

2020 Annual Report

Parents
Partnering for
Change Annual
Report

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PARENT LEADERSHIP IN STATE GOVERNMENT

The Parent Leadership in State Government (PLISG) initiative is a collaboration of the Michigan Departments of Health and Human Services and Education through an interagency agreement. The project provides leadership training for Michigan parents using the *Parents Partnering for Change* (PPC) curriculum. The curriculum was developed by the PLISG project and is based on expected competencies for skilled parent leadership. The mission of PLISG is to identify, recruit, train, mobilize, deploy, and support parents to provide consumer voice and input to local, state, and federal program planning and policy development. Parents are given the knowledge and skills to participate on advisory boards, committees, and other decision-making bodies. Programs and services that are designed with the input of families better meet family needs, make services more effective, increase fiscal responsiveness and lead to better outcomes.

Skilled Parent Leadership Competencies

The following leadership competencies and their underlying learning objectives form the basis of the PPC curriculum:

COMPETENCY 1

Participants will have an understanding of their own leadership direction.

Learning Objective

- 1.1 Understanding your own motivation; why are you here?
- 1.2 Self-worth; knowing what you know. Understanding strengths & weaknesses.
- 1.3 Understanding your learning, communication and leadership style.
- 1.4 Self-protection, and establishing and maintaining boundaries (around your time and energies).
- 1.5 Understanding the difference between individual, group and system level work.
- 1.6 Self-reflection on the characteristics of an effective parent leader.

COMPETENCY 2

Participants will have the ability to be an effective partner and exhibit leadership when working alongside professionals.

Learning Objective

- 2.1.1 Understanding different types of communication– listening, verbal, written, non-verbal, learning to speak the unspeakable.
- 2.1.2 What hat are you wearing? What perspectives are you taking? When do you leave your hat at the door, and how?
- 2.1.3 Checking your assumptions.
- 2.1.4 Don't take it personally– how to respond instead of react.
- 2.1.5 What do you do when conflict happens; understanding effective confrontation.
- 2.1.6 How to share your story to advocate change or highlight an issue.
- 2.1.7 Use of jargon-free language.
- 2.1.8 Help others reframe issues using language that is respectful of families.
- 2.1.9 Ask for what you need (self-initiative and confidence).
- 2.1.10 Using technology to enhance communication.

Learning Objective

- 2.2.1 How a board or council works-agendas, rules, techniques, differences in the types of boards.
- 2.2.2 Meetings 101
- 2.2.3 Networking, time to practice, relationships
- 2.2.4 Who's Who in the Zoo; understanding who the board or council members are, what their role is, what their investment is
- 2.2.5 Boundaries and asking for crucial information with regards to relevancy to the scope of the work.
- 2.2.6 Confidentiality

Learning Objective

- 2.3.1 What does parent involvement mean– what does it look like?
- 2.3.2 Discipline, commitment and follow through
- 2.3.3 How to be effective– what is keeping you from fully participating

Learning Objective

- 2.4.1 Collaboration/sharing leadership/making room at the table with the professionals
- 2.4.2 Goal-setting for the individual and the project

COMPETENCY 3

Participants will understand and have the ability to advance cultural competence.

Learning Objective

- 3.1 Define Equity and other key terms relating to equity and inclusion.
- 3.2 Identify the principles that promote equity, inclusion and leadership.
- 3.3 Connect to a sense of your own culture and identity.
- 3.4 Examine (reflect on) your own attitudes and values and begin to think about how this applies to your own leadership style.

Changes to PPC Evaluation and Curriculum during COVID-19

CURRENT IN-PERSON DESIGN & STRUCTURE

All qualifying participants receive a pre-training survey to gather baseline information of where participants are with their incoming leadership knowledge and comfort in the areas of parent leadership. The skilled parent leadership competencies, listed on the previous page, are evaluated using a reflection packet that is completed after each training curriculum module (see Appendix A, page 24). At the end of the final day, participants were asked to complete an immediate post-training survey to gather information about how they chose to use the content of the training in their future leadership endeavors, and for quality improvement purposes.

To better capture information on changes in leadership engagement because of the trainings, participants were given a 3-month follow-up questionnaire. The questionnaire contains actionable items participants shared in the reflection packet where we inquired about their successes and barriers to implementing what they learned throughout the training sessions. Because all surveys are linked to individual participants through ID numbers, this allows us to assess individual growth and changes in comfort throughout the training sessions and from pre to post to follow-up.

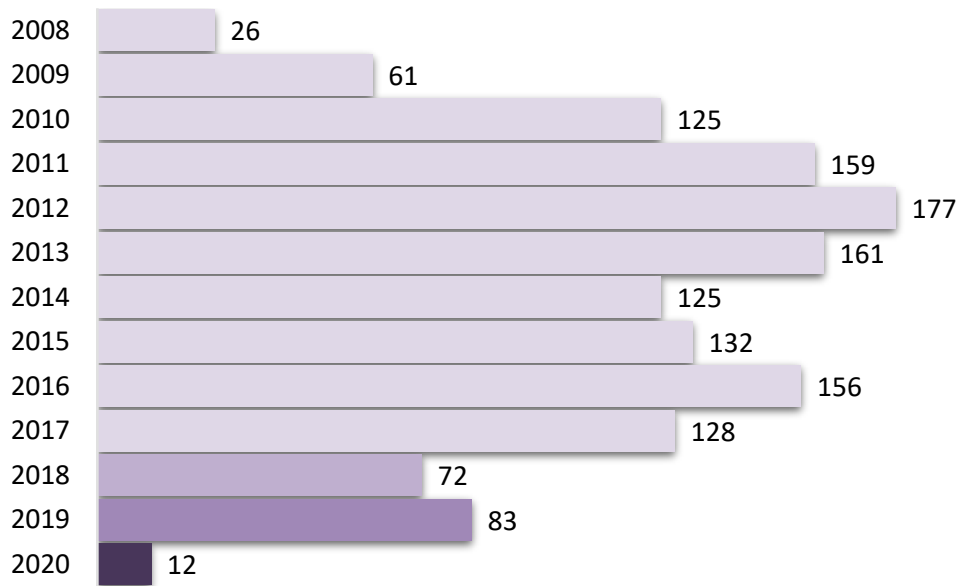
AMENDMENTS TO CURRENT DESIGN FOR VIRTUAL TRAININGS

We wanted to keep the same evaluation design (pre-training questionnaire, embedded reflection packet, immediate post-training questionnaire, and 3-month follow-up), but slightly change the structure. Instead of asking questions at the end of each training module, we chose

to ask a series of thematic questions that represent the training days as a whole. At the end of each training day, participants clicked on a link they received in their inbox 15 minutes before the end of each training day. This change in structure was chosen to streamline the process of virtual engagement between participants and facilitators. This eliminated concerns surrounding participants having to toggle between being engaged in the virtual training experience and completing online questions 3-times each training day. This still allowed us to receive rich contextual data similar to what we receive when the data was collected at the end of each training curriculum module. See Appendix B, page 37 for additional details.

