Parent Leadership Council

March 3, 2020
Step 4 – NAME
Paso 4 - NOMBRE

Talk through the largest cluster first.
Hable primero a través del grupo más grande.

Give the cluster a 3-7 word name or the title that answers the workshop question.
Déle al grupo un nombre de 3-7 palabras o el título que responde a la pregunta del taller.

Repeat for the remaining clusters.
Repita para los grupos restantes.

Discern a Consensus
Discernir un consenso
1. What do you want or envision for your child(ren) relative to language and literacy?

¿Qué desea o visualiza para su (s) hijo (s) en relación con el lenguaje y la alfabetización?

2. How do you see yourself supporting and/or being included in this vision?

¿Cómo te ves apoyando y / o siendo incluido en esta visión?
Sticky Wall Activity

- Remember our famed sticky wall?
- We are now going to look at next steps
Step 5 - RESOLVE

1. Focus the group on this consensus by reading all of the title sheets.
2. Discuss the significance of the consensus.
3. Create a chart or image to hold the consensus (optional).
4. Discuss next steps and implications.

Confirm the Resolve
<table>
<thead>
<tr>
<th>School Readiness</th>
<th>Language Communication</th>
<th>Resources Advocacy Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment</td>
<td>Comunicación del lenguaje</td>
<td>Recursos Abogacia Liderazgo</td>
</tr>
<tr>
<td>Instructional Strategies</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Entorno de preparación escolar Estrategias educativas**

**Success: In life, work and family.**

**Éxito: en la vida, el trabajo y la familia.**

- Encourage families to maintain their first language with their young child(ren), and validate the importance of every family's first language.
  
  *Motivar a las familias a mantener su primer idioma con sus hijos pequeños y valide la importancia del primer idioma de cada familia.*

- Classes that have materials or tools for school.
  
  *Clases que tienen materiales o herramientas para la escuela.*

**Yearning self-control/behavioral health.** As a reader, children can find peace and calmness while finding quiet moments to read and engage in imagination.

**Anhelo de autocontrol / salud del comportamiento. Como lector, los niños pueden encontrar paz y tranquilidad mientras encuentran momentos tranquilos para leer y participar en la imaginación.**

- To form groups of students where they can share about their native language and how it is different from other native languages.
  
  *Para formar grupos de estudiantes donde puedan compartir sobre su idioma nativo y cómo es diferente de otros idiomas nativos.*

- Obviously, parents need to be involved in school to support our children.
  
  *Obviamente, los padres deben participar en la escuela para apoyar a nuestros hijos.*
Theory of Action

It is a set of underlying assumptions about how we will move our organization from its current state to its desired future.

It connects strategy to action

Grounded in research or evidence based practice.

It starts with a statement of I DO/WE DO

Powerful enough to transform programs and practices

Proposed Strategy if we do this...Describe in detail

Then X will happen (explain in research base or theory base why this will work)

And we will see the result
Goals: To Achieve High-Quality Inclusive settings

- If we have a partnership between the family and the community that advocates for the child to be included...
- If we support programs to braid and blend funding to facilitate inclusion...
- If we increase awareness and continued education of high quality inclusive practices for all...
- If we support programs to deliver high quality specially designed instruction for young children in inclusive settings
- Then all children, with family and community support, will develop to their fullest potential.
Goals:
To Achieve....

If...

If we (statement regarding school readiness, environment, and instructional strategies)...

If we (statement regarding language and communication)...

If we (statement regarding resources, advocacy, and leadership)...

Then (statement related to goal/initial group question)...

Then...
Trusting Partners

Supporting Families and Practitioners to be Trusting Partners

Partnerships can be thought of as an archway with trust as the keystone
# Theory of Change

<table>
<thead>
<tr>
<th>What is the problem you are trying to solve</th>
<th>Who is your key audience</th>
<th>What is your entry point to reaching your audience?</th>
<th>What steps are needed to bring about change?</th>
<th>What is the measurable effect of your work?</th>
<th>What are the wider benefits of your work?</th>
<th>What is the long term change you see as your goal?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents that don’t know their rights or the processes involved in IEP decisions can’t advocate for their children</td>
<td>Parents of children with disabilities embarking on evaluations and IEP meetings</td>
<td>Raising Special Kids Parent Center District Parent Rights Social Media Print Media Web based media</td>
<td>Public awareness campaigns Specific resources available to families Help to apply knowledge Navigation tool Self-Assessment Facilitated IEP training</td>
<td>Increase in children in inclusive settings</td>
<td>Fewer complaints; children accessing quality environments</td>
<td>Parents are engaged in the education process of their child; approaches special education process on an equal footing</td>
</tr>
</tbody>
</table>

Data by disability

Parent involvement survey results improve

Numbers of children getting service