



# PARENT LEADERSHIP IN STATE GOVERNMENT

FY 22 Annual Report

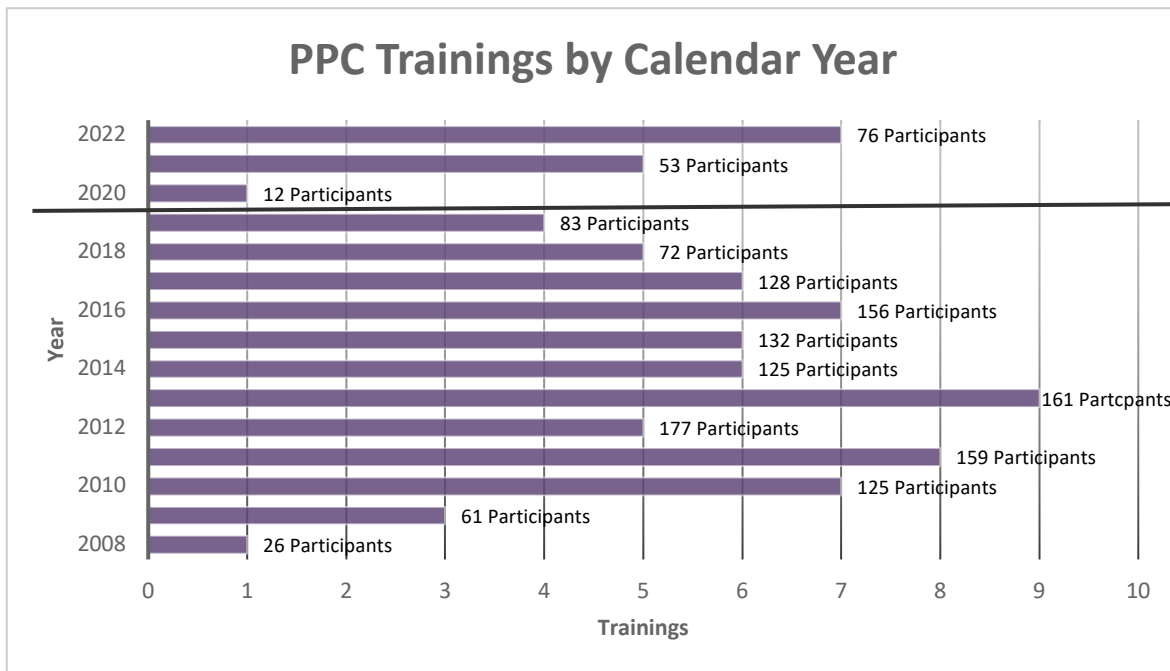
October 1, 2021 – September 30, 2022

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## PARENT LEADERSHIP IN STATE GOVERNMENT (PLISG)

The Parent Leadership in State Government (PLISG) Initiative continues to serve as a cornerstone for parent leadership development in the State of Michigan. Since 2008, PLISG has trained over 1500 parents in the knowledge and skills they need to successfully participate on advisory boards, committees, and other decision-making bodies in Michigan (Figure 1). The mission of PLISG has remained constant since its inception- to identify, recruit, train, mobilize, deploy, and support parents to provide the consumer voice and input to the programs and policies that impact families.



**Figure 1. PPC Participants by Calendar Year.** The table shows the number of trainings, and the number of participants trained each year from 2008 – 2022. Beginning in 2020, PPC trainings were delivered in a virtual format. Virtual trainings have a smaller capacity (12 versus 25 for in-person) so while the number of people trained each year has decreased, interest in the training remains high.

In addition to offering the Parents Partnering for Change (PPC) leadership trainings, the PLISG Initiative supports the activities of the PLISG Advisory Board and staffing for the project through a contract with MPH. This report summarizes activities of PLISG for fiscal year 22 (October 1, 2021 – September 30, 2022).

## OVERVIEW OF CHANGES IN 2022

In October 2021, Michigan Public Health Institute (MPHI) transferred management of the PLISG project to the Center for Strategic Health Partnerships (CSHP) under the direction of Dr. Mat Edick. CSHP has a long history of working with parents and families as equal partners, and it was determined that CSHP would be a good fit for the project. Staff for the project were also transitioned over to CSHP; however, the Parent Coordinator/Mentor who had been working on the project resigned mid-October 2022.

CSHP made a renewed commitment to MDHHS and the Michigan Department of Education (MDE) funders to make PLISG a priority and to address some of the challenges and barriers that had been experienced in recent years. Among the changes made this year:

- Instituted bi-weekly meetings between project staff and MDHHS coordinator Synthia Britton to review the budget, staffing, and expectations for project management and quality improvement. Both the CSHP Director and Associate Director of CSHP regularly attend these meetings.
- CSHP conducted a review of all PLISG documents and activities and submitted a list of recommendations for change to MDHHS.
- CSHP staff attended the October 2021 PLISG Advisory Board meeting to introduce themselves, renew their commitment to the project, and, in an effort toward full budget transparency, reviewed project expenses and spending with the Advisory Board. CSHP returned to an Advisory Board meeting at the end of the fiscal year to present an analysis and tracking of the budget for FY22.
- A new Parent Coordinator/Mentor, Nicole Fitzpatrick, was hired, and began in February 2022. CSHP believes that PLISG is best supported by a parent with experience dealing with state programs and for this reason, only parents with lived experience were considered for the position.
- Evaluation of the Parents Partnering for Change (PPC) trainings was assumed by the Center for Healthy Communities, led by Dr. Julia Heany.
- An internal account at MPHI was established so that any profits from outside agencies purchasing the PPC trainings can be reinvested into the project.
- PLISG offered the first PPC training to out-of-state participants through a collaboration with the Midwest Genetics Network (MGN).
- Collaborations with external organizations seeking opportunities to expand the reach and financial base of PLISG were pursued. In addition to the MGN training, this included meetings with a national home visiting project, co-writing a grant with Central Michigan University and MDE to fund a Statewide Family Engagement Center (not funded), and a joint initiative with MI Family to Family Health Information Center to offer Growing as Leaders, a leadership development webinar series (funded).

In addition to changes to the management of the project this year, MDHHS contracted with a third party, Evaluation Strategies, to conduct a longitudinal evaluation of the Initiative. While MPHI did enter into a data use agreement with Evaluation Strategies, and provides some staff support, MPHI has otherwise not been involved in the outside evaluation so that will not be included as part of this report.

Other activities MPHI completed for the project outside of the scope of this report include executing and managing the following contracts for PLISG:

- Contract with Wingard Consulting for curriculum updates to the PPC training, development of a credentialing process for trainers, facilitation of the Parent Impact Network, coordination of Great Start Collaborative PPC trainings, and serving as a trainer for PPC trainings.
- Contract with Chandra Jones for serving as a trainer for PPC trainings.
- Contract with Bryn Fortune to provide historical consultation to PLISG and coaching to other parent leadership initiatives in the state.

Contract management includes processing invoices, payments, and any amendments to the Master Agreement needed throughout the year. CSHP's Financial Coordinator also processes all participation stipends and childcare expenses for PPC participants and parent Advisory Board representatives in addition to attending meetings with MDHHS as requested to ensure that all financial and reporting requirements are met on a timely basis.

