

Part C - CSPD Strategic Planning Team
September 12, 2016

Present: Natalie Whitfield, Heather Case, Danielle Howes, Lori Meyer, Lynne Robbins, Emma Nelson, Rhonda Desrochers, Rachel Boyers, Mary Coogan, Becky Raymond, Dave Bogdan, Erin Dobbin, Sheri Lynn, Anne Marie Davidson, Melissa Riegal-Garrett, Carolyn Wesley, Jeffri Brookfield, Jen Hurley, Karen Bielawski-Branch, Manuela Fonseca

Agenda

8:45am	Get Breakfast from the Café
9am	Welcome, Agenda, Ground Rules, Introductions
9:20am	Finalize Vision/Mission Statements
10am	Inservice PD Framework
11:15am	Retention Survey – Community Café
12:30pm	Break up into Workgroups
12:30pm	Lunch
1pm	Thank you for your highly valued participation!

Welcome

A comprehensive system of personnel development (CSPD) is the how the state ensures that infants and toddlers are provided services by qualified personnel...

...and that sufficient numbers of these personnel are available in the state to meet service needs.

An effective system must coordinate and address state needs for:

- the number of personnel (R&R)
- the degree to which those personnel are supported (Pre and Inservice)
- And the degree to which those personnel are qualified for their roles in the service system (State Personnel Standards)

Purpose of Today

- To move forward the work of the CSPD
- To provide guidance and direction for this work
- To provide input, advice and perspective as stakeholders in the development and implementation of initiatives that achieve a statewide system
- To break down silos between systems, agencies and organizations
- Ultimately, to improve outcomes for children and families

Ground Rules

- We acknowledge one another as equals.
- We try to stay curious about each other.
- We recognize that we need each other's help to become better "systems thinkers."

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- We slow down so we have time to think and reflect.
- We remember that conversation is the natural way humans think together.
- We expect it to be messy at times.

Introductions

- Pair up with someone you do not know.
- Share your Name, Title, Organization
- What lens are you wearing today?
- Take 5 minutes.
- Your partner will introduce you.

Vision/Mission

Vision Statement

“Vermont’s Early Childhood Comprehensive System of Personnel Development (CSPD) supports professionals to effectively engage with families to realize the promise of every child.”

Mission Statement

“Vermont’s Early Childhood Comprehensive System of Personnel Development (CSPD) provides a framework, through continual evaluation, for the provision of ongoing, coordinated professional learning opportunities. These opportunities enable highly qualified and supported personnel to ensure the implementation of recommended practices informed by research, ongoing assessment, and family wisdom and values.”

Final Proposal for how to finalize the Vision/Mission Statements:

- Create a google doc so that everyone can follow the track changes
- Have one original copy and one copy to put edits on so participants can compare the changes
- Everyone agrees this is a good idea
- Natalie will post and give 30 days to edit. Natalie will send an email.
- For now this guides us in our vision
- Make changes at:
<https://docs.google.com/document/d/1djt84WyIDXxktWSsLao8tJWzizEplFCJNimIIR4XtGY/edit?usp=sharing>

Subcomponent 4: Inservice Personnel Development Quality Indicators from ECPC

Quality Indicator 7: A statewide system for inservice personnel development and technical assistance is in place for personnel across disciplines.

Quality Indicator 8: A statewide system for inservice personnel development and

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technical assistance is aligned and coordinated with higher education program and curricula across disciplines.

A Statewide System for Inservice Personnel Development:

- is aligned to national and state standards across disciplines.
- provides a variety of technical assistance to meet the needs to personnel.
- is guided by updated needs assessments in relation to knowledge and competencies.
- is coordinated across EC systems and delivered collaboratively, as appropriate.
- IHEs and inservice staff meet quarterly to plan, coordinate and collaborate on content.
- families and/or parent orgs participate in the design and delivery of the system.
- employs adult learning strategies such as coaching, reflective supervision and supportive mentoring.
- opportunities are individualized to the individual and objectives of the PD.
- delivers content based on evidence-based practices.
- extends the core knowledge and addresses updated knowledge on evidence-based practices and changes in standards, policies and initiatives.

