2005 OSEP National Early Childhood Conference
Marriott Wardman Park Hotel
Round 3 Concurrent Sessions
Monday, February 7, 2005
4:00 P.M. – 5:30 P.M.

Enhancing Family Involvement in Policy Level Activities: Developing, Planning and Implementing a Family Leadership Training Program

Person completing this form: Ginger Potwin

State: Vermont
Please return as soon as possible or by January 19th

Talk Points	
Name of project and sponsors	Project: Vermont Community Leadership Training Curriculum Sponsors: Vermont Children's Forum
Target audience	Parents, and community members
Purpose and anticipated outcomes	The purpose of the curriculum is about building community. Each participant enters the class with his or her own set of unique strengths, abilities, and areas of growth. The diversity of individuals, as well as the diversity of their strengths, builds a strong group—a community within a community. The anticipated outcome of the curriculum is to strengthen communities.
How often implemented/how many families receive training annually	The curriculum is implemented across the state five or six times a year.
Location of training sessions	Each curriculum is located throughout the state of Vermont, and the training sessions are community based.
Funding	Funding comes from a number of sources. Some of the sources include: Federal grants, the Children's Trust Fund, Community Foundation's, local organizations, and communities.
Outreach/Recruitment/Selection	
■ Examples of outreach/recruitment strategies: Describe methods/procedures.	Some examples of outreach and recruitment of parents and families include: word of mouth—from community member to community member; advertising—press releases to local newspapers, brochures, mass mailing, and letters; and e-mails listing the curriculum information to other organizations.
■ Materials (Public Awareness, Application/Cover Letter, Accepted/Not Accepted, Registration, etc.)	There is a registration form participants need to fill out.

■ Participant Selection (if applicable)	The facilitators' set-up an interview with the participants. The interview is used as a means of screening the interested participant's ability to commit to the curriculum. The facilitator and the interested participant decide whether or not he or she is able to commit to the curriculum at the time of the interview.
■ Involving culturally and linguistically diverse families	The curriculum will be focusing on adjusting the curriculum to the needs of culturally and linguistically diverse families.
❑ Successful approaches	The curriculum is successful in the recruitment of diverse members. The sessions are adult learning based. The activities are hands on. Participants are encouraged to find their voices. The curriculum also focuses on personal development.
❑ Types of special accommodations and supports offered (interpreters, dietary (cultural and/or religious), alternate scheduling, translation of materials, etc.)	The facilitators are receptive to the needs of the participants, and do what they can to provide the special accommodations that are requested. Meals are provided during the training sessions. Dietary needs are met.
❑ Issues and/or challenges	The ongoing funding of the curriculum remains a problem. The Vermont Children's Forum is currently trying to resolve funding issues. The lack of funding affects the availability of the curriculum, as well as the ability to train the facilitators.
Implementation	
■ Core curriculum	Please refer to the handouts
o Handout: Sample Agendas/Evaluation Forms	Please refer to the handouts
■ Faculty/Staff (opportunities for family involvement)	Community members, parents, and prior graduates of the curriculum are encouraged to become trained as facilitators.
■ Family Support (childcare, travel, etc.)	Transportation is provided if it is needed. Childcare costs are reimbursed in some communities.
■ Challenges (diversity of adult learners, expectations, etc.)	Participants' may find a 20 week period a challenge.
■ Describe any efforts to measure outcomes (e.g., follow-up surveys) o Accomplishments	Follow up on projects and evaluations.
■ Leadership opportunities for graduates o Formal/informal	Some include organizing community forums, public education, council or board membership, and starting workshops and or support groups.
Anything else that you believe is important to share?	
Who should audience members contact to answer questions and/or for more information?	The Vermont Children's Forum, Carlen Finn, PH# (802) 229-6377
Can you bring materials to display? If yes, please describe.	Yes. A brochure, recruitment info, parental involvement research, community projects, evaluations, curriculum outline, foundations, facilitator training experience, and curriculum outline