## PLISG ADVISORY BOARD

The PLISG Initiative receives guidance and oversight from the PLISG Advisory Board. The Advisory Board is led by parent/professional co-chairs who work with the Project Coordinator to plan agendas and facilitate the meetings. Co-chairs for this fiscal year were Monica Bihar-Natzke (parent) and Synthia Britton (professional). The

PLISG Advisory Board met four times in FY 22: October 2021, January 2022, April 2022, and July 2022. The Advisory Board meetings continue to be held virtually.

Actions taken by the Advisory Board this year included: pausing the Technology and Data ad-hoc committees due to the change in project management; establishing an ad-hoc committee to recruit new parent members; updating the PLISG Roster, PLISG Operating Guidelines, PLISG Procedures & Guidelines for Financial Support of Parents in Parent Leadership in State Government Advisory Board Meetings/Activities, and PPC participant stipend and childcare reimbursement forms; and facilitating a new member orientation. In most cases the forms were revised to ensure up-to-date information, as they had not been updated in several years.

Six at-large parent leaders left the Advisory Board this past year. Two had not been actively involved and after several attempts to engage them without success, were removed from the roster. Three parent leaders left citing personal reasons, and one member was no longer eligible due to their child aging out (eligibility requires that Advisory Board members have a child aged birth-18 yrs.) An ad-hoc committee was established to recruit new at-large parent members. Applications to apply for a position on the Advisory Board were circulated by the members and staff, as well as posted on the PLISG Facebook page. Eleven individuals applied and the committee recommended two for parent-at-large positions on the Advisory Board. The two new at-large parent members were invited to join the Advisory Board and attended a new member orientation in April 2022.

In addition to the two new parent members, longtime Board member Emily Schuster-Wachsberger resigned due to her retirement from Children's Trust Michigan. She has been replaced by Heidi Coggins, and Michelle Driscoll joined the Advisory Board in October 2021 as a representative for the Michigan Alliance for Families. Holly Wingard had been serving on the Advisory Board as an agency representative, and while she is no longer in this position, she was asked to remain on to provide the trainer perspective.

At the end of 2022 there were 17 Advisory Board members (8 Parent-at-Large, 2 Agency/Parent<sup>1</sup>, and 7 Agency Representatives).

## PARENTS PARTNERING FOR CHANGE (PPC) TRAININGS

Seven PPC trainings were offered in FY22, training a total of 76 participants; five trainings were funded by PLISG and two were purchased from outside organizations. This was an increase of 23 participants compared to FY21 (46%). Due to ongoing COVID-19 concerns, all trainings were held virtually for three hours/day over a three-day period. Participants must commit to attending all three days to attend and receive a \$200 stipend and up to \$60/day for childcare. Participants receive materials via email as well as hard copies through the mail. Following the training, they receive a certificate of participation and are added to the PPC Alumni email distribution list.

As stated above, MDHHS hired Wingard Consulting to update the training curriculum and prepare it for facilitation by two trainers (previous virtual trainings used three trainers). These changes were implemented for the first training in April. While learning outcomes and much of the content of the curriculum remains the same, changes to the training included updating and reformatting the Facilitator Manual to include instructions for virtual presentation, reordering some of the modules, updating the PowerPoint presentation, and revising videos and participant activities. The "Diversity, Equity, and Inclusion" module was renamed "Parent Leadership, Diversity, and You" and revised to focus more heavily on introductory concepts such as diversity, equity,

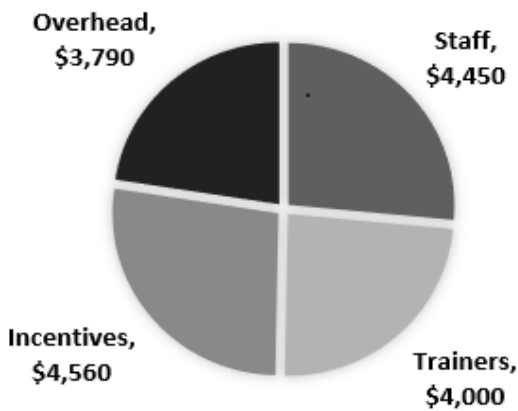
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<sup>1</sup> The main objective of the PLISG Initiative is to promote partnership and collaboration between agencies and parents in developing programs and policies in the state. As per the Advisory Board's Operating Guidelines, State Agencies shall provide both an Agency Representative and an Agency-Supported Parent Representative.

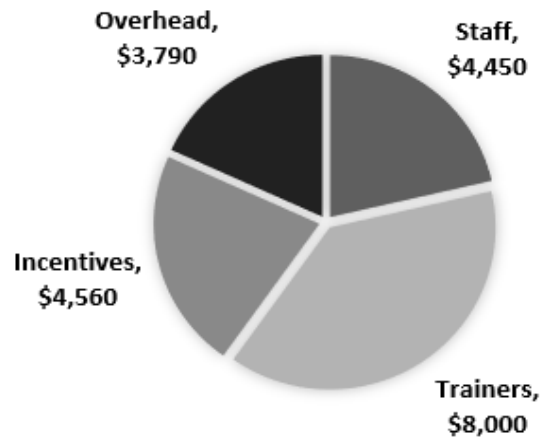
equality, inclusion, and bias. In addition, a journaling component was added at the conclusion of each module and participants are asked to identify short, medium, and long-term goals for themselves.

Two of the seven trainings were purchased by outside organizations. The Early Childhood Support Networks (ECSN), which contracts with MDE to train Great Start Collaborative parent liaisons, purchased a training in May 2022. The United Way of Southeastern Michigan contracted with MPHI on behalf of the ECSN to purchase the training. Because this was the first training CSHP facilitated, project staff estimated the cost of the training at about \$15,000. In hindsight, the MPHI portion for this training was underestimated because all projects at MPHI also incur indirect costs for operating and personnel, in addition to supporting activities outside of a specific training, such as evaluation and alumni outreach. However, not many of the participants in this training collected stipends and/or requested childcare, therefore \$15,000 did cover the cost of this training. The cost of offering this training is higher than others because the ECSN contracts with Wingard Consulting to provide more intense pre- and post- training support for GSC parent liaisons. MPHI has since determined that \$20,000 is closer to the actual cost of providing this training. Trainings for other outside agencies remains at about \$16,000 (See Figure 2).

### STANDARD TRAINING (\$16,000)



### ECSN TRAINING (\$20,800)



**Figure 2. Cost of PPC Training.** The pie charts demonstrate the cost breakdown of a standard training and a training for ECSN. Overhead includes costs for printing and mailing of participant training materials, administrative and indirect charges based off MPHI staff FTE; Staff includes MPHI staff time needed for registration process creation/management and recruitment, pre- and post-training support, and status reporting; Trainers include the costs for two trainers to deliver the training, and with the ECSN training additional funding for Wingard Consulting to conduct the pre- and post- training supports; Incentives includes a stipend for each participant and child-care reimbursements.

Costs for trainings are anticipated to increase in future years due to annual cost of living and salary increases for staff, and any other changes in MPHI’s indirect rate and/or other accounting processes. Also, as mentioned above, this year, MPHI created an internal account so that any profits from external organizations purchasing trainings can be reinvested into the project. Prior to this year, the project had not been doing this.

