

## State Examples: Family Outcomes Cross-State Learning Collaborative

### Connecticut Part C



**Goal:** Support families as key decision-makers

**Trusting partnerships/types of family engagement:** Equality, meeting basic needs, commitment

- Leveraging sufficient fiscal and human resources to support family engagement activities throughout the state
- Collaborating with the Parent, Training and Information (PTI) Center to plan for family engagement activities
- Collecting and analyzing family data (family concerns/needs) to determine needed professional development
- Ensuring family assessment information in the Individualized Family Service Plan (IFSP) includes family support

### Puerto Rico Part C



**Goal:** Engaging families to improve family outcomes

**Trusting partnerships/types of family engagement:** Commitment, respect, individualizing

- Integrating family engagement activities throughout the EI process
- Increasing participation of families in the SICC
- Strengthening collaboration with the Parent, Training and Information (PTI) Center
- Collecting and analyzing data on family involvement activities

The Family Outcomes Cross-state Learning Collaborative is led by:



## Background

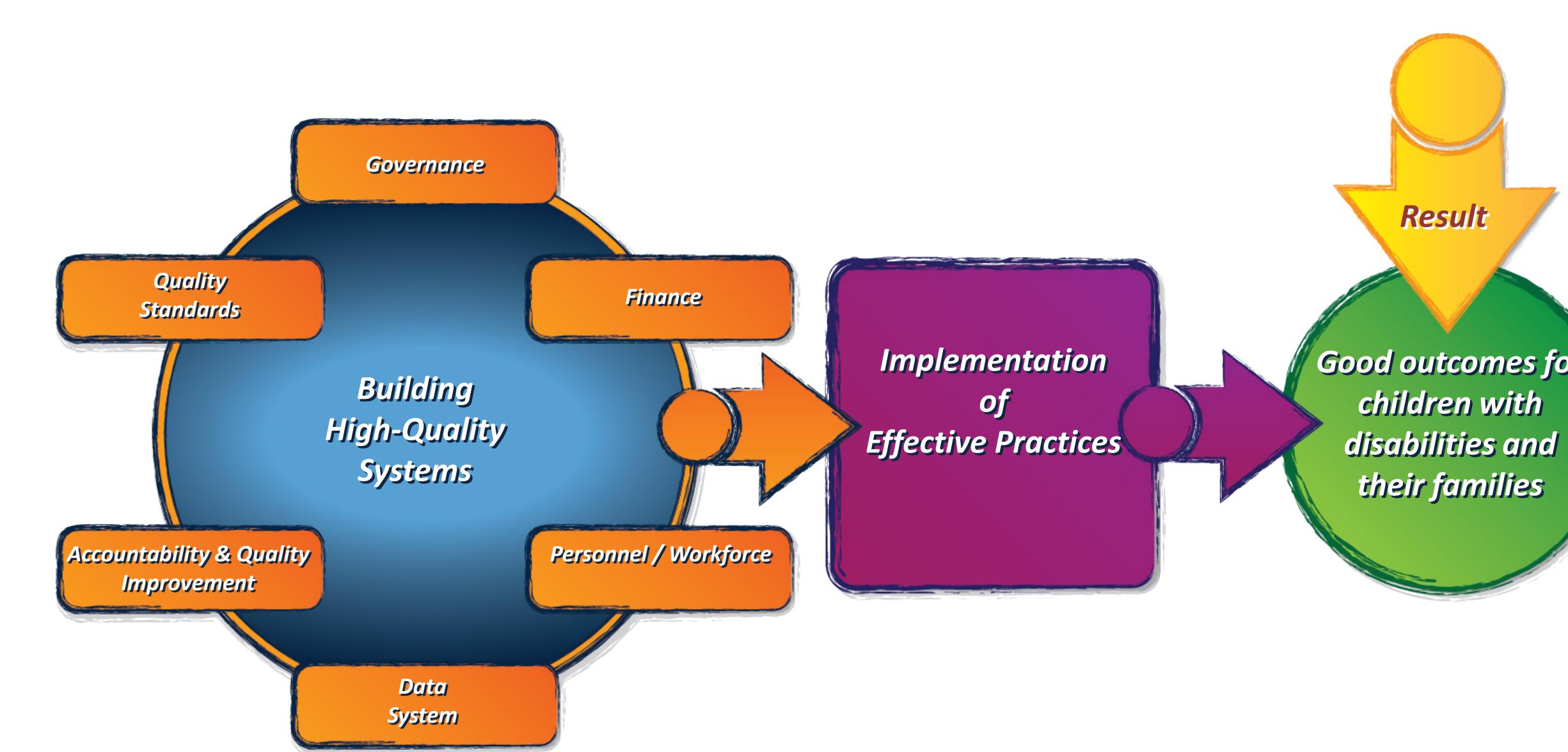
Family engagement in early intervention (EI) and early childhood special education (ECSE) is the systematic inclusion of families in activities and programs that promote children's development, learning, and wellness, including the planning, development, and evaluation of such activities, programs, and systems. Family engagement is achieved through the development of **trusting partnerships** characterized by:

- Cultural, linguistic, and socioeconomic responsiveness
- Strengths-based orientation
- Individualization and flexibility
- Alignment with family preferences/goals/aspirations
- Alignment with child goals/outcomes
- Equality of family and practitioner roles



**Source:** Turnbull, A. P., Turnbull, H. R., Erwin, E., Soodak, L., & Shogren, K. (2015). *Families, professionals, and exceptionality: Positive outcomes through partnerships and trust* (7th ed.). Boston, MA: Merrill/Prentice Hall.

High-quality Part C and Part B 619 systems support the implementation of effective family engagement practices to improve outcomes for children and families. For more information, visit <http://ectacenter.org/sysframe>



## State Example: Iowa Part B 619

- Identified areas of needed improvement using results of ECTA System Framework Self-Assessment, such as:
  - Personnel/Workforce QI 1a: The composition of the leadership team represents key partners from cross-sector early childhood systems, technical assistance programs, institutions of higher education, and parent organizations, as well as any other relevant stakeholders across disciplines.
- Engaged families in cross-state Inclusion Topic Cohort program improvement work, including:
  - Gathering, analyzing, and using data from key stakeholders, such as practitioners, families, and leadership, to identify current challenges and solutions related to inclusion of children birth to 5.



- Crosswalked components of state's Specially Designed Instruction framework used in State Personnel Development Grant initiative with DEC Recommended Practices, including Family Practices.

