

**Working with Parents of Teens for State PREP and Tribal PREP Grantees  
September 26, 2012**

FS: Go ahead, Julie.

MS. JULIE TAYLOR: Thank you. Welcome everybody. Welcome to the Working with Parents of Teens Webinar, provided for PREP grantees and their sub-awardees. Our event today is designed to reinforce and expand on working with the webinar's tip sheet that was emailed to you earlier this month.

On our webinar today, it looks like we have about 180 participants with a mix of state-level staff and several awardee staff. And as you can see from this first slide, from the very first slide where you were marking where your audience was, we have a number of grantees working with schools. Some are working in community-based settings. And some of you are working with both.

So we designed this webinar to try and address the working with parent needs of both those populations. Please also note that when we talk about parents in the next hour or so, we really are referring to a teens' adult primary caregiver. We're using a broad definition of parents.

And please also note that the content over the next hour and 15 minutes is designed for frontline providers. But the guidance can also be used by those that support those frontline providers. I think it's going to be general enough that you can use direct application or you can build the capacity of the sub-awardees you're working with.

So, my name's Julie Taylor. I'm with ETR Associates. We're one of the training and TA providers for the FYSB PREP grantees. And with me today is Jill Elnicki and she's also with ETR. And we will be your presenters today for this workshop. So what do we hope to accomplish today? We always like to start out with some good learning objectives. So let me share those with you and then say a little bit about our process.

By the end of this webinar, we hope that participants will be able to list six types of parent involvement as defined in the Epstein framework. And we'll say more about the Epstein framework as we go forward.

We also hope that you'll leave being able to describe strategies and activities to engage parents in teen pregnancy prevention programs.

And finally, we hope that you'll be sharing some tips to improve the process that is gaining parent consent. We'll be sharing tips in the last few minutes.

That's the content we're covering. But I want to say just a little bit about the process. What we're going to be sharing is based on a framework that's been developed over time by Joyce Epstein. But some of the strategies aren't brand new and won't be brand new to all of you. And what will really make this webinar rich is if we can all participate, and we'll be asking you to share some of the strategies you're using under different categories. And if we can have a participatory interaction, it will really enrich the learning for today.

So we're going to encourage you at several spots throughout the workshop to participate, either through chat or occasionally we'll be opening the phone lines. Also for those of you that are worried about taking notes, all of this will be posted on the community of practice website, all the slides. So you'll have full access to this at the end of the webinar.

So let me say just a little bit more about how we're going to ask you to participate so it's not surprising when we ask you to do it. For questions and comments, you can use the chat box, which you've probably already seen. People were chatting a little bit, giving some directions in the beginning in the right-hand side of your screen.

So at the very bottom of that chat box, you'll see a little box that says "send to" ... maybe it says everyone on your screen. It may say a specific person. If you want to chat with people, drop down the arrow, drop down the menu and highlight everyone. And then in the box just below that, you can type in your chat. And that way we'll be monitoring here, JSI who's monitoring the webinar also can monitor, and we can answer questions as we go along. Or if there's some kind of concern, we can also monitor that.

If you're having some type of computer concern, or problem with with the Webex service itself, you might want to contact Nancy Thomas, and she's the host and her name's listed there too. Or will be there.

There are several times when we are actually going to ask people to speak up through their phone line. And to do that, you can unmute your phone by pressing star 1. And that will put you into a queue and the operator then, when your name comes up, will open the line and let you speak. We probably don't have time for all 180 people to all have a comment. So we may take the first four or five in a particular time. But please feel free to participate by unmuting your phone and getting in that queue.

Other tools that we will be using throughout the webinar is we will be doing several polls and that will appear in the bottom right-hand side of your screen. And we'll explain a little bit more when we get that far. I think some of you have already participated in polls. So that will be pretty self-explanatory.

We may on occasion ask you to raise your hand and call on somebody, but you don't have to do that, you can easily just unmute your phone and get in that queue if that works for you.

And then finally, a couple of times we're going to be asking you again to use the pencil and text tool. A lot of you found that in the upper left-hand column or left-hand side of your screen. So the T is for text. If you click on that, you can type in words. Or there's a pen. You can click down or write in or highlight something. Don't worry about messing up the screen. We can clear it. So just write anything that you want to when we ask you to do that. And that will be another way we can communicate with you.

We've sort of talked about the "what" and the "how." So let me just say a little bit about the flow of the agenda today. We're kind of in the middle of introductions. And then we're going to move onto discussing the research-based evidence for parent involvement and some of our thinking about ways to involve parents that are research-based. And then we'll review the Epstein model which includes six types of involvement. Then we're going to ask you to apply some of that

through some case studies. And that will be another opportunity for you to be interactive. And finally, we'll talk a little bit about parent consent and some of the tips and do's and don'ts for doing that. And then we'll close. Somebody's marked on the screen. That's cool.

Okay. So remember I mentioned a poll. So let's start out with a poll. We just want in your opinion to learn about which amount of parent involvement that you currently have in your PREP-funded project. So I think Nancy, it will take her a second to post the poll in the bottom right-hand part of your screen. And then you can click on the response that's most appropriate for you.

So, click on which of these five statements describe the amount of parent involvement in your PREP-funded project. So we'll give you a minute. We'll be quiet. People can vote. And then we'll show the results of the poll. Nancy, if we're getting close to, it looks like we're close to having most everybody vote, you can post the results. I think it just takes a minute to tally and then post the results. There we go.

