

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

OUTREACH & ENGAGING FAMILIES

STANDARD: Reaching out to families is crucial. A detailed outreach plan helps programs reach the families who are the most isolated from traditional programs. Effective programs ensure that these families and all families are personally greeted and oriented to the program in a way that matches their interests, concerns and needs. Families walk away from their first encounter with a good understanding of the program and how to be involved. The program conducts successful outreach by demonstrating cultural awareness and responsiveness to families in the communities served.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No - Not yet established	In Progress	Yes - Current Practice	
1. Ensure that the training and information provided meets the needs of low-income parents and parents of limited English proficient children.*						
2. The population for outreach has been clearly identified.						
3. Outreach materials:						
3.1. have current information about programs (goals, services, hours, any fees, etc.).						
3.2. are easy to understand and reflect the literacy levels of families in the community.						
3.3. reflect the cultures and languages of families in the community.						
3.4. have been developed for agency partners and include appropriate referral information.						
4. An outreach plan has been developed that includes:						
4.1 periodic outreach to new families on a set schedule.						
4.2 strategies specifically for hard-to-reach or isolated families.						
4.3 identifying “partner organizations” that serve similar populations.						
4.4 assessing plan’s effectiveness by measuring number and diversity of families reached (annually report on number and demographics of parents served and effectiveness of strategies used to reach parents).*						
4.5 identifying where people congregate in the community.						
4.6 making use of local media and allowing families to be spokespeople for the program.						
5. Parents and children are introduced to other parents, children, and staff as much as possible.						

Please provide a brief explanation for any effective indicators marked “n/a”:

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **OUTREACH & ENGAGING FAMILIES** standard.

Our center's top 3 priorities for improvement within the OUTREACH & ENGAGING FAMILIES standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
1.			
2.			
3.			

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

PROGRAMS & ACTIVITIES

STANDARD: Programs are flexible and engage family members. They respond to the different learning styles and interests and meet the needs of a broad range of families, but in addition to meeting needs, they build families' skills and capacities, strengthen bonds between parents and their children and provide opportunities for forming linkages with other families.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
1. Families help develop activities and programs to meet their personal and community goals.						
2. Programs and services offer a variety of ways to learn and build skills, such as:						
2.1. workshops or classes.						
2.2. discussion/support groups.						
2.3. peer mentoring or other mentoring.						
2.4. educational materials.						
2.5. volunteer opportunities.						
3. Families are encouraged to participate and contribute to the program by:						
3.1. conducting outreach to other families.						
3.2. participating in peer mentoring and advocating for and advising other families.						
3.3. publicizing Parent Center events and services.						
3.4. requesting new activities/services through surveys and other feedback opportunities.						
4. Families can:						
4.1. access information through various entry points, such as Web sites, workshops, telephone, email, etc.						
4.2. participate in multiple services and activities.						
4.3. to the greatest extent possible, easily access information in their native language.						
4.4. easily access information and materials that are current with respect to federal and state special education law.						
5. The program makes translation services available through bilingual staff, volunteers, college students, or other community resources.						
6. The program promotes respect for individual and family beliefs, preferences, and lifestyles.						
7. The Parent Center has conducted a language assistance self-assessment and plan.						

Please provide a brief explanation for any effective indicators marked “n/a”:

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **PROGRAMS & ACTIVITIES** standard.

Our center's top 3 priorities for improvement within the PROGRAMS & ACTIVITIES standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
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FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

PARENT EDUCATION & DEVELOPMENT

STANDARD: Programs focus on providing resources and support to help build the capacity of parents and all family members, to increase understanding of their child's disability, of child development, and of the resources, support and information available to families as their child's most important teacher and advocate. All activities demonstrate respect for and recognition of parents' cultures, values and commitment to their children.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
1. Parent Center helps parents:						
1.1. set educational goals for their children.						
1.2. recognize their strengths and abilities as parents.						
1.3. feel more confident about working with schools.						
1.4. become better advocates for their child.						
2. Parent Center connects parents to support and discussion groups.						
3. Parent Center provides opportunities for parents to develop and enhance:						
3.1. their ability to: Participate in decision making processes, including those regarding participation in State and local assessments, and the development of individualized education programs under part B of IDEA and individualized family service plans under part C of IDEA.*						
3.2. communication skills.						
3.3. their ability to use resources available to them.						
4. Parent training programs and services:						
4.1. provide training and information that meets the needs of parents of children with disabilities living in the area served by the PTI Center, particularly underserved parents and parents of children who may be inappropriately identified as having a disability.*						
4.2. serve the parents of infants, toddlers, and children, from ages birth through 26, with the full range of disabilities described in section 602(3) of IDEA.*						
4.3. familiarize themselves with the provision of special education, related services, and early intervention services in the areas they serve to help ensure that children with disabilities are receiving appropriate services.*						
4.4. assist parents to participate in school reform activities.*						
4.5. use adult learning techniques.						
4.6. reflect the parents' culture(s).						
4.7. include information on how NCLB impacts students with disabilities.						
5. Parent Center staff will assist families to/in:						
5.1. better understand the nature of their children's disabilities and their educational, developmental, and transitional needs.*						

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

PARENT EDUCATION & DEVELOPMENT (cont.)

