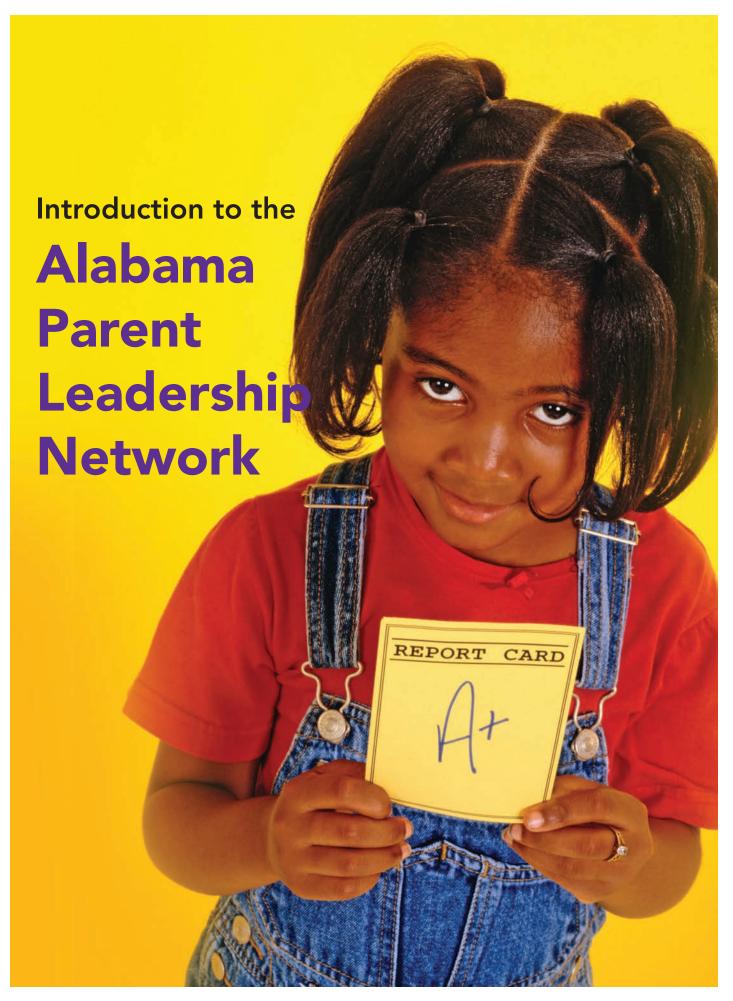


TABLE OF CONTENTS

1.	Introduction to the Alabama Parent Leadership Network
2.	What Does Parent Leadership Look Like?
3.	Benefits of Parent Involvement
4.	Building Social Connections
5.	Knowledge of Parenting and Child Development & Social and Emotional Competence of Children
6.	Nurturing Parent Leadership
7.	Action Planning
8.	Cultural Competence and Communication
9.	Harvest and Cultivation





SLIDE

Alabama Parent Leadership Network

Introduction



SLIDE 2

Ground Rules of Training

- Start on time/end on time
- Be respectful of each other
- We all have differing opinions-agree to disagree
- Be professional
- Everyone participate
- $\bullet\,$ Realize we all learn from one another
- Parking lot
- Turn cell phones on vibrateHAVE FUN!!
- Others?







SLIDE 4

Common Language:

- · Starting at the same place
- Parent
- Practitioner
- Parent Leadership



SLIDE 5

Parent:

- •Biological parent
 •<u>Any adult</u> who is in the primary <u>caregiver</u> role in a child or adolescent's life
- Examples
- •Any relative (aunt, uncle) who is the primary caregiver
- •Grandparent raising a grandchild
- •Adoptive parent
- •Foster parent
 •Any non-relative caregiver





SLIDE 6

Practitioner:

A staff member, employed by an agency, who is involved in providing services to children & families



- Examples
- •Principal, teacher
 •Social worker
- •Executive director
- •Counselor
- •Family support worker



PARENT LEADERSHIP Parent Engagement Parent Involvement **SLIDE** Parent Encouragement Family Support Note: A parent leader represents the needs and perspectives of parents to an agency. **Protective Factors Framework SLIDE** 8 PARTNERSHIP FOR CHILDREN **A Protective Factors Approach** • Looks for attributes that might serve as buffers, helping parents find alternate resources, supports, or coping strategies that allow them to parent effectively under stress **SLIDE**

9

- When these factors are present, child maltreatment appears to be less likely to occur
- When these factors are present, parents are more able to become involved and develop leadership skills



SLIDE 10

A Protective Factors Approach

- Protective factors are positive attributes that strengthen all families, and can reach families who are at risk without making them feel singled out or judged
 Develops partnerships with parents that encourage them to seek out staff if they are in need of extra support





SLIDE 11





SLIDE 12

Lessons From Life

by Ronald Russell

A child that lives with ridicule learns to be timed.
A child that lives with criticism learns to condemn.
A child that lives with distrust learns to be deceitful.
A child that lives with antagonism learns to be hostile.
A child that lives with affection learns to love.
A child that lives with encouragement learns confidence.
A child that lives with trust learns justice.
A child that lives with praise learns to appreciate. A child that lives with praise learns to appreciate.
A child that lives with sharing learns to be considerate.
A child that lives with knowledge learns wisdom.
A child that lives with patience learns to be tolerant.
A child that lives with happiness will find love and beauty.

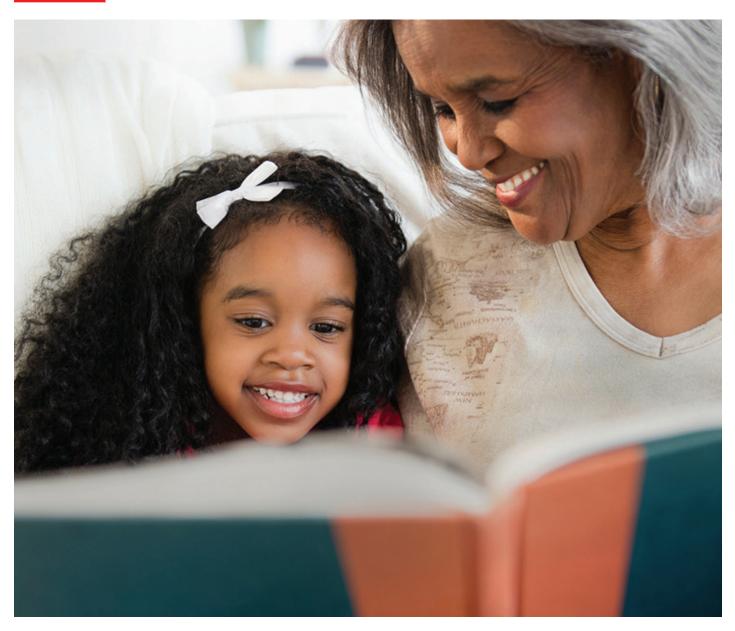


SLIDE 13

Sources

- Author Ronald Russell
- Parent Leadership Ambassador Training Guide, produced by Circle of PARENTS for the FRIENDS National Resource Center for Community Based Child Abuse Prevention. 7.12





