



CERTIFICATION FOR

Early Intervention Directors

APRIL 2017



Massachusetts Department of Public Health
Early Intervention Services
www.mass.gov/dph/earlyintervention

Introduction

History and Context

The Department of Public Health (DPH) is the lead agency for implementing Early Intervention in Massachusetts, under federal Part C of the Individuals with Disabilities Education Act (IDEA).

The federal law also requires that states participating in Part C maintain an infrastructure that monitors and supports an effective service system. One component of the legislation is a Comprehensive System for Personnel Development (CSPD), which describes a state's responsibility to ensure the quality of personnel providing supports and services to families.

Early Intervention Program Directors working in certified EI Programs must obtain certification through the Department of Public Health through a portfolio assessment (a written compilation of the Applicant's work as an EI program director) by the end of 3 years of employment.

Using our Mission Statement as our guide (**Massachusetts Early Intervention is a viable system that builds upon supports and resources for family members and caregivers to enhance the development and learning of infants and toddler through individualized, developmentally appropriate intervention embedded in everyday activities**) CEID is based on Core Values & Key Principles that form the foundations of early intervention services in Massachusetts.

These values and principles of the MA Early Intervention system have been mirrored in the competency indicators for program directors. Required competency indicators for program directors are designed to ensure that each EI Program Director practices an awareness of these values and principles.

CORE VALUES:	
1. RESPECT	Recognizing that each group of people has its own unique culture, and honoring the values and ways of each family's neighborhood, community, extended family, and individual unit.
2. INDIVIDUALIZATION	Tailoring supports and services with each family to its own unique needs and circumstances.
3. FAMILY CENTEREDNESS	Basing decisions with each family on its own values, priorities, and routines.
4. COMMUNITY	Realizing that each family exists in the context of a greater community, and fostering those communities as resources for supports and services.
5. TEAM COLLABORATION	Working as equal partners with each family and with the people and service systems in a family's life.
6. LIFE LONG LEARNING	Viewing Early Intervention supports and services as a first step on a journey for each child, family, and provider.

KEY PRINCIPLES:

1. Infants and Toddlers develop and learn through meaningful everyday experiences and interactions with familiar people in familiar places.
2. ALL families with the necessary supports and resources can enhance children’s development and learning.
3. The primary role of the Early Intervention Specialist is to establish relationships and foster equal partnerships with family members and caregivers to enhance development and learning through the IFSP process.
4. Interventions must be based on developmentally appropriate practice, current research, and appropriate laws and regulations.
5. The Early Intervention process, from initial contacts through transition, must be collaborative and individualized to reflect the child’s and family members’ priorities, learning styles and culture.
6. The service coordinator ensures that the family’s priorities, needs and concerns are addressed through the IFSP team, coordinates the IFSP process and facilitates collaboration among all IFSP and community team members.
7. IFSP outcomes must be functional and based on children and family’s needs, family identified priorities, and input from all members of the child’s IFSP team.

In the current process, Program Directors are required to document 26 competency indicators in five areas including Part C Systems, Program Administration, Personnel Management, Financial Management, and Clinical Management. In two Entries, Program Directors meet competency indicators by documenting formal knowledge sources, writing narratives and assembling work samples.

The CEID Stakeholders for the 2017 Program Director process emphasized the leadership skills of the Program Director to support staff at the local program level in an ever changing system.

Suggested Timeline:

Year One (or prior) – Complete Entry 1 Areas 1-4 online modules, obtain certificates & complete competency grid.

Years Two & Three – Complete Entry 2: Written Responses/Work Samples/Attestations.

Year Three – Submit Entries 1 & 2. Once reviewed and accepted, you will receive an invitation to register for the face-to-face Massachusetts Early Intervention Leadership Day Training, and upon completion, you will receive your CEID.

How will the response be assessed?