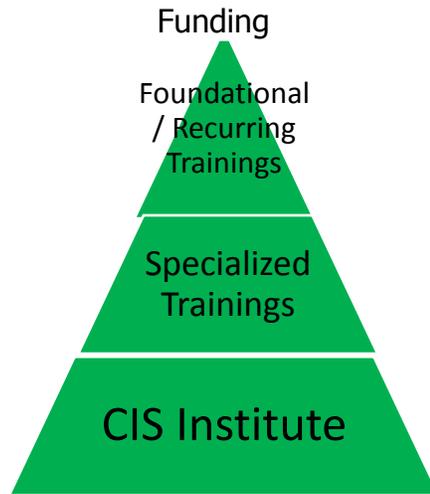
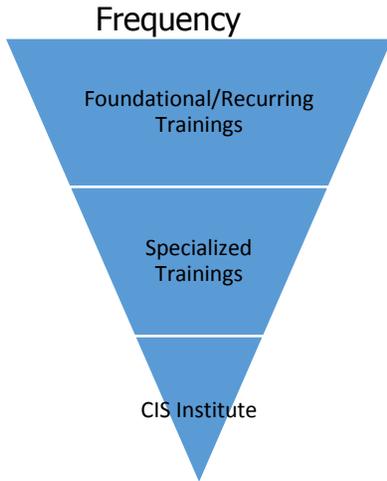
Inservice PD Framework

Purpose Today: To develop a Framework (components, decision points, processes) that will result in clear training priorities that will have the most impact on improving child/family outcomes for Part C.

Timeline:

- Complete this Framework and populate it as a living, breathing document by end of December 2016.
- CIS/Part C Leadership will use Framework to determine top training priorities to incorporate into FY17-18 Budget.
- Trainings will be available, disseminated and implemented July 1, 2017 – June 30, 2018.

Inservice PD Framework

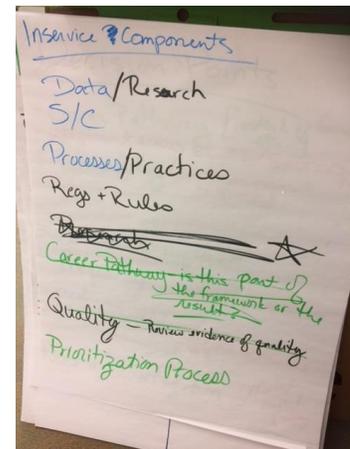


Inservice PD Framework – Small Group Work

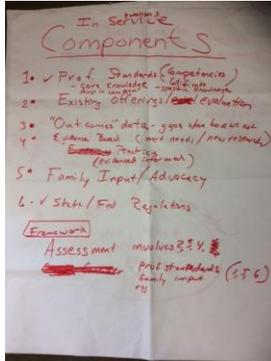
DRAFT	Source	Identified Training Need	Audience	Foundational, Recurring, Specialized, Institute, other?	Frequency	Priority	Who is responsible for providing? Region/ State/NL/TA Center?	Online, Needs to be Organized (NBO) or Needs To Be Developed (NBD)?
Data	APR	Social Emotional SiMR: Outcome 3A SS1	All CIS	F/R			Regions	NBO
Standards and Competencies	IPDPs	How to complete an IPDP	All CIS	F/R			Northern Lights	Online
Case Flow Process	One Plan	State Approved Assessments	EI	F/R		High	State	NBO
State and Federal Rules and Regulations	APR	Transitions	EI	Specialized		High	State	Online

Inservice PD Framework: Round #1 - Components

- What are the necessary components for this Framework?
- What's missing?
- Do we agree/disagree with the components (first column)?
 - Data
 - Competencies and Standards
 - Case Flow Process
 - Federal and State Rules and Regulations
 - Other



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Conversation:

Inservice is a different environment so we need a combination of gaining knowledge and practice opportunity. We need that connection between preservice and inservice. The workgroups in this state decided to merge these two pieces.

Quality - we need to have meaningful education and what those quality trainings are have shifted so how do we incorporate coaching, mentoring, reflective supervision, etc because that is a key element.

Needs individualized PD and needs to be evidence- and practice-based.

When thinking, keep these things in mind in what's already done and what's missing as indicators of quality.

Funding is an issue- the most frequent trainings need to be online so what do we need to do get there?

We can build on these foundational trainings that are being provided elsewhere.

Where do we find them to put them in one place?

Any thought into the CIS Institute itself? Why do we have it and is the funding worth it or could those objectives be met in other ways? The one hit wonder training has not proven to be effective.

