities are designed to maximize meaningful **family engagement** in the development and implementation of the system.

Elements of Quality

Elements of Quality for Indicator GV5

- Decisions about system structures support equitable representation of families on the state Interagency Coordinating Council (ICC), local ICCs, task forces, and committees.
- Part C and 619 state staff or representatives support (e.g. through stipends, transportation, information and preparation, convenient time and location, mentoring, FTE, consulting fee) family members' active roles on councils, committees, and task forces to allow their full participation and input into system decisions related to areas such as policies, training and TA, monitoring, and program improvement.
- There are ongoing system-wide efforts to recruit families that are representative of the demographics of the state and local communities and support their leadership development.
- There is an ongoing process for evaluating and improving meaningful family engagement in the system.

Governance

Subcomponent 4 – Leadership and Performance Management

- Quality Indicator GV6 – Leadership advocates for and leverages fiscal and human resources to meet the needs for the implementation and oversight of the statewide system and services.
- Quality Indicator GV7 – Leaders use written priorities with corresponding strategic plan(s) and evaluation to drive ongoing system improvement.
- Quality Indicator GV8 – State staff or representatives use and promote strategies that facilitate clear communication and collaboration, and build and maintain relationships between and among stakeholders and partners.

To Be Involved in Governance & Decision Making

- What are the questions families should be asking?
- What information do families need?
- What information do we need to provide...
 - Up front, in preparation for a meeting or decision-making opportunity?
 - During a meeting or decision-making opportunity?
 - After, or as follow-up to a meeting or decision-making opportunity?

Personnel/Workforce

- Guide states in planning, development, implementation and evaluation of a comprehensive system of personnel development (CSPD).
- Ensure that services are provided by knowledgeable, skilled, competent and highly qualified personnel.
- Ensure sufficient numbers of personnel in the state to meet the service needs.
- Coordination between preservice programs and inservice training
- Includes leadership, coordination and sustainability; recruitment and retention; personnel standards; preservice personnel development; inservice personnel development; and evaluation.

Developing a CSPD

Comprehensive System of Personnel Development



Personnel/Workforce

Subcomponent 1 – Leadership, Coordination & Sustainability

- Quality Indicator PN1 - A cross-sector leadership team is in place that can set priorities and make policy, governance and financial decisions related to the personnel system.
- Quality Indicator PN2 – There is a written multi-year plan in place to address all sub-components of the CSPD.

Subcomponent 2 – State Personnel Standards

- Quality Indicator PN3 – State personnel standards across disciplines are aligned to national professional organization personnel standards.
- Quality Indicator PN4 – The criteria for state certification, licensure, credentialing and/or endorsement are aligned to state personnel standards and national professional organization personnel standards across disciplines.

Personnel/Workforce

Subcomponent 3 – Preservice Personnel Development

- Quality Indicator PN5 – Institutions of higher education (IHE) programs and curricula across disciplines are aligned with both national professional organization personnel standards and state personnel standards.
- Quality Indicator PN6 – Institutions of higher education (IHE) programs and curricula address early childhood development and discipline-specific pedagogy.

Subcomponent 4 – Inservice Personnel Development

- Quality Indicator PN7 – A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines.
- Quality Indicator PN8 – A statewide system for inservice personnel development and technical assistance is aligned and coordinated with higher education program and curricula across disciplines.

Personnel/Workforce

Subcomponent 5 – Recruitment and Retention

- Quality Indicator PN9 – Comprehensive recruitment and retention strategies are based on multiple data sources, and revised as necessary.
- Quality Indicator PN10 – Comprehensive recruitment and retention strategies are being implemented across disciplines.

Subcomponent 6 – Evaluation

- Quality Indicator PN11 – The evaluation plan for the CSPD includes processes and mechanisms to collect, store and analyze data across all subcomponents.
- Quality Indicator PN12 – The evaluation plan is implemented, continuously monitored, and revised as necessary based on multiple data sources.

To Be Involved in Personnel/Workforce

- What are the questions families should be asking?
- What information do families need?
- What information do we need to provide...
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Shared Decision-Making

“Decision-making means a process of partnering, of shared views and actions toward shared goals...not just a power struggle between conflicting ideas.”

