
Improving Data, Improving Outcomes Conference

Arlington, VA
August 15, 2018

ecta

The Early Childhood Technical Assistance Center



Supporting Emerging Family Leaders

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Today's Presenters/Facilitators

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

Workshop Purpose

Family leaders can be crucial in developing and implementing policies, procedures, and practices that meet the needs of the children and families served by EI and ECSE programs. It is important to provide appropriate supports so that family members feel prepared and confident to take on leadership roles.

Workshop Outcomes

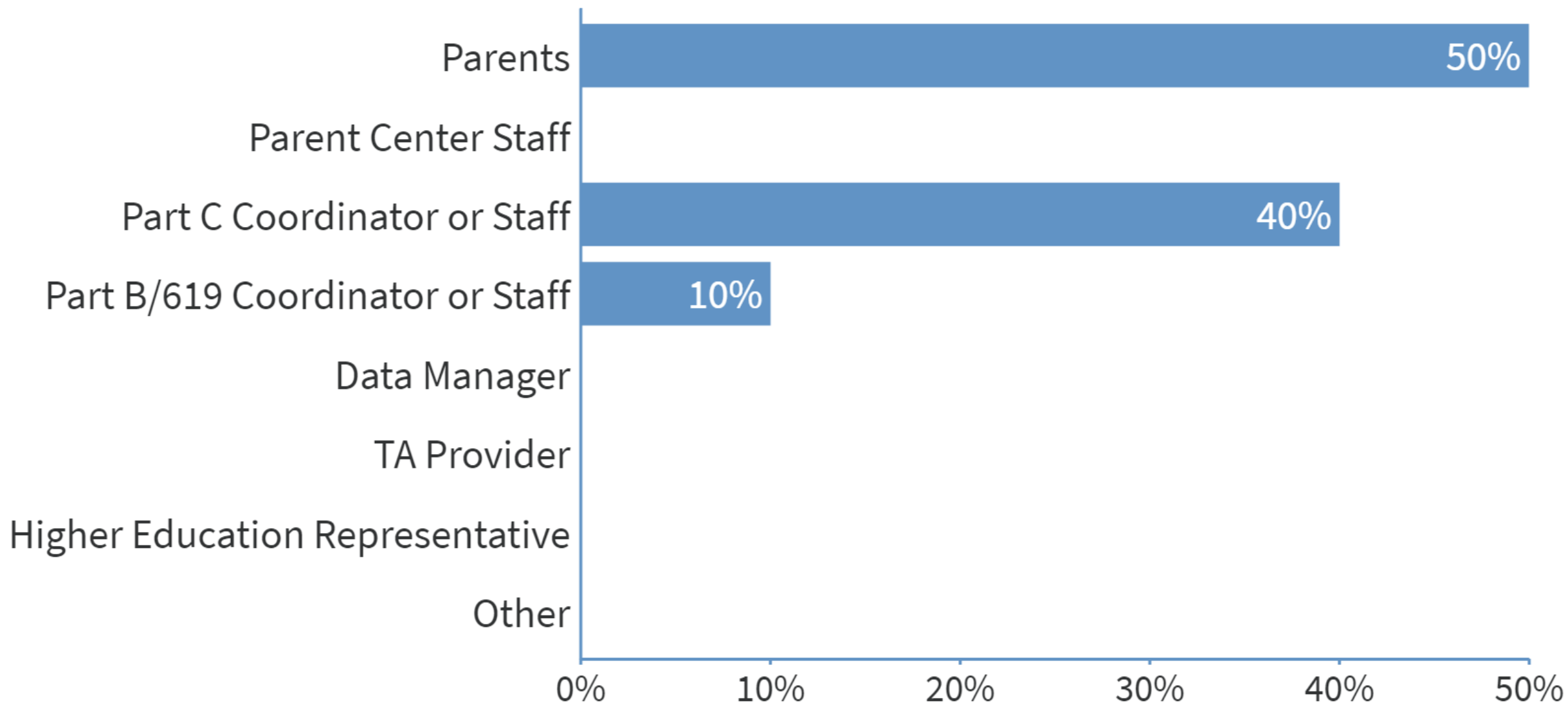
- Presenters will support participants to:
 - Explore approaches for effectively supporting family leaders and;
 - Describe collaborative work they are doing to build family leadership development programs in States

Who is in the room?

