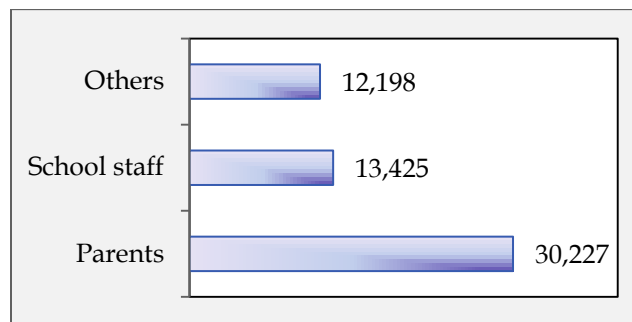


Parent Resource Centers 2013 - 2014

Forty-nine of the 134 school divisions in Virginia operate Parent Resource Centers (PRCs). These centers offer training, information and assistance at no cost. Virginia's PRCs vary significantly in the way they are staffed and in their hours and months of operation. The PRC model promoted by VDOE includes a parent-teacher team working throughout the school year to assist parents in accessing resources and understanding and navigating services for their child, and PRCs act as a link between families and schools. Findings for this summary are based on a 2014 PRC survey conducted by the Center for Family Involvement at the Partnership for People with Disabilities at Virginia Commonwealth University. Forty-five PRCs (92%) responded to the survey.

Who has requested information and resources from PRCs?



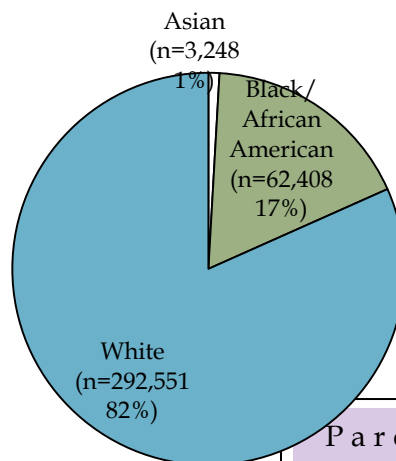
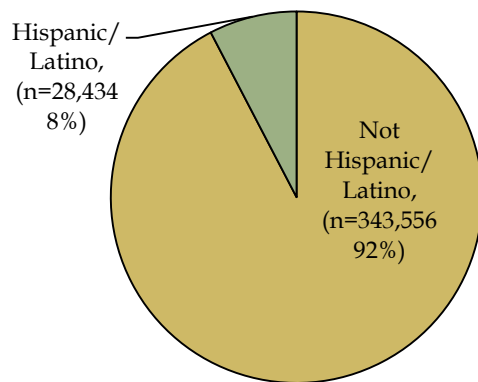
Information