How can CIS Institute objectives be followed up and how do we build in each other to keep this institute within the frame?

- A lot of the foundational stuff is online. Participants learn but they don't necessarily integrate into practice.
- What other projects also align with this? Who else has the funds and is there a comprehensive map?
- The purpose of this room, we have priorities starting with EI and then CIS so we need to make sure that our bases are covered first but can use this framework across the EC system.
- Doesn't have to be perfect, but enable you to use a process with integrity to make these funding decisions and make real life changes that we can dialogue around.
- What's the new research, where is the evidence based practice staying abreast of national research etc ?
- We need some sort of family input or family advocacy. What is it that professionals need to know etc...

Share Out:

- Let's understand standards that everyone is using.

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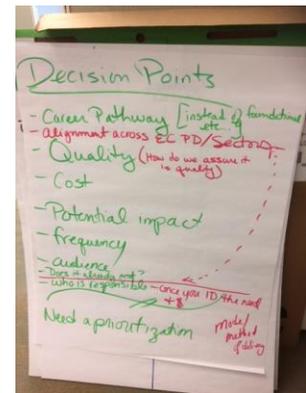
- Let's link back to outcomes data and where we want to be
- Evidence based practice
- Family engagement to gather input which leads to their advocacy
- Can't forget to align with state and fed regulations
- The big thing we added where evidence based research and keeping space for evidence informed and family pieces
- Three categories: data; standards and competencies; and the regs and rules.
- Family engagement would be a sub category.
- Processes and practices, data and family input is critical

Outcomes:

- Keep components we already have (data, standards and competencies, rules and regulations).
- Incorporate evidenced-based and –informed practice; family engagement and input.
- CIS-EI can use 'case flow process.' Add evidenced-based practices to this for other services.

Inservice PD Framework: Round #2 - Decision Points

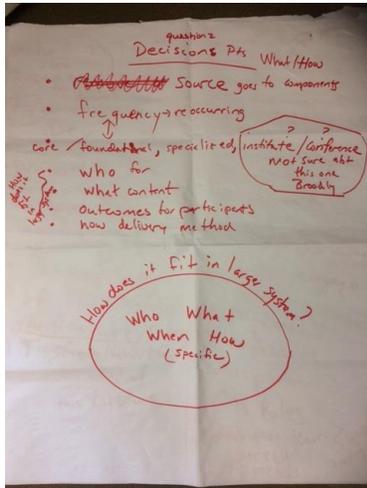
- What decisions need to be made?
- What's missing?
- Do we agree/disagree with these decision points?
 - Source of Information
 - Identified Training Need based on source
 - Audience
 - Foundational, Recurring, Specialized or Institute
 - Frequency
 - Priority
 - Who is responsible for providing/developing training?
Regions, State, Northern Lights, TA Center?
 - Does this training exist? Is it online? Does it need to be organized? Does it need to be developed?
 - Other



Conversation:

- If a region is out of compliance, that might bump up the priority for training
- How will these be weighted, and will the source of the information have an effect on that?
- And more important we are missing the follow up on these trainings
- Is this something the state is going to fund or are the regions responsible for paying?

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- If every region is doing the same training but paying individually could we pool the funding so that each region is then using the same consistent training?
- Need a survey to figure out what are you doing now and what do you need right now.
- Northeast Kingdom is doing trainings and asking DCF if they want it and they are like oh we already have it.
- Who can do the trainings? I get worried that we push the buck off instead of keeping the collaboration and coordination at the state level to ensure quality and consistency and to keep track of who needs what.
- You have levels of all differing need all over the state and who needs what and what happens with people who are new and have new information?
- How to have a Developmental Educator who has been doing this for years to redo a basic training because if they have been doing this for 10 years they may need a refresher on "basic" information.
- Have a "Level one information gathering" and then "step two:" OK, we identified this is a high priority and does this need exist and who should do it?
- It should be like a flow chart.
- Who is using this, the state or the regions?
- To not have duplication of effort I feel the second piece of who is doing it then will be informed from who is the audience and what is the need?
- Maybe the state should oversee but these are the things regions should take care of on their own.