ALABAMA PARENT LEADERSHIP NETWORK INTRODUCTION WORKSHEET

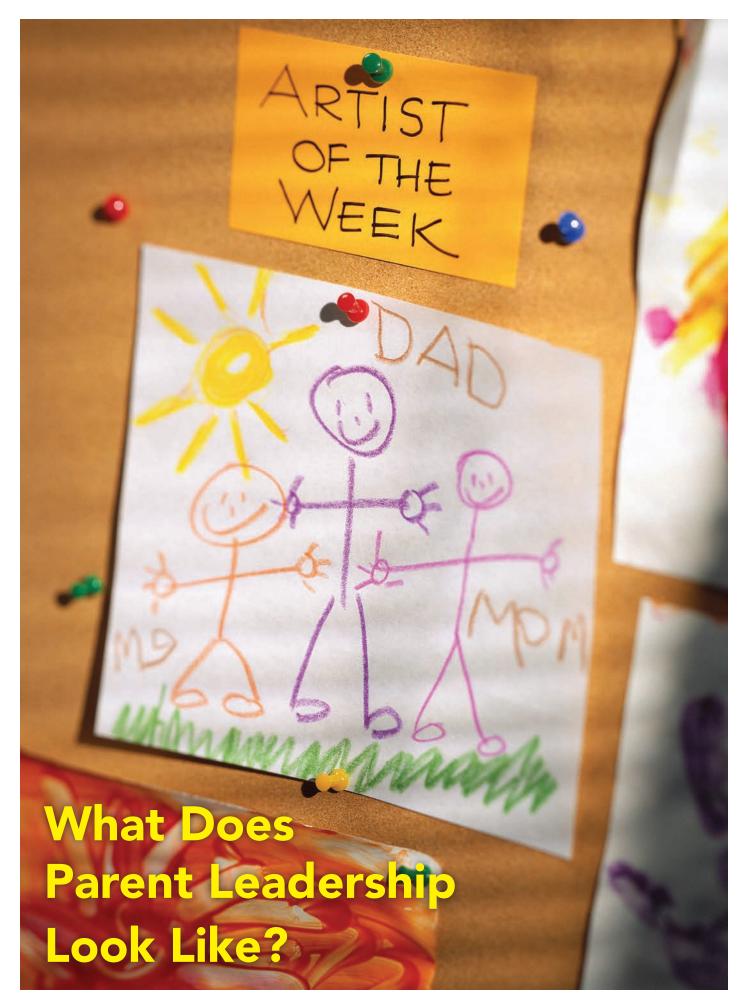
Who Are We Traveling With?

1. Who are you? What would you	like the group to know about	∶you?
--------------------------------	------------------------------	-------

2. What is your current involvement with parent leadership?

3. What do you want to get from your participation? What do you hope to gain by participating in the project?

*Before introducing your partner to the group, check to make sure the personal information they shared is OK to share with the large group.



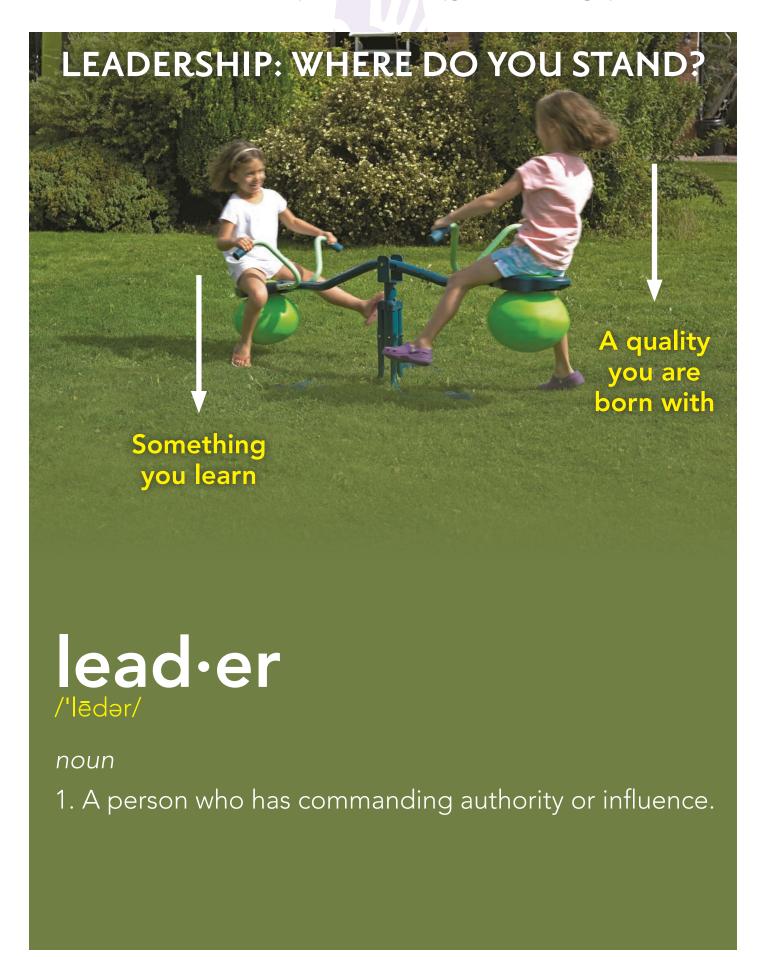
SLIDE

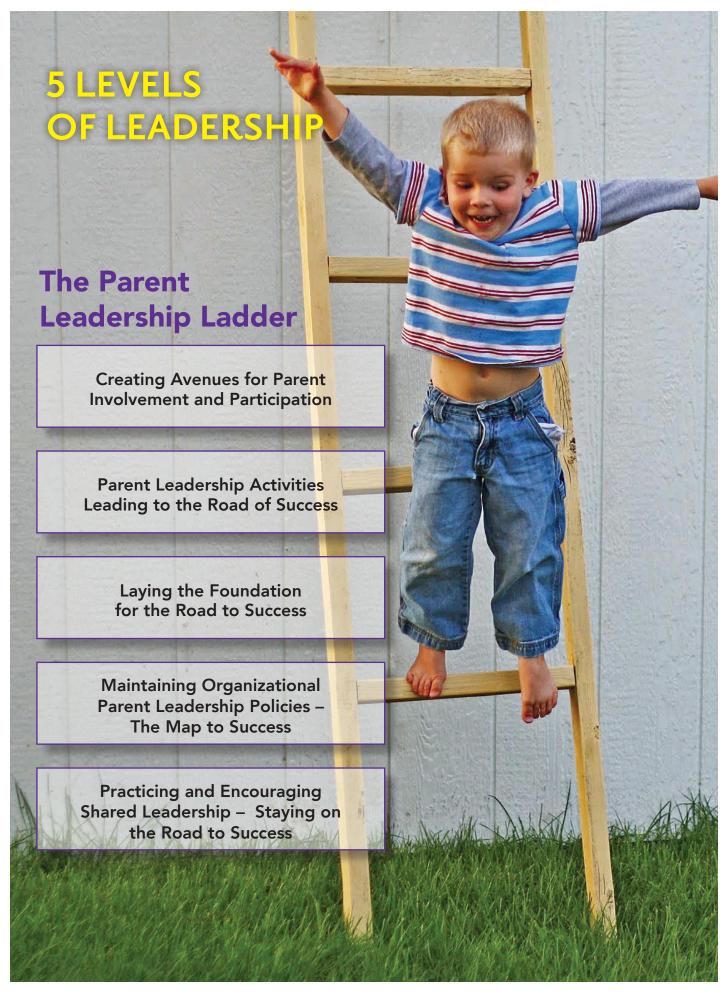


SLIDE 2









SLIDE 4





SLIDE 5







SLIDE 7

Parental Resilience

- The first layer is traits and skills that lay the groundwork for resiliency. Communication skills, strategies to cope with crisis, belief systems and hope are all things that parents need to become stronger
- The next layer shows some of the steps that people need to take when they face difficulties, so that they will be able to get through it and move on. Parents can recognize the challenges they face, acknowledge how they feel about these challenges in themselves and in others, and problem solve based on the skills that they have learned



SLIDE 8

Parental Resilience

• The top two rows show steps that people take to get through a stressful situation, and, hopefully, come out stronger than they were to start with. Once parents have learned the things in the bottom two layers, they can gather resources, make good choices, and take action



MY JOURNEY		
I Get By With a Little Help From My Friends	What a Wonderful World	
Everyday is a Winding Road	The Road Less Traveled	
Where are you in your parent engagement journey?		
Alabama PARTNERSHIP FOR CHILDREN		

RNEY	
What a Wonderful World	
The Road Less Traveled	
your parent journey?	
RSHIP DREN	

SLIDE 10

Session 3 Sources

 Parent Leadership Ambassador Training Guide, produced by Circle of PARENTS for the FRIENDS National Resource Center for Community Based Child Abuse Prevention. 7.12





_	

WHY DO WE NEED PARENT INVOLVEMENT?