⚠️ Poll not active. **Log in** to activate



Text **ECPCTA233** to **37607** once to join



One word or words to describe family engagement?

 Respond at PollEv.com/ecpcta233

 Text **ECPCTA233** to **37607** once to join, then text your message

relationships
strong
involvement
important fun difficult
voice meaningful real inspiring
surprising
essential crucial
empowering

From Family Participation to Family Involvement to Family Engagement...What's the Difference?

In the 1990's, we called it family participation. Families participated as members of IFSP teams and served on program advisory councils/boards, e.g., State Interagency Coordinating Councils (SICCs).

In the 2000's, we called it family involvement. "Principles of Family Involvement" was published by the Federal Interagency Coordinating Council (FICC).

In 2016, we started calling it family engagement. The U.S. Department of Health & Human Services & U.S Department of Education published their joint "Policy Statement on Family Engagement from the Early years to the Early Grades."

Moving from individual child/family advocacy to systems level advocacy.

U.S. Department of Health and Human Services and U.S Department of Education (2016)

Policy Statement on Family Engagement from the Early Years to the Early Grades

Highlights from The Executive Summary: Research and Best Practice

- Families have strong and sustained effects on children’s learning, development, and wellness.
- Family activities such as reading and talking to young children lead to positive outcomes.
- Promoting enriching learning activities in the classroom and in the home contributes to children’s learning and development.
- Family well-being is a strong predictor of children’s school readiness, and promoting families’ strengths and resilience through comprehensive services and promising practices such as two- generation approaches support young children.
- Strong, positive relationships between families and providers reinforce learning at home and in the community and are enabled by two-way communication and cultural and linguistic responsiveness.
- Parents who have more supportive and extensive social networks create more stimulating home environments for their children, communicate better with their children, and feel more confident in their role as parents

Family Engagement

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, **including in the planning, development, and evaluation of such activities, programs, and systems.**



Families as Leaders & Advocates

- Expressing viewpoints
- Thinking creatively “outside of the box”
- Working toward win-win solutions
- Advocating for children, families, practitioners, and systems

Families as Leaders & Advocates (cont.)

- Taking advantage of resources from Parent Training and Information Centers
- Participating in advocacy and leadership training
- Mentoring other families and being mentored by families in advocacy activities
- Informing other families about program and community advocacy events and encouraging them to consider participating

Beliefs About Leadership

- **Leaders are not born** – they rise out of a person's passion for how they want the world to be.
- **Leadership isn't a gift** – it's accessible to anyone who wants it.
- **Leadership isn't a calling** – it's a matter of listening to a question and trying to come up with an answer.
- **A leader is anyone** who has a very big and compelling story of how it could all turn out.

Source: Serving on Groups That Make Decisions

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

Benefits to Shared Decision-Making

FOR FAMILIES

- Awareness and input on policies
- A feeling on ownership
- Shared experiences and connections with professionals and other families

FOR PROFESSIONALS

- Awareness of family perspectives
- Increased confidence and ability to partner with families
- Acceptance of family representatives in leadership roles

Source: Serving on Groups That Make Decisions

Policies and Frameworks

Federal Laws that Emphasize the Importance of Family Engagement

- Head Start Act
- Child Care Development Block grant (CCDBG)
- Maternal, Infant and Child Health Home Visiting Program
- Public Health, Title V
- Individuals with Disabilities Education Act (IDEA)
- Every Student Succeeds Act (ESSA)

U.S. Department of Education's Dual Capacity-Building Framework for Family-School Partnerships

Partnering with families in multiple roles:
Supporters
Encouragers
Monitors
Advocates
Decision Makers
Collaborators





U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
U.S. DEPARTMENT OF EDUCATION

**POLICY STATEMENT ON FAMILY ENGAGEMENT
FROM THE EARLY YEARS TO THE EARLY GRADES**

May 5, 2016

PURPOSE

This policy statement from the U.S. Departments of Health and Human Services (HHS) and Education (ED) provides recommendations¹ to early childhood systems and programs on family engagement.