Share out:

- Part of the decision making should be – how does this training move people along the Career pathway?
- Quality- not sure where this fits because this is part of picking trainings, so this keeps showing up sheet to sheet. You should be assessing the quality as a system. How do we assure that this is quality training and we're not just reacting to something?
- Cost
- Impact of offering on outcomes
- Frequency
- Audience
- Does it already exist? This aligns with where does it fit across the sectors or is there a need for and if it does exist, is this a high quality training?
- Who makes these decisions
- Level one decision-making and level two decision-making
- Want to find more time to build up our data to make these level two decisions
- Do these decisions have weight?

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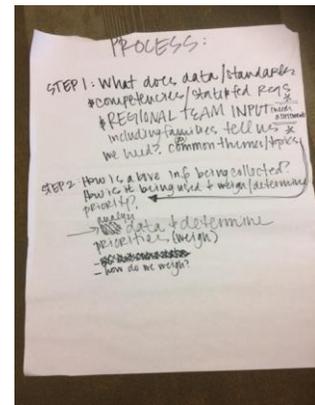
- Have common themes
- Frequency aligns with recurring so don't know why it is separated
- Foundational v specialized
- Bottom line, who is it for, outcomes, how to deliver and then broader to overarching system, how it fits in larger system
- Also thinking about it in tiers
- At the CIS Institute there could be foundational or specialized
- Got caught up because foundational v specialized could be based on the audience so not that easy
- There are some that don't have preservice experience specific to the work they are doing so this framework needs to serve both
- Need definition of foundational (look at tech centers to give baseline)
- Suggest not a matrix and more of a decision tree because that analysis process leads to a decision on training and then that leads to the specifics of who and what and how it's delivered

Outcomes:

- Determine the Process - moving on with the ideas right now, how will these decisions be made?

Inservice PD Framework: Round #3 - Process

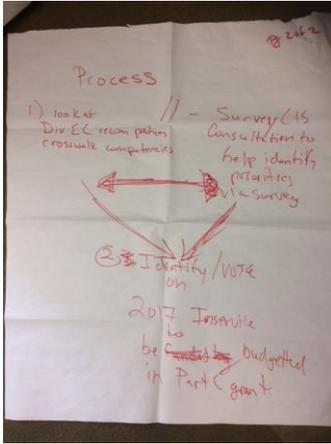
- How will these decisions be made?
- How will we come to agreement?
- How do we efficiently leverage all resources across Early Childhood field?
- How will we move this work forward between meetings?
- Which piece is next?
- How will we ensure our training priorities will have the greatest impact on child/family outcomes?



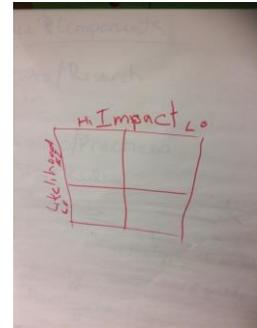
Conversation:

- Who is responsible, we think this group is important but it could transcend this group.
- There may be some information or data that needs to be collected to help you answer those questions
- What kind of crosswalks need to happen?
- So that means by December we are coming up with the meat of the PD?
- What we need is to move CIS work forward but not in a silo.
- Want to commit and know what the PD plan is once she receives those funds so DH needs this information to apply for the grant and will be able to test out the PD framework and even if it doesn't work out it is still better than yesterday.

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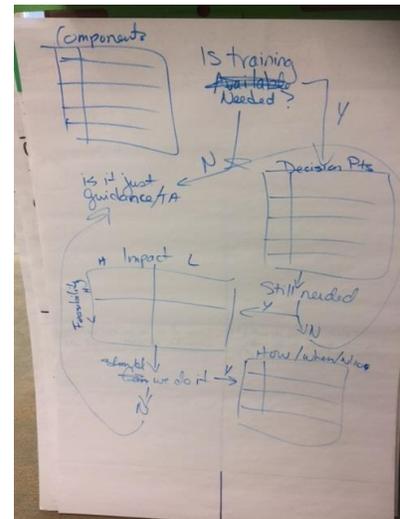


- Decision trees are challenging or is it a series of matrixes because matrices capture more detailed information so embed these within a decision tree
- Trying to create a tool that supports inclusive thinking
- Talks about level one two three four five (career development ladder matrix)
- Advantage of matrix is to collect all info in a single spot for decision making processes
- Another way to make decisions is based on the RBA impact, but it would have to have high impact based on the likelihood of making a difference. Feasibility could



include funding, time, etc.