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
5.2. obtain appropriate information about the range, type and quality of-- (A) options, programs, services, technologies, practices and interventions that are based on scientifically based research, to the extent practicable; and (B) resources available to assist children with disabilities and their families in school and at home, including information available through the Office of Special Education Programs' (OSEP) technical assistance network and Communities of Practice.*						
5.3. understand the provisions of IDEA for the education of, and the provision of early intervention services to, children with disabilities.*						
5.4. resolving disputes in the most expeditious and effective way possible, including encouraging the use, and explaining the benefits, of alternative methods of dispute resolution, such as the mediation process described in section 615(e) of IDEA.*						
5.5. understand their rights and responsibilities under IDEA, including those under section 615(m) of IDEA upon the student's reaching the age of majority (as appropriate under State law).*						
5.6. understand the availability of, and how to effectively use, procedural safeguards under IDEA, including the resolution session described in section 615(e) of IDEA.*						
5.7. in understanding, preparing for, and participating in, the resolution session described in section 615(f)(1)(B) of IDEA.*						
6. Parent Center staff:						
6.1. are aware of their own belief systems and biases and do not impose them on parents.						
6.2. model active listening.						
6.3. are accepting and supportive of parents.						
6.4. clarify their expectations of parents and parents' expectations of them.						

Please provide a brief explanation for any effective indicators marked "n/a":

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **PARENT EDUCATION & DEVELOPMENT** standard.

Our center's top 3 priorities for improvement within the PARENT EDUCATION & DEVELOPMENT standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
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FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

WORKING ONE ON ONE WITH FAMILIES

STANDARD: Staff responds to families in a timely manner. Staff members have the capacity to assist families through short-term problems, and the knowledge and resources to refer them to agencies that can provide long-term and intensive assistance. Staff has the patience and skills to support families through the process, ensuring confidentiality and privacy.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
1. Families have the opportunity to meet privately with staff members regarding individual concerns.						
2. Staff are available to support families through:						
2.1. regular drop-in times and scheduled appointments.						
2.2. clinics, trainings, workshops, and/or presentations.						
2.3. information & referral.						
2.4. one-on-one individual technical assistance						
3. A staff person is designated as the principal contact for families requesting individualized support. Families can switch to a different staff person if desired.						
4. Staff and families jointly identify family's goals, strengths, and needs for child and provide appropriate referrals for non-educational concerns.						
5. The program provides referrals to peer-to-peer support among families experiencing similar issues through: mentoring, support groups, networking, and joint training.						
6. Parents are encouraged to keep their own records.						
7. Consent forms are explained clearly to parents, easy to understand, and in the parent's primary language.						
8. Families' names and personal information are kept confidential and HIPAA rules are followed.						
9. Staff are trained to recognize the signs and impact of developmental delays, child abuse, domestic violence, mental illness, chronic health problems, homelessness, and risk of imminent crisis and are able to provide appropriate referrals.						

Please provide a brief explanation for any effective indicators marked "n/a":

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **WORKING ONE ON ONE WITH FAMILIES** standard.

Our center's top 3 priorities for improvement within the WORKING ONE ON ONE WITH FAMILIES standard:

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FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

RELATIONSHIP WITH COMMUNITY

STANDARD: Parent Centers are not just based in a community but are integral to their communities and contribute to the community-building process. Services respond to the specific needs of families. Parent Centers build strong relationships with other community resources and services in order to connect families to needed assistance; encourage families to become active players in organizations, activities and events; and address service gaps and systemic shortfalls by working collaboratively with other organizations and to improve access to services.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
1. The Parent Center connects participants with other community organizations by:						
1.1. providing information or presentations on activities, events, and services available in the community.						
1.2. working with families to identify interests and needs and connecting them with appropriate resources and referrals.						
1.3. identifying leadership opportunities at the community, local, state, and national levels and encouraging participation (i.e., Special Education Advisory Committees, task forces, PTA, etc.).						
1.4. co-sponsoring community activities, fairs, celebrations, etc.						
1.5. assisting parents to participate in activities at the school level that benefit their children.*						
1.6. In States where the State elects to contract with the PTI Center, contract with the State educational agencies to provide, consistent with paragraphs (B) and (D) of section 615(e)(2) of IDEA, individuals to meet with parents in order to explain the mediation process.*						
2. Parent Center works to promote comprehensive and accessible services for families by:						
2.1. ensuring that current resource and referral information is available to families.						
2.2. updating resource and referral information annually, or as often as needed.						
2.3. participating in collaborative planning bodies.						
2.4. advocating for local, state, and federal level policy changes that promote better services for families of children with disabilities (on non-federal time).						
2.5. encouraging families to communicate effectively and work collaboratively with personnel responsible for providing special education, early intervention services, transition services, and related services.*						
3. The Parent Center adapts to:						
3.1. the changing needs of families.						
3.2. cultural/ethnic changes in the community.						
3.3. economic and social trends.						
4. The Parent Center links with disability-specific, culturally-specific, and related professional organizations.						