1.	leadership and decision-making?
2.	What are the benefits for agencies when parents are involved in leadership and decision-making?

TRUE LEADER COLORS

Examining Leaders

Circle one word that describes you from each box below.

A	Receptive	Genuine	Agreeable	
B	Practical	Responsible	Established	
C	Complex	Intelligent	Logical	
D	Easily Bored	Spontaneous	Active	
A	Tender	Devoted	Open	
B	Faithful	Conservative	Reliable	
C	Calm	Abstract	Curious	
D	Impulsive	Energetic	Bold	
A	Cooperative	Romantic	Friendly	
B	Sensible	Efficient	Trustworthy	
C	Innovative	Cool	Inventive	
D	Broad-minded	Skilled	Daring	
A	Good natured	Sincere	Easy-going	
B	Organized	Patriotic	Dependable	
C	Ingenious	Work-Is Play	Academic	
D	Qualified	Adventurous	Competent	
A	Sympathetic	Nurturing	Creative	
B	Stable	Loyal	Traditional	
C	Conceptual	Proficient	Original	
D	Tolerant	Competitive	Enterprising	

Look horizontally (left to right) across the three columns and add up the number of words circled in each line (A, B, C, D). Record the total in the box to the right of the line.

Add up the numbers recorded in each lettered column above and record those numbers in the box below.

Α	В	С	D

Your dominant	t color is the	highest total.
My dominant	color is:	

Your supporting cold	or is the next highest total
My supporting color	· is:

TRUE LEADER COLORS

Examining Leaders

Understanding Our Colors in the Council

BLUES

Their strengths include their ability to persuade and cooperate. These are the team builders. Their weaknesses include an over-personalization of organizational problems and their tendency to carry grudges.

GREENS

Their strengths include their ability to think systematically and strategically. These are the natural analysts. Their weaknesses include their tendency to make things more complex than necessary and their impatience with incompetence.

GOLDS

Their strengths include their strong sense of responsibility and duty to the organization. These are the organization's backbone. Their weaknesses include their rigidity and narrow focus on meeting rules and regulations.

ORANGES

Their strengths include their ability to do a variety of tasks with ease and their sense of urgency when the situation demands it. These are the organizational troubleshooters. Their weaknesses include their disinterest in routine and being too present-oriented, at the expense of long-term thinking.

Succeeding with the Orange Individual: ☐ A direct right-to-the-point approach gets their attention ☐ Respect their lack of structure and need for spontaneity ☐ Get involved in physical activities with them ☐ Compliment their generosity and sense of humor	Succeeding with the Blue Individual: ☐ Respect their need to know about you ☐ Take a creative approach to problem solving ☐ Be truthful and sincere ☐ Cooperate with other team members ☐ Show that you value and appreciate them through thoughtfulness ☐ Be helpful, open, and communicative
Succeeding with the Gold Individual: Be organized and neat in work and appearance Be truthful Plan ahead of them Don't beat around the bush; be up front Respect their need for tradition and stability Be loyal and dependable. Support their need for structure and security	Succeeding with the Green Individual: ☐ Respect their preoccupation with ideas and logic ☐ Know that they care but may not express feelings freely ☐ Respect their wisdom and knowledge ☐ Think ahead; Greens appreciate future orientation ☐ Help them with day-to-day details ☐ Praise their ingenuity and intelligence

ALABAMA PARENT LEADERSHIP NETWORK MY JOURNEY...



- 1. Reflect on your experiences working with parent leadership.
- 2. Which title best represents your experience or "journey"?
- 3. Think about why you chose the road that you did and write down reasons for your choice.

MY JOURNEY QUESTIONS

Answer the following questions:

1. What do you remember about your first parent leadership interaction?
2. What was exciting about being involved?
3. What was frustrating about it?
4. How was this important to you?
5. What keeps you coming back?



SLIDE 1

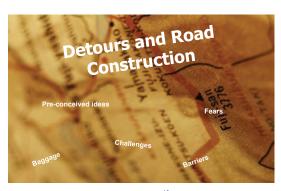




SLIDE 2









SLIDE 4



SLIDE 5 FEARS

BARRIERS

ROLES

FAMILY FEUD!!



SLIDE 6

Sources

- Family Focused Organizing: Self, Family & Team/Team Building; *Community Organizing and Family Issues*, 2004.
- Parent Leadership Ambassador Training Guide, produced by Circle of PARENTS for the FRIENDS National Resource Center for Community Based Child Abuse Prevention, 7.12



BENEFITS OF PARENT INVOLVEMENT



- 1. Parents win!
- 2. Organizations win!
- 3. Kids win!
- 4. Communities win!

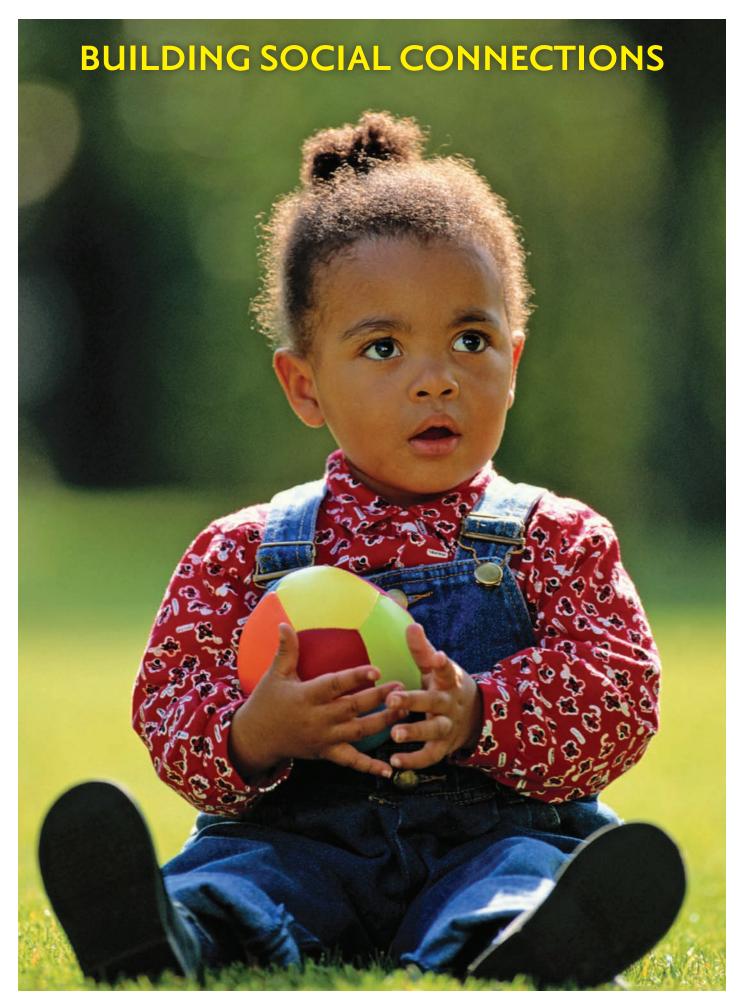
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nefits for a	gencies w	hen parent	s are involve	ed:	

HOW DO YOU SEE ME?