Since 2008, **1417** parents have attended the *Parents Partnering for Change* training (see Figure 1). In 2018 and 2019, trainings were tailored to specific groups of people. For example, in 2018 the trainings were tailored to Dads in the Grand Rapids area, the Arab populations in the Dearborn area, and in 2019 the Native American populations in the Upper Peninsula. In 2020 due to COVID-19 restrictions, the majority of the training year was devoted to converting the training modules to a virtual platform. This resulted in a smaller number of participants attending these training sessions in 2020 compared to previous years and left space for only one training during the 2020 fiscal year. Despite small numbers, the qualitative responses in the *Leadership Related Skills* Section on page 15 show that the virtual training was valuable.

FIGURE 1. PPC HAS TRAINED 1,417 PARENTS SINCE 2008¹



In 2020, one *Parents Partnering for Change* training was offered which was attended by a total of 12 parents. The training - held virtually via Zoom - was provided by PLISG on September 22, 23, and 24.

Participant Recruitment Strategies and Outreach

Parents were recruited through a variety of methods; however, acceptance into a training was based on order of completion of the application to attend. In this way, the project was able to limit the number of participants attending the training in order to better promote participant engagement in the new virtual space. The PPC trainings continue to be very popular. Project staff encountered very few difficulties recruiting parents and, due to high interest, a waiting list was created for the next year's trainings. (See Appendix C, page 40 for 2020 recruitment flyer.)

As part of the registration process, participants self-reported any state services they were, or had ever, received (see Table 2). Only those services self-reported as being received are included

¹ ECIC did not contract with PPC to host trainings in 2018 and 2019.

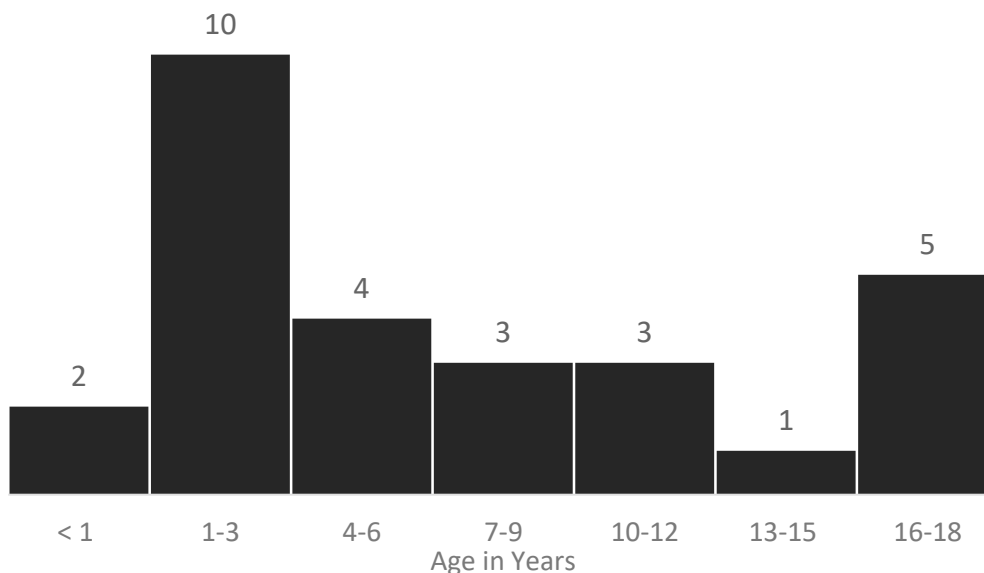
in Table 2. For a list of state services not being received by participants in this cohort, see Appendix D, page 41.

Table 2. Participant-reported services

Service	# Responses (%)
<i>Department of Health and Human Services</i>	
Cash Assistance	4 (33.3%)
Child Development Care Subsidy	2 (16.7%)
Children’s Special Health Care Services	2 (16.7%)
Children’s Waiver Program	1 (8.3%)
Community Mental Health Services Programs	2 (16.7%)
Early Hearing Detection and Intervention	1 (8.3%)
Emergency Relief: Home, Utilities and Burial	1 (8.3%)
Food Assistance Programs	7 (58.3%)
Foster Care Services	1 (8.3%)
Healthy Kids	3 (25.0%)
Healthy Kids Dental	5 (41.7%)
Home Visiting Services	3 (25.0%)
Infant Mental Health	2 (16.7%)
Lead Case Management Services	1 (8.3%)
MI Child	4 (33.3%)
Nurse Family Partnership	2 (16.7%)
Parents as Teachers	2 (16.7%)
WIC	7 (58.3%)
<i>Department of Education</i>	
Early Childhood Special Education	3 (25.0%)
Early Head Start	7 (58.3%)
Early On	4 (33.3%)
Great Start Readiness Program	3 (25.0%)
Head Start	5 (41.7%)
School Nutrition Programs	2 (16.7%)
SNAP Supplemental Nutrition Assistance	5 (41.7%)
Special Education Programs and Services	5 (41.7%)

Parents attending the 2020 training reported having an average of 2.5 children (with an average age of 7.2 years; range 5 months – 17 years). The majority of the children were one to three years old (see Figure 3).

Figure 3. Number of reported children for each age range



The children’s age range is slightly younger than previous years which suggests the virtual training facilitated recruitment of parents of younger children compared to previous trainings (2019: 0 months – 23 years). We continue to stay within the average age hovering between seven and nine years old (2020: 7.2 years; 2019: 8.7 years). This can be attributed to the time when many parents start advocating for their school-aged children.