The Program Director portfolio submission will be reviewed by a three-member Portfolio Review Panel consisting of one parent of a child currently or formerly enrolled in MA Early Intervention, one “certified EI Program Director”, and one DPH representative. The Review Panel members are trained in the assessment of portfolios for EI Program Directors.

Entry 1: Formal Knowledge Sources – Instructions

Documentation of Knowledge Sources

WHAT IS THE PURPOSE OF THE ENTRY?

Documents formal knowledge sources within the Early Intervention competency areas, for any competency indicator requiring knowledge source documentation.

WHAT DOES THE APPLICANT NEED TO DO?

Each competency indicator requiring knowledge source documentation will have specific tasks associated with its verification. Many tasks can be completed by obtaining the EI Training Center Certificate.

Full details regarding the competency area overviews, purpose, and tasks are described below.

I. PART C SYSTEMS

AREA I OVERVIEW

EI Program Directors will demonstrate knowledge and understanding of IDEA Part C federal regulations, MA EI Operational Standards, and the roles and responsibilities of all stakeholders relevant to the operation of the Massachusetts EI system.

1.1 PURPOSE

EI Program Directors will demonstrate knowledge of federal IDEA Part C requirements for maintaining a statewide system, and the impact on local program operations, including:

- Federal requirements for the general administration and supervision of programs and activities, including a system for compiling data to inform the State Performance Plan/Annual Performance Report (SPP/APR);
- The Interagency Coordinating Council (ICC), and its committees, for the purpose of advising and assisting the Lead Agency in the implementation of Part C;
- The comprehensive system of personnel development (CSPD), including policies and procedures

related to qualifications, supervision, and certification of personnel;

- Procedural Safeguards for all families;
- Responsibilities related to referral, intake, evaluation/assessment, IFSP development, and transition; and
- Appropriate early intervention services to all populations in natural settings.

1.1 TASK

- Complete History of MA EI and obtain EITC Certificate of completion (please note: the competencies in the History of MA EI module are CEIS competency indicators).
- Complete CEID Online Module 1: Part C of IDEA: An Overview of EI Federal Regulations and Requirements.
- Obtain EI Training Center Certificate.

1.2 PURPOSE

EI Program Directors will demonstrate knowledge of MA EI Operational Standards, and will maintain a procedure for implementation of ongoing federal and state lead agency policy changes, including appropriate communication at the program level including but not limited to families, program & vendor agency staff, and community partners.

1.2 TASK

- Complete CEID Online Module 2A: Massachusetts Early Intervention Operational Standards.
- Obtain EI Training Center Certificate.

1.3 PURPOSE

EI Program Directors will demonstrate knowledge of the role of DPH as the Lead Agency in carrying out IDEA, Part C, with responsibility for the general administration, supervision and monitoring of program activities.

1.3 TASK

- Complete CEID Online Module 2A: Massachusetts Early Intervention Operational Standards.
- Obtain EI Training Center Certificate.

2. PROGRAM ADMINISTRATION

AREA II OVERVIEW

EI Program Directors will demonstrate knowledge and skills necessary to develop and manage systems to ensure the provision of quality services consistent with MA EI Operational Standards. This includes the knowledge of agency policies and procedures related to legal and liability issues.

2.1 PURPOSE

EI Program Directors will demonstrate knowledge and understanding of federal & state Child Find requirements, which include activities to raise public awareness regarding Early Intervention services.

2.1 TASK

- Complete CEID Online Module 2A: Massachusetts Early Intervention Operational Standards.
- Obtain EI Training Center Certificate.

2.6 PURPOSE

EI Program Directors will demonstrate an understanding of policies and procedures for the management of EI records.

2.6 TASK

- Complete CEID Online Module 2A: Massachusetts Early Intervention Operational Standards.
- Obtain EI Training Center Certificate.

2.7 PURPOSE

EI Program Directors will demonstrate understanding of Early Intervention transportation standards and policies, and processing of forms and reports.