The second training facilitated for an outside organization was also held in May 2022 in collaboration with the Midwest Genetics Network (MGN). MGN is a HRSA-funded project covering a seven-state region (IN, IL, OH, MI, KY, WI, MN). The project’s aim is to increase access to services for individuals with, or at risk, for genetic conditions. This was the first time the training was offered outside of the state, and it was very well-received by

participants. The MGN Patient Family Council recruited participants from each state in the region. The training was attended by 13 participants from the following MGN states: Indiana (2), Michigan (3), Minnesota (3), Ohio (2), Kentucky (1), and Wisconsin (2).

The remaining five trainings were funded with PLISG funds. Determining an exact cost-per-training remains difficult, because as stated above, much of MPHI staff effort contributes to overall project activities – such as meetings with MDHHS, supervision and administrative support for staff, financial oversight, evaluation activities, and alumni outreach. However, CSHP staff has instituted some additional accounting procedures that will allow staff the ability to estimate the cost of future PPC trainings more accurately. CSHP presented this information to the Advisory Board at the October 2022 meeting. A copy of the presentation has been included as Attachment 1 at the end of the report.

Recruitment for the trainings was done by reaching out to members of the Advisory Board, PPC alumni and other partner organizations, as well as posting on the PLISG Facebook page. Training sessions were filled on a first-come first-serve basis and were typically at capacity within 2-3 days of opening the registration. As in past years, participation continues to be mostly white (63%) females (96%) within the ages of 26-35 (41%), with 2 or 3 children (34% and 21% respectively) and ages 1-5 (33%) or 6-10 (28%). A detailed table of characteristics across all reported areas and broken down by trainings is available in Appendix A. Participants register for the training via a link to REDCap. (PA Harris, 2009 Apr; 42(2)) REDCap (Research Electronic Data Capture) is a secure, web-based software platform designed to support data collection that is used by MPHI. Several modifications to the training registration were made throughout the year to manage this process more smoothly for registrants (such as providing an email confirmation with a link to register for the required pre-training one-on-one session) and make the process more efficient overall (such as limiting the number of registrants per session). A copy of the recruitment flyer for 2022 is available as Attachment 2.

Prior to each training, participants are asked to meet one-on-one with the Parent Coordinator. A script that was prepared in collaboration with the training team is used for these conversations. These pre-training discussions allow participants an opportunity to practice using Zoom, learn what they can expect during the training, and ensure they have received the materials and understand what they need to do before and during the training. This is also an opportunity for the training team and Parent Coordinator to learn a little bit more about the participant, and their leadership journey to date.

Participants are also asked to report any prior leadership experiences on the registration form. Information about participant responses can be found in the Evaluation Summary at the end of this report (Attachment 3). For the purposes of this narrative, it is important to note that while these one-on-one conversations can be time-consuming for staff to schedule and complete, the training team reports that they are invaluable in helping them understand who is attending the training, and to help them prepare adequately for each training.

## EVALUATION HIGHLIGHTS

Evaluation of the PPC trainings is conducted by MPHI's Center for Healthy Communities. A complete summary of the evaluation is included as Attachment 3 at the end of this report. This section offers some brief highlights from that report.

In addition to collecting the pre-training data discussed above, participants are asked to give feedback at the end of each day via a link to a survey in REDCap. Responses are identifiable, so that the evaluation team can track responses across all three days and gain an understanding of each individual participant's experience. Only the evaluation team has access to personally identified data. MPHI staff does provide data downloads to the training

team daily so that they can gauge how well the sessions are going and determine, based on feedback, if they want to make any adaptations for subsequent days; however, it is de-identified.

Responses provided immediately post-training indicate that overall, the PPC trainings continue to be very well-received by participants. Attendees consistently report learning each day, rate training activities as useful, and on a scale of 1 to 5 when asked how much content was new to them (1 being nothing is new and 5 being everything is new), consistently give a rating over 3. Feedback about facilitators and the tone of the training are extremely favorable and 90% of participants felt that they had what they needed to be successful in the training.

Three months after attending a PPC training, the Parent Coordinator emails participants to check in on what they have been doing since the training and ask them to complete a 25-question survey. Nineteen out of the seventy-six participants participated with the follow up survey. Seven participants reported using their leadership skills in a new role, and six trainees reported the training helped them apply their new skills in different ways, including helping them clarify their own goals, gaining confidence in their leadership abilities, and sharing leadership opportunities with others.

*“I had even more confidence at a recent conference while helping to present an award. I don't mind large crowds to begin with, but I felt more strongly about trying [to] encourage the providers there to keep going with their services and care for the kiddos because it truly means so much to us parents!”*

Parents also discussed the challenges applying their new skills, including time, transportation, opportunities, content knowledge of specific issues, and interpersonal dynamics in groups.

*“I have more work than paid time to complete it. I have not been able to truly work towards my leadership goals. This makes me feel like I am missing the mark in this [leadership] position. I am just jumping from one task to the next and not truly meeting the goals of the position or goals that I have set”.*

Most participants were positive about the training and the growth it encouraged in them, even if they had not fully reached their leadership potential.

*“The PPC training was such an awesome, connective growth experience! I recommend it to all of the parents I know who want to get involved with advocacy work!*

*I am still working on using what I learned but, it gave me the motivation to get started and not be afraid to dive in”.*

## ALUMNI ENGAGEMENT

Following participation in the PPC training, participants are added to the PPC Alumni list. In May of 2022, a MailChimp account was established for email distribution. MailChimp calls their email messages “campaigns” and provides statistics on the number of opens/shares/deletes and unsubscribes per message. Mailchimp keeps the list updated when there are invalid email accounts and when people choose to unsubscribe. Currently there are 1,103 active contacts and 1,026 subscribers on the PPC MailChimp list. Nineteen MailChimp campaigns were sent to alumni between May - December, with an average of two campaigns per month and an average open rate of 35%, which is considerably higher than the overall average of 16.97% for email campaigns in 2022.<sup>2</sup>

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<sup>2</sup> [Average email open rates for 2022 \[Email marketing stats\] \(smartinsights.com\)](https://www.smartinsights.com/email-marketing/email-campaign-performance/average-email-open-rates-for-2022/)

Campaigns include information about potential leadership opportunities, trainings and educational opportunities, and information about other PLISG activities, such as open positions on the Advisory Board. The PLISG Advisory Board forwarded eight leadership opportunities to be shared with the PPC alumni in 2022.

In addition to MailChimp, alumni can stay connected by joining the PLISG Facebook page. Similar type announcements and opportunities are shared on this site, which currently has 908 followers with post reach as high as 4,297 (post reach is the number of people who saw any of PLISG posts at least once).

CSHP also maintains the PLISG website. The website, <https://plisg.org/>, contains information about the Initiative, PPC training opportunities, contact information about the Parent Coordinator, links to the Facebook page, and a contact form. During FY 22, over 1,000 individuals visited the PLISG website.

Staying connected with over 1500 alumni can be challenging. The Parent Coordinator's contact information is provided at PPC trainings and if she is available, she pops into each training to introduce herself and offer her support to assist parents in finding leadership opportunities. Over the course of the PLISG project, the project team has tried various ways to build rapport with training participants, gauge their interest in finding a leadership opportunity, and support them in their search. Currently the Parent Coordinator holds a one-on-one with each participant prior to attending the training to get to know them better and let them know she is available to them as a PPC alumni. In prior years, the one-on-one's were conducted post-training. Both methods of reaching out to participants have resulted in limited interaction with alumni, and the Parent Coordinator does not receive many direct requests for post-training support.