Training participants resided in five counties across the lower peninsula of Michigan: Eaton (8%), Genesee (8%), Kent (25%), Saginaw (17%), and Wayne (42%). Most parents (90%) ranged in age between 26 and 45 years old. The majority of the participants were female (80.0%)² and reported a range of racial and ethnic backgrounds.³ The distribution of the demographics

² One participant identified as male and one participant as non-binary.

³ Participants have the option of selecting more than one race, ethnicity and/ or origin identity.

between 2018 and 2020 are different from the previous two years, 2016 and 2017, in that a more diverse representation across gender and race was evident (see Table 3).

Table 3. Participant demographics – percentages over time from 2016-2020

Demographics ⁴	2016	2017	2018	2019	2020
Gender					
Female	89.0%	90.1%	75.0%	91.7%	80.0%
Male	11.0%	10.0%	25.0%	7.1%	10.0%
Non-binary	--	--	0%	0%	10.0%
Prefer to self-describe	--	--	0%	0%	0%
Prefer not to respond	--	--	0%	1.2%	0%
Race and ethnicity⁵					
White	60.3%	83.8%	40.3%	61.9%	37.5%
Black or African American	31.4%	13.8%	51.4%	44.0%	62.5%
Asian	2.0%	0.8%	0%	3.6%	0%
Native American or Alaska Native	4.6%	3.8%	1.4%	10.7%	0%
Middle Eastern or North African	--	--	5.6%	0%	0%
Native Hawaiian or Other Pacific Islander	--	--	0%	1.2%	0%
Hispanic, Latino or Spanish origin	6.6%	6.8%	2.8%	5.1%	0%
Other race, ethnicity, or origin	--	--	1.4%	1.2%	0%

⁴ Percentages are reported and not actual numbers to allow for adequate comparisons across each year since the number of participants varied across each training year

⁵ Of note, are the increase in the Native American or Alaska Native population in 2019 due to the training that was held in Sault Ste. Marie that targeted the Native American populations, as well as Middle Eastern or North African populations in 2018 that had targeted trainings with the Arab populations from the Dearborn, MI area.

Age ⁶						
18-25	--	--	--	3.6%	10.0%	
26-35	--	--	--	17.9%	40.0%	
36-45	--	--	--	17.9%	50.0%	
46-55	--	--	--	6.0%	0%	
Over 55	--	--	--	5.0%	0%	

In addition to diversity and inclusion, the recruitment process has also become more equitable by asking participants about their technology requirements to engage in the virtual space. Although we were not equipped to meet the needs of participants, it has facilitated discussions around providing participants with wi-fi access and/ or technology with cameras to allow people to be fully engaged in the virtual training experiences.

EVALUATION

In order to assess the impact of the virtual PPC Trainings, evaluators utilize three main sources of participant information, summarized in Table 4.

⁶ In 2019, only 44 out of 83 participants responded to this item. Please note that we began collecting parent’s age information in 2019 at an attempt to be more strategic about recruiting younger parents.

Table 4. Data sources for PPC training evaluation

Data Elements	Pre-training Assessment	Training Day Reflection Packet			Post-training Follow-up
	N=10 ⁷	N=12			N=3 ⁸
		Day 1	Day 2	Day 3	
State Services Received	✓				
Demographics	✓				
Leadership Experiences	✓	✓	✓	✓	✓
Leadership-related Skills	✓	✓	✓	✓	✓
Training Feedback and Satisfaction		✓	✓	✓	
Alumni Support Mechanisms (Facebook, Parent Mentor, website)				✓	✓

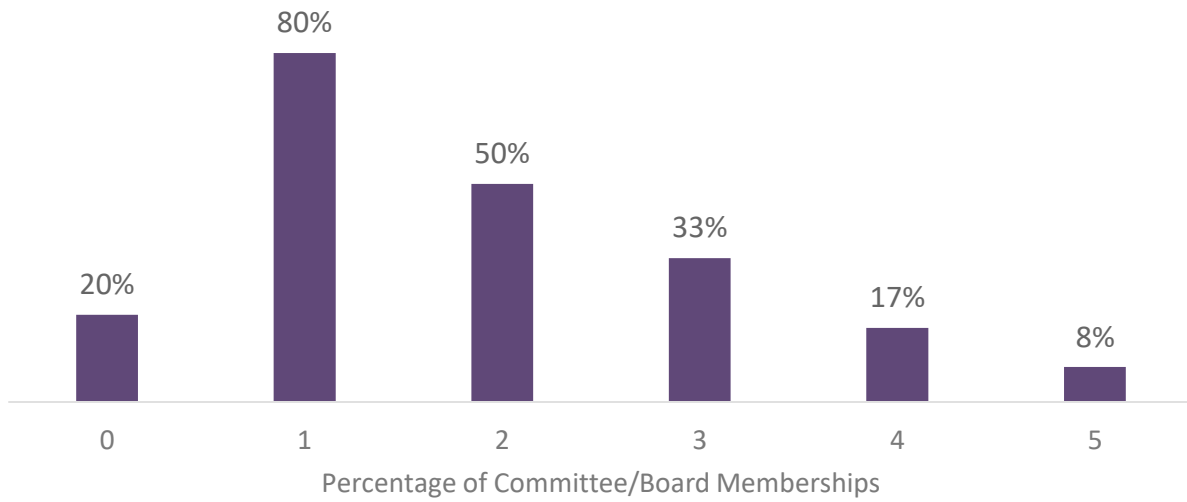
Boards, Councils and Committees Experiences

In the pre-assessment, parents were asked about their leadership experiences to date. Reports of current leadership varied with 20% reporting no prior experience on boards or committees. This is a much smaller percentage of inexperienced participants compared to previous years (75% in 2019, 69% in 2018, 56% in 2017, and 23.2% in 2016). Participants were asked to list up to 5 current board/committee memberships, only. This change led to obtaining rich data surrounding not only the type of membership experiences but also the quantity (see Figure 4). Note that the percentages total more than 100 because participants could provide more than one board/committee membership.