So it looks like the majority of you that are on the webinar today feel like you have too little involvement. So that's good. One of our goals today is to give you some new ideas of things you can do to involve parents, some really concrete specific things you can do. Some of you think you have about the right amount and some of you don't know. And some of you aren't implementing, it looks like, parent involvement activities now. Maybe by the end of this webinar, you'll reconsider that and think about there's a few things you might do to involve parents. Thank you, Nancy, for posting the poll.

So, I mentioned the Epstein model. Before I go there, as you know, FYSB and our projects are really concerned about focusing on sound research. And there's quite a bit of study related to the discipline of involving parents and the impact on teens. And there's a couple of disciplines that we specifically focus on.

What we know from adolescent health research is that when adolescents feel connected, have a sense of connection with their parents, they're more likely to participate in healthy behaviors

than their counterparts who don't have that connectedness. And I just want to emphasize it's that feeling of connection. And the nice thing that research says about that is that when teens feel connected to their parents, they listen more to the messages, the health messages, that their parents send them and they follow through on those messages.

Another body of research coming from academic achievement studies shows the positive impact on student achievement when family participation is part of their learning and that participation happens in well-designed, at-home activities. And that's part of Joyce Epstein's work. The adolescent health around connectedness is Bob Bloom and Michael Resnick's work. But both of those say to us that parent involvement really enhances health outcomes and learning outcomes for youth. So that's a good research base for why parent involvement is an important component of our PREP project, can be an important component.

So let's look a little bit more specifically at a body of work that was developed by Joyce Epstein. She's been working on this for several decades now with researchers at John Hopkins University. She's the lead PI in all of this. And she's worked with students, parents, schools, community partners to understand how to develop and maintain partnerships with parents that demonstrate an impact on school success. And we know that there is a relationship to school success and health behavior--and positive healthy behaviors.

From that body of work that she's conducted over many years, she's developed a framework to help organize efforts to engage parents. And I always like frameworks because they help me organize the efforts that I'm making. They give me cues about new things I might do. So that's our hope for you today that you'll get some new ideas and it will help you organize some of your activities and plans around parent involvement.

Although our work comes from the field of academic achievement, it has been and continues to be adapted in many different settings. And it's known as the Epstein framework. And at the end of the webinar, Jill's going to give you some good resources of where you can go into more depth about what Dr. Epstein proposes.

But the framework that her theory is derived from, talks about overlapping spheres. And they talk about the child being the center. That makes sense. The family being one sphere, the school being another and the community being the third. And that it's these three spheres that influence the child. And that these spheres, if we work to influence them, will have more likely good positive outcomes.

She's looked at practices that schools, families and communities can do, separately and together to influence the child's behavior. So through that work, she developed six types of involvement. And these are the six types that we're going to focus on for the rest of the webinar.

The first is parenting itself, as in building parenting skills, helping parents be better. In this case, it might be sexuality educators of their youth. It might be better educators in family values, that kind of thing. Another type of involvement is communicating with parents, making sure that this is not just a one-way communication, but a two-way or even a multi-type of communication. Where parents are communicating not only with the provider, but with each other.

A third is volunteering. This is prominent in elementary schools. It may not be as prominent in secondary schools or in community-based organizations.

A fourth is learning at home. A fifth is helping with decision-making issues. And sixth is collaborating within the community.

Sometimes we think of parent involvement in a very traditional sense, such as fundraising or chaperoning, parent-teacher conferences. But what we liked about this framework is it really expanded the types of involvement that PREP grantees could extend to parents to a broader more holistic way that they can involve parents.

So let's take a look at each one of these individually and define it a little bit more and then give some examples. And we need to ask you to share a little bit about what you may be doing related to this type of involvement in your PREP program.

So the first is parenting and that's really building the skills of parents. So this could take the form of offering parenting classes, providing access to and showcasing online resources for parents or offering a lending library of parent resources. This might specifically be parenting classes related to adolescent health. Or a big hot topic might be social media, however you handle issues with social media and teens. I think parents have a lot of concerns about that. So that could be building their parenting skills around social media.

Providing accesses. You could have a website where there actually is a parent link where parents can go in and learn more about adolescent development or just some of the issues that you're talking about within your PREP programs.

Offering a lending library or parenting resources. You might showcase it at a parent night where you explain your program, but also letting them know about possible resources that are available to them through your project.

So those are some ideas that Dr. Epstein shared. But what we'd like to do now is if you could share a little bit about what you might be doing in your PREP program to do parent education. It could be as simple as a parent night or sharing a fact sheet with them. And the way I'd like you to share is if you could go in and we're going to ask you to do this over the phone.

So if you would like to speak and talk about something you're doing very briefly, hit star one and you'll go in the queue and then as soon as we have a couple of people in there, I'll ask the operator to open your line. Or the operator when she sees people in there can just open the line. So we'll learn a lot by hearing what other people are doing. So having a few people share, I think will really be useful.

OPERATOR: And our first response comes from the line of Gerald White.

MS. JULIE TAYLOR: Hello, Gerald. Go ahead. Share a little bit about what you're doing for parenting classes or parenting education.

