

# National Center for Family and Parent Leadership

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## Embedding Equity-Focused Family and Parent Leadership Reflection Exercise & Webinar Resources

### Reflection

Based on the information you learned during the “*Embedding Equity-Focused Family and Parent Leadership*” webinar, please write down the equitable intervention you would like to propose or assess in your efforts to embed family leadership into the part of the system where you work. Then, identify the population(s) that you consider necessary to bring in to advise, collaborate and/or co-lead your intervention. Keep in mind that each population may have their own set of barriers towards participating in your endeavor.

Equitable Intervention	Population(s) Consider: Who are you serving and must consider bringing to your table / decision making space (i.e.: rural families, families currently unhoused or in precarious housing conditions, racialized families who may be wary of state agents, etc.)

Next, identify how the three legs of the stool can serve to answer the prompts presented:

	Accessibility	Safety	Utility
<b>What things must I consider in order to address barriers to participation?</b>			
<b>Who can best inform our practices?</b> Consider: Who is part of my networks (i.e.: community, families, system advocates, etc.) that can help me think through and operationalize consideration of access, safety and utility/purpose?			

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This reflection serves two purposes:

1) Help Early Childhood systems recognize and build buy-in around the fact that systems benefit from collaborating with people who have greater understanding of the community, particularly families. Systems are more effective when parents help shape decisions in ways that are equitable, culturally competent and community-centric.

2) Equitable interventions center and are inclusive of the populations they will serve. In thinking through the populations you must bring to the table, how can you consider accessibility, utility, and safety?

## Considerations

Accessibility Considerations ask:

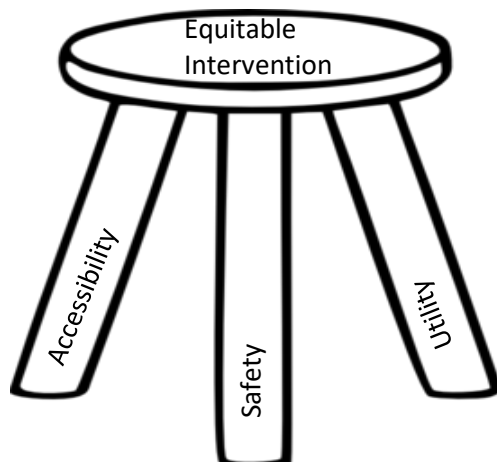
- Do the parents you want & need to collaborate with have access to the table?

Safety Considerations question:

- Are the structures in place to make sure everyone that you bring onboard safe?
  - To speak & contribute
  - To receive remuneration
  - To advocate and co-lead

Utility Considerations answer:

- What is the purpose/goal of your group?
- Are parents an essential part of who is going to contribute towards the desired change?
- Are you continuously re-assessing practices to ensure goals are met?



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## Advice from Parent Leaders: 10 Questions to Consider When Thinking Through an Equitable Intervention\* for Improving Internal Structures, Policies, Practices and Funding Mechanisms that Build Equity-Focused Family and Parent Leadership Efforts

\*During the “*Embedding Equity-Focused Family and Parent Leadership*” webinar, Equitable Intervention was defined as the practices you operationalize in your Family and Parent Leadership efforts by using an equity lens. These practices should be grounded in an awareness of the Accessibility & Safety needs of parents you bring to the table, and the Utility (or purpose/goals) of your effort.

### Considerations for Accessibility:

- 1) Where is your meeting being held?
  - Is the location accessible by multiple modes of transportation?
  - Will family leaders be forced to travel a large distance?
  - Is the meeting being held on the first floor, or in accessible buildings? Are bathrooms accessible, family-friendly, and gender-inclusive?
- 2) Can you accommodate parents and families who might have language needs?
  - Did you consider the need for translators, and information in multiple languages?
  - Do you have a process in place for family leaders to request translation or interpretation services when needed?
- 3) Are you offering a remote option?
  - Have you asked family leaders explicitly about their material technology needs?
  - Do you have a mitigation strategy for family leaders who do not have reliable tech equipment or internet (can they receive information in other ways? Can conference calls be set up? Etc.)
- 4) Are parents being compensated for their time and contribution?

### Considerations for Safety:

- 5) Have you considered spaces where families might already feel comfortable or have a prior positive relationship?
  - Is your meeting space located in or near a facility that might be concerning or triggering to people of color or people with precarious immigration status (i.e. immigration detention facilities)?
- 6) Did you think about the structure of the meeting (or table), and create meeting agreements that address biased behaviors, and promote authentic feedback and collaboration?

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- Do you have a process in place for orienting and supporting system staff, so that they are open and receptive to receiving feedback from families?
- Have you created a simple process map for parent leaders that outlines resources, people that can be contacted (i.e.: trusting system allies) and what to do if they ever experience a harmful situation during meetings or projects?
- Do you have a confidentiality agreement?

7) What documents are you requiring of parents, for them to receive compensation or reimbursements?

- Who has access to these documents?
- How many people are involved in processing paperwork for reimbursements or stipends?

## Considerations for Utility:

8) What is the main purpose and goal for bringing family leadership into your efforts?

- Are you creating the conditions under which family and parent leadership is actually embedded in your decision making?
- Have you explicitly communicated what the purpose of their engagement is?
  - *Can you be clear and transparent about the role parents will play in your effort?*

9) Are parents an essential part of who is going to contribute towards change?

- Ask yourself: “Am I ready to make the change I brought them in to make?”
- Have you carefully considered how you can help parents and system staff in your build authentic relationships? You can do this by ensuring everyone at the table shares their story, parents’ stories are used respectfully and only with explicit permission, that contributions are equally valued and equally used in decision-making.
- Have I set up agreements and protocols to ensure parents have equal power in the conversation?
- Can I operationalize their feedback; and/or provide a feedback loop to parents, so they know where and how their advice and participation is being used?

10) Have you evaluated or assessed your own established process and practices to ensure purpose is being met? Have you considered future reassessment to maintain congruity between desired impact and actual effect?

- Have you asked yourself: What trends might I be seeing? Who is missing? Do I need to try a new strategy? \*

*\* Remember that the work of equity is the work of continuous learning and continuous growth. Effective strategies will vary depending on communities’ needs and barriers, and it’s okay to re-assess and re-evaluate your practices for continuous improvement.*