⁷ Two people did not complete the pre-training survey

⁸ 25% response rate compared to previous years' rates of 39% in 2019, 36% in 2018, 37% in 2017, and 28% in 2016. This suggests the incentive is still working to increase our follow-up response rate.

Figure 4. Only 2 of the 12 participants reported having no previous membership experience before the training



The response-types showed regional-specific organizations instead of state-wide programs. Some key examples include local school associations (e.g., Band Booster), community-based organizations, networks, and collaboratives (e.g., Great Start Collaborative). Regardless of the type of membership reported, 80% of the participants were currently members of one board or committee coming into the training, and 20% were not currently engaged in a parent leadership role.

We know from past evaluations that participants who come to the PPC trainings with no previous leadership experience tend to benefit more from the training than the more experienced participants. Therefore, participants were asked about these same leadership experiences again several months later in the post-training follow-up. Although only 3 people (25%) completed the follow-up questionnaire, there were changes in leadership activity reported from 2 people. Therefore, the changes in leadership experience are discussed based on experience levels reported before the training. In this particular case, both participants who completed the follow-up survey had previous leadership experience. Both participants reported still being a member of an organization. They were members of 2-5 boards and/ or committees.

Both reported joining additional organizations since the training (range: 1-3) while continuing with their other membership roles reported before the training. In addition, one person reported becoming the co-chair of one of the organizations with which they were involved with before the training.

Regardless of experience, participants reported not being able to find groups in their area that need parent members, not hearing back from groups/ organizations they reached out to join, and groups/ organizations were not interested in having a parent as a member. Although we only received responses from three participants, the reasons for not joining new groups/ organizations varies quite a bit from previous years. Between 2017 and 2019, participants tended to report not having enough time to commit to an organization, that it was too soon after the training to find groups in their area that needed parent members or did not yet feel prepared or experienced enough to join a group. This year, due to constraints that COVID-19 restrictions placed on leadership engagement, we delayed our 3-month follow-up with participants by 6-months to allow time for comfort with engagement.

This parallels many comments made by participants in their reflection packets at the end of each training day. Participants overwhelmingly reported not knowing the first steps in finding an organization to join, but that they would be able to use the information learned from the training at home when interacting with their family members. This suggests the need to supply parents with additional tools and resources following the trainings to ensure long-term success.

Leadership-Related Skills

Participants rated their comfort with the core leadership skills addressed in each section of the training at across five time points. None of the areas showed significant improvement immediately after the trainings due to the small number of participants.⁹ Comfort ratings remained the same across all three training days, regardless of content.¹⁰ Statistical analyses

⁹Paired samples t-test remained the same across all data collection time points: all p -values $> .05$

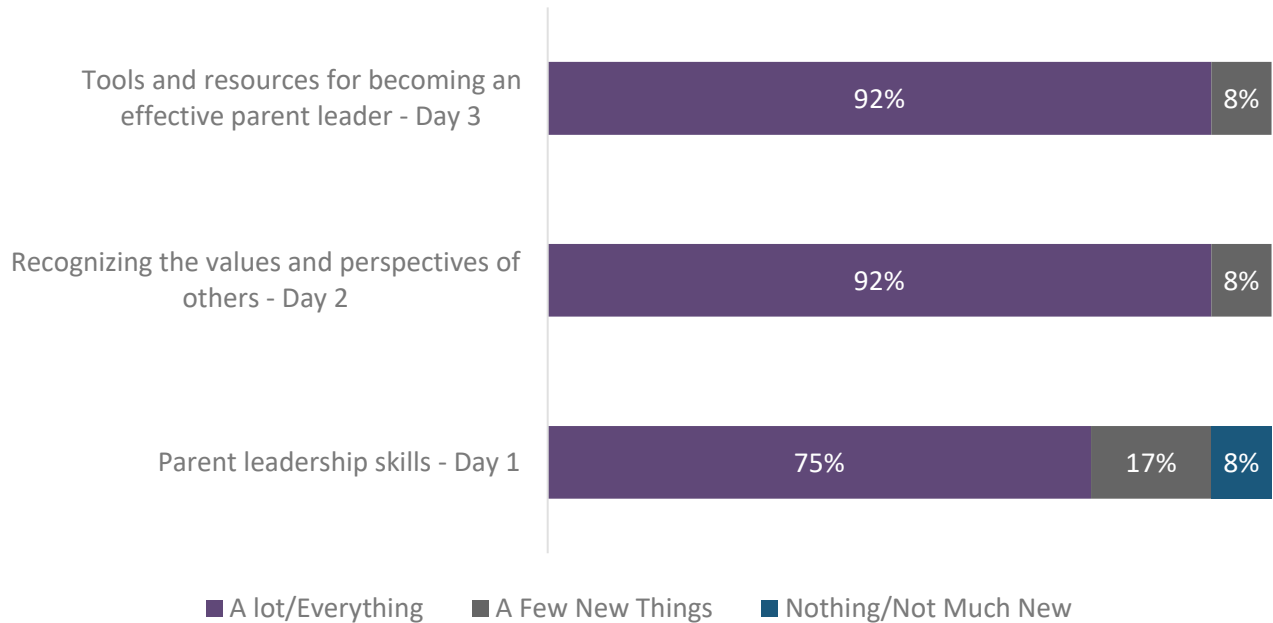
¹⁰ Paired samples t-test remained the same: all p values $> .05$.

were not performed on the follow-up comparisons, as the number of respondents was too low ($n = 3$) for a valid and reliable comparison.

Overall, these findings are inconsistent with last year's trainings. The variations in the findings are attributable to the small number of participants engaging in the virtual workshop session ($n = 12$) and that on average, participants rated their comfort with the core leadership skills above a 7 out of 10. High self-ratings before the training limited a measurable change in comfort. Specifically, participants either remained the same in their self-ratings throughout the training days or decreased their original rating before the training. The latter suggests participants did gain knowledge from the trainings in that they realized their current limitations with the core leadership areas addressed in the workshop. For example, across each training day nearly all of the participants reported the information as mostly new (see Figure 5). This contradicts the lack of change in comfort with the information from each training day, further indicating the curriculum's potential effectiveness when having more inexperienced than experienced parent leaders in the room.