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

RELATIONSHIP WITH COMMUNITY (cont.)

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
5. If there is more than one PTI Center or one or more Community Parent Resource Centers (CPRCs) in a particular State funded under section 672 of IDEA, demonstrate in the application how it will coordinate its services and supports with the other center or centers to ensure the most effective assistance to parents in that State.*						
6. Network with appropriate clearinghouses, including organizations conducting national dissemination activities under section 663 of IDEA and the Institute of Education Sciences, and with other national, State, and local organizations and agencies, such as protection and advocacy agencies, that serve parents and families of children with the full range of disabilities described in section 602(3) of IDEA.*						
7. Parent Center collaborates on school reform issues:						
7.1 with state education agency,						
7.2 with local education agencies.						

Please provide a brief explanation for any effective indicators marked “n/a”:

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **RELATIONSHIP WITH COMMUNITY** standard.

Our center's top 3 priorities for improvement within the RELATIONSHIP WITH COMMUNITY standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
1.			
2.			
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FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

CENTER ENVIRONMENT

STANDARD: Centers where families visit or gather and/or places where centers host events should: be comfortable places; provide a home-like environment; be clean and well-maintained; reflect community ownership of the program; promote cultural pride; be accessible and considered safe.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	

Please provide a brief explanation for any effective indicators marked “n/a”:

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **CENTER ENVIRONMENT** standard.

Our center's top 3 priorities for Improvement within the CENTER ENVIRONMENT standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
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FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

STAFF ROLES & CAPACITIES

STANDARD: The ability of staff to establish respectful relationships with parents is a key ingredient for parent training programs. Program staff have strong interpersonal skills and knowledge of the resources, laws and information that families may need. The way the staff work with families – sharing information, supporting growth, and developing leaders – is the same way supervisors and/or directors work with staff.

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
1. Staff responsibilities are linked to the Parent Center’s stated mission, goals, and outcomes.						
2. The Parent Center strives to hire staff from within the community served.						
3. Experience, competence, and sensitivity in working with people of different races and cultures is included in hiring criteria for all positions.						
4. All Parent Center program staff are provided initial and ongoing training including:						
4.1. assisting families in identifying and building on strengths and capacities.						
4.2. working with families as equal partners in serve delivery decisions.						
4.3. understanding the culture, context, and values of individual families.						
4.4. working collaboratively with others.						
4.5. documenting and record-keeping.						
4.6. major education laws such as IDEA and NCLB (and any re-authorizations), other relevant federal laws such as the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, state legislation, and local policies.						
4.7. effective best practices for meeting the education needs of children with disabilities ages birth-26 years.						
5. Staff training is ongoing and scheduled regularly.						
6. Staff have strong interpersonal skills, such as: respect for others, effective communication, problem-solving, patience, empathy, and conflict resolution.						
7. Staff have good judgment and are able to set appropriate boundaries with families.						
8. Staff provide an empowering environment so parents can take the lead in making decisions.						
9. Staff establish respectful relationships with families by:						
9.1. respecting the pace at which families handle issues.						
9.2. helping families recognize steps taken and celebrating accomplishments.						
9.3. ensuring that disagreements with families are resolved fairly.						
10. Staff promote cultural awareness and understanding.						
11. Staff given opportunities to provide input through: staff meetings, open door policies, etc.						
12. Staff partner with supervisors to set goals and monitor program performance.						
13. Expectations and job responsibilities are clearly communicated to staff through:						
13.1. initial orientation.						
13.2. written job descriptions.						
13.3. regular performance reviews.						
13.4. a handbook of personnel policies.						
14. Staff understand each other’s roles and functions and are encouraged to work together.						
15. Staff growth and development is supported through opportunities for classes, conferences, etc.						

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

STAFF ROLES & CAPACITIES (cont.)

Required	Effective	Best Practices	0% ----- 50% ----- 100%			N/A
INDICATORS:			No-Not yet established	In Progress	Yes – Current Practice	
16. The Parent Center supports staff members by:						
16.1. ensuring that staff have reasonable work loads.						
16.2. maximizing staff flexibility.						
16.3. providing wages that are consistent with experience, responsibilities, and geographic area.						
16.4. providing adequate benefits.						
16.5. creating an environment where staff are comfortable in asking for help.						
17. The center provides volunteers with written expectations, supervision, and recognition.						

Please provide a brief explanation for any effective indicators marked “n/a”:

FAMILY-CENTERED SERVICES STANDARDS & INDICATORS OF PERFORMANCE

SELF-ASSESSMENT TOOL

Narrative Response

Please briefly describe the programs, practices or other actions that have helped you to achieve positive outcomes in the **STAFF ROLES & CAPACITIES** standard.

Our center's top 3 priorities for improvement within the STAFF ROLES & CAPACITIES standard:

Rank	Specific area of concern	Strategies for improvement	Assistance needed
1.			
2.			
3.			