Family engagement refers to the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems. For family engagement to be integrated throughout early childhood systems and programs, providers and schools must engage families as essential partners when providing services that promote children's learning and development, nurture positive relationships between families and staff, and support families. The term "family" as used in this statement is inclusive of all adults who interact with early childhood systems in support of their child, to include biological, adoptive, and foster parents; grandparents; legal and informal guardians; and adult siblings. Early childhood systems include child care options, Head Start and Early Head Start, early intervention programs, preschool programs, and elementary school from kindergarten through third grade. Providers include teachers and paraprofessionals in schools, preschools, and Head Start and Early Head Start classrooms; child-care providers, early intervention service providers; related service personnel; comprehensive services staff; and other professionals that work directly with children in early childhood systems.

Family engagement promotes children's learning and healthy development

The lives and experiences of young children are intertwined with those of their families. Families are children's first and most important teachers, advocates, and nurturers. Strong family engagement in early childhood systems and programs is central—not supplemental—to promoting children's healthy intellectual, physical, and social-emotional development; preparing children for school; and supporting academic achievement in elementary school and beyond. Research indicates that families' involvement in children's learning and development impacts lifelong health, developmental, and academic outcomes. Family engagement in early childhood systems and programs supports families as they teach, nurture, and advocate for their children, and in turn, family engagement supports and improves the early childhood systems that care for and teach children. When families and the programs where children learn work together and

¹ The information in this document is intended to assist State and local agencies to carry out their obligations under the applicable statutes and regulations and does not impose any new requirements.

U.S. Dept. of Health & Human Services/Dept. of Education

Policy Statement on Family Engagement in the Early Grades

Provides recommendations to early childhood systems and programs on family engagement.

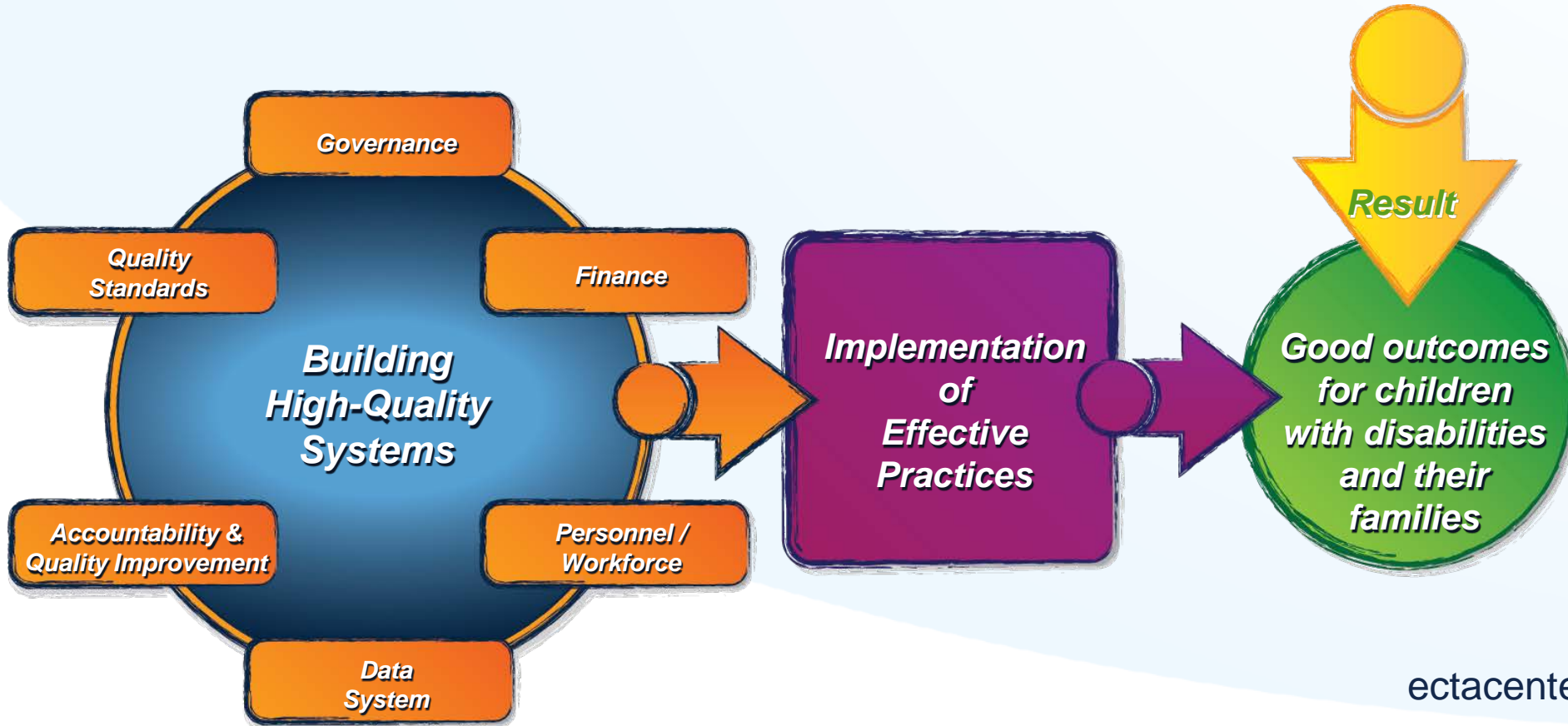
U.S. Office of Special Education Programs (OSEP) Parent Training and Information Center Priorities