As indicated earlier, we know from past evaluations that **participants who come to the PPC trainings with more leadership experience tend to be more critical of the training, and do not exhibit a gain in knowledge**. Therefore, participants' changes in comfort levels may depend on their past leadership experiences. In the past, to assess these differences, participants were divided into two groups, *experienced* and *inexperienced* based on previous committee and board membership. However, there were not enough inexperienced participants' comfort ratings at follow-up to run these analyses.

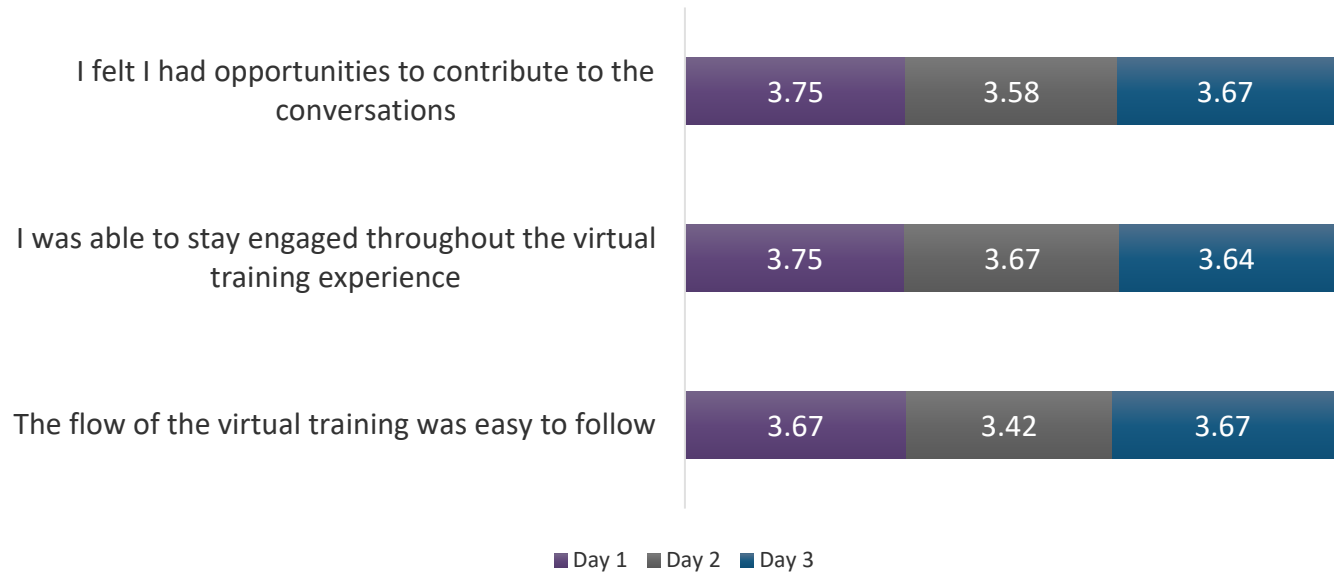
Figure 5. Training participants learned the most from Days 2 and 3



Opinions of Virtual Training Overall

At the end of each training day participants were asked what worked well and what did not work well during the virtual training session. They were also asked about their virtual training experiences (see Figure 6). Overall, participants felt they were able to contribute to conversations, maintain their level of engagement during the virtual experience. This can all be attributable to the high level of agreement with the flow of the training being easy to follow across all three training days.

Figure 6. On average, participants consistently agreed that their virtual training experience was positive



Competency Growth During the Training

Participants were asked to rate themselves after two public speaking exercises: at the beginning of day 1 (sharing a family story) and at the end of day 3 (sharing a conflict story). Twelve participants rated their experience using a 10-point scale to assess their public speaking skills across six categories. The self-rating scale ranged from ‘1’ being *awful* to ‘10’ being *amazing*. Participants reported slight decreases in their comfort level across two of the six categories – ‘Engaged the audience’ and ‘Used emotion effectively’ (see Table 5).¹¹

¹¹ Paired Samples T-test showed all significant *p*-values < .05.

Table 5. Participants declined in two of the six *Sharing a Story* self-ratings.¹²

Rating Categories	Day 1	Day 3
Used time well	8.83	8.75
Spoke clearly	9.08	8.58
Engaged the audience	9.33	8.50
Included the important points	8.92	8.75
Had a beginning, middle, and end	8.50	8.67
Used emotion effectively	9.17	8.50

Participants also rated their comfort level with the two public speaking exercises. This year participants rated themselves extremely comfortable with both activities – Sharing Your Family Story (75%) and Sharing a Conflict Story (91%) – and we received a larger percentage of people that responded compared to last year’s predominant rating of feeling really uncomfortable (56%). It is important to note that despite feeling more comfortable with public speaking between days 1 and 3, this change is not reflected in the self-rating categories in Table 5.

¹² Not all participants had an opportunity to share a conflict story on Day 3 and presentations were given in front of smaller groups

Applying Training Knowledge and Skills to Future Leadership

At the end of training day 3, participants provided up to three examples of how they planned to use training learning and skills in their future leadership endeavors. Participants tended to list using information from *Effective Meetings, What's My Style* to better engage with people from the current groups and/ or committees they are members of. Participants were given their own examples in the tailored post-training follow-up and were asked to report: 1) if they had used that example and 2) why or why not. Of the three respondents to the post-training follow-up, they reported acting on at least one plan to use leadership. Participants did not share why they had not implemented all of their plans.

Took the knowledge and applied to be the co-chair of the MICC

-PPC Participant, 2020

ALUMNI OUTREACH AND SUPPORT

PLISG staff at MPHI work to support PPC alumni by assisting them in continuing to develop their leadership skills, and in connecting them with leadership opportunities in Michigan. Following each training, participants receive an email inviting them to like the PLISG Facebook page, to stay engaged through our PLISG website, and a participant contact list, for those parents who want to connect with each other. Information about leadership opportunities, trainings, resources and other items of interest are regularly posted to the Facebook page and the PLISG website. The Facebook page, as of August 2021 has 867 likes – and increased by nearly 300 likes since 2017.