- Way to think about making decision
- (DH) drawing able to fill out and save the evidence and then move on to next level so start with components, and if no, then is this guidance or TA? is training needed and then yes move here and if no, if it's needed, is it available somewhere else , can it be combined, etc
- Trees sometimes gets overwhelming
- Maybe there are some trainings that go through a simplified process.
- Lynne's tool is something to look at, it is a little more complex but feel it could inform
- This is about clarity
- Maybe able to find easy wins that will have a greater long term impact
- This process needs to be formalized and systemized and then the decision making part is the leadership part
- Part of the evaluation of this inservice component is to answer this process
- Start with something basic and foundational and build on something more and that's where we need to be instead of making it go into the weeds from the get go.
- At the State level we have to make decisions, but I don't know how to deliver PD to such a heterogenous group to the whole state so I need this system to make these choices.



Share out:

- Our group married tables with the tree
- Who to have at the table, who is making this decision?
- Utilize the consultation teams to help fill out that chart and then all the regions submit that to the state so have coring stir and also what is research telling us

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- Mentoring
- address incentives:
 - Recognition programs
 - Financial compensation
 - Scholarships
 - Service obligations
 - Loan reimbursement
 - Tuition reimbursement
- Alternative routes to certification
- Online recruitment system

Retention Survey – Process of How it was Developed:

- Research-based: “Antecedents to Retention and Turnover among Child Welfare, Social Work, and Other Human Service Employees: What Can We Learn from Past Research? A Review and Metanalysis”
 - Job satisfaction
 - Role overload
 - Support from coworkers and supervisors, mentoring
 - Cooperative, team-based interactions and peer support groups
 - Just and fair pay procedures
 - Burnout, stress and support
- Survey Monkey Professionally Certified Survey Template with baseline industry-wide benchmark data.
- CDD’s Workforce Survey Findings from “Vermont’s Early Childhood and Afterschool Workforce.” Some of their questions were incorporated.

Retention Survey – Preliminary Results

- 201 Total Respondents (out of 250-275 Total CIS Practitioners)
- Around 75% response rate
- All five services are represented.
- 50% are from Early Intervention
- 25% are supervisors; 62% are direct service providers
- All regions are represented
- 50% have a Bachelor’s degree
- 40% have a Master’s degree
- 28% work 0-35 hours per week
- 34% work 35-40 hours per week
- 34% work 40-50 hours per week

0-2 years	31%
3-5 years	18%
6-10 years	29%
11+ years	21%

Retention Survey – Preliminary Results

Job Satisfaction questions are positively stated.

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For example: "I am satisfied with..."
Scores: 1 = Strongly Disagree; 5 = Strongly Agree

Job Satisfaction Area	Average Scores for all Questions
#1 - Work Environment	4.07 out of 5
#2 – Work Engagement	4.01 out of 5
#3 – Relationship Management	3.85 out of 5
#4 – Career Development	3.54 out of 5
#5 – Benefits	3.40 out of 5
#6 – Compensation	2.42 out of 5

Retention Survey – Community Café

PURPOSE: To engage in a brain dump, to brainstorm targeted Retention Strateg(ies) for the next year; and a vision for 3-5 years.

- What CAN we do? I swear...

Three Tables, Heterogeneous groups of 4-6, 20 minutes at each table

- Table 1: Compensation and Benefits
- Table 2: Career Development and Work Engagement
- Table 3: Work Environment and Relationship Management

Four Questions:

- #1 – Where are we NOW? (Be specific)
- #2 – Where do we want to be in 3-5 years? (Create an ambitious, achievable vision).
- #3 – What can we do in 1 year? (Be realistic about our influence).
- #4 – How do we get there? How do we make change? (Be concrete and measurable).
- 20 Minutes to read through the data and answer 4 questions
- Parking Lot for additional/tangential thoughts, questions, ideas.

CONFIDENTIALITY – We guaranteed the anonymity of participants. If you are reading a detailed comment and you realize you know who this person is, please do NOT share.