- Dr. Joyce Epstein

Source: Serving on Groups That Make Decisions

Resources, Tools and Supports

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[@p2pga.org](#)

U.S. Office of Special Education Programs (OSEP) Parent Training and Information Center Priorities

- **Working** with families of infants, toddlers, children, and youth with disabilities, birth to 26
- **Helping** parents participate effectively in their children's education and development
- **Partnering** with professionals and policy makers to improve outcomes for all children with disabilities

To increase parents' capacity to:

- Effectively support their children with disabilities and participate in their children's education
- Communicate effectively and work collaboratively in partnership with early intervention service providers, school-based personnel, related services personnel, and administrators
- Resolve disputes effectively
- Participate in school reform activities to improve outcomes for children

Family Involvement Self Assessment

Is this the right time for me?

Self-Assessment to Measure Family's Readiness to be involved

<https://ecpcta.org/families/>

Questions to consider before committing to be involved:

ECPC
Early Childhood Personnel Center
www.ecpcis.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? • 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 meeting held? • 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? • What is covered? • Travel costs • Childcare • Stipend for my time • Is prep time reimbursed (do I know how to request?) • 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?) • 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"/>	

Continuous Improvement



Self-Assessment to measure our family/stakeholder engagement.

How are we doing?

Questions to ask yourself:	Did we ask the question?	Do we know the answer?	No, we do not know the answer	Not sure, but we should look into this
Do we know if this is the right time for the parent with their personal situation to join this stakeholder group?				
Do families have what they need to make an informed decision about participating on this stakeholder group?				
Did we provide: Expectations, time commitment, support available to attend the meetings, etc.				
Do families understand their role and who they represent?				
Is there more than one parent involved?				
Is there a mentor assigned to each parent?				
Is there a reimbursement structure?				
If so, is the reimbursement structure clearly explained to the parent? (with timelines?)				

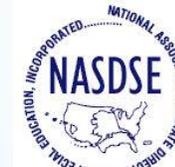
Self-Assessment for Coordinators to Measure Family/Stakeholder Engagement

<https://ecpcta.org/families/>

No one group can do it alone, so we leverage our resources to partner among national TA centers and organizations.



The Association of University Centers on Disabilities (AUCD)



Higher Education Consortium for Special Education



Office of Special Education Programs
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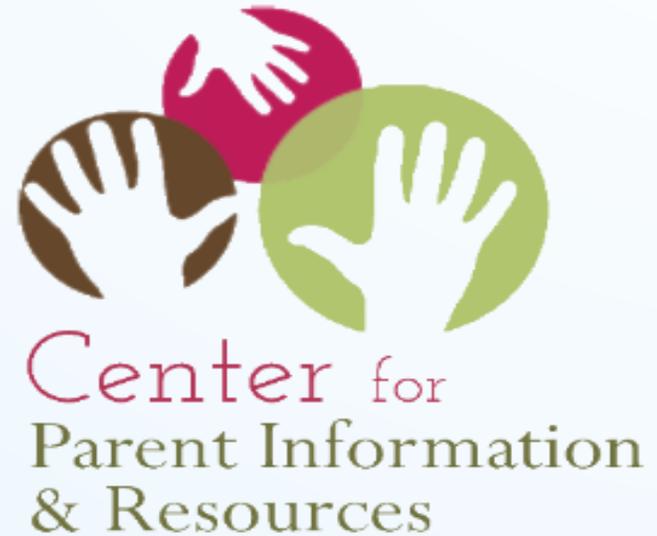
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10 Great Things You Will Find on the “CPIR Hub” at parentcenterhub.org

- 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?**



Takeaways

- Move toward authentic partnerships.
- Identify programmatic activities in which families can participate and articulate a clear, intentional purpose for their involvement.
- Use a variety of methods to Inform families of opportunities to become involved.
- Close the loop about decisions.

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As You Leave

Please take a sticky note and write one key takeaway from this session. Place it on the chart paper on/near the door.

This will be your Exit Ticket to get out of the room!



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ECTA Center: <http://ectacenter.org>

Parent to Parent of Georgia: <http://p2pga.org/>

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The Early Childhood Technical Assistance Center



UNC

FPG CHILD DEVELOPMENT INSTITUTE

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Early Childhood Personnel Center

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UNIVERSITY CENTER FOR
EXCELLENCE IN
DEVELOPMENTAL
DISABILITIES

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Thank You

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