2.7 TASK

- Complete CEID Online Module 2B: Early Intervention Program Operations which addresses the following competencies: 2.7, 4.1, & 4.3
- Obtain EI Training Center Certificate.

2.9 PURPOSE

EI Program Directors will demonstrate knowledge and understanding of the legal implications of the MA EI

Operational Standards, and internal agency procedures to address issues as they relate to the following:

- Confidentiality;
- Procedural Safeguards and Due Process Procedures;
- Health & Safety Requirements;
- Home visiting policies and procedures;
- Mandated reporting of suspected abuse and neglect; and
- Billing requirements.

2.9 TASK

- Complete CEID Online Module 2A: Massachusetts Early Intervention Operational Standards.
- Obtain EI Training Center Certificate.

3. PERSONNEL MANAGEMENT

AREA III OVERVIEW

EI Program Directors will demonstrate knowledge and management skills necessary to provide a system of supervisory support to all staff members.

3.1 PURPOSE

EI Program Directors will demonstrate an understanding of Early Intervention core team requirements.

3.1 TASK

- Complete CEID Online Module 3: Early Intervention Personnel Management.
- Obtain EI Training Center Certificate.

3.2 PURPOSE

EI Program Directors will demonstrate knowledge of staff credentialing and professional development requirements as outlined in EIOS, Section V., “Service Providers and Roles”.

3.2 TASK

- Complete CEID Online Module 3: Early Intervention Personnel Management.
- Obtain EI Training Center Certificate.

4. FINANCIAL MANAGEMENT

AREA IV OVERVIEW

EI Program Directors will demonstrate knowledge and understanding of DPH Practice Management System, billing procedures, and vendor agency fiscal policies and procedures to ensure continued services to children and families.

4.1 PURPOSE

EI program directors will demonstrate knowledge of DPH Billing Guidelines, including insurance verification and requirements.

4.1 TASK

- Complete CEID Online Module 2B: Early Intervention Program Operations.
- Obtain EI Training Center Certificate.

4.3 PURPOSE

EI program directors will demonstrate knowledge of the interface between the vendor agency's and DPH's financial and practice management systems, including contracting requirements related to reimbursement.

4.3 TASK

- Complete CEID Online Module 2B: Early Intervention Program Operations.
- Obtain EI Training Center Certificate.

5. CLINICAL MANAGEMENT

AREA V OVERVIEW

EI program directors will demonstrate knowledge and understanding of children & families served, the IFSP process, and the provision of appropriate individualized services.

5.1 PURPOSE

EI Program Directors will demonstrate an understanding of the importance of the relationship of the MA EI Core Values to program practice. (Reflects the Core Values and how are they embedded within the program and provide examples.) **[Note: 5.1 is also a requirement of Entry 2: Written Responses/Work Samples/Attestations]**

5.1 TASK

- Complete the Massachusetts Early Intervention Leadership Day.

5.2 PURPOSE

EI Program Directors will demonstrate knowledge and understanding of the importance of cultural competence in early intervention practice. **[Note 5.2 is also a requirement of Entry 2: Written Responses/Work Samples/Attestations]**

5.2 TASK

- Complete the Massachusetts Early Intervention Leadership Day.

5.3 PURPOSE

EI program Directors will demonstrate an understanding of the Federal Child and Family outcomes as they relate to program practice.

5.3 TASK

- Complete the Massachusetts Early Intervention Leadership Day.

5.4 PURPOSE

EI Program Directors will demonstrate effective communication skills and strategies that foster a program culture which values engagement and collaboration with families to ensure the provision of individualized services. **[Note 5.4 is also a requirement of Entry 2]**

5.4 TASK

- Complete the Massachusetts Early Intervention Leadership Day.

5.5 PURPOSE

EI Program Directors will demonstrate an understanding of the importance of the IFSP as the core contract with families.

5.5 TASK

- Complete the Massachusetts Early Intervention Leadership Day.

How should the evidence be organized?