What are the myths, biases and assumptions made about parents ?	What are the myths, biases and assumptions made about practitioners ?
1. What do you think are the most common	biases in your community about parents?
2. About practitioners?	

REFLECTION: HOW DO YOU SEE ME?

	REFLECTION: HOW DO TOU SEE ME?
1.	What does this exercise tell us about the challenges of implementing parent leadership?
2.	What do the comments reveal about stereotypes and/or assumptions that are sometimes held between parents and practitioners?
3.	What practical steps could you take to begin to breakdown these stereotypes and assumptions?
4.	If an organization creates a supportive, strength-based environment, how might these assumptions change?



SLIDE 1





SLIDE 2







SLIDE 4





SLIDE 5



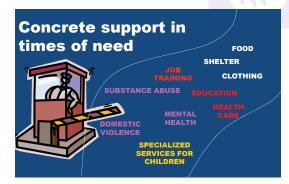


SLIDE 6



PARTNERSHIP FOR CHILDREN

SLIDE 7





SLIDE 8

Concrete Support in Times of Need

- Times of need don't only occur for families in poverty
- All families have times of need; whether it's the birth of a new child, health problems, etc.
- You can be a resource for families by helping them access the services they need and letting them know that you can be a source for that information

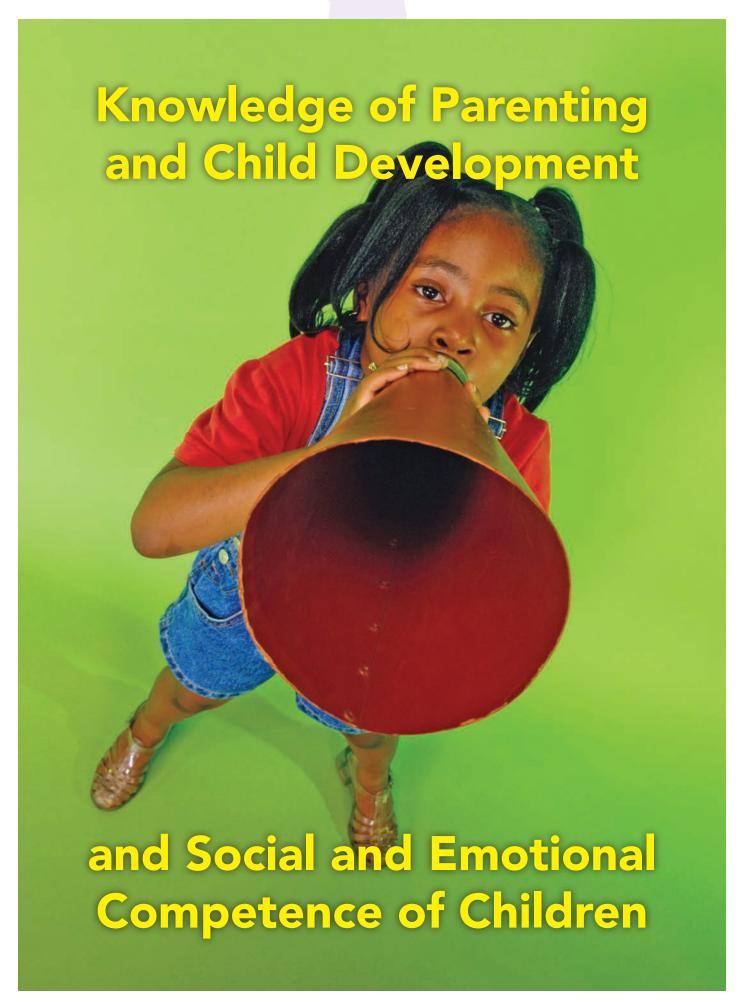


SLIDE

Sources

- Family Focused Organizing: Self, Family & Team/Team Building; Community Organizing and Family Issues, 2004.
- Parent Leadership Ambassador Training Guide, produced by Circle of PARENTS for the FRIENDS National Resource Center for Community Based Child Abuse Prevention, 7.12





Parent Leadership Network SLIDE Knowledge of Parenting and Child Development And Social and Emotional Competence of Children Knowledge of Parenting and Child SLIDE **Development** 2

Lobes of the Brain		
	Frontal: Planning, language, judgment Parietal: Sensory, calculating Occipital: Vision, motor, color Temporal: Language, hearing, memory	
Alabama PARTNERSHIP FOR CHILDREN		

SLIDE 4

Developmental Milestones

- Developmental milestones are behaviors or physical skills seen in infants and children as they grow and develop
- Each milestone has a normal range in which a child may reach it. It is helpful to know what your child should be learning to do and what he or she can't quite do yet



SLIDE 5

Developmental Milestones

- Parents take children to the health care provider for well-child visits in the early years to follow their child's development
- Identifying children with delayed milestones early is important because research has shown that the sooner the developmental services are started, the better the outcome. Examples of developmental services include: speech therapy, physical therapy and developmental preschool







SLIDE 7 Social and Emotional Competence of Children



SLIDE 8

Five Critical Needs

- Respected
- Accepted
- Important
- Included
- Secure







SLIDE 10



SLIDE 11





SLIDE 12

Sources

 Smart & Secure Children (SSC) Parent Leadership Program, The Satcher Health Leadership Institute at Morehouse School of Medicine, Atlanta, GA; 2013.



ALABAMA PARENT LEADERSHIP NETWORK YOUR CHILDHOOD

1.	Something	vour	parents	did that	made '	vou l	hap	c)	V.
١.	Something	your	parents	aia that	made	you i	na	P	10r	app'

2. Something you wish they had done, but didn't.

TAKING IT HOME

Emotional health provides a foundation for success in school, work, marriage, and life in general. Failure to recognize and satisfy these five needs jeopardizes our children's future and that of succeeding generations. The five critical needs as a family value contribute to a healthy family environment and strengthen us as a nation.

A summary of the five critical needs, including a definition and examples of each, are provided below.

Need to Feel Respected

Children need to feel respected. For that to happen, they need to be treated in a courteous, thoughtful, attentive and civil manner. One of the best ways for children to learn about respect is to feel what it's like to be treated respectfully and to observe their parents and other adults treating one another the same way. If we want children to grow up feeling respected and treating others with respect, we need to:

- avoid sarcasm, belittling, and yelling;
- keep anger and impatience to a minimum;
- avoid lying;
- listen more and talk less;
- · command less and suggest and request more;
- learn to say "please," "thank you," "excuse me", and "I'm sorry" yes, even to children; and
- become conscious of our mistakes, willing to admit them and ready to make corrections.

This will help us cultivate these values in our children.

Need to Feel Important

Feeling important refers to a child's need to feel: "I have value. I am useful. I have power. I am somebody." This need is evident at a very early age.

Pressing a button in an elevator – "Me, me." Children want to do things for themselves, and so often we get in their way. Parents need to avoid being all powerful, solving all family problems, making all decisions, doing all the work, and controlling everything that happens.