- **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

Families and High-Quality IDEA Early Childhood Systems

High-Quality IDEA Early Childhood Systems

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



ectacenter.org/sysframe

ecta Early Childhood
Technical Assistance Center

Conversations with Family Leaders: Final Reflections



What Do Families Need to Serve in Leadership Roles

DEC Recommended Practices: Family Practices

F10. Practitioners inform families about leadership and advocacy skill-building opportunities and encourage those who are interested to participate.



Supporting Families as Leaders

Parents, grandparents, and other family members can become family leaders by **gaining the knowledge and skills** needed to build positive partnerships with professionals and other families and shape the services received by their child and other children with disabilities.

[Family Leadership Project](#)

When do parents become parent leaders?

Parents are more likely to become parent leaders when they...

- Feel accepted, encouraged, and supported by other parents and professionals
- Are recognized for their successes and contributions
- Receive positive feedback and reinforcement
- See other parents like themselves taking on leadership roles

[Family Leadership Project](#)

<http://familieslead.org/index.php/what-family-leader/>

Do You Support Parent Leaders?

- Do you support parent involvement by empowering parents with the skills and knowledge they need to become more actively engaged in the educational lives of their children?
- Do you provide leadership opportunities for ALL parents, especially to the underrepresented, and seek to change parent attitudes toward becoming involved in their child's school?
- Do you create opportunities for parents to become informed, organized, and work actively as a parent advocate for ALL children?
- Answering YES to any of these questions means that you are creating a positive environment for family leaders to flourish

Providing Roles for Parent Leaders

- Some parents may not see themselves as leaders; therefore, you may need to encourage them to take on a leadership role. A personal invitation lets the family know that you recognize leadership traits in them
- Ask a parent to volunteer taking on a specific role that is compatible with what you know about his/her individual experiences, expertise, or skills.
- Establish leadership roles that parent leaders can progress towards and move into.
- Provide opportunities to speak publicly, present at conferences, serve on committees or task forces, participate in staff development, and plan special events

Training/Knowledge and Skill Development

- Understanding Leadership
 - For example: Defining and understanding family leadership; characteristics of family leaders; discovering your own leadership qualities, passions and interests
- Advocacy Skills
 - For example: How to tell your story; public speaking strategies, writing skills for letters, newspaper stories, articles
- Human relations strategies
- Effective team functioning
- Communication skills

Family Leadership Project

<http://familieslead.org/index.php/what-family-leader/>

Additional Training

Families leaders may need training on such skills as:

- Collaborating with professionals
- Use of a variety of data
- Goal setting, planning, and program evaluation
- Developing an organizational constitution, bylaws, and procedures
- Defining roles for parents and parent leaders
- Understanding and working with people from different cultures and backgrounds

<http://familieslead.org/index.php/what-family-leader>

What Do Family Leaders Need?

- Encouragement
- Coaching
- Mentoring
- Follow-Up Support



Sources: National Center for Deaf Blindness
<http://familieslead.org/>
<https://nationaldb.org>

Examples of Leadership Training

- Massachusetts: MASSPac sponsored by the Federation for Children with Special Needs
 - Training for parents and professionals serving on Special Education Advisory Councils
- Minnesota: PACER Center (Encouraging parents to serve on IEICs, SEACs and the SICC)
 - Early Childhood Parent Leadership Summit
 - Early Childhood Parents as Stakeholders training
- Colorado: PEAK
 - A parent leadership course for families of children with disabilities to heighten skills to become viable stakeholders and partner with others to improve outcomes and to change systems to become responsive to children's individual needs
- Connecticut: CPAC
 - Next STEPS Parent Leadership Training Series