The evidence should be organized in the following order:

1. Signed Cover Sheet for Formal Knowledge Source Documentation
2. Formal Knowledge Source Competency Grid
3. Copies of certificates issued by the EI Training Center (for online and face-to-face sessions)

How will the response be assessed?

- Is it there?
- Is it complete?

The Knowledge Source Entry is assessed by the Program Director Portfolio Review Panel based on the following:

Documentation of appropriate formal knowledge sources for each of the competency indicators will constitute a successful entry. It is the Applicant's responsibility to collect, organize, and number the material accordingly. Any missing or incomplete documentation will result in either a request for additional information or the recommendation of a professional development plan for the applicant.

Formal Knowledge Source – Cover Sheet

Applicant Name

I have attached the Formal Knowledge Source Competency Grid for Certification for Early Intervention Director. For each competency indicator, I have indicated my completion of and receipt of the EI Training Center Certificate.

I hereby certify that the attached accurately represents my work, and the attached are copies of my work samples and Early Intervention Training Center Certificates issued to me.

Applicant Signature

Date

Entry 1: Formal Knowledge Source – Competency Grid

Please attach copies of the required Early Intervention Training Center Certifications of completion for the online modules.

D1.	Part C Systems	Type of Documentation
D1.1	EI Program Directors will demonstrate knowledge and understanding of IDEA Part C federal regulations, MA EI Operational Standards, and the roles and responsibilities of all stakeholders relevant to the operation of the Massachusetts EI system.	Module 1: Part C of IDEA: Regulations and Requirements
D1.2	EI Program Directors will demonstrate knowledge of MA EI Operational Standards, and will maintain a procedure for implementation of ongoing federal and state lead agency policy changes, including appropriate communication at the program level including but not limited to families, program & vendor agency staff, and community partners.	Module 2A: Massachusetts Early Intervention Operational Standards
D1.3	EI Program Directors will demonstrate knowledge of the role of DPH as the Lead Agency in carrying out IDEA, Part C, with responsibility for the general administration, supervision and monitoring of program activities.	Module 1: Part C of IDEA: Regulations and Requirements
D2.	Program Administration	Type of Documentation
D2.1	EI Program Directors will demonstrate knowledge and understanding of IDEA Part C federal regulations, MA EI Operational Standards, and the roles and responsibilities of all stakeholders relevant to the operation of the Massachusetts EI system.	Module 2A: Massachusetts Early Intervention Operational Standards
D2.6	EI Program Directors will demonstrate an understanding of policies and procedures for the management of EI records.	Module 2A: Massachusetts Early Intervention Operational Standards
D2.7	EI Program Directors will demonstrate understanding of Early Intervention transportation standards and policies, and processing of forms and reports.	Module 2B: Early Intervention Program Operations
D2.9	EI Program Directors will demonstrate knowledge and understanding of the legal implications of the MA EI Operational Standards, and internal agency procedures to address issues as they relate to confidentiality; procedural safeguards and due process procedures' health and safety requirements; home visiting policies and procedures; mandated reporting of suspected abuse and neglect; and billing requirements.	Module 2A: Massachusetts Early Intervention Operational Standards
D3.	Personnel Management	Type of Documentation
D3.1	EI Program Directors will demonstrate an understanding of Early Intervention core team requirements.	Module 3: Early Intervention Personnel Management
D3.2	EI Program Directors will demonstrate knowledge of staff credentialing and professional development requirements as outlined in EIOS, Section V, "Service Providers and Roles".	Module 3: Early Intervention Personnel Management