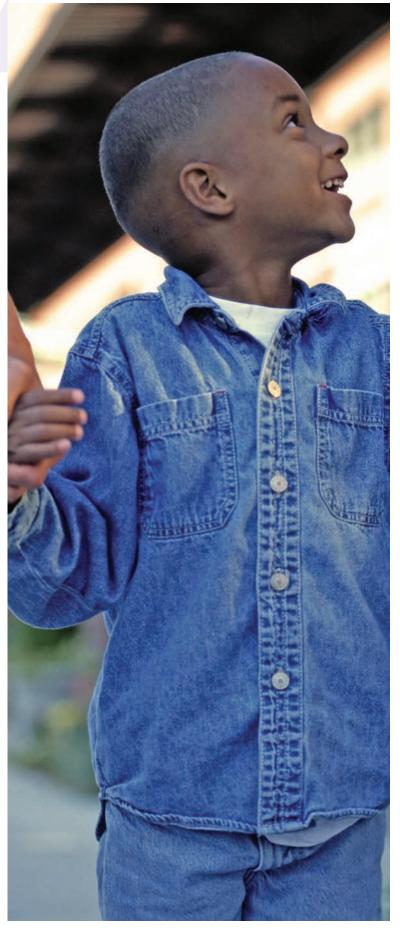
Involve your children – ask their opinions: give them things to do; share decision-making and power; give them status and recognition, and have patience with mistakes when it takes a little longer or is not done as well as you could have done yourself. If children do not feel important, if they don't develop a sense of value in constructive ways, they may seek negative ways to get attention, to feel "I am somebody."

Need to Feel Accepted

Children have a need to feel accepted as individuals in their own right, with their own uniqueness, and not treated as mere reflections of their parents; as objects to be shaped in the image of what parents believe their ideal child should look like.

This means that children have a right to their own feelings, opinions, ideas, concerns, wants, and needs. Trivializing, ignoring, or ridiculing a child's feelings or opinions is a rejection which weakens the relationship.

Paying attention to and discussing them, even when you do not like or disagree with some, strengthens the relationship.



Need to Feel Included

Children need to feel included. They need to be brought in, to be made to feel a part of things, to feel connected to other people, and to have a sense of community. It happens when people engage with others in activities and projects, when they experience things together in a meaningful way. It is important for the family to create these opportunities. People who do things together feel closer to one another. Family activities offer a way to become closer and also have fun, learn, and contribute to others.



SELF REFLECTION

Think about some of the things you are doing to support your children. Write those things under What I do, and then think about the impact it is having and can have on your children. Write those ideas and observations under Impact.

What I do	Impact



Parent Leadership Network SLIDE Nurturing Parent Leadership Self Reflection SLIDE What do What is the you do? impact? Nurture **SLIDE** Yourself! PARTNERSHIP FOR CHILDREN

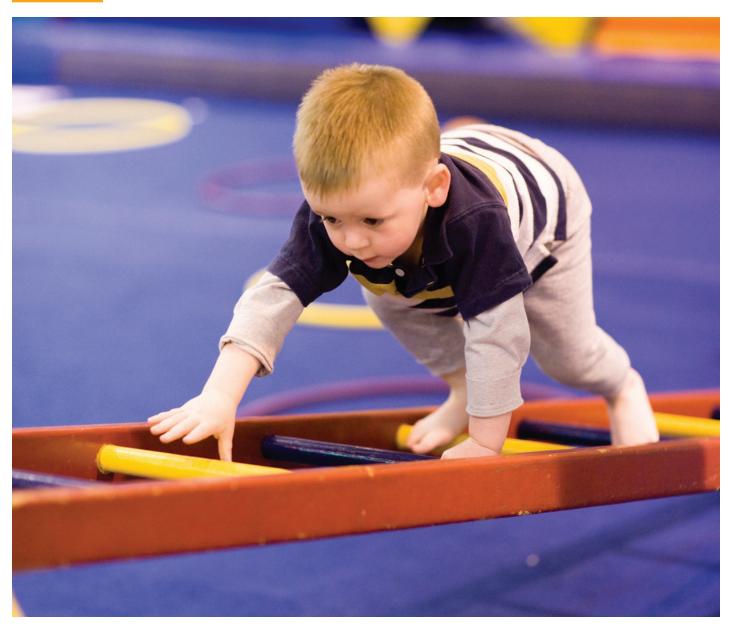
Ways to Nurture Yourself • Remind yourself of what is good • Breathe **SLIDE** • Create a feel good place • Fresh Air 4 Physical activity Relaxation techniques **Family Goal Setting SLIDE** 5 PARTNERSHIP FOR CHILDREN **Team Goal Setting SLIDE** 6 PARTNERSHIP FOR CHILDREN

SLIDE 7

Sources

- Smart & Secure Children (SSC) Parent Leadership Program, The Satcher Health Leadership Institute at Morehouse School of Medicine, Atlanta, GA; 2013.
- Family Focused Organizing: Self, Family & Team/Team Building; *Community Organizing and Family Issues*, 2004.



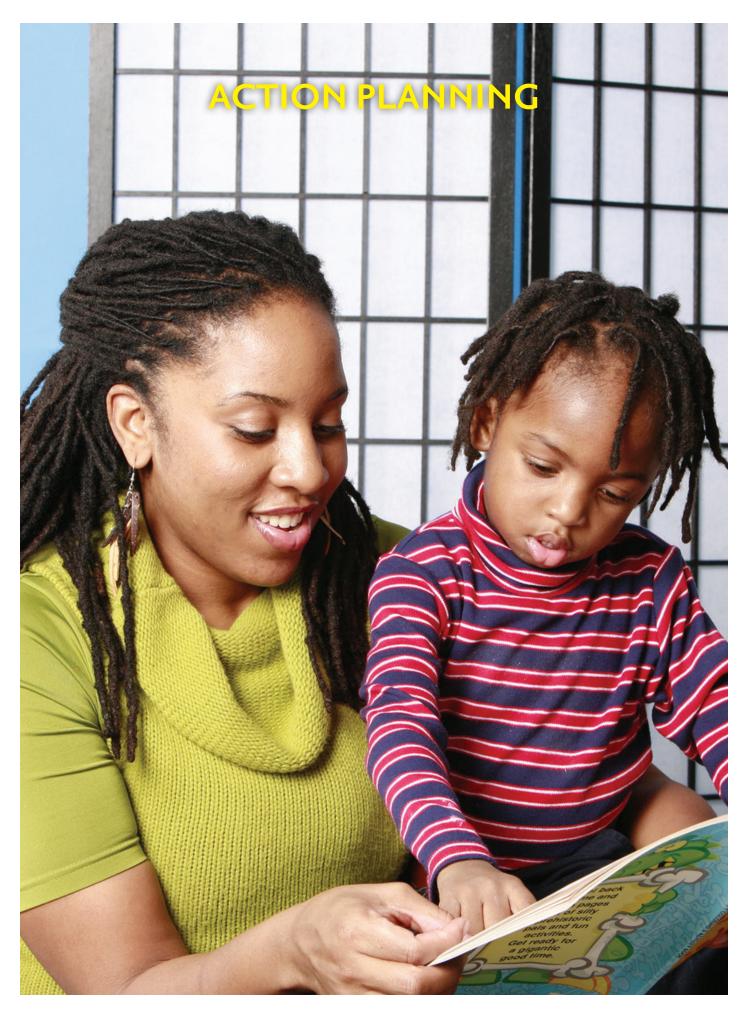


TAKING CARE OF YOURSELF

1. Jot down ways you take care of yourself now!
2. New ideas

ALABAMA PARENT LEADERSHIP NETWORK MY FAMILY GOALS

1. In 10 years, we will:
2. In 3 years, we will:
3. In 3 months, I hope that we will:
4. Who else do I want to involve in planning goals for my family?