Supports to Help Parent Leaders be Effective

- A defined meaningful role
- Access to training
- Tangible supports such as assistance with child care and transportation and compensation for wages lost from work
- Opportunities to work in partnership with staff and professionals in organizations that address key issues related to the Parent Leader's area of interest and commitment.
- Clear opportunities to contribute to program development, implementation, oversight and evaluation, policymaking, training and technical assistance, public awareness and outreach

Resource Tool for Parents



Guidelines for Exploring Interagency Opportunities

"The most successful parent advisory committees are those with a clear purpose of who is asking for advice, what advice is being sought, and who is committed to hearing and responding to the advice." B. Schwab, 1992

Name of group: _____

Contact person/s: _____

Phone/email: _____

- Advisory
- Governing
- Requested mission/vision/purpose statements, bylaws, organizational chart, past meeting minutes, reports or other publications, parent or member handbook

Purpose: _____

Mission: _____

A tool for making decisions about what type of group would be the best fit for you.

- <http://www.pacer.org/parent/php/PHP-c99.pdf>

Parent Leadership IEP

IEP (Individual Effectiveness Plan) for Parent Members of Local Special Education Advisory Councils (SEAC)

Goal #1: I will accurately determine my role and purpose as an advisory council member.

Benchmarks: Understands the reason for being selected or appointed, and the perspective to be represented (a particular disability category, an age group, or other demographic). Requests a job description. Clarifies expectations and anticipated outcomes. Requests and reads past meeting minutes.

Progress

Date:

Needs Improvement

Making Good progress

Goal Met

Comments: _____

Date:

Needs Improvement

Making Good progress

Goal Met

Comments: _____

Goal #2: I will consider my ability to fully participate before I make a commitment.

Benchmarks: Asks for sufficient information up front to make an informed decision about opportunities. Identifies and obtains the supports needed to participate. Does not feel compelled to give immediate decisions to requests for help. Chooses to say “no” rather than to say “yes”, and then not follow through. When a commitment has been made, follows it through to satisfactory completion.

Progress

Date:

Needs Improvement

Date:

Needs Improvement

Planning for Serving on an Advisory Council

<http://www.mnseacinfo.org/leadership/handouts/PHP-c154IEPParent.pdf>

Family Self Assessment Tool

From "Parents as Collaborative Leaders: Improving Outcomes for Children with Disabilities
Module 1
University of Vermont and PACER Center 2007

HO-2

Leadership - Self-Assessment Survey

This self-assessment asks you to think about your feelings and experiences in leading and advocating for others. There are no right answers, so please fill in the circle that you feel most closely represents your feelings about each statement.

Area 1: Leadership Attributes and Skills

1. I can communicate my ideas clearly.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
2. I am comfortable handling the concerns of others and dealing with conflict.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
3. I enjoy working with teams and am a good team member.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
4. I encourage problem solving in a group.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
5. I am open to and respect different points of view.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
6. I enjoy leading a group.
 - Almost Never
 - Infrequently
 - Usually
 - Almost Always
7. I understand how to collaborate in groups.
 - Almost Never

Family Leadership Self-assessment Tool

Taken from Parents as Collaborative Leaders: Improving Outcomes for Children with Disabilities

University of Vermont and PACER Center 2007

Takeaways

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

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 to Measure Family/Stakeholder Engagement

National Technical Assistance Resources

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)



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




Online Toolkit: Building Stakeholder Knowledge About Data

This toolkit provides stakeholders with an orientation to IDEA data and other data-related topics to help them meaningfully participate in conversations about important programmatic issues and decisions.



Serving on Groups—Online Module & Book

Introduction Serving on Groups Guidebook (00:03 / 11:53) GLOSSARY RESOURCES ATTACHMENTS




Notes Outline Search Thumbnails

Serving on Groups That Make Decisions: A Guide for Families
00:33

Welcome to the introduction module of the Serving on Groups that Make Decisions: A Guide for Families. This is the introduction to the eight modules that will allow you to learn about this resource and how it can be applied.

This introduction serves as an overview of the guidebook highlighting its intended audience and its features. The outcomes of the guidebook pertain to information about shared-decision making. The purpose focuses on the research on family engagement.