## CHALLENGES AND RECOMMENDATIONS FOR NEXT STEPS

Fiscal year 2022 was a year of reset for PLISG. In addition to being moved to a new Center at MPH, a new Parent Coordinator/Mentor was hired (the position was vacant for four months), a new evaluation team joined the project, the training format was revised for use with two instead of three trainers, and the training curriculum was updated.

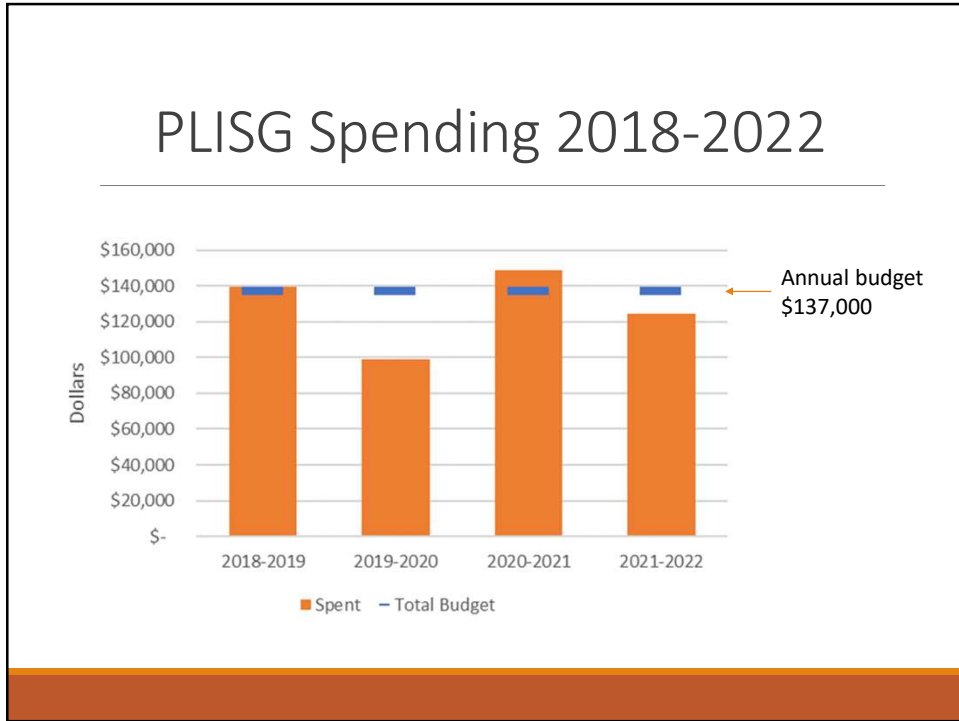
Some of the challenges the PLISG team continues to address, as well as recommendations, include:

- Limited resources. Pre-training prep and coordination demand most of the Parent Coordinator/Mentor's time. There is little time left for post-training mentorship of PPC alumni. A Parent Mentor position was originally created by the PLISG Advisory Board to do this work; however, over the years that role has been assumed by the Project Coordinator. In order to allow more time to support alumni after the training, project staff is continually seeking to improve registration and training processes to be more efficient. For example, the evaluation team is developing a data dashboard so that trainers can pull their own data from daily training sessions and not rely on CSHP staff to do it for them. CSHP is also utilizing the support of a Project Assistant so that charges to the project for administrative work will be lower.
- Lack of notice about state leadership opportunities for alumni. The Parent Coordinator/Mentor does not receive many notices about leadership opportunities to share with PPC alumni. The PLISG Advisory Board is the main conduit for information about these opportunities; other ways to collect this information continue to be explored.
- Transitioning back to in-person training and/or PLISG Advisory Board meetings. There has been some discussion at the Advisory Board level about returning to in-person trainings and Advisory Board meetings. Virtual trainings do have some limitations. Not all participants have access to a laptop or a computer and participate via their telephones, which can be challenging for viewing materials shared or

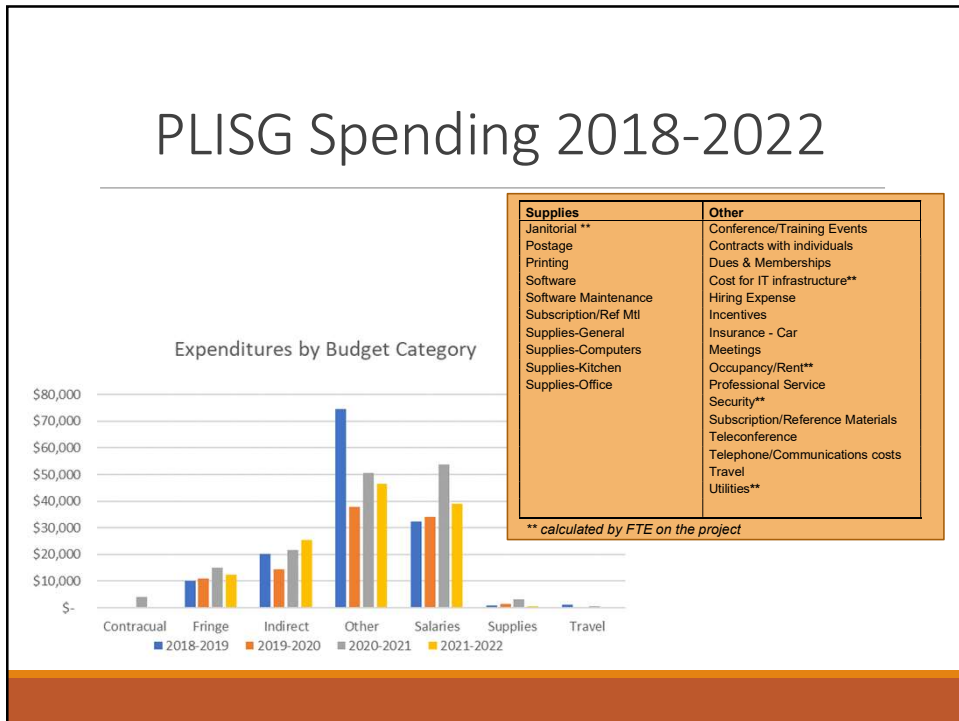
engaging in activities. Also, the trainers have found that a smaller class size is required to allow time for each person to actively participate and this limits participation; 12 participants in virtual sessions versus 25 participants in face-to-face sessions. However, some participants shared that if the training were being held in person, they would not have been able to attend due to childcare limitations or transportation barriers. Guidance from MDHHS has been that a virtual format is still preferred; however, this will undoubtedly continue to be a topic of conversation as we continue to adapt to a post-COVID world.

- Training recruitment. First-come, first-serve registration for trainings makes it difficult to intentionally target underserved populations and ensure diverse groups of participants. Training participants continue to be mostly white women between the ages of 26-35. Additionally, while the training is intended for new parent leaders and individuals not necessarily employed by an agency as staff, it is difficult to ascertain individual competencies during the registration process. Historically the training has been open to any parent/caregiver with a child aged birth-18 who has received services from the state. Adding additional requirements to determine eligibility, and/or instituting a more targeted recruitment process are items for funders and the Advisory Board to consider.
- Active engagement on the part of the Advisory Board. As described in this report, several at-large Parent Representatives resigned from the Advisory Board this past year. Efforts to recruit new Advisory Board members have not received as much interest, with numbers of applicants significantly lower than in previous years. Some ideas about revitalizing the Advisory Board have included hosting a retreat, and/or offering some in-person Advisory Board meetings to enhance team building and networking opportunities.