OPERATOR: Gerald, your line is open. Gerald, your line is open. [no response]

MS. JULIE TAYLOR: Interesting. Well, why don't we try--is there somebody else in? Then we can come back to see if he's there.

OPERATOR: And we have another response from Judy Kirk.

MS. JULIE TAYLOR: Hi, Judy. Can you hear us? Hi, Judy. Can you hear us?

OPERATOR: Ms. Kirk, if you're on mute, please unmute your line. Ms. Kirk, your line is open.

MS. JULIE TAYLOR: While we're trying to figure that out, something's going on. I'm not sure. Maybe the operator can check what's going on. But we do have somebody actually typed in a chat that they do family nights. They do quarterly newsletters. They do homework assignments including parents. So we're going to say a little bit more about some of those. So Jennifer, I don't know if you're in the queue. I don't know if you want to say a little bit more about family night and what you do. Can the operator check to see if she's in the queue?

OPERATOR: I'm sorry, who is that again?

MS. JULIE TAYLOR: Jennifer Baker. Maybe she just chatted.

OPERATOR: One moment.

MS. JULIE TAYLOR: Since the phone assist line's not working very well, why don't some of you maybe just chat some ideas and we'll go from there until we can figure out what's going on with the open line? It doesn't seem to be working.

OPERATOR: Jennifer is not on the queue.



MS. JULIE TAYLOR: Okay. Yes, I see that. All right. Well, operator, the lines don't seem to be opening up. Can you troubleshoot that and see what's going on? And maybe I'm just going to go ahead for now. And the next time I ask, maybe we can get some lines open.

OPERATOR: We can see if our next respondent is on.

MS. JULIE TAYLOR: Okay. Let's try that.

OPERATOR: Ms. Cameron, you may go ahead.

MS. JULIE TAYLOR: Ms. Cameron, can you hear us? Yes, something's not ... operator, maybe if you can troubleshoot that. I'm not sure what's going on. So I'm going to go ahead and go to the next strategy. Sorry, folks. That isn't working. We thought we had that all ironed out. But technology I guess.

So the second way that Epstein talks about involving parents is communicating. Now, that's kind of obvious. But she really wants to emphasize that communication isn't just one-way sending things out. But the most communication when it's two-way, or even where it's multi-way, where not only are the provider and the parent talking, but parents are talking to each other.

So let me give you some examples of what that might look like. And our previous person who talked about setting up a listserv was talking about this, but creating a social networking group. One of the ways that you can do that is through the computer and online stuff. Another way that we heard about from one of the grantees is called a talking circle.

And what she does is that she has parents, a parent invites several other parents into the home. And she goes and presents about the PREP program to them and answers their questions and then she asks those parents in that home to invite some of their friends. And she goes to their homes and does the same thing. So it reminds me of Tupperware parties where you invited people and then they invited other people, and the concurrent circles kind of grew.

So a social network just doesn't have to be online. You can actually do it by having kind of coffee socials in someone's home or something like that.

Another way to communicate effectively with parents ... and this is pretty obvious I think ... but is to translate written materials into other languages depending on the population you're serving. And I would also add to the translating also to use pictures and visuals. Those are far more appealing to all of us to read. So if you've got something that's created graphically, I think communication, the picture says 1,000 words. And I think that's still true. And advertisers know that for sure. And I think we can incorporate that in some of our written materials to help improve our communication.

So let's try this one more time. Why don't you this time try chatting in the chat box for ways that you're currently communicating with parents. If you've got a newsletter--if you send newsletters, like if that's the example you give, give us a little idea of maybe a topic that you include in the newsletters. I think that will enhance the communication right here.

So from Susan, she talked about a parent night. It's called Beyond the Birds and the Bees presentation from Kentucky Department of Education. It sounds like she's in the parent night on dating violence and drug issues, HPV vaccine. They've had a great turnout with over 50 parents. So what I see in that is that they really try to pick topics that are pertinent and relevant to parents. And if you have some parents on an advisory council, they can be good people to go to to ask about "What are parents talking about most?"

Wendy Sellers says, "The curriculum we use with teens has parent homework assignments." And several of the evidence-based programs have parent homework assignments where the students actually interview parents about various topics. So that's a great way to get communication between parents and teens. And also one thing you can do in communicating with parents so they're not surprised is letting them know ahead of time that those topics may be discussed and their teens maybe bringing home that homework.

Another one, “We were trying to open our doors to a Boys and Girls Club, to community agencies as a way of getting parents into our building ... offer services that appeal to them. GED, ESL, city meetings, public health initiatives.” So just getting them in the proximity of your program as a way to reach out and have information, written information, posted about it is a really good idea.

Another one is “I attend open houses at the schools to give information about the teen pregnancy prevention initiative. And we also have parent nights to answer questions.” So what we’re going to do is ... keep putting up these ideas. And at the end of the webinar, we are going to collect all these, organize them under the different strategies and post them on the community website. So one thing we hear consistently from grantees is that they love networking and hearing what other grantees are doing. So this is at least one small way we can do to improve that communication between grantees.

One last one: “Before we have sex health education to youth, we offer parent orientations discussing any issue, topic or question they may have.” And booths at public health summits, PTA meetings. So there’s lots of good ideas here for how to communicate with parents. Thank you all for sharing. It really brings alive these ideas in this framework.