Serving on Groups That Make Decisions: A Guide for Families



Introduction

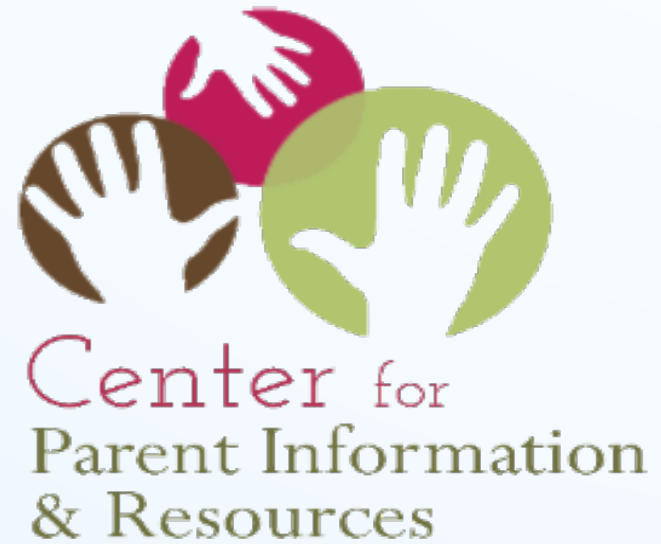
SLIDE 1 OF 16 PLAYING 00:03 / 00:33



<http://www.servingongroups.org/guidebook>

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?**



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FPG CHILD DEVELOPMENT INSTITUTE



The ECTA Center is a program of the FPG Child Development Institute of the University of North Carolina at Chapel Hill, funded through cooperative agreement number H326P170001 from the Office of Special Education Programs, U.S. Department of Education. Project Officer, Julia Martin Eile.

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Parent to Parent of Georgia is the Region 3 Parent Technical Assistance Center funded through grant number H328R130008 from the Office of Special Education Programs, US Department of Education. Project Officer, David Emenheiser.

Find Us Online

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


DaSy Center: <http://dasycenter.org>

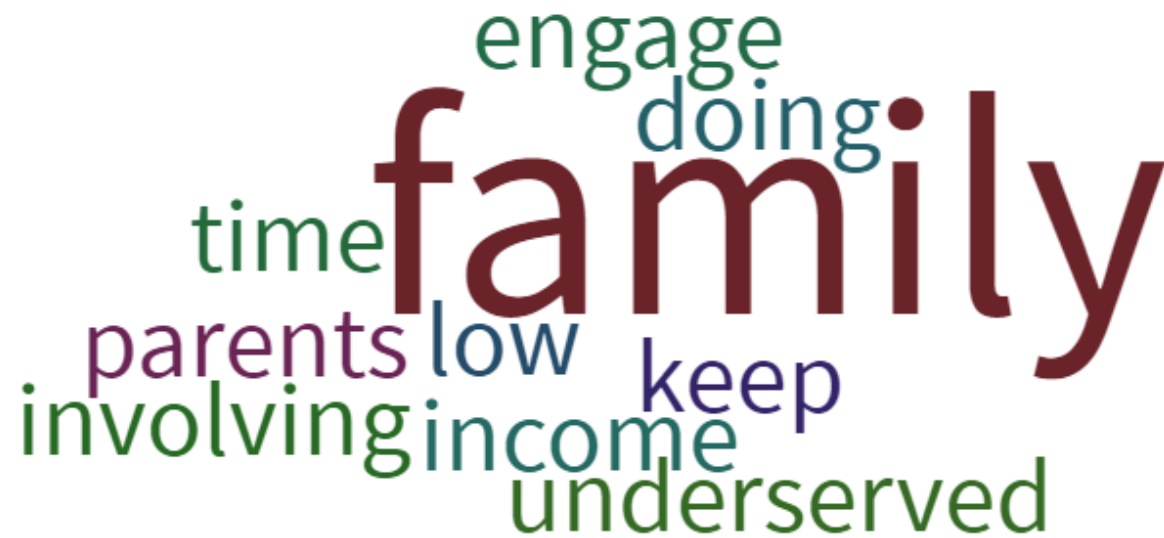
ECPC: <https://ecpcta.org/>

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

What additional resources do you feel you need from the TA Centers?

 Respond at PollEv.com/ecpcta233

 Text **ECPCTA233** to **37607** once to join, then text your message



engage
doing
family
time
parents low keep
involving income
underserved

Thank You

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