Share out:

Group 1 – Compensation and Benefits

#1 – Where are we NOW? (Be specific)

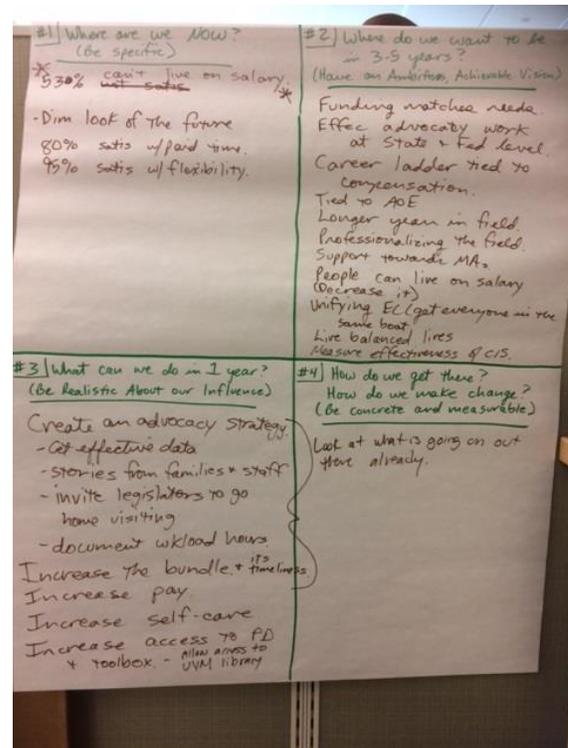
- 53% of participants disagree or strongly disagree with the statement "I can live on my salary."
- Dim look of the future (no raises, etc.)
- 80% are satisfied with their paid time off.
- 95% are satisfied with their flexibility/flex time.

#2 – Where do we want to be in 3-5 years?
(Create an ambitious, achievable vision).

- Funding matches needs.
- Effective advocacy work at State and Federal levels
- Career ladder tied to compensation.
- Compensation tied to AOE.
- Longer years in the field tied to compensation.
- Professionalizing the field
- Get support towards Master's degree
- Increase the number of people who can live on their salary.
- Unifying Early Childhood. Getting everyone in the same boat.
- Live balanced lives
- Measure effectiveness of CIS

#3 – What can we do in 1 year? (Be realistic about our influence).

- Create an advocacy strategy. Get effective data. Get stories from families and staff. Invite legislators to go on home visits. Document workload hours.
- Increase the bundle and it's timeliness.
- Increase pay
- Increase self-care
- Increase access to PD and a best-practices toolbox
- Allow access to UVM library



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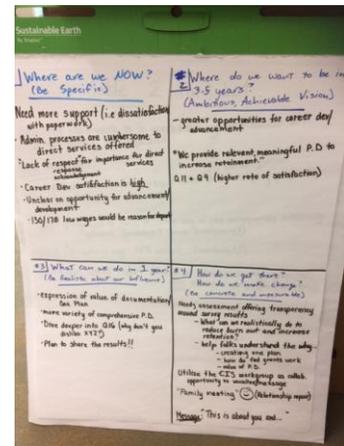
#4 – How do we get there? How do we make change? (Be concrete and measurable).

- Create an advocacy strategy. Get effective data. Get stories from families and staff. Invite legislators to go on home visits. Document workload hours.
- Increase the bundle and its timeliness.
- Look at what's going on out there already.

Group #2 – Career Development and Work Engagement

#1 – Where are we NOW? (Be specific)

- Need more support (i.e. dissatisfaction with paperwork)
- Admin processes are cumbersome to direct services offered
- Lack of respect for importance of direct services
- Need response, acknowledgement of value of direct services
- Career Dev satisfaction is high
- Unclear on opportunities for advancement
- 130/178 say low wages would be reason for departure



#2 – Where do we want to be in 3-5 years? (Create an ambitious, achievable vision).

- Greater opportunities for career development/advancement
- "We provide relevant, meaningful PD to increase retainment."
- Increase rate of satisfaction with Q9 and Q11:
 - Q9: "I am pleased with the career advancement opportunities available to me."
 - Q11: "I am satisfied with the job-related training offered by my organization."

#3 – What can we do in 1 year? (Be realistic about our influence).

- Expression of value of documentation/One Plan
- More variety of comprehensive PD
- Dive deeper into Q16
- Plan to share the results!

#4 – How do we get there? How do we make change? (Be concrete and measurable).