So the last type that I’m going to talk about and then I’m going to turn it over to Jill is volunteering. And this is basically providing ways for parents to lend time to your organization or to your program and to help out. And this picture kind of depicts ... I think we often think about that as it relates to younger kids. But there are some really interesting ways that we can get parents of teens involved.

And a couple of suggestions that might be new to you would be to involve parents during the delivery of some adulthood preparation subjects like financial literacy. Somebody who knows a lot about financial planning or just simple things like credit card fraud or some of those kind of topics that are important when it comes to really being smart about your finances. And have them do a presentation to your youth around adulthood preparation subjects.

You could also ask parents to recruit other parents. Like I talked about the talking circle. You can invite them to share some of their early experiences with some of the adulthood preparation subjects like career planning. You're trying to figure out where am I going for my future? How they made decisions about schools or technology schools to attend. So parents bring a wealth of information that they can share with teens in a group setting. And sometimes teens hear it from their parents, but also hear a different message or hear messages get reinforced when other parents are also reinforcing those messages.

So I'd like now to stop. Let me check with the operator. Shall we try this one more time and see if we can open up the lines for a few questions before we go onto the other three strategies? Is the operator there?

OPERATOR: Yes, ma'am. One moment. Ma'am, we have another response from Kim Metabot.

MS. JULIE TAYLOR: Kim, can you hear us?

OPERATOR: Kim, it's on mute. Please unmute your line.

MS. JULIE TAYLOR: Star one, unmute your line. All right. Well, for some reason, the open line option is not working right now. So why don't we ... I'm just going to be quiet for a minute. And if you have some questions or comments, why don't you just continue to use the chat? And I think that's working effectively. So I'm just going to let you pose some questions or share some additional thoughts. I'll just be quiet for a minute while you do that. Maybe have an example of how you've used parents as volunteers. That might be the place to start.

So, it sounds like one way that parents have been used as volunteers is translators and they involve them in the meeting with the housing development where the majority of our refugee population lives with great success. That's great.

All right. Well, thank you all. Your ideas were great. And I'm going to pass the presentation over to JILL ELNICKI who's going to speak about the other three strategies for involving parents.

MS. JILL ELNICKI: Okay. We're going to move onto the fourth place. And we've already seen some good comments that show signs of you folks being engaged in learning at home. So as you're aware, many evidence-based programs include a component that at times has parents and teens completing an interactive assignment. The idea at the heart of this is to find ways for parents to reinforce the messages, the key messages, coming through the program and ultimately to enhance parent-child communication.

One of the things that we really like about the Epstein model at this point is how ... and Julia alluded to this in the introduction ... of how they've really expanded the traditional definition of parent involvement. And we've come out of the building where programming takes place and right into the home.

And we realize that with many teen pregnancy prevention programs, this is the piece that's already integrated into the program you may have adopted. It's important to note too though that Epstein sees learning at home as really those informal opportunities that parents have to dialogue with their teens about the program itself or even just being aware of what the program's focusing on, it's really those informal times when a parent can ask questions, encourage, listen, maybe provide guidance. All of these things aren't to be overlooked as a type of parent involvement. And even if they're not formalized, they're nonetheless important.

The other thing that we like about this particular type of involvement is that when it expands the home, it's a way to bring in the other trusted adults in a youth's life. And it could be a person in the parent's role that traditionally would not be visible, either at the school sites or in the community settings, but of course are at home and have a chance to play an important role.

But let's look at some examples here. What we're really talking about, and you can see this in some of your evidence-based programs, is that learning activities at home are really when parents are prompted to share their values, hopes and expectations, usually through some homework assignment. And we know through the research that it's important for parents to

convey their attitudes and beliefs to their teens as they try to shape them in taking on healthy behaviors.

What's also important to consider here in the second bullet is that ... and Epstein really emphasizes this ... is that you want to give the youth and parents some flexibility. Obviously, you're sticking to your program with a homework assignment and how the developer has put that together and how it's been studied and maintaining fidelity to your program. But where there can be some flexibility, you want to consider providing that. Sometimes there's some alternative choices within the assignments that's already built in. Sometimes the flexibility might just relate to the due date or the time in which an assignment is to be done and brought back in. So you just need to keep in mind that when things are going home, you want to try to meet the teen and the parents really where they're at.

So what we'd like to do now is to pull up another poll. And Nancy, if you will go ahead and move towards that. we want to identify how many of you have selected an evidence-based program that includes a component that involves parents and learning activities at home.

And the reason for that is because ... and we've seen some of it in the chat box already ... is that we can see that some of that is out there and alive and well. So if you would in the chat, go ahead and select from one of the four response options here. And we'll kind of see how the group spreads itself apart. Nancy, we trust you're watching those results coming in.

And there are some other good tips and activities showing up in the chat box as well. One that has been put forward by Terrell White is that when they've got a homework assignment and parents sign off it and the youth brings it back in signed that the student is entered into a drawing for a Wal-Mart gift certificate. Now, that's a nice incentive.

OPERATOR: Jill, I just posted the polling results.

MS. JILL ELNICKI: I can see that on one of our screens here, hoping everyone else can see it as well. So we have just over a third of you having some learning at home components already

built into your evidence-based program, with about a quarter not having one of those in place. And hopefully, you'll find in the resources that are listed on the tip sheet, as well as those that are shared in the end, that there are some connections out there for those of you who do not have those components in place that can lead you to some additional guidance of how to put something like that together.