Parent Leadership Network SLIDE Action Planning How will we know when we get there? **SLIDE** 2 PARTNERSHIP FOR CHILDREN **Action Planning SLIDE** for the Future... PARTNERSHIP FOR CHILDREN

SLIDE 4

Action Planning is a FRAMEWORK to:

- Create your goals & expected outcomes
- Craft specific tasks to achieve outcomes



SLIDE 5





SLIDE 6

Define your goals Develop SMART Goals Specific Measurable Achievable Realistic Time-bound Get all the stakeholders on-board early by including them in the goal-setting process



SLIDE 7





SLIDE 8

Assess Current Reality • What is your current "location" regarding parent leadership? • What are your existing resources & relationships that can support parent leadership? Alabama PARTNERSHIP PARTNERSHIP PARTNERSHIP





SLIDE 10

Define Obstacles • Anticipate what you will be up against • Plan ways to overcome your hurdles



SLIDE 11

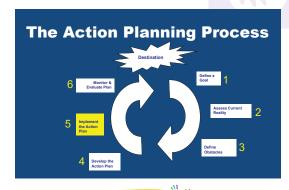








SLIDE 13



SLIDE 14

Implement Action Plan Just do it! Hold stakeholders accountable for their commitments Make adjustments as needed along the way Alabama PARTNERSHIP FOR CHILDREN





SLIDE 16

Monitor & Evaluate Plan

- Throughout the implementation AND upon completion of goals
- Note lessons learned to apply to the next phase of capacity building



SLIDE 17

Sources

- Family Focused Organizing: Self, Family & Team/Team Building; Community Organizing and Family Issues, 2004.
- Parent Leadership Ambassador Training Guide, produced by Circle of PARENTS for the FRIENDS National Resource Center for Community Based Child Abuse Prevention, 7.12





Parent Leadership Ambassador Training Guide WRITING MEASURABLE GOALS & OB|ECTIVES

Avoid Weasel Words:

Be aware of Have a grasp of Have an awareness of Have knowledge of

Be conversant with Be prepared for a variety of

Be familiar with Have a good sense of

Display a broad and full grasp of Understand

Develop awareness (understanding) Have an understanding of

Use Action Verbs:

Add Perform Criticize Sift Give Advance Dance Hold Pick Sketch Alter Deduce Identify Plan Sort Define Analyze Illustrate Point Speak Include Predict Annotate Demonstrate Specify Derive Produce Apply Integrate Spell **Appraise** Design Interpolate Project State Strike Arrange Determine Interpret Propose Differentiate Assign Judge Qualify Subtract Discriminate Assay Justify Quantify Summarize Assess Label Quote Dissect Support Calculate Distinguish List Rate Synthesize Canvass Divide Locate Read Teach Draw Make Recite Tell Change Check Manipulate Referee Test Earn Choose Employ Match Repeat Touch **Estimate** Mobilize Transfer Classify Reproduce Collect Exercise Restate Transform Modify Translate Combine Exert Reveal Multiply Compare Expand Revise Use Name Compose Extrapolate Negotiate Section Weigh Find Offer Select Write Contrast

Omit

Operate

Convert

Create

Form

Generate

Separate

Show

ACTION PLANNING GUIDELINES

Once you have identified an issue and made a commitment to do something about it, you need to plan what action you are going to take.

Some points to remember when making action plans:

• Plans need to be explicit and detailed. Write an action plan using lots of action words.

A timeline must be included in the action plan. Be sure to list a start/complete date for each step in the plan. This will help everyone stay on track. The dates can be changed or adjusted as the plan progresses.

 Assign tasks or steps to specific individuals who will be responsible for making sure that they are done on time.

 Write the action plan. This will allow members to refer to the plan and facilitate sharing information and progress. This does not mean that the plan cannot be changed as needed. Plans need to be flexible.

 Plans also need to be revised upon new or unforeseen challenges or opportunities.
 Monitor the organization's progress over time against the plan to appreciate what has been accomplished and determine what steps will still need to be taken to reach the goal. Action planning is a process.

Parent Leadership Ambassador Training Guide ACTION PLANNING WORKSHEET

Goal #1					
Obstacle	Solutions/Ideas to Overcome Obstacles				
1					
2					
3					
Strategies	By Whom	By When	Resources/Support Needed	Done	

Parent Leadership Ambassador Training Guide ACTION PLANNING WORKSHEET

Goal #2						
Obstacle	Solutions/Ideas to Overcome Obstacles					
1						
2						
3						
Strategies	By Whom	By When	Resources/Support Needed	Done		

Parent Leadership Ambassador Training Guide ACTION PLANNING WORKSHEET

Goal #3						
Obstacle	Solutions/Ideas to Overcome Obstacles					
1						
2						
3						
Strategies	By Whom	By When	Resources/Support Needed	Done		

CULTURAL COMPETENCE AND COMMUNICATION





What is Cultural Responsiveness? Cultural responsiveness is when programs and services evolve to appropriately engage and partner with families and communities in the design, delivery, and evaluation of effective and appropriate services. These services are then framed by an understanding of culture, cultural competency, and cultural humility creating a culturally responsive foundation for families and communities to be engaged and supported utilizing the strengths of their diversity and cultural dynamics. **SLIDE** 4 Why Cultural Responsiveness? **SLIDE** 5 PARTNERSHIP FOR CHILDREN The Elements of **Cultural Responsiveness SLIDE** ■ The Meaning of Culture ■ Importance of Cultural Competency 6 ■ Importance of Cultural Humility

SLIDE 7

Culture

Is a constantly changing, learning pattern of customs, beliefs, values, and behaviors, which are socially acquired and transmitted through symbols, rituals, and events and which convey widely shared meanings among its members. Culture includes elements such as gender, age, sexual orientation, geographic location, ethnicity, personality, ability status, marital status and job position.





SLIDE 8

Why Does Understanding Culture Matter? It matters because: It is a filter through which people process their experiences and events of their lives. It influences people's values, actions, and expectations of themselves. It impacts people's perceptions and expectations of others.



SLIDE 9

Importance of Culture

- It informs our understanding of when support is needed.
 It influences how and from whom we seek support.
- It influences how and from whom we seek support.
 It influences how we attempt to provide supports and services.







Cultural Competence Is the ability of individuals and systems to respectfully and effectively interact with people of all cultures, classes, races, ethnic backgrounds, sexual orientations, ability statuses, and faiths or religions, in a manner that recognizes, affirms, and values the worth of individuals, families, tribes and communities, while protecting and preserving the dignity of each. **SLIDE** 10 Why does cultural competence matter? Recognize the broad dimensions of culture. Respect families and communi as the primary source for defin strengths, needs and prioritie **SLIDE** Increase sensitivity to alienating behaviors. 11 Change decision-making ocesses to include families and the community. PARTNERSHIP FOR CHILDREN Why does cultural competence matter? Continued Commit to structural and policy changes that support cultural diversity. **SLIDE** Make policies and practices fluid to accommodate necessary adjustments. 12

SLIDE 13

Cultural Humility

Promotes self-awareness, the acknowledgement that the experiences of others are different than ours and requires that we be open and respectful of their perspectives, and that out of acceptance we develop understanding and the recognition that others have a positive worth – they matter.







SLIDE 14

Exercise Instructions

- List as many identities as you can think of and rank them in order of importance with "1" being your most important identity.
- Now review your list of identities and consider the following question – How would you react to someone trying to remove one of your "1" identities (e.g. a part of you).

http://www.ssw.umich.edu/r&r/





SLIDE 15

Why Does Cultural Humility Matter?

