



## Program Report Form

**Work group:** Parent Involvement Committee

**Today's Date:** 26 August 2008

**Person preparing this report:** Dawn Tommerdahl

**Dates of Report:** July 1, 2007 – June 30, 2008

### Factor(s) Being Addressed

- |   |   |
|---|---|
| <input type="checkbox"/> Improve attendance/behavior in school                  | <input type="checkbox"/> Improve functioning of children with ED or SED diagnosis |
| <input type="checkbox"/> Child & family health                                  |   |
| <input type="checkbox"/> Participation in illegal activities                    | √ Improve permanency or family stability/family functioning                       |
| √ Child development   |   |
| <input type="checkbox"/> Organization, community, systems change                | <input type="checkbox"/> Decrease need/demand for later intervention              |
| <input type="checkbox"/> Other prevention and early intervention                |   |
| <input type="checkbox"/> Experiences of abuse or neglect (improve child safety) |   |
| √ Other (please list): relationships between parents and professionals          |   |

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## PART I: DEMOGRAPHIC INFORMATION OF CHILDREN SERVED

This work group is geared for adults so no data was collected on children. No sign-up sheets were sent around at events so we don't know where participants came from.

## PART II: OUTCOMES

### Definitions:

*Goal:* A specific statement about direction; what we want *clients* to attain; the change we're working toward making

*Input:* Resources the organization puts in: people, money, facilities, time, technologies (knowledge, information technology, medical/therapeutic technologies)

*Output:* Output is about "us." It measures the activities we engage in, for example: number of clients served, number of sessions, number of service units, etc.

*Outcome:* Outcome is about "them" -- the change experienced by the client.

| Program / project goal  | Input  | Output  | Outcome  |
|---|--|---|--|
| Devise strategies for increasing parent involvement in the Collaborative in a variety of ways.  | <ul style="list-style-type: none"> <li>• Discussion time</li> <li>• Brochures</li> <li>• Meeting with groups of parents               <ul style="list-style-type: none"> <li>○ Special Ed councils</li> <li>○ EIS on Thursday</li> <li>○ HS policy council</li> <li>○ Parent support groups (Up with Downs, Autism)</li> </ul> </li> <li>• Meeting with advocacy agencies</li> </ul> | <p>-Carolyn and Dawn met with HS policy council on April 1.</p> <p>-Carolyn mentioned parent involvement opportunities at the March Special Ed Parent Advisory Council meeting.</p> |  |
| Provide opportunities for parents and professionals to learn to work more effectively together. | <p><b>Parent forum</b></p> <ul style="list-style-type: none"> <li>• Volunteers (SADG work group)</li> <li>• Money (SADG, PI, CMH)</li> <li>• Speakers (keynote, breakout sessions)</li> <li>• Advertising</li> <li>• Agency support (brochures, food, etc.)</li> <li>• Venue (St. Francis de</li> </ul>  | <p>-6 hours of <b>parent forum</b>; 40 attendees; 1 keynote speaker, 5 breakout sessions, 1 panel, 1 closing activity</p>   | <p><i>See note in "Additional Comments"</i></p> <p><b>Results from survey sent to summer 2007 "Do You Hear What I Hear?" book reads:</b></p> <p><i>Have you made changes in how you work with parents/professionals (circle one) after having read the book? If so, please describe.</i></p> <p>-I think I am still the same ---but I always am trying to teach parents.</p> |

|   |   |  |   |
|---|---|--|---|
|   | <p>Sales)<br/> <b>Book discussions</b></p> <ul style="list-style-type: none"> <li>• Books</li> <li>• Food</li> <li>• Advertising</li> </ul> | <p>-2 hours of <b>book discussion</b> (<i>Do You Hear What I Hear?</i>); 9/8 attendees (October 31, November 7)<br/> -1 hour of <b>book discussion</b> (<i>In Their Own Words</i>) – 9 attendees (June 23)</p> | <p>I am trying to use more patience with all people, parents and staff. Not working in Special Ed. and not doing direct service means I don't use these skills in the same way those folks would use them.<br/> -The changes I have made already are as simple as changing phrases or words to hopefully--<br/> implementing this book into the office where I work. I want to have all staff read the book but just need to make the time to do it.<br/> <i>See other comments below</i></p> |
| <p>Empower parent leadership and increased involvement in the dialog between parents and professionals by supporting attendance at trainings and conferences.</p> | <p>See parent forum above – it was free.<br/> Books were provided to participants in book reads as well as to Head Start parents.</p>       |  | <p><i>See other comments below</i></p>  |

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## PART III: COLLABORATION

**Explain how the service/program has been collaborating with community partners.**

Parent representatives and representatives from the Arc of West Central Minnesota and Clay-Wilkin Head Start regularly attend meetings. Representatives from Barnesville Public Schools, Moorhead Area Public Schools, and Lutheran Social Service of Minnesota receive minutes from the meetings.