So, about just over a third. And keep in mind that we had 44 percent of you in the beginning say really you feel that you have too little involvement right now compared to what you would ideally have. And hopefully again, you can see with this particular type that when Epstein really expands us into these learning opportunities at home that we don't want you to discount that those activities that take place in the home really are under this big umbrella of parent involvement. Perhaps you have more taking place than you had considered beforehand.

Okay. Thanks for the poll and thanks for some of the additional tips that are coming through. We love those. Let me move to the fifth type of involvement. So, the fifth type of involvement is decision making. And I will tell you like some of these other types, we could have a whole webinar just devoted to this type of involvement. We're not going to go into a lot of depth here.

But what we want you to realize in this type is that really anytime a parent steps forward for their adolescent or looks for ways to improve the youth's learning experience, they are presented as an advocate. And like some of the other types, this one's critical in your programming, especially if you have the opportunity to kind of harness some of that energy of parents.

The key really at this point is to view parents as assets versus threats in the decision-making process and to capitalize on their influence. We know parents can be highly influential, both in schools and in community groups. You want to harness that influence within the partnership to do what's best for teens.

And I also noted in the beginning when you guys polled about the amount of parent involvement, we didn't have anyone say that they had too much parent involvement. And I'll tell you the truth, that's kind of reassuring. Because we know that there can sometimes be a fear

about how parents might present themselves and want to be a part of the process. And this is sometimes where that influence comes through strongly.

So if you look at examples, giving parents a voice in program selection, we're hoping some of you have experience with this. We know many of you have already obviously selected your evidence-based program. Some are still in that process.

There's a role for parents there. It can be more formalized and being part of a decision-making entity. It could be simply having parents filling out a sheet if they come into review curriculum material where they give comments on what they've seen. It's somehow giving them a voice in program selection.

You can notch it up a few and in the next bullet really look at how to prepare parents to present on your program's behalf through an advocacy effort. This could be something as significant as speaking at a board meeting or with the tribal council or the school board, board of directors, whatever it might be. Again, parents often can get the attention of important decision makers. It can also be less direct involvement. It can be having them help write a letter for the newsletter, an article for the newsletter or maybe a letter of support in a grant application. So don't forget this type. It could really aid your program.

So let's go to the last type. And really this is collaborating in the community. What you'll see is in the first five types that we shared, the focus has really been on what happens between the provider and the family. Within that final type, we really see the partnership expand. And if you think of those concentric rings that Julie showed in the beginning, this is that last piece of the community coming in.

It's really all about how you in your program connect families to assistance in the community, and how maybe community comes in to aid your program, and also how families can reach back out and be part of a giving-back effort in the community.



So, examples of this. And again, this is where Epstein's framework really takes us beyond some of our traditional definitions of parent involvement. Examples could be helping parents connect with needed services in the community. It could be human services, recreational services, health care. It could even be career or work related. Likewise, this giving-back piece could be launching service learning projects that include family participation.

We would love to see you use the chat box again at this point. Because I'll tell you when we talked about the Epstein framework, this was one piece in the framework where we said to ourselves, "Does this apply to teen pregnancy prevention programs? Is this taking place?" And so if you have a component ... and it could be that referral piece to the community or this connection through service learning.

If you have something in place right now or you know you will in the future, if you want to share that in the chat box, this is the time for us to kind of see who might be involved in this type of involvement. And it will give us a chance to maybe learn a little bit more and decide if this is a particular area we should expand upon in the future.

So in the chat box, we know a few have already been noted previously. Again, we'll be keeping track of those. But if anyone else has an experience in making this connection, please share that with us now.

Okay. Just to recap before we go into the next step here with the webinar. We just went through six types of involvement: parenting, as in building parenting skills; communicating with parents; volunteering; learning at home; decision making; and collaborating in the community. If you've got a question for us before we move into the next activity, this is a good time to post it in the chat box and we'll see what we can get addressed here on the spot if you have some. Also, I can see some other pieces are coming in about the community engagement piece.

MS. JULIE TAYLOR: Or if you have a question about something somebody's chatted, you want a little more information, you could post it now also.

MS. JILL ELNICKI: And a good comment here from Tonya Johnson to keep in mind that we should be flexible in creating strategies for adults, not necessarily parents, working with youth and out-of-home care or foster care settings, it's so true. Judy has shared that they have a connection through the public health collaboration in the city's common pathways. We've seen a few of those come through here where you've worked with your partners in the community as a way to get access to parents or as a way to bring parents into your programming. Some good creative solutions.

Okay. We're going to move into our next activity. And what we want to do here is share some case studies. I will tell you our hope was that we would be having some verbal conversations. We'll see if that's going to work. If not, we'll stick with the chat box.

What we really know is that with a topic such as this ... and we're not talking rocket science with parent involvement. We're talking something that's challenging to do, but some of these strategies, such as are being shared now, it's just really a matter of exchanging in between each other. That's what we want to do with the case study is that we want to see if we can engage you in sharing more of those strategies.

So what we're going to do is read a case study that's on the next slide and I will read that and then give you a moment to contemplate it. After that, we're going to ask you to consider a problem-solving question. And then we're going to see if anyone would like to share some of their responses to our questions. And again, I'm expecting we'll probably be doing that through the chat box.