In summary, 2022 was a successful year of reflection and recommitment to the PLISG project. The PLISG team (MDHHS, CSHP staff, and the training team) spent a considerable amount of time this year reviewing policies and procedures, determining what was working well, and making improvements to the project. The team has developed a good working relationship and will continue to explore solutions to challenges encountered. The passionate commitment of everyone involved in the success of PLISG ensures that it will continue to play an important role in the development of new parent leaders across the State of Michigan.

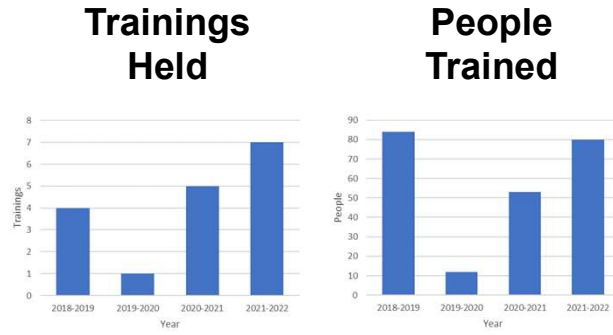


1



2

## PLISG Spending 2018-2022



3

## What goes into a PPC Training?

### MPHI

- Contract with trainers to deliver training
- Market training to the public
- Coordinate registration of participants
- Conduct 1:1 pre-training interviews
- Prepare and mail materials to participants; collect pre-meeting activities from participants
- Conduct evaluation of each training
- Process participation stipends and childcare reimbursements

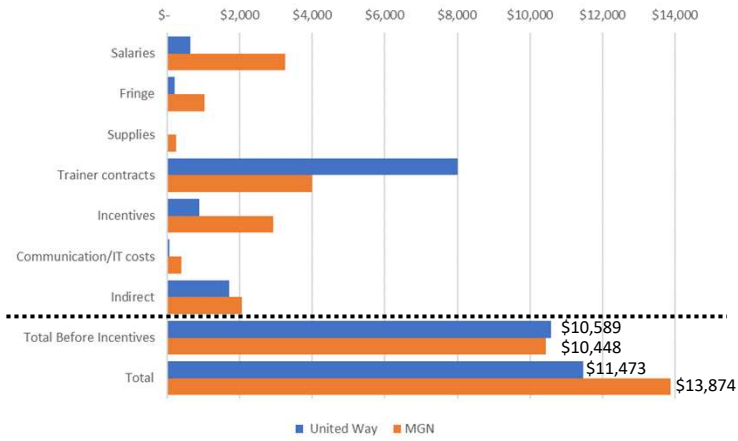
### Trainers

- Coordinate dates of trainings with MPHI
- Review information about training participants prior to the training
- Facilitate training over three ½ days
- Ensure that evaluations are completed and received by MPHI

4

# Cost of a PPC Training

*(currently charging 15,000 to purchase training)*



# Parents Partnering for Change Evaluation Summary

## Training Participants

Who came to the trainings?

### Summary of all training participants

Characteristics	All Training Participants N (%)	Great Start Collaborative N (%)	Midwest Genetics Network N (%)	Parent Leadership in State Government N (%)
<b>Gender</b>				
Female	73 (96.1%)	11 (100%)	12 (92.3%)	50 (96.2%)
Male	3 (3.9%)	0 (0%)	1 (7.7%)	2 (3.8%)
<b>Age</b>				
18-25	1 (1.3%)	0 (0%)	0 (0%)	1 (1.9%)
26-35	31 (40.8%)	5 (45.5%)	4 (30.8%)	22 (42.3%)
36-45	30 (39.5%)	6 (54.5%)	5 (38.5%)	19 (36.5%)
46-55	8 (10.5%)	0 (0%)	3 (23.1%)	5 (9.6%)
Over 55	6 (7.9%)	0 (0%)	1 (7.7%)	5 (9.6%)
<b>MI Prosperity Region</b>				
Prosperity Region 1 (Upper Peninsula)	3 (4.5%)	1 (9.1%)	0 (0%)	2 (3.8%)
Prosperity Region 2 (Northwest Michigan)	1 (1.5%)	1 (9.1%)	0 (0%)	0 (0%)
Prosperity Region 3 (Northeast Michigan)	1 (1.5%)	1 (9.1%)	0 (0%)	0 (0%)
Prosperity Region 4 (West Michigan)	8 (12.1%)	2 (18.2%)	0 (0%)	6 (11.5%)
Prosperity Region 5 (Mid Central Michigan)	11 (16.7%)	2 (18.2%)	0 (0%)	9 (17.3%)
Prosperity Region 6 (Thumb)	9 (13.6%)	1 (9.1%)	0 (0%)	8 (15.4%)
Prosperity Region 7 (Mid Michigan)	2 (3.0%)	0 (0%)	0 (0%)	2 (3.8%)
Prosperity Region 8 (Southwest Michigan)	10 (15.2%)	0 (0%)	1 (33.3%)	9 (17.3%)
Prosperity Region 9 (South Michigan)	8 (12.1%)	2 (18.2%)	2 (66.7%)	4 (7.7%)
Prosperity Region 10 (Southeast Michigan)	13 (19.7%)	1 (9.1%)	0 (0%)	12 (23.1%)
<b># Children</b>				
1	19 (25.0%)	2 (18.2%)	2 (15.4%)	15 (28.8%)
2	26 (34.2%)	4 (36.4%)	6 (46.2%)	16 (30.8%)
3	16 (21.1%)	3 (27.3%)	3 (23.1%)	10 (19.2%)