D4.	Financial Management	Type of Documentation
D4.1	EI Program Directors will demonstrate knowledge of DPH Billing Guidelines, including insurance verification and requirements.	Module 2B: Early Intervention Program Operations
D4.3	EI Program Directors will demonstrate knowledge of the interface between the vendor agency's and DPH's financial and practice management systems, including contracting requirements related to reimbursement.	Module 2B: Early Intervention Program Operations
D5.	Clinical Management	Documentation will be provided upon completion of:
D5.1	EI Program Directors will demonstrate an understanding of the importance of the relationship of the MA EI Core Values to program practice. (Reflects the Core Values and how are they embedded within the program and provide examples.)	Massachusetts Early Intervention Leadership Day
D5.2	EI Program Directors will demonstrate knowledge and understanding of the importance of cultural competence in early intervention practice. [Note: this is also a requirement of Entry 2]	Massachusetts Early Intervention Leadership Day
D5.3	EI Program Directors will demonstrate an understanding of the Federal Child and Family outcomes as they relate to program practice.	Massachusetts Early Intervention Leadership Day
D5.4	EI Program Directors will demonstrate effective communication skills and strategies that foster a program culture which values engagement and collaboration with families to ensure the provision of individualized services. [Note: this is also a requirement of Entry 2]	Massachusetts Early Intervention Leadership Day
D5.5	EI Program Directors will demonstrate an understanding of the importance of the IFSP as the core contract with families.	Massachusetts Early Intervention Leadership Day

Entry 2: Written Responses/Work Samples/Attestations – Instructions

Documentation of Work Samples & Attestations

WHAT IS THE PURPOSE OF THE ENTRY?

Written responses to questions, work samples, and the affirmation will provide evidence of the Applicant's understanding of IDEA Part C Federal Regulations and MA EI Operational Standards; ability to develop and manage systems consistent with MA EI Operational standards; knowledge and management skills which are necessary to provide supervisory support to EI staff members; capacity to adhere to fiscal and billing procedures; and aptitude for providing individualized early intervention services according to established family needs.

WHAT DOES THE APPLICANT NEED TO DO?

1. Demonstrate knowledge and understanding of IDEA Part C federal regulations, MA EI Operational Standards, and the roles and responsibilities of all stakeholders by:
 - a. Describing a community partnership; and
 - b. Providing two applicable work samples.
2. Demonstrate ability to develop and manage systems to ensure the provision of quality services consistent with MA EI Operational Standards by:
 - a. Describing program practices and processes internally and with community partners; and
 - b. Affirm compliance with DPH required timelines and processes.
3. Demonstrate ability to provide a system of supervisory support to all staff members by:
 - a. Describing existing processes and protocols within the program as they relate to staff support; and
 - b. Provide examples of your role in staff support and challenging instances related to conflicts that staff are experiencing.
4. Demonstrate understanding of DPH Practice Management System, billing procedures, and

- vendor agency fiscal policies and procedures by:
- a. Describing the internal communication flow to ensure financial stability of the program and your role in the process.
5. Demonstrate knowledge and understanding of children and families served, the IFSP process, and the provision of appropriate individualized services by:
 - a. Discussing one of the MA EI CORE Values; and
 - b. Describing strategies and activities to educate staff, improve CLAS, and broaden awareness of the importance of family engagement.

HOW SHOULD THE EVIDENCE BE ORGANIZED?

The evidence is organized through responses to questions, as well as supporting attachments and affirmations.

Content Instructions: These materials must reflect the actual work of the Applicant and their interactions with agency partners, staff, families, and children. The materials should conform to the specifications detailed below:

1. Complete written responses to all questions. Be sure that each section of the written response addresses all of the topics and questions listed in the prompt.
2. Work samples must reflect actual work of the Applicant within their given context. Work samples may not be duplicated.

HOW SHOULD THE EVIDENCE BE FORMATTED?

Materials must meet the following requirements:

- The written response must be typewritten in 12 point font.
- All written responses must be within the questions' given character limit.
- Work samples must include the date and provide context (content, duration, audience, etc.) of the given example.