Let me pull up this first case study. It has to do with that second type of communicating with parents. So a longtime school district superintendent recently retired. And with the change of administration, the local health department staff finally received the green light to work within area high schools to offer an evidence-based teen pregnancy prevention program.

The new superintendent is supportive and has rallied the high school principals to be supportive. However, one of the conditions of the superintendent is that the local health

department staff maximize communication with parents, all parents. The superintendent's not really defined that condition, but the local health department staff has that as its goal. For those of you who are more visual, we'll give you a minute to read that case study and then we'll post our question.

Okay. So with this case study in mind, what we would like you to do is consider what advice you would give to the local health department staff to help them maximize parent communication and specifically where you would start. You've got this charge. It's time to go bring in the parents and let them know what's taking place. What would some of your first steps be? And Natalie, if possible, if anyone wants to hit star one and enter the queue, if you see someone come through and we can open it up, we can see if that will work. If not, please enter in the chat box.

OPERATOR: Okay. We will have a response from Judy Kirk. Judy, if your line is on mute, please unmute your line.

MS. JUDY KIRK: Can you hear me?

MS. JILL ELNICKI: Yay! We can Judy.

MS. JUDY KIRK: Oh, my. Well, one of the things I guess that I would be careful of is making sure that you don't rely on online communication for parents. We've tried that in our city, and especially the kids at risk do not get that information. So you need to make sure there's hard copy out there. And I guess I would also suggest communicating through communities of faith.

MS. JILL ELNICKI: That's great. Anyone else want to enter in the queue?

OPERATOR: Response comes from Giselle Bizaro. Giselle, your line is open. If you're on mute, please unmute your line. Giselle, your line is open. Please unmute your line. We have a follow-up from Judy. Judy, go ahead. Judy, please unmute your line.

MS. JILL ELNICKI: Let me go ahead and just read a few of the chats that have been posted here. Someone noted that maximizing communication is a pretty vague direction from the superintendent. And there was another good follow-up that said they would go back to the superintendent and get a better definition of what that communication should look like, what specifically is the superintendent looking at related to communication? I think that's excellent advice.

Also to look at what communication processes are already in place. We've got ideas for newsletters. We've got ideas for kickoff meetings, sending letters home, putting ads in the paper, using the local radio station. Text messaging, social service agencies, workplace communication. We add to that the idea of faith communities. We can see a common message here is to reach far and wide.

Great ideas. You also see that on the tip sheet, there's a number of other strategies that are shared as well. We didn't really want to just restate the entire tip sheet today. So keep in mind that there are some additional guidance on the tip sheets that we're not covering today that can also help consider where to start. Information sheets and student handbooks, lots of good ideas here. Telephone robocalls. We'll talk about that a little later when we get to consent.

So I'm going to move onto the next case study and you're going to see that this is an extension of the same scenario. Now we're focused on parenting education. In the second year with the new superintendents onboard, local health department staff have been successful in fostering parent awareness. Perhaps they followed some of this guidance here. They've been less successful, however, in recruiting parents to attend a fairly new supplemental parent education workshop. So this case study again is asking you to think about recruiting parents.

Not surprising. What we would like to hear from you is what advice you'd give the health department staff to improve recruitment and what factors would be most important for them to consider. We know a few of you have had good success in getting parents into parenting education programs. There might be something particular you're doing there that is the trick. If

you would share that in the chat box, that is great. And if you would like to enter the queue, we can always see, Natalie, if someone can be opened up to share.

OPERATOR: We have a response from Judy Kirk. Judy, please go ahead.

MS. JUDY KIRK: I guess I would suggest that we should be working with existing parent groups. One of the struggles we have is trying to get parents that are already overcommitted to attend things. So if there's a parent group that we can partner with and maybe submit those kinds of wants for help, that would be good.

MS. JILL ELNICKI: That's great. There's other great ideas coming in, some related to incentives, what you can do to get their attention and get them in the door. Others related to-- there was a note up above. It's going by quickly from Pat Jones that talked about if you're using data, making sure that it is up-to-date and current.

I think the takeaway message there is as you reach out to parents, you do want to make sure that what you're sharing is relevant. You don't want your outreach to be kind of a missed opportunity that might turn people away. You've got to keep things up-to-date and relevant.

Someone else actually suggested surveying them to learn about what they would come in for. What is the topic of interest for them? And try and tailor to meet those needs. And then a great note here from Maria that within tribal communities, people want to know you and know what your intentions are. You've got to build trust in that relationship. And finally from Tonya, make things fun and fresh. I think that kind of goes to what Pat was saying of keeping things current.

Great ideas. And again, we will be saving these. Thank you guys for sharing them. Know that when you do enter something in the chat box, if you will select from the box "send to everyone," we'll make sure that everyone can see the ideas as they roll forward.

OPERATOR: Again, for questions, press star one.

MS. JILL ELNICKI: Anyone in your queue, Natalie? Or is it looking okay? We'll go forward. Okay. This is going to give a chance for everybody to participate here in a moment. I'm sure not only when you've been sharing some strategies in the chat box, but even as we just talked about the case study, we can't help but bring into mind some of the barriers of engaging parents. It is challenging work. And it's one of the reasons that we developed the tip sheets and have a webinar today. Research conducted by RTI and their Title X family planning and Title XX adolescent family life program categorized for us rather succinctly these common barriers and grouped them together in a pretty useful way.