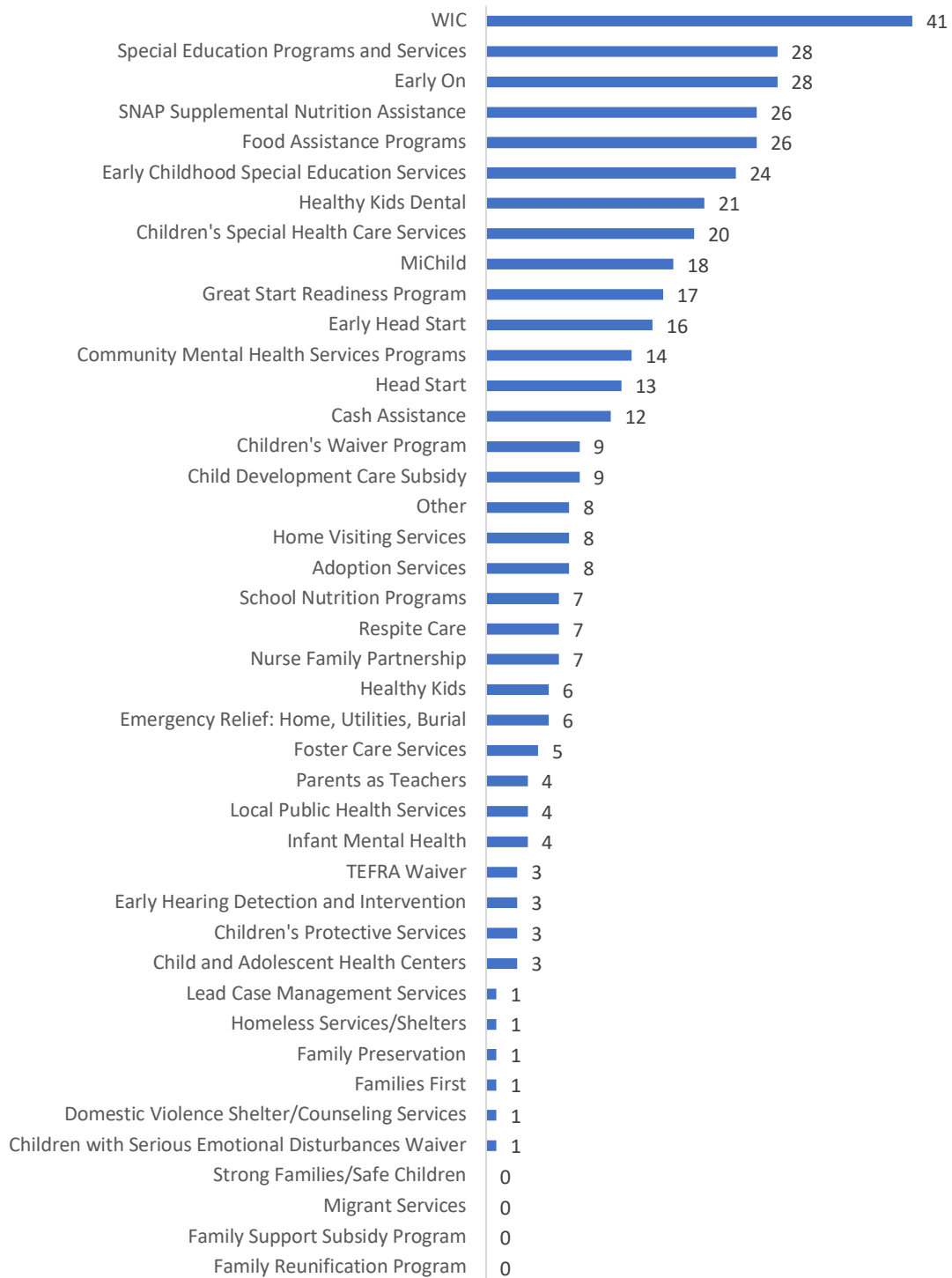
## Attachment #2 – PPC Data Summary

4	11 (14.5%)	2 (18.2%)	2 (15.4%)	7 (13.5%)
5	3 (3.9%)	0 (0%)	0 (0%)	3 (5.8%)
6	1 (1.3%)	0 (0%)	0 (0%)	1 (1.9%)
<b>Age of Children</b>				
Under 1 year	8 (4.3%)	2 (7.4%)	0 (0%)	6 (4.8%)
1-5 years old	61 (33.2%)	8 (29.6%)	6 (19.4%)	47 (37.3%)
6-10 years old	51 (27.7%)	12 (44.4%)	8 (25.8%)	31 (24.6%)
11-15 years old	43 (23.4%)	4 (14.8%)	11 (35.5%)	28 (22.2%)
16-20 years old	18 (9.8%)	1 (3.7%)	4 (12.9%)	13 (10.3%)
21-26 years old	3 (1.6%)	0 (0%)	2 (6.5%)	1 (.8%)
<b>Race/ Ethnicity</b>				
American Indian/Alaskan Native	1 (1.3%)	0 (0%)	0 (0%)	1 (1.9%)
Asian	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Black/African American	18 (23.7%)	0 (0%)	1 (7.7%)	17 (32.7%)
Hispanic	8 (10.5%)	2 (18.2%)	1 (7.7%)	5 (9.6%)
Middle Eastern/North African	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Native Hawaiian/Pacific Islander	0 (0%)	0 (0%)	0 (0%)	0 (0%)
White	48 (63.2%)	9 (81.8%)	12 (92.3%)	27 (51.9%)
Other	2 (2.6%)	1 (9.1%)	1 (7.7%)	0 (0%)
Prefer Not to Respond	4 (5.3%)	0 (0%)	0 (0%)	4 (7.7%)
<b>Education Level</b>				
Less than High School Diploma	1 (1.3%)	0 (0%)	0 (0%)	1 (1.9%)
High School Degree or Equivalent	6 (7.9%)	1 (9.1%)	0 (0%)	5 (9.6%)
Some College	18 (23.7%)	1 (9.1%)	2 (15.4%)	15 (28.8%)
Associates Degree	11 (14.5%)	0 (0%)	2 (15.4%)	9 (17.3%)
Bachelor's Degree	24 (31.6%)	7 (63.6%)	5 (38.5%)	12 (23.1%)
Some Graduate School	5 (6.6%)	1 (9.1%)	1 (7.7%)	3 (5.8%)
Master's Degree	10 (13.2%)	1 (9.1%)	2 (15.4%)	7 (13.5%)
Doctorate	1 (1.3%)	0 (0%)	1 (7.7%)	0 (0%)

## Attachment #2 – PPC Data Summary

What state services did participants receive?

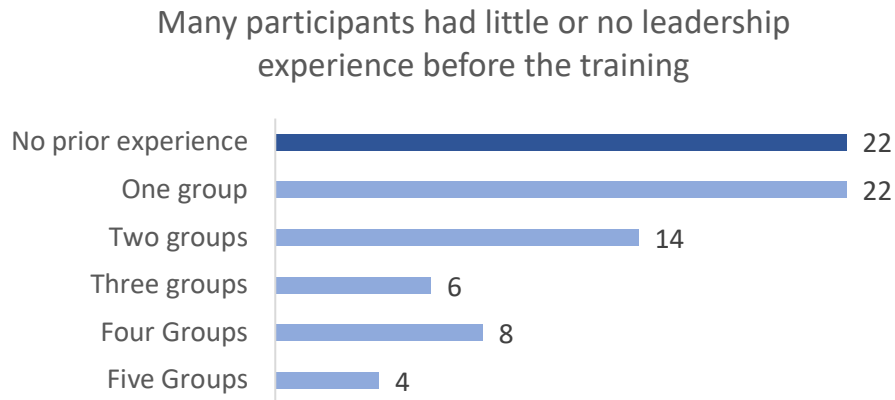
Participants reported receiving many different state services



## Attachment #2 – PPC Data Summary

What leadership experience did they already have before the training?

Participants were asked to report any prior leadership experiences before the training. Thirty percent of participants reported no prior leadership experiences. The remaining participants reported belonging to between one and five groups. Participants reported more engagement at the local level. State leadership experiences were less common. Participants were broken into groups based on prior leadership experiences in order to explore the impact that prior leadership roles had on participants' experience during the training. Outcomes are explored comparing parents with no experience (dark blue bar) and those with any experience (light blue bars).