- Number all pages in the upper right hand corner of each page.
- Order of documents:
 1. Application Cover Sheet
 2. Entry 1, Formal Knowledge Source Cover Sheet
 3. Completed Entry 1; Knowledge Source Competency Grid with accompanying EITC Certificates
 4. Entry 2 Written Responses & Accompanying Work Samples

HOW WILL THE RESPONSE BE ASSESSED?

The Written Responses, Work Samples, and Attestations will be assessed by the Program Director Portfolio Review Panel based on the following:

- a) Whether all written responses, work samples, and attestations have been satisfactorily completed;
- b) Whether the documents demonstrate the Applicant's skill and knowledge in relation to the following competency indicators: D1.4, D2.2, D2.3, D2.4, D2.5, D2.8, D3.1, D3.2, D3.3, D3.4, D3.5, D4.2, D5.1, D5.2, and D5.4

Overview: Part C Systems

The response to this question will document the Applicant's understanding of relevant regulations and standards, including:

- Federal requirements for the general administration and supervision of programs and activities, including a system for compiling data to inform the State Performance Plan/Annual Performance Report (SPP/APR);
- The Interagency Coordinating Council (ICC), and its committees, for the purpose of advising and assisting the Lead Agency in the implementation of Part C;
- The comprehensive system of personnel development (CSPD), including policies and procedures

related to qualifications, supervision, and certification of personnel;

- Procedural Safeguards for all families;
- Responsibilities related to referral, intake, evaluation/assessment, IFSP development, and transition; and
- Appropriate early intervention services to all populations in natural settings.

Guidance: Please add work samples as text in the response form, or number and attach the actual document.

Demonstrate your knowledge and understanding of IDEA Part C federal regulations, MA EI Operational Standards, and the roles and responsibilities of all stakeholders relevant to the operation of the Massachusetts EI System by addressing the following items:

1. Describe two community partnerships/collaborations, one specific to your catchment and one with a statewide agency/organization that you have been involved in to support the needs of children and families in early intervention. (D1.4)

1A. Provide one work sample documenting your ongoing activities/relationship with the community partner(s) from Question 1. Work Samples may include meeting minutes, agenda, flyer of a specific activity, training materials, MOU, etc. (D1.4)

1B. Provide one work sample documenting your ongoing activities/relationship with the statewide partner(s) from Question 1. Work Samples may include meeting minutes, agenda, flyer of a specific activity, training materials, MOU, etc. (D1.4)

Overview: Program Administration

The response to this question will document the Applicant's knowledge of DPH-required submissions and data collection. In addition, Applicants will be expected to demonstrate their knowledge of referral sources within the program's respective catchment area and activities supportive to family involvement.

Guidance:

- **Link to EIS information:**
www.mass.gov/eohhs/gov/departments/dph/programs/family-health/early-intervention/provider-info/policy-updates/eis-guidance.html
- **Description of Transition Survey system:**
www.mass.gov/eohhs/docs/dph/com-health/early-childhood/120716-transition-data-guidance.pdf

Demonstrate your ability to develop and manage systems to ensure the provision of quality services consistent with MA EI Operational Standards by addressing the following items:

2. Provide a brief description that demonstrates ongoing communication and information sharing with two different types of referral sources (e.g., physicians, hospitals, DCF, etc). (D2.2)

2A. Provide a specific description of how the activity in Question 2 impacted your overall program census and capacity building to ensure the provision of timely services to meet the individual child and family needs. (D2.2)

2B. Describe the process your program has in place for ongoing data management and evaluation to ensure the timeliness and accuracy of DPH-required data requests (EIS forms, error reports, & the submission of Transition Survey System data). (D2.3)

2C. Affirm compliance with the required timelines and process used to submit the DPH EI Annual Report. An electronic signature is acceptable for this response. In order to respond, an individual must have completed or participated in one or more FY Annual Report submissions. (D2.4)

AFFIRMATION FORM:

- 1) I affirm that I have participated in the completion of the FY _____ Annual Reports;
- 2) I affirm that I am aware of required timelines and processes. (No narrative response)