So what you can see on your screen now are these three big categories of chunks, I would call them, of barriers. The first at the top is limited availability. That's really the barrier that stops parents who want to be present from being able to get there. It could be working several jobs. Or having multiple kids and multiple demands with them or attending school while working. That's that whole category of limited availability.

The next category is logistics. These are really those challenges like transportation and location, time of day, child care, all the things that make it difficult sometimes to establish logistics that work for everyone that you're trying to get in the door.

And the final category here are the psychosocial issues. Importantly, these are those issues--like trust or lack of trust, apathy or generally being disenfranchised in the community--that prohibit parents from participating.

What we'd like you to do, even though we know it might be challenging, this is also a learning opportunity for us, is if you'll use that little text tool at the top with the T. We would love to see you put an X under the one barrier, group of barriers here, that you think is either the most significant for your PREP program or will be in the future. It would be good for us to kind of see which of these areas, if you can just pick one for today, is most significant for you. And you can do that. We've got someone using the pencil which is great. Again, there's the little text tool, whatever you find would be useful. So go ahead and let's see how this disperses itself. It's also looking very colorful. And someone's in the middle there.

Yeah, this is interesting in that what we're seeing from you guys ... I mean, there's quite a bit showing up in limited availability. But it's really spreading it across all of the three types of barriers. And I'm not sure what I expected or if anyone knew, but I'm not quite sure that we would have guessed that it would be somewhat distributed across all three.

And again, this gives us a little help in knowing areas for us to continue to focus on, whether through training or technical assistance. Hopefully, also you'll find in the tip sheet, especially related to things such as limited availability and perhaps logistics that you'll find some other tips there that help address those barriers.

Okay. We're going to move on even though we know you're having fun, which is part of the point here. Okay. We're going to spend a few minutes talking about parent consents before we wrap up. One of the reasons is that we know this is not included on the tip sheet and we did not want to leave this important content out. And we also know it's a common issue and sometimes a challenge for grantees as well as subawardees.

When we talk about consent, we're really looking at that second type in Epstein, the open two-way communication. And what we want to emphasize in this point overall is that gaining consent from parents for youth participation really benefits from thoughtful planning.

The first critical step that you've got to take is determining what type of consent. And there's pretty much two kinds. We're sure you're familiar with these, but we do want to go through them for today. Permission can be given actively whereby parents grant consent by returning a signed form, also known as opt in. And it can also be given passively whereby parents sign a form and return it only to exempt a youth from participation.

What form or type is selected? That's opt-out and passive. What form is selected, whether active or passive, really very well may depend on what your state or tribal government or your local policies are related to consent, and/or really what you best see meets the needs of the community.

What's important to understand in making this choice is not just what might already be stated in policies, but to really know the advantages of each type of consent. When staff need active consent from every parent, it often requires more time. And those of you who have to gain active consent or who have done this have that experience.

It takes more time and effort. And sometimes it can result in underrepresentation of your hard-to-reach youth and perhaps those that are highest risk. An advantage, however, is that active consent really can give you greater assurance that the youth who are participating in the program are those whose parents have given them permission to be there. So you really have to weigh those advantages and disadvantages possibly with each other in making this decision.

Before we get into tips, we want to pull up one last poll. And Nancy, if you will do that for us. We're curious, of course, to know what type of consent you are most experienced using or use in your programs currently or will use down the road.

So if you can see from this question, we just want to indicate what type you use, whether active, passive, both. Perhaps you don't know yet or maybe don't have to have consent, of course. And we'll just give about thirty seconds here to get your responses in.

OPERATOR: We're getting pretty close. I'll go ahead and close the phone now.

MS. JILL ELNICKI: So we're seeing some differentiation from consent for program participation and consent for program evaluation, similar in many ways and different in others. Many of the tips we're going to share next will relate to both scenarios, consent to participate in the program and in program evaluation.

Okay. So we've got more people using active consents than passive. And if you mix that in with those who do both, that almost gets you up to 50 percent. So I want to look back before we go into these tips and just address a few questions. One came from Lisa and it's touching on the disenfranchised, those youth from their parents, particularly teen parents. And I'm not totally



sure about your question here, Lisa. But I'm guessing that it might be those scenarios where you're reaching out for consent and there's really not a mechanism for that consent to be received.

Sometimes again that's going back to some of the decision makers and your entity to make a decision even before the consent process begins to address what will take place in those circumstances. Are there exceptions when there is not a direct connection to someone in a parenting role to give consent?

We do know, especially with the higher risk populations, that can be a common challenge. Obviously, there are situations. That's why we said there might be a time when consent is not sought, that there's not a parent role in place. We've got folks delivering programs to juvenile justice systems and the like. And Julie, I don't know if you have anything you would add to that outreach when there really isn't a parent present.

MS. JULIE TAYLOR: No, it is really challenging. If you need active consent, it certainly presents a challenge. The institution that has the guardianship of a youth like a foster care system or juvenile justice, there may be avenues to those guardians to get consent.

MS. JILL ELNICKI: And as someone else noted, when they're working in residential facilities, it's a whole different issue and may not obviously be pertinent. Jessica Duke shared a great point that it's not just about the parent consent. It's nice to put forward that the youth has a role in giving consent themselves. We're just glancing through the chats to see if there's anything else we just missed at this point. Okay. I think we're good.