Other ways PLISG staff used to support PPC alumni was by hosting Lunchtime Alumni Support Calls using Adobe Connect technology and online newsletters. We hope to reinvigorate these efforts in the coming years to better support our alumni in achieving their goals of becoming parent leaders.

ADVISORY BOARD ACTIVITIES

In 2020, the PLISG Advisory Board held four meetings, appointed one subcommittee to review and update the curriculum modules from in-person to virtual, and commissioned MPHI to develop a modified version of the evaluation. Activities and outcomes are outlined below:

Membership Updates

At present, the Board has 13 at-large parent representatives and 10 agency representatives for a total of 23 Board members. The agency representatives span many areas and include representatives from MDHHS, MDE, and Early Childhood Investment Corp.

ECIC (Early Childhood Investment Corporation) Memorandum of Understanding

The Memorandum of Understanding between ECIC (Early Childhood Investment Corporation) and MPHI had not been updated since 2016, so staff from both agencies reviewed and updated the document to reflect the current status of the collaboration. No MOU was signed in fiscal year 2019-2020. No significant changes were made, and, per the original vote allowing ECIC to provide PPC trainings, the agreement will continue to be revisited once every two years moving forward.

I have since had huge success in advocating for my daughter's needs. In fact, her reading level has jumped four levels since advocating after the training, even during the pandemic.

-PPC Participant, 2020

ELEMENTS OF PPC FOR CONSIDERATION

Successes

Recruitment for a virtual training allowed previous restrictions for attendees to be lifted. We were able to train people from all over Michigan in a single training and not limit the session based on training location.

Challenges

The low participant numbers this year were guided by several factors, however the two that had the largest impact were 1) switching the in-person curriculum to virtual and 2) only being able to implement a single training within a fiscal year. During the next training season, we look forward to having twice the number of virtual training sessions to increase our numbers and our reach.

SHARED LEADERSHIP CURRICULUM

A new curriculum, *Communities Leading Together*, was piloted in 2017 and has not been yet been adopted for a number of reasons.

ALUMNI SUPPORT

Assisting alumni in finding leadership opportunities continues to be a challenge. Staff will continue to solicit assistance from Advisory Board members regarding openings on state boards and commissions, and in seeking new ways to engage parents.

Next Steps

Activities being planned for the upcoming year include:

- Parent Mentor will individually contact each parent who requested assistance in finding a leadership opportunity through the follow up evaluation. This continues to have the potential to build meaningful one-on-one relationships.
- Project staff and trainers will make recommendations to the Board regarding possible updates and/or revisions to the PPC curriculum. This is an ongoing activity, based on

participants' feedback and trainers' recommendations. Any changes to the curriculum will be reviewed with trainers prior to the start of the 2021 trainings.

- ECIC Memorandum of Understanding will be reviewed by the Board, and program staff will work with ECIC to ensure that complete data is collected for evaluation purposes.

2019

PPC Reflection Packet

Parents Partnering for Change Training



*"We do not learn from experience...
we learn from **reflecting** on experience."
—John Dewey*



ID: _____





About this Packet

Reflection

You will use this packet throughout the next two days to record some of your thoughts and feelings about the training. We hope it helps you reflect on the material presented over the two day training. **We will be collecting this packet at the end of the training.** Please make notes you want to keep in your binder.

Evaluation

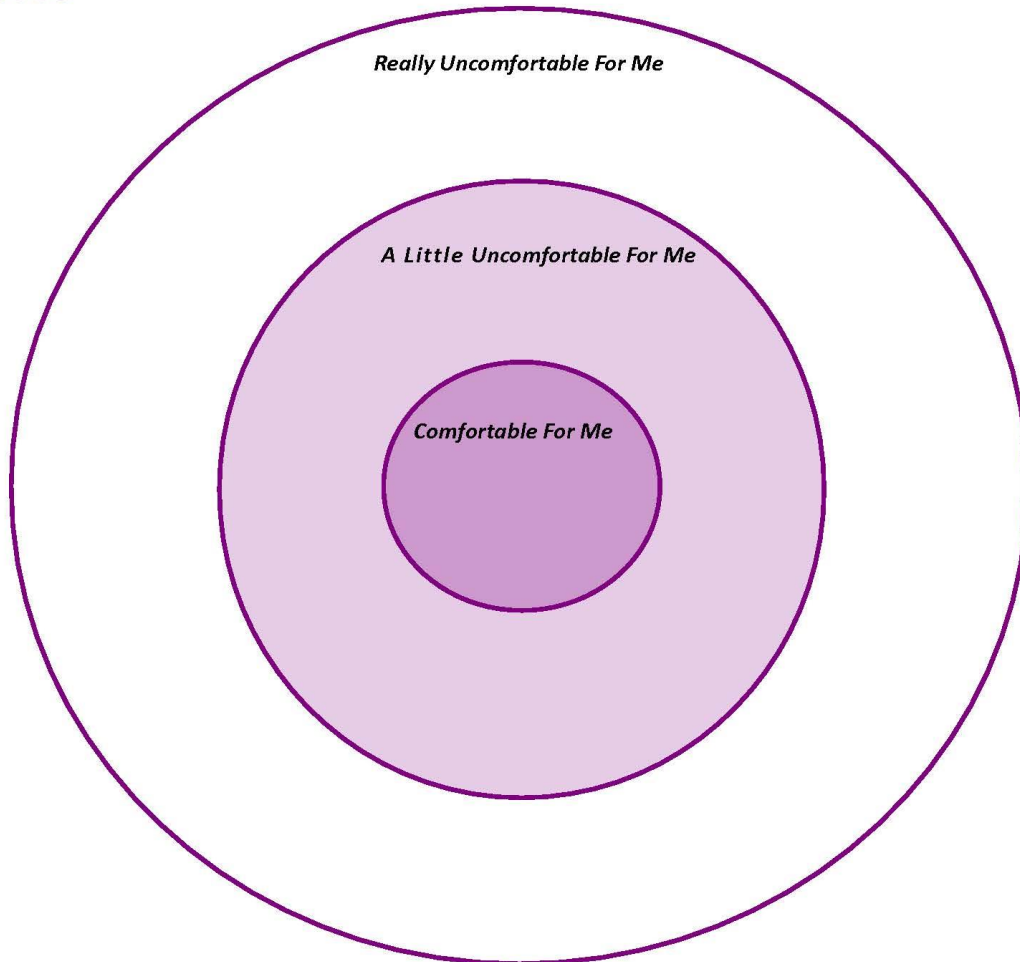
A second important use of this packet is to understand how effective the training is for participants. You may notice that we have placed an ID number on the front of the packet. We use the ID numbers instead of your name so your responses are confidential. The training evaluator will collect these packets and create reports for PPC staff and the Parent Leadership Board. Your name will not be connected to any report.