The work group has collaborated with the Children's Mental Health and School-Age Disability work groups in sponsoring the Saturday workshop on Cyclical Grieving with Dr. Joan Blaska in October and the Children's Mental Health workshop by Julia K. Dinsmore. Clay-Wilkin Head Start was a key partner in planning the evening event with Julia K. Dinsmore; Head Start provided childcare with activities for children so their parents could attend the session with Julia.

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## PART IV: ADDITIONAL COMMENTS

**These questions were generated by the work group but unfortunately not added to the follow-up survey that was sent in January to those who attended the October workshop with Dr. Joan Blaska.** Question on 3-month survey for parent forum:

*Outcome: Improved relationship between parents & professionals*

Describe how your relationship with the professionals who work with your child has changed as a result of attending the parent forum.

*Outcome: Increased communication between parents and child(ren) about child's disability*

Have you used the strategies shared at the parent forum to discuss your child's disability with him/her?

*Outcome for school-age disability work group:*

If yes, did using the strategies enable your child to better understand his/her disability?

Additional comments from **Dr. Joan Blaska** workshop to illustrate what participants learned:

- Wonderful, easy to relate to many of the issues she has experienced, helpful.

And about the breakout sessions and panel:

- Information was an eye-opener for one parent and a confirmation for the rest of us as to just how much power a parent really has.
- Very good. Lots of useful info. Nobody tells you the "etiquette" with PCAs in your home when they start. This was very good info.
- Very interesting and nice to know that the school is concerned about the families handling issues.
- Good. Small, but very diverse crowd – there is so much info to cover, it is difficult to cover something useful to each person's situation. It is very good to tell people where to start and that was done.
- I thought it was very nice to learn how others have dealt with their difficulties with their special needs children.

Several months after the presentation participants were sent a follow-up survey. Some of their comments appear below:

*Key piece of information, key idea or key tool you learned from Dr. Blaska:*

- I liked how she stressed the fact that you need to work with your child's school or therapy staff and not against them thinking that they are all about making their bottom line instead of helping

your child. I've always been skeptical of the school system and how it's looking out for their interests instead of what's best for your child.

- You will always have periods of grief

*How have you used that information:*

- I reach out to my son's therapist and teachers better.
- The concept of "cyclical grieving" now has a name. I can share that concept with others.

**Additional comments from the survey sent to summer 2007 participants in the "Do You Hear What I Hear?" book reads:**

*1) What were the most surprising insights you gained from reading the book or group discussion?*

-That there are getting to be more thought from professional on how they react or answer a parent.

I so appreciated the discussion and to see other people realize that those comments on the sheet you brought could have been from either side and everyone was just trying to meet the needs of the child best they could.

-Similarities between the two—I really liked the handout that we had to differentiate between parents and professionals. It was nice to set that stage right away! Guided reading the book and discussions.

*2) What is the most useful information you learned from this book?*

-As a parent I need to remember that not everyone knows about you and your family and you have to remember not to assume. Also just a few words directly to the person if needed is better than talking behind their back.

-Being reminded of the parent's perspective and also that parent's can't choose (in most cases) the abilities and disabilities of their children.

-The perception from the parent. I think professionals get caught up in meeting the demands of the job and keeping their neck above water and need the reminder to stop and slow down. Easier said than done some days!!

## PART V: Financial Report

| <b>Budget</b>                     |   |  |   |
|-----------------------------------|---|--|---|
| <b>CATEGORY</b>                   | <b>AMOUNT OF<br/>LCTS FUNDS<br/>REQUESTED</b> | <b>IN-KIND<br/>CONTRIBU-<br/>TIONS</b> | <b>EXPENDED</b>   |
| Advertising                       | \$500   |  | \$0.00  |
| Photocopying                      | \$200   |  | \$0.00  |
| Education/Training<br>(workshops) | \$5000  |  | \$277.99 25 copies of <i>My Name is Child of God</i> for Head Start Parents<br>\$106.30 10 copies of <i>In Their Own Words</i><br>\$21.96 cookies for HS parents' session with Julia K. Dinsmore.<br>\$984.74 Dr. Blaska fee plus mileage<br>\$120.00 10 copies of <i>Do You Hear What I Hear?</i><br>\$ 71.94 Lunch for <i>Do You Hear</i> book reads<br>\$ 2.29 Mailing <i>In Their Own Words</i> |
| Miscellaneous                     | \$300   |  | \$0.00  |
| <b>total</b>                      | <b>\$6000</b>                                 |  | <b>\$1585.22</b>  |

Carry over into FY09: \$4414.78