Appreciate who an individual is from their cultural perspective and how this shapes the lens through which they see others and the world.

Acknowledge that no one can know all there is to know about individuals or the world.

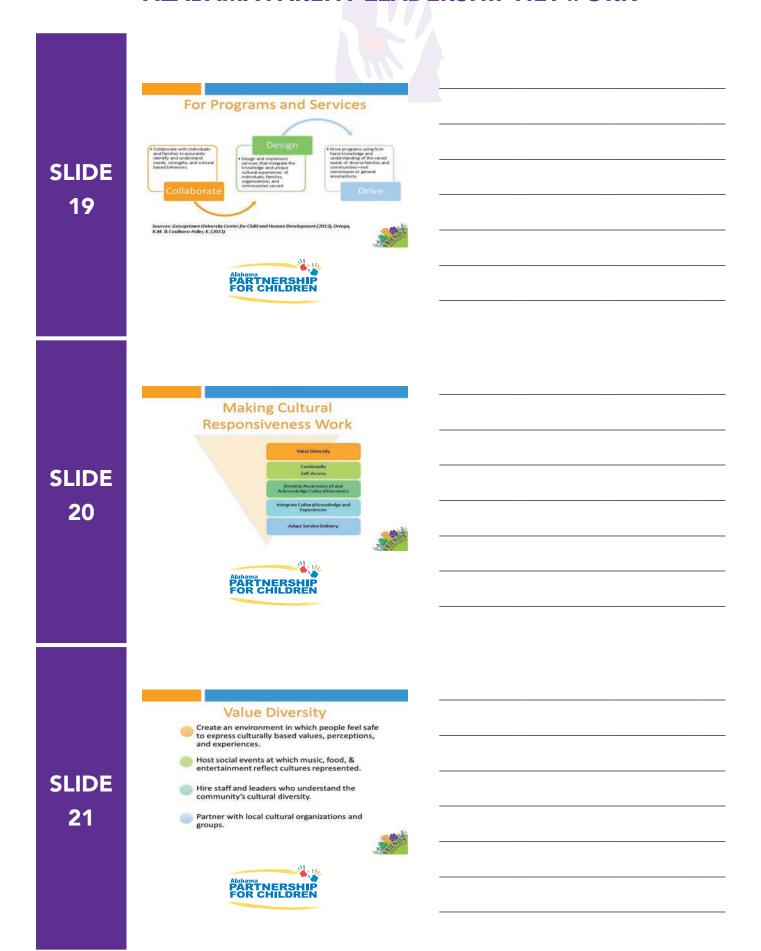
Know that the experiences of others — coworkers and those you/we are helping, requires that you/we be open and



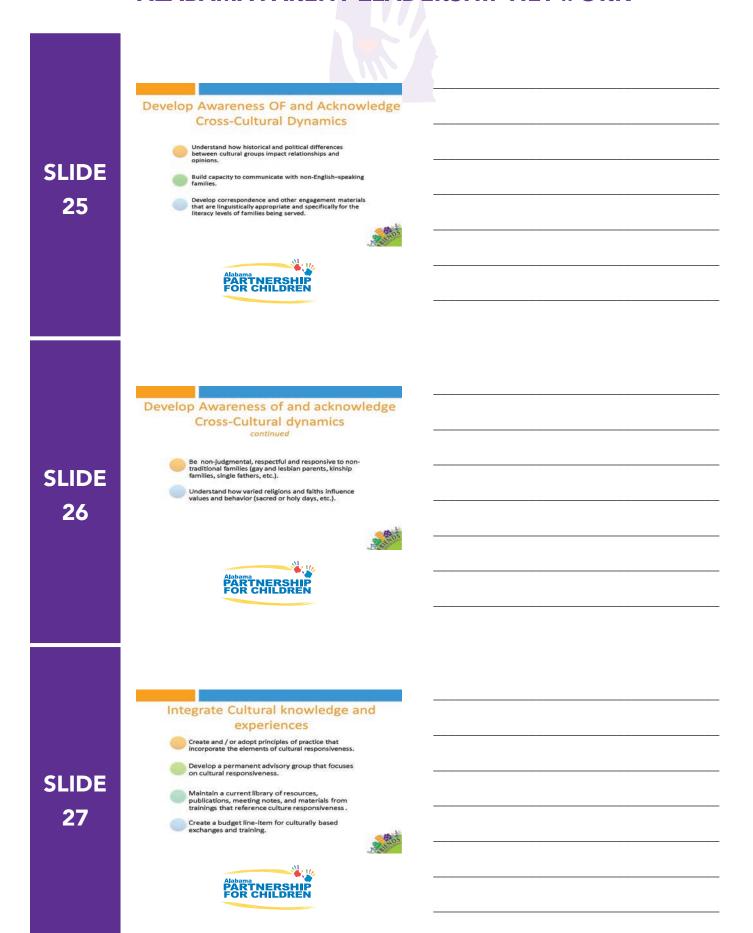


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		restaurant to the second	









SLIDE 28	Communicate with parents in the manner they prefer (orally, in native language, interpreter, etc.). Provide staffing that has a working understanding of the culture (s) served. Staff should be linguistically and ethnically representative whenever possible. Develop community-based teams to assist with program development and implementation.	
SLIDE 29	Adapt Service Delivery continued Make referrals to providers that have demonstrated the value of cultural responsiveness. Leverage cultural strengths (faith, respect for elders, broad sense of family, etc.). Tailor outreach and engagement methods to the cultures represented in the community.	
SLIDE 30	Basic Foundation 1. Identify cultural diversity within the community • Does the organization and the staff have an understanding of the cultural and ethnic composition of their service population (review local/state U.S. Census data)? Alabama PARTNERSHIP FOR CHILDREN	

Basic Foundation 2. Conduct a comprehensive assessment of yourself and your organization: Is cultural diversity discussed and celebrated? **SLIDE** Do staff and the organization understand and respect the cultures represented? • Do programs address the unique needs and concerns 31 of the cultures represented? Is cultural responsiveness reflected in policies, practices, employee evaluations, and procedures? **Basic Foundation** 3. Engage in dialogue with cultural and ethnic communities with which you work: Convene informal gatherings with personnel to explore beliefs, values, and attitudes related to cultural responsiveness. **SLIDE** Build and use a network of community experts who have knowledge of the cultural and ethnic groups served. 32 Network with parents and family organizations. **Basic Foundation** 4.Identify and understand the specific needs and behaviors of individuals and families first hand. 5. Draw on the cultural expertise of the individuals and families **SLIDE** you work with and recognize their experiences likely exceed your own. 6. Identify best practices by learning from other organizations and 33



SLIDE 34

Basic Foundation

Fantlaund

7. Design and implement services that are based upon families' and the communities' culturally based choices and experiences.

8. Culturally adapt/tailor existing evidence based programs and practices to ensure they are responsive to the families and communities served.

9. Integrate policies, practices, and structures with culturally responsive values and principles.

10. Frequently reassess and make needed adjustments.

11. Keep learning and asking questions (see Resources handout).





SLIDE 35

Additional Resources and Information

For resources and information regarding the concepts or ideas presented in this workshop, go to:

http://friendsnrc.org







COMMUNICATION STYLE QUESTIONNAIRE

1.	What is your group's communication style?			
2.	What are some of the characteristics of your group's communication style?			
3.	In what ways is your communication style sometimes misunderstood by others?			
4.	How could others who have different communication styles deal more effectively with you?			
5.	What would you like to tell the other communication styles about your style?			