Quality Improvement

We appreciate your feedback about the training and use participant feedback to continually improve the PPC training experience. It will also help the PPC staff to understand how the training is impacting participants and how to make it even better in the future. Your feedback helps shape future curriculum decisions!



Outside Your Comfort Zone



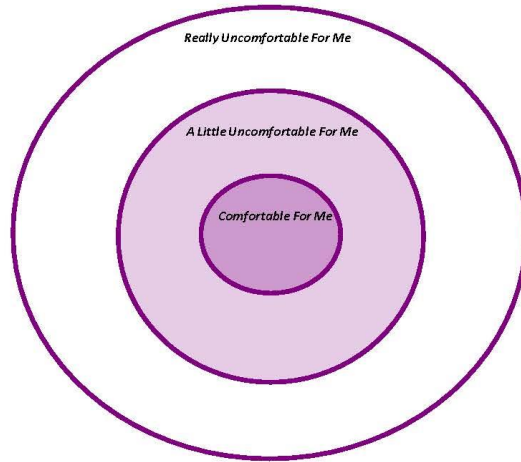
Parent Leadership Skills

- A. Dealing with conflict
- B. Speaking in public
- C. Leading a small group discussion
- D. Running an effective meeting
- E. Working with people who are different than me



Your Family Story

Where did this exercise fit in my comfort zone? (mark with an X to the right)



How would I rate myself?

Used time well	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Spoke clearly	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Engaged the audience	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Included the important points	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Had a beginning, middle, and end	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Used emotion effectively	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>



What went well or felt good?	What can I work on?



Discovering What Matters to You

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I recognizing the values and perspectives of others? (circle one)

Very uncomfortable 1 2 3 4 5 6 7 8 9 10 Very comfortable

How much was new information or insight for me in this section? (circle one)

None of it was new 1 2 3 4 5 6 7 8 9 10 Everything was new



What Does it Mean to be a Parent Leader?

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I recognizing my own strengths and challenges as a parent leader? (circle one)

<i>Very uncomfortable</i>	1	2	3	4	5	6	7	8	9	10	<i>Very comfortable</i>
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How much was new information or insight for me in this section? (circle one)

<i>None of it was new</i>	1	2	3	4	5	6	7	8	9	10	<i>Everything was new</i>
---------------------------	---	---	---	---	---	---	---	---	---	----	---------------------------



Keys to Cultivating Diverse Relationships

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I working with individuals whose culture and backgrounds are different than mine? (circle one)

Very uncomfortable 1 2 3 4 5 6 7 8 9 10 Very comfortable

How much was new information or insight for me in this section? (circle one)

None of it was new 1 2 3 4 5 6 7 8 9 10 Everything was new

 **Come on Board!**

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
---	--





How comfortable am I knowing how a board or other policy-making body works? (circle one)

<i>Very uncomfortable</i>	1	2	3	4	5	6	7	8	9	10	<i>Very comfortable</i>
---------------------------	---	---	---	---	---	---	---	---	---	----	-------------------------

How much was new information or insight for me in this section? (circle one)

<i>None of it was new</i>	1	2	3	4	5	6	7	8	9	10	<i>Everything was new</i>
---------------------------	---	---	---	---	---	---	---	---	---	----	---------------------------

What's My Style?

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I working with individuals with different communication styles? (circle one)

Very uncomfortable 1 2 3 4 5 6 7 8 9 10 *Very comfortable*

How much was new information or insight for me in this section? (circle one)

None of it was new 1 2 3 4 5 6 7 8 9 10 *Everything was new*

Effective Meetings

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I using my role as a parent leader to make a meeting effective? (circle one)

<i>Very uncomfortable</i>	1	2	3	4	5	6	7	8	9	10	<i>Very comfortable</i>
---------------------------	---	---	---	---	---	---	---	---	---	----	-------------------------

How much was new information or insight for me in this section? (circle one)

<i>None of it was new</i>	1	2	3	4	5	6	7	8	9	10	<i>Everything was new</i>
---------------------------	---	---	---	---	---	---	---	---	---	----	---------------------------



How to Effectively Handle Conflict

 <p>What went well for you in this section?</p>	<p>What did not go so well for you in this section?</p> 
--	---



How comfortable am I handling conflict? (circle one)

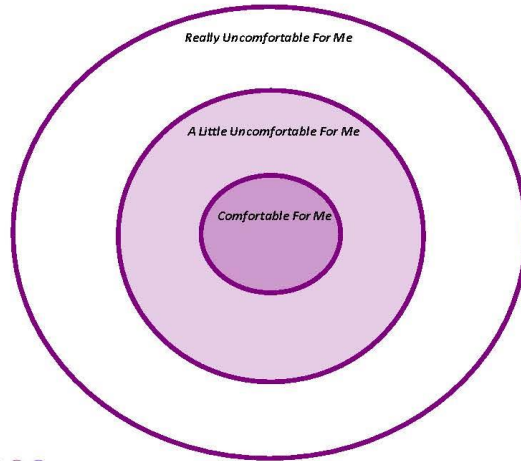
Very uncomfortable 1 2 3 4 5 6 7 8 9 10 *Very comfortable*

**How much was new information or insight for me in this section?
(circle one)**

None of it was new 1 2 3 4 5 6 7 8 9 10 *Everything was new*

Sharing a Conflict Experience

Where did this exercise fit in my comfort zone? (mark with an X to the right)



How would I rate myself?

Used time well	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Spoke clearly	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Engaged the audience	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Included the important points	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Had a beginning, middle, and end	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>
Used emotion effectively	<i>Awful</i>	1	2	3	4	5	6	7	8	9	10	<i>Amazing</i>



How was this experience different than sharing my family story on Day 1?	What can I work on?