Okay. We would like to share with you some tips. And we have boiled these down to three slides. And know that you have the slides. Hopefully, most of you received those yesterday, so you wouldn't have to jot these down. And if you do not have a hard copy of them, they will eventually be posted on community of practice. And I bring that up now again because consent was not addressed in the tip sheet.

So the first tip that we want to share, and it's what we've already opened things up with, is to know your policies. If you don't know them, talk amongst your people to figure out if there are some policies on the books. You want to cover this point pretty well.

Next is creating a clear and easy to use form. And there were some notes about this too also in the chat box. And we see that there's really six pieces that you need to have on this form. It doesn't mean the form is long. Things can be in bullets. You want to make it easy for folks to read. But you want to make sure to hit these points.

The first one is the need for your program. You might even have bum data you're sharing there. You shouldn't go overboard with that, but you want to make it pretty clear why this program is necessary.

Next the benefits for participation. Remember consent forms is really a point when you are trying to be persuasive. You want those youth in your program. So you want to put some emphasis here on the benefits of participating.

Similarly, you want to describe, even if it's only in brief, what's going to take place. If it's true consent, the parents really need to understand what's happening in this program. They've got to know what they're consenting to.

Next make it clear how to respond to the notification. We're going to talk about forms for this on the next slide. Make clear important dates. I know it sounds like a no-brainer, but sometimes this information is not obvious and due dates need to be very clear so that they're met.

And finally, ways to get more information to connect with you if you're frontline staff, whoever the point of entry is for parents to get their questions answered. And you also might provide multiple ways for that.

Next tip is to use thorough methods to assure receipt of notification. And this is really those steps you're going to take to make sure the consent gets to the parent. There's the traditional

way of sending a form home with teens and it should always be a way to consider if possible. We also know that sometimes it doesn't happen.

Similar is to post online. We've heard some comments and seen some in the chat box that that electronic mechanism doesn't always work well. And the idea here is really to use these things in combination. If a form is posted online, it might not be that the parent finds it there first, but that the teen says to their parent, well, there was this sheet that you were supposed to sign. I don't have it anymore. They can access it online. It's another avenue to use.

Mailing first class. And especially given how many of you are using active consent, this is something to keep in mind. It may sound a little dated, but there are times when snail mail still is the best route to take.

No matter what route you take, you want to have follow-up. That could be with that robocall, the automated call if you have access to that kind of system or blast emails or posting on some social network site as a reminder. Again, with active consent, you may need to make personal phone calls. And sometimes there's no substitute for that to the non-responding parents. So lots of avenues to take. I think that the take-home message here is, again, you need multiple methods.

And our last set of tips is to give sufficient time to parents to respond. Don't expect it to happen within a matter of a few days, especially if you're looking for active consent. Even if it's passive, you've got to give some time and notice.

Make program materials easy to access for review. If you send the consent form, it should be that parents who want to actually look at the program have the opportunity to do that. Make it clear when they're available and for how long. Be available to answer questions when your consent form goes out, it's time to really check the email, check the voice mail.

And this point about parents getting the notification back, give them multiple ways to respond. Obviously, they can return a signed form. But also give them an option to send you an email, to

call on the phone and leave a voice mail, multiple ways to do it. We're used to that now in this highly technological age.

And finally, most importantly in ways because it's often overlooked, is just to document your efforts. Note how you did this. Keep track of the responses as they come in and hold onto hard copies, whether they're signed forms, whether they're emails, whether it's a tracking sheet for phone calls, you need to keep track of those notifications so that you can show the youth had permission to be there.

So those are our tips. We're going to look through the chat box just to make sure we're not overlooking anything here before we wrap up. I think we're looking good.

Okay. We're going to move forward here to the end. Help me as I get through this. This is the big message we want to send to you guys right now. We know we just are at the tip of the iceberg with this topic. We gave you kind of a new framework and hopefully a new definition for parent involvement and we expand how you might look at parent involvement into some new domains.

We might have given you more things to think about today than answers themselves. Know that we're available for further assistance. You can request technical assistance from your FYSB project officer and they will get you lined up with the TA provider. Also, visit the community of practice website. You're going to find more and more resources there over time.

If you are on the line today and you're scratching your head and saying I'm not sure what the community of practice website is or you don't have access to it, please contact the primary contact for the PREP grant and they will be able to make that connection with you so that you can get access to it. It's also a forum to continue this dialogue online.

So know that further assistance is available, as well as within these selected resources. We have two slides here that are going to show you some online resources. Each and every one of them is listed on the tip sheet. And, in fact, there's even a few extra on the tip sheet itself. You

will find a wealth of information in these Web pages. Some of them come from us as partners in the PREP effort. They will take you into depth about parent-child connectedness, about how to help parents become better educators at home with their kids about sexual health topics. There's a lot of rich information out there. And we want you to know that that's going to be one of the big steps you can take next to learn more.

And that is what we've got for you today. We again are going to save all that's been shared in the chat box. If there are some questions right now for some who want to stay on the line and you want to post those in the chat box, please do. Know that we will be continuing to think about the challenging work of gaining parent involvement and we surely wish you well in this endeavor yourself. Thank you for being with us today.

**(END OF TRANSCRIPT)**