Signature

Date

2D. Describe the process/es your program or agency utilizes in ongoing self-assessment (e.g., NCSEAM Survey, program self-evaluation) and quality assurance (file review, supervision activities.) (D2.5)

2E. Describe one example of how you used the information/results of the self-assessment or quality assurance activities to make appropriate changes or improvements in your program. (D2.5)

2F. Describe a specific example of an activity you engaged in with your staff to support family involvement. (e.g., inviting PLP/Family TIES to a staff meeting; sharing the EIPLP newsletter with families; parent networking opportunities; transition information nights; development of email distribution lists, etc). (D2.8)

Overview: Personnel Management

The response to this question will document the Applicant's understanding of management skills necessary to support an Early Intervention program, including supervisory activities, relevant program policies and protocols, and team cohesion.

Guidance: A description of the requirements for Certification for Early Intervention Specialists can be found at the following link:

www.eitrainingcenter.org/pd/?p=certification

Demonstrate your ability to provide a system of supervisory support to all staff members by addressing the following items:

3. Describe the system the program has in place to ensure CEIS requirements and timelines are met to support individuals in the CEIS process. (D3.3)

- 3A. What is your role in educating and supporting staff in this process as it relates to the connection of CEIS to individual practice in EI? (D3.3)

3B. EI Programs have many types of teams, choose one team within your program and provide a specific example that demonstrates how that team meets the unique needs of the children and families enrolled in your program. (D3.4)

3C. How do you evaluate the effectiveness of the above team? (D3.4)

3D. Give an example of how you addressed a conflict that occurred on any team. (Can, but does not need to, reflect the team from example 3B (D3.4))

3E. Attach your program or agency policy or protocol regarding clinical supervision and professional support.

Policy or protocol regarding clinical supervision and professional support attached.

Describe how you ensure your program policy/protocol regarding clinical supervision and professional support are met. (D3.5)

Overview: Financial Management

The response to this question will document the Applicant's ability to adhere to DPH's billing and fiscal procedures. As well, a clear understanding of the DPH Practice Management System is necessary for EI Program Directors to receive certification.

Guidance: Particularly, the Applicant should demonstrate a clear understanding of their role in the Early Intervention agency to ensure that the agency adheres to DPH procedures and policies.

Demonstrate your understanding of DPH Practice Management System, billing procedures, and vendor agency fiscal policies and procedures to ensure continued service to children and families by addressing the following items:

4. Describe your agency's billing policies and procedures including the personnel responsible to meet the DPH billing requirements. (D4.2)

- 4A. Describe **your** role in ensuring all staff adheres to DPH billing requirements. (D4.2)

Overview: Clinical Management

The response to this question will document knowledge and understanding of the benefits of providing individualized services to Early Intervention participants and how to tailor services to meet individual family needs.

The question also addresses the Applicant's understanding of the MA EI CORE Values and how those values are incorporated into the work of the vendor agency.

Guidance: Description of MA EI CORE values found in the Introduction to the MA Operational Standards: <http://eiplp.org/wp-content/uploads/2015/03/EIStandards2013.pdf>

Demonstrate your knowledge and understanding of children and families served, the IFSP process, and the provision of appropriate individualized services by addressing the following items:

5. Describe a strategy/activity you have used to enhance staff's knowledge and understanding of the MA EI CORE Values. Please also provide a work sample documenting the purpose and context of that strategy/activity. (D5.1)

- 5A. Choose **one** of the MA EI CORE Values, define what it means to you, and provide one specific example of a strategy that you have done as a program director to support staff in embedding this value into their day to day practice. (D5.1)

5B. Please refer to your program’s CLAS Self-Assessment. Identify one area for improvement and describe one strategy that you will utilize to address it. (D5.2)

5C. Define what family engagement means to you and describe one strategy/activity that you have engaged in, as a program director, to broaden staff awareness of the importance of family engagement. (D5.4)