Training Evaluation

Please rate the PPC Leadership Training overall:

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
The content was useful for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This training met my expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel confident that I can apply what I learned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Provide up to 3 examples of how you might use this training to improve your leadership:	What was the most useful or effective part of the training for you?	What was the least useful or effective part of the training for you?

Please rate your satisfaction with the following:

	<i>Very Satisfied</i>	<i>Satisfied</i>	<i>Dissatisfied</i>	<i>Very Dissatisfied</i>
Opportunities to contribute to the conversation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitator team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training location	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to network with other parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Chance to learn about leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide any additional comments you have about the training:

APPENDIX B – VIRTUAL TRAINING DESIGN

New design for virtual training sessions only: Item-by-item

DAY 1

- Theme: Parent Leadership Skills
- Modules: Your Family Story and What Does it Mean to be a Parent Leader?
- End of Day evaluation questions
 - Self-rating of sharing family story to assess comfort with public speaking. Rating Scale: *Awful to Amazing*
 - What went well for you throughout the day? *Open ended*
 - What did not go so well for you throughout the day? *Open ended*
 - How comfortable am I recognizing my own strengths and challenges as a parent leader? Rating Scale: *Very uncomfortable to Very comfortable*
 - How much was new information or insight for me throughout this training day? Rating Scale: *None of it was new to Everything was new*
 - Virtual experience questions: These are questions I can provide quick data for you at the end of each training day
 - The flow of the virtual training was easy to follow. Rating Scale: *Strongly Disagree to Strongly Agree*
 - I was able to stay engaged throughout the virtual training experience. Rating Scale: *Strongly Disagree to Strongly Agree*
 - I felt I had opportunities to contribute to the conversations. Rating Scale: *Strongly Disagree to Strongly Agree*

DAY 2

- Theme: Recognizing the values and perspectives of others
- Modules: Discovering What Matters to You, Keys to Cultivating Diverse Relationships, and What's My Style?
- End of Day evaluation questions
 - What went well for you throughout the day? *Open ended*
 - What did not go so well for you throughout the day? *Open ended*
 - How comfortable am I recognizing the values and perspectives of others? Rating Scale: *Very uncomfortable to Very comfortable*

- How much was new information or insight for me throughout this training day?
Rating Scale: *None of it was new to Everything was new*
- Virtual experience questions:
 - The flow of the virtual training was easy to follow. Rating Scale: *Strongly Disagree to Strongly Agree*
 - I was able to stay engaged throughout the virtual training experience. Rating Scale: *Strongly Disagree to Strongly Agree*
 - I felt I had opportunities to contribute to the conversations. Rating Scale: *Strongly Disagree to Strongly Agree*

DAY 3

- Theme: Tools and resources for becoming an effective parent leader
- Modules: Come on Board, How to Effectively Handle Conflict, and Effective Meetings
- End of Day evaluation questions
 - Self-rating of sharing a conflict experience to assess comfort with public speaking.
Rating Scale: *Awful to Amazing*
 - What went well for you throughout the day? *Open ended*
 - What did not go so well for you throughout the day? *Open ended*
 - How comfortable am I using my role as a parent leader to lead an effective meeting? Rating Scale: *Very uncomfortable to Very comfortable*
 - How much was new information or insight for me throughout this training day?
Rating Scale: *None of it was new to Everything was new*
- Training Overall
 - Thinking about all three training days:
 - The content was useful for me Rating Scale: *Strongly Agree to Strongly Disagree*
 - The training met my expectations Rating Scale: *Strongly Agree to Strongly Disagree*
 - I feel confident that I can apply what I learned Rating Scale: *Strongly Agree to Strongly Disagree*
 - Provide up to 3 examples of how you might use this training to improve your leadership
 - What was the **most useful or effective** part of the training for you?
 - What was the **least useful or effective** part of the training for you?
 - Opportunities to contribute to the conversation Rating Scale: *Very Satisfied to Very Dissatisfied*

- Facilitator team Rating Scale: *Very Satisfied to Very Dissatisfied*
- Virtual Training experience Rating Scale: *Very Satisfied to Very Dissatisfied*
- Opportunities to network with other parents (in breakout groups) Rating Scale: *Very Satisfied to Very Dissatisfied*
- Chance to learn about leadership opportunities Rating Scale: *Very Satisfied to Very Dissatisfied*
- Anything else you would like to share about the training *Open-ended*

APPENDIX C - RECRUITMENT

HAVE YOU EVER WANTED
TO USE YOUR VOICE TO
MAKE A DIFFERENCE?



Frequently Asked Questions:

Q. Who can apply for the training?

A. Any parent who has a child, birth to 18, who has received public services in Michigan. Priority will be given to those closest to the training site.

Q. Is there a cost for the training?

A. There is no cost to parents to attend. Parents receive a \$256 stipend upon completion of the three training sessions.

Q. Is childcare provided?

A. No, however the project provides reimbursement for childcare needed while at the training (up to \$50 per session).

This training teaches you how to get involved in advisory boards or committees. Alongside other parents, you will learn new skills to inspire and motivate you to get involved! Parent Leadership in State Government (PLISG) is offering the Parents Partnering for Change training.

Training topics include:

- How to tell your family story
- What it means to be a parent leader
- Improving communication skills
- How a board works

For questions contact:
PPCtraining@mphi.org

To Register Visit:
<https://mphi.wufoo.com/forms/ppc-virtual-training-2020/>

PARENTS PARTNERING FOR CHANGE LEADERSHIP TRAINING

Training Date: September 22, 23, & 24
Training Location: Virtual Training via Zoom

Time: 9:00 am - 12:00 pm (each day)
Must attend all three sessions

APPENDIX D – ADDITIONAL SERVICE OPTIONS

Service options participants did not select as receiving

Service
<i>Department of Health and Human Services</i>
Adoption Services
Child and Adolescent Health Centers
Children’s Protective Services
Children with Serious Emotional Disturbances Waiver
Domestic Violence Shelter/Counseling Services
Families First
Family Preservation
Family Reunification Program
Family Support Subsidy Program
Homeless Services/ Shelters
Local Public Health Services
Migrant Services
Respite Care
Strong Families/Safe Children
TEFRA Waiver