- Needs assessment offering transparency around survey results
 - What can we realistically do to reduce burn out and increase retention?
 - Help folks understand the why:
 - Creating the One Plan

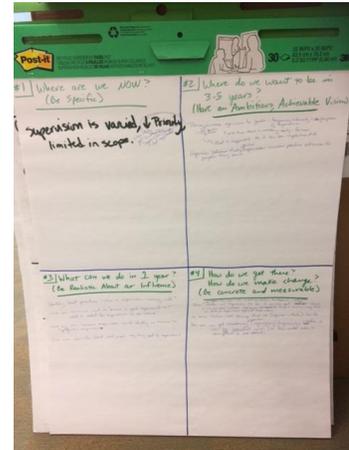
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- How do federal grants work
- Value of PD
- Utilize the CIS workgroup as collaboration opportunity to vocalize the message.
- Family meeting/ relationship repair.
- Message: "This is about you and... the survey results..."

Group #3 – Work Environment and Relationship Management

#1 – Where are we NOW? (Be specific)

- Supervision is varied, low priority, limited in scope (when they get time with their supervisor, they feel supported).
- Word Cloud: communication, vision and mission resonate with providers, fiscal health of organization, trust, recognition, regional differences, supervision – time constraints and lack of priority, positive impacts on peoples lives, increase in paperwork caseloads = burnout leads to loss of colleagues, redundant paperwork.



#2 – Where do we want to be in 3-5 years? (Create an ambitious, achievable vision).

- Develop a policy across agencies to guide the frequency, intensity and purpose of supervision, so that there is consistency, equity and fairness.
- The policy is created by their agencies and is supported so it can be implemented.
- Agencies believe that effective supervision increases positive outcomes for people they serve.

#3 – What can we do in 1 year? (Be realistic about our influence).

- Identify best practices – where is supervision working well?
- What does someone need to become a good supervisor?
- What is needed for supervision to be valued?
- What are the barriers supervisors would identify as barriers to effective supervision?
- Get more clear info about what people say they need for supervision.

#4 – How do we get there? How do we make change? (Be concrete and measurable).

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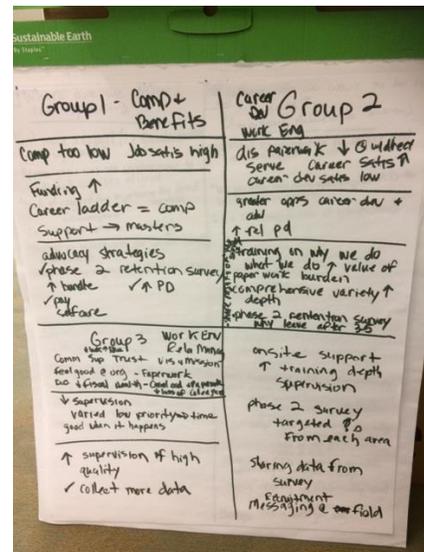
- Share data. Explain this came in the context of workforce development and retention.
- Share data with agencies to see if we can get their ideas and consensus across agencies.
- Do this in such a way that we do not pit supervisors against supervisees.
- Identify some no/low-cost things we (agencies and State) can do.
- How can we get consistency of supervision? Regardless of frequency, rather it can be counted upon. This would show staff that it was valued.

Share out:

- Create comprehensive, intermediate and advanced level trainings
- Why are new people already expecting to leave the field?
- How do we share and show the value of direct service?
- Ask field what we can do to avoid burn out
- Use the CIS R&R workgroup to get the how's and the whys out to the field
- Work on relationship repair
- Tenuous fiscal health of the organization
- Loss of colleague leads to higher case load which leads to burnout which leads to loss of colleagues
- Identify best practice and where it is going well
- What is needed for supervision to be valued within an organization?
- Share and explain the data in context

Ann Marie Davidson (ECPC TA) summarizes:

- Onsite support- everyone mentioned training some spoke about depth and supervision is an onsite support
- Phase II survey focusing on targeted questions and what more information do we want
- Sharing the data with the current survey
- Messaging at the field- notice that focus is on retention rather than recruitment so may want to think about recruitment
- Ongoing messaging, connection and communication came up multiple times
- Other states have a thing with high schools
- Majority of people want Part C even after they find out how much they get paid
- Where will we get the biggest bang for your buck in retention strategies?
- From one state to another, what is it about Vermont that doesn't value EI because other states pay very well for these services.



Summary

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- Similar themes heard across all 3 groups:
 - Increase onsite support
 - Increase training depth
 - Increase supervision
 - Phase II survey – targeted questions from each area
 - Share data from survey
 - We're missing recruitment messaging

1:10pm – Thank you to all for your highly valued participation, time, energy and ideas!!