out of 134 school divisions in Virginia operate Parent Resource Centers (PRCs). These Centers offer training, information and assistance to parents and educators. Virginia’s PRCs vary significantly in the way they are staffed and in their hours and months of operation. Although PRCs were initially put in place almost 30 years ago to help parents and educators address issues regarding special education, many have moved to address both general and special education concerns of parents and educators. The PRC model promoted by VDOE includes both a parent and teacher team working throughout the school year to assist parents in accessing resources and understanding and navigating services for their child, and to act as a link and facilitator between families and schools. Today’s PRCs employ many staffing and service delivery models.

WHY ARE VIRGINIA PARENT RESOURCE CENTERS IMPORTANT?

PRCs can:
- Provide information and training to parents so they can be active partners in the education of their children
- Facilitate communication, understanding and collaboration between parents and schools
- Advocate for positive student outcomes
- Act to lessen conflict and disputes between parents and schools
- Deter contentious litigation

FOR THE 2012-13 SCHOOL YEAR . . . .

Over 9,220 families contacted PRCs seeking assistance with problem solving or communication including 6,056 families seeking information about special education and 3,168 seeking information about general education.

Over 610 families contacted PRCs seeking assistance with conflict resolution including 566 families seeking resolution about issues related to special education and 45 seeking resolution about general education issues.

Over 1,450 teachers contacted PRCs seeking assistance with problem solving or communication including 59 teachers seeking information about students receiving special education services and 1,396 interested in information about students receiving general education services.

Over 160 teachers contacted PRCs seeking assistance with conflict resolution including 48 individuals seeking resolution for issues related to special education and 121 interested in resolution about general education issues.
**PRC 2012-13 Notable Accomplishments**

- Multiple PRCs conducted large-scale public awareness activities including holding open houses, accessing system-wide parent email lists to advertise trainings and events, publishing award winning special education parent resource guides, and collaborating with other community organizations and agencies to help families become more knowledgeable about available community services and support for children and families.

- Several PRCs made progress toward their goal of better serving diverse populations. PRCs translated many forms and documents into Spanish. They also connected with resources including area translators and community organizers. One PRC also developed two circles of support for Hispanic families at an intermediate and elementary school. Through these groups, parents learned how to access available educational services for their children.

- PRCs also hosted training, workshops and other events for parents and professionals in diverse topic areas such as: special education, inclusion, communication, transition, career pathways, and Medicaid waivers. These events included over 2,300 individuals.

*Data highlighted in this report were gathered through an annual survey of PRC activities conducted by the Center for Family Involvement at the Partnership for People with Disabilities at Virginia Commonwealth University, and supported through the Virginia Department of Education. Thirty-five PRCs responded to the survey. When exact data were not available, PRC staff were ask to provide their best estimates. These data represent 35 of the 46 PRCs for 2012-13.*

**Autism** was the top disability area of concern/interest for parents in the majority of PRCs. **Emotional disabilities** and **specific learning disabilities** were ranked second and third, respectively.

The main reason parents contacted PRCs during the 2012-13 school year was questions concerning Individual Education Programs (IEPs). The second highest ranking topic area was **behavior/discipline** and the third was **disability specific information**.