SLIDE 36	Communication Styles Activity	
	Alabama PARTNERSHIP FOR CHILDREN	
SLIDE 37	Speaking Powerfully	
	Alabama PARTNERSHIP FOR CHILDREN	
	Why Advocacy?	
SLIDE 38	We stand by as children starve by the millions because we lack the will to eliminate hunger. Yet we have found the will to develop missiles capable of flying over the polar cap and landing within a few hundred feet of their target. This is not innovation. It is a profound distortion of	
	humanity's purpose on earth. – former Sen. Mark Hatfield (R-OR)	
	Alabama PARTNERSHIP FOR CHILDREN	

SLIDE 39

Why Advocacy?

- Advocacy is creating political will
 - Telling decision-makers what their priorities should be
- · If we want something, we have to ask for it
 - Every idea must have a voice
 - Decision-makers are not all knowing
 - Many times, they need to be educated just like everyone else



SLIDE 40

Why Advocacy?

- Ultimately...it's about change
 - All major changes in social or economic policy, good or bad, happened because advocates did not give up until it happened — it's a long-term project
 - Status quo, i.e. inertia, is a powerful force



SLIDE 41

Why Ac	ctions	s Ma	atter	
Research by the Congressional Man meetings with constituents are the				
if your Member lenater has a influence might the following	est already arrived at podeocacy strategies o on his/ker decisio	lieschod to the Die	on issue, keep meck strington office keep	
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SLIDE 42

EPIC Laser Talk

"You are not truly dangerous until you can speak powerfully." – RESULTS founder Sam Daley-Harris

- Learning to speak effectively about an issue is the first step in becoming a powerful advocate.
- It's one thing to know the issue, it is quite another to convey that knowledge effectively.



SLIDE 43

EPIC Laser Talk

- RESULTS has developed a tool to help you both organize your ideas into a quick, direct, and powerful talk – the EPIC Laser Talk
- EPIC = Engage \rightarrow Problem \rightarrow Inform \rightarrow Call to Action EPIC



SLIDE 44

EPIC Laser Talk

E = Engage

- After introducing yourself, you want to engage the listener into the conversation, i.e. get their attention
- Brief and to the point—one sentence if possible
- Use personal story, invoke a value, cite a statistic, thank the participant



SLIDE 45

EPIC Laser Talk

Engage: One in four children under age 6 were living in poverty in 2011. Yet we know that investments in early childhood education can break the cycle of poverty.



SLIDE 46

EPIC Laser Talk

P = Problem

- Now that you have gotten the person's attention, you want to identify the problem you want them to fix
- Again, be brief, specific, and to the point
- Identify the problem in language that leads to the solution you want



SLIDE 47

EPIC Laser Talk

Problem: Unfortunately, Congress is threatening to cut these investments in the name of deficit reduction, forcing 100,000 children out of Head Start.



SLIDE 48

EPIC Laser Talk

I = Inform

- You have identified the problem, now you want to lead them to the solution
- Can elaborate a little more here (2Đ4 sentences)



SLIDE 49

EPIC Laser Talk

- If you have a personal story to relate, this is the best place to do it
- Paint them a picture of the problem and/or the solution



SLIDE 50

EPIC Laser Talk

Inform: Early childhood services like Head
Start and child care work. Head
Start's comprehensive services not
only teach the child but support
the whole family with nutrition
education, health screenings and
home visits. Nobel Prize winning
economist James Heckman has



SLIDE 51

EPIC Laser Talk

shown that investments in early quality childhood services are one of the most cost effective investments society can make.

Despite this, lawmakers in Washington continue to target Head Start and child care for budget cuts.



SLIDE 52

EPIC Laser Talk

C = Call to Action

- This is what everything you have said so far has led to
- It answers the question "What do you want me to do?"
- Be as specific as you can (bill number, amount, etc.)
- Phrase in form of a YES or NO question so you get an answer



SLIDE 53

Example of a Call to Action

Call to Action: Will you please speak with the House and Senate leadership and urge them to protect Head Start, Early Head Start, and child care assistance from automatic cuts in 2013?



SLIDE 54

Raise Your Voice!

Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.

— anthropologist Margaret Mead



SLIDE 55

Frame Your Message Exercise

The message needs to:
Engage the Audience
State the Problem
Inform Others about Potential Solutions
Call to Action

Source: The EPIC format, trademarked by the grassroots advocacy organization RESULTS (www.results.org)



SLIDE 56

Sources

- Introduction to Cultural Competence: A Training Tool; FRIENDS National Resource Center for CBCAP, 2006.
- Early Childhood Advocacy Toolkit, *The Ounce of Prevention Fund*, 2009.
- Speaking Powerfully: The EPIC Laser Talk, RESULTS.
- Garber, Peter; 50 Communications Activities, Icebreakers, and Exercises. HDR Press, Inc.; Amherst, Massachusetts.



The following chart shows how you can frame your message for different audiences. If, for example, you operate an early childhood program and are trying to develop support for a bill that provides capital funds to build new early childhood facilities, you would want to tailor your message to lawmakers, practitioners, and the business community. Here is how you would use the EPIC approach.

	Lawmakers	Early Childhood Practitioners	Business Community
Engage the Audience Identify the audience you are trying to influence. Choose information and language that will resonate with the audience and help it understand the issues.	I am your constituent and the director of an early learning program in your district that provides services to more than 100 children and their families in our community.	As a fellow early childhood professional, you are likely concerned about providing both the best learning environment for children and a stimulating work environment for employees.	Early childhood programs are proven to prepare children for school and help them become productive citizens in the future. High-quality early childhood programs are necessary for a strong future workforce.
 State the Problem Clearly and concisely define the problem. Choose the most compelling component of the issue for each audience. Think about: What is the problem? Who is affected by the issue? Why does the issue need to be addressed at this time? Where is the problem the greatest? When is intervention needed before there are negative consequences? How are children, families, and the community being affected? What local data can you provide to emphasize how the problem is affecting the community? 	Our community has grown tremendously in the past several years. We regularly have to turn away many children who could benefit from our program because we don't have enough space for them. There is a vacant building next to our business where we could expand and serve many more families. However, our current funding will not cover renovation costs.	Our community has grown tremendously in the past several years, and more parents are seeking early childhood programs for their children. Perhaps your program has had to turn away children because there is not enough classroom space. Or you may want to expand your facility, but your current funding will not cover the costs.	Our community has grown tremendously in the past several years, and more parents are seeking early childhood programs for their children. But programs regularly have to turn away children because there is not enough classroom space.
Inform Others about Potential Solutions Be prepared to suggest and discuss practical solutions. Consider your specific recommendations, the evidence you have to support them, and how these solutions might be funded.	The capital bill includes funding for early childhood facilities. If the bill is approved, it would allow us to apply for at least a portion of the cost of a renovation project, and would go far in helping us reach our goal of serving many more children in our community.	The state legislation is considering a capital bill that includes funding for early childhood facilities. If the bill is approved, it would allow programs to apply for funding to build or renovate facilities and help them serve many more children in the community.	The state legislation is considering a capital bill that includes funding for early childhood facilities. If the bill is approved, it would allow programs to apply for funding to build or renovate facilities and help them serve many more children in the community.
Call to Action The call to action required will vary according to the audience and the problem at hand, but make sure to clearly define the "ask". The action requested should be specific and give your audience an immediate way to get involved.	Would you support the capital bill that includes early childhood facilities funding? Would you ask your legislative leaders to also support this initiative?	Would you call your legislators and ask them to support the capital bill that includes early childhood facilities funding?	Would you call your legislators and ask them to support the capital bill that includes early childhood facilities funding?

NOTES