### Evaluation Findings

At the end of each training day, participants were given a link to an evaluation survey. Each survey had the following elements:

- An open-ended reflective question about that day's content
- Statements about content from that day that participants rated "before" and "after" the training to understand knowledge gains
- Ratings of how useful the day's activities were
- A rating of how new the day's content was
- Items about the conversation in the training space, among facilitators and other participants
- An open-ended item for any additional thoughts
- Day 3 only: Items that asked if they were set up for success and what other supports they could have used

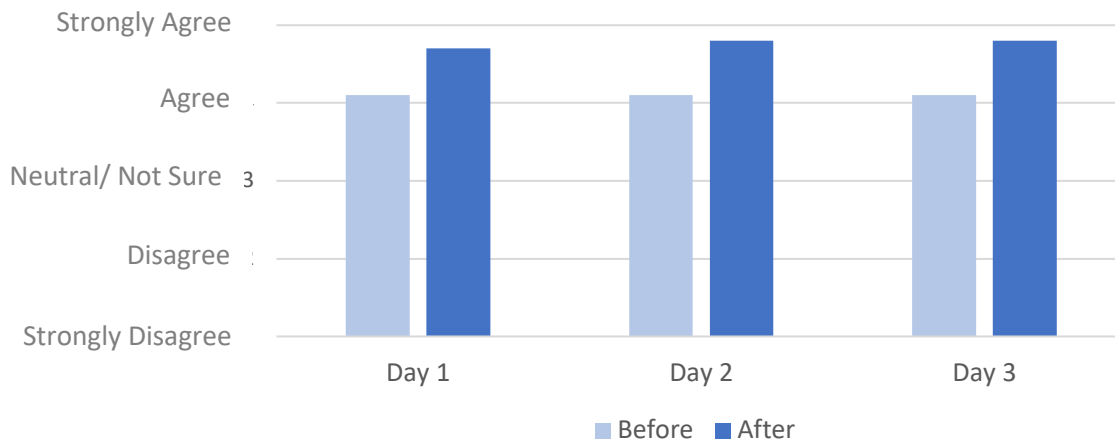
How much did you learn today?

Overall, participants reported learning gains after each training day (see Figure).<sup>1</sup> Each day, they rated a series of 10-12 statements thinking back to before the training and after the training. The difference in their ratings shows how much they feel they learned about that item in the training.

<sup>1</sup> Day 1:  $t(71)=-10.31, p<.001$ ; Day 2:  $t(69)=-11.95, p<.001$ ; Day 3:  $t(68)=-12.13, p<.001$

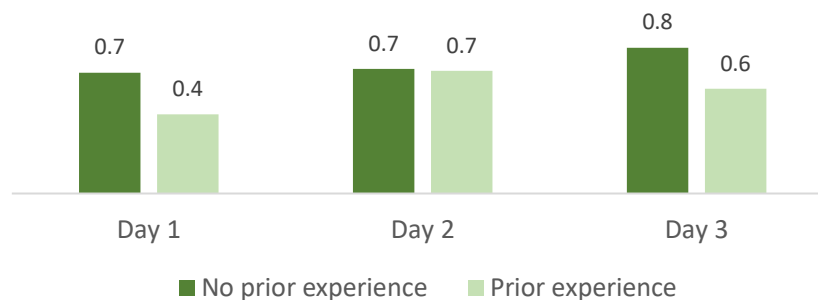
## Attachment #2 – PPC Data Summary

### Participants reported learning gains each day



The next graph shows whether learning gains were different depending on the background of the participants.<sup>2</sup> Learning gains for each day were compared by prior leadership experience, level of education, and race.<sup>3</sup> The only difference in reported knowledge was for prior leadership experiences on Days 1 and 3 (see Figure).<sup>4</sup> On these days, participants with no prior leadership experiences reported learning more. Interestingly, there were no group differences on Day 2, when the content was about values, personal identities, and equity.

### Participants with no prior leadership experience reported larger gains on Days 1 and 3



### How useful was the content today?

Each training day featured several activities for engaging participants. At the end of each day, participants rated how useful each activity was (see Figure). The top-rated activities included those featuring family stories, communication styles, and values. There were no differences in ratings between participants with different levels of leadership experience or education. The only difference for race was that white participants rated the “Sharing a Conflict” activity as more useful than their non-white peers.<sup>5</sup>

<sup>2</sup> Learning gains were measured by taking the difference between “After Training” and “Before Training” ratings on knowledge items

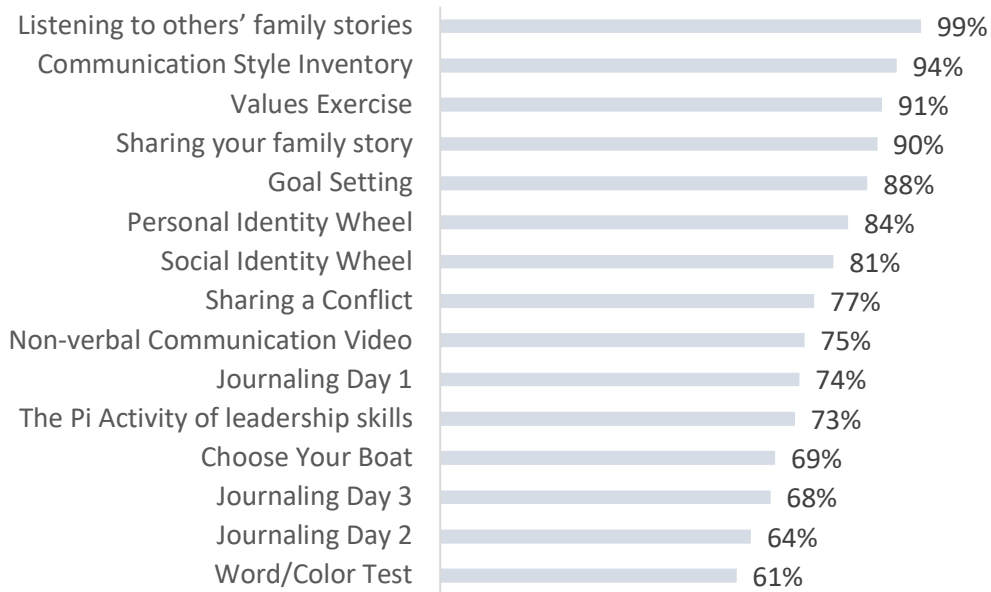
<sup>3</sup> There was not enough variability in gender to explore gender differences

<sup>4</sup> Day 1:  $F(1, 70)=5.38, p=.023$ ; Day 3:  $F(1, 68)=3.87, p=.053$

<sup>5</sup> 86% of White and 62% of non-white participants rated “Sharing a Conflict” as “Very Useful”,  $\chi^2(2, N=69)=6.103, p=.047$

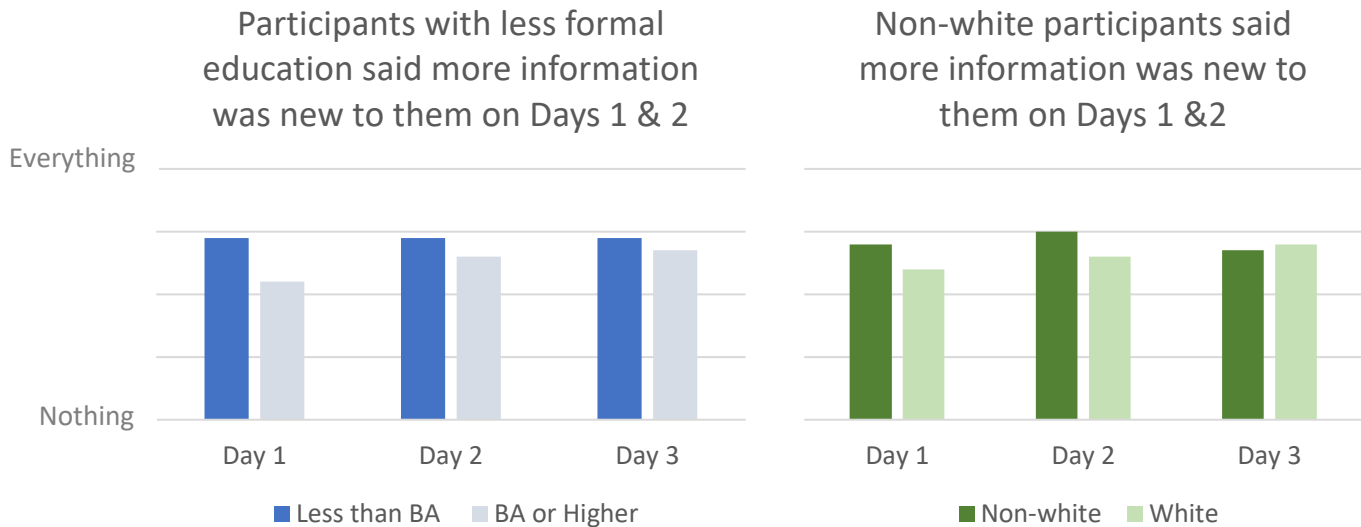
## Attachment #2 – PPC Data Summary

% of Participants who rated training activities as "Very Useful"



How much was new to you?

Overall, participants reported that they learned new information on each training day, with daily averages between 3 and 4 on a scale from 1 (Nothing was new) to 5 (Everything was new). There were no differences between participants with prior leadership experiences and those without. There were significant differences in ratings for education and race (see Figures).<sup>6</sup>



<sup>6</sup> Education: statistically significant on Day 1 ( $F(1, 71)=11.113, p=.001$ ) and trend on Day 2 ( $F(1, 69)=3.73, p=.058$ ); Race: Trend on Day 1 ( $F(1, 71)=3.53, p=.065$ ) and statistically significant on Day 2 ( $F(1, 69)=5.76, p=.019$ )

## Attachment #2 – PPC Data Summary

How did you feel about the conversation among everyone in the training?

Participants were overwhelmingly positive with their ratings of the quality of conversation and tone of the training overall (see Figure). It is important to note that across the nine items that were asked each day, four items were not rated below “Neutral/ Not sure” and the remaining five items did not get a single rating below “Agree.” There were no consistent differences among participants of different backgrounds with these ratings. The only difference was that participants with prior leadership experiences were more likely to agree with the statement that they got to know other parents in the training compared to peers without leadership experiences.<sup>7</sup>

### Participants were very positive about their experience in the training



Additional comments about the training included some overall positive comments about the feeling of the training and some of the specific content.

- The facilitators were great
- The training was informational and interactive; just enough information without being overwhelming
- Activities and content were good
- The training was a safe space to share
- Participants liked making connections with other parent leaders
- Participants enjoyed the small groups and breakout sessions
- Pre-interview was helpful in preparation for the training
- Very engaging training despite being virtual
- Participants learned a lot about themselves
- Learned how to better share their stories and that sharing stories was powerful

Some offered concrete feedback about the training preparation and training day that would support their engagement.

- Additional directions for activities would be helpful (for example, the boat activity)

<sup>7</sup> Prior leadership experience:  $M=4.7$ ; No prior leadership experience:  $M=4.5$ ,  $F(1, 75)=6.31$ ,  $p=.014$

## Attachment #2 – PPC Data Summary

- Send copies of single pages for journaling
- Use a standard font size that makes it easy for participants to read
- Provide printed copies of the PowerPoint pages with notes
- Have more links to resources
- Provide written or video bios of the other participants
- Have two short breaks instead of one
- Have smaller break out groups earlier on to provide more bonding time

Other comments reflected on places where training content could be improved.

- Dive deeper into some topics (style inventory, conflict)
- More information on meetings and skills development (meeting styles, action items, how to move meetings along, creating meeting agendas)
- Incorporate activities or role playing into Conflict Resolution section
- More time for Goal Setting
- Foster more engaged with participants: wished to hear from more peers

Did you have what you needed to be successful?

At the end of Day 3, participants were asked a series of questions about the pre-training conversation and resources they were sent before the training. At least 90% of participants agreed that the preparation and resources supported them during the training. No more than two participants disagreed to any item about the training preparation procedures.

When asked what else the PPC team could have done to support them during the training, many participants stated that they felt that everything was great and that they didn't need anything else. Some participants were interested in future trainings to further develop their skills and were hoping to see more experiences to become involved with.

What happened after the training?

Participants were sent a survey three months after the training to see if they were able to apply their new skills and if not, what barriers they faced. Nineteen participants responded to the follow-up (a 25% response rate). The figure below describes the different ways these trainees have applied their new leadership skills. One

## Attachment #2 – PPC Data Summary

trainee had not found a group in the area that needed parent members.

### How Did Trainees Use Their New Leadership Skills?

**9** participants were still in a role from before

**7** participants were in a **NEW** role

**6** participants applied their skills in another way



School Parent Advisory Committee or Great Start Parent Coalition



State Home Visiting Advisory Group



State Early Hearing Detection & Intervention Advisory



Nature & Arts



Connected someone else to an opportunity



Took on a new leadership role in group



Left a group that was a poor fit

### Some Used PLISG Support After the Training



**8** did not use support from PLISG

- 5 didn't have enough time
- 3 didn't know about it
- 3 forgot about it
- 1 didn't want or need it



**8** from other parents

- 5 from PPC Training
- 3 from community parent leaders



**3** on Facebook



**1** from professionals

# PARENT LEADERSHIP TRAINING OPPORTUNITY

Have you ever  
wanted to use your voice to make  
a difference?

The Parent Leadership in State Government\* initiative offers the **Parents Partnering for Change** training curriculum.

This training teaches you how to get involved in advisory boards or committees where you can help improve programs and services available to families. The goal of this interactive training is to provide you with new knowledge and skills, and motivate and inspire you to get involved.

Training topics include:

- How to share your family story in an impactful way
- What it means to be a parent leader
- How to build the communication skills needed to be heard
- How a board works and what are effective meetings
- How to handle conflict

Open to any Michigan parent or caregiver with a child, aged birth to 18 years, who has received specialty public services in Michigan. There is no cost to attend, and participants receive a \$200 stipend.

Child care reimbursement is also available as needed.

Participants must attend all three days.

Questions?

Please contact: [PPCtraining@mphi.org](mailto:PPCtraining@mphi.org)

\*Parent Leadership in State Government is a joint initiative funded by the Michigan Department of Health & Human Services, Michigan Department of Education, and Children's Trust Fund

## 2022 Training Dates (virtual)

May 23 - 25

June 21 - 23

July 13 - 15

- 9:00am - 12:30pm each day
- Space is Limited to 12 seats
- Registration opens 30 days in advance of training.

Register here:  
[https://redcap.link/  
ppcregistration](https://redcap.link/ppcregistration)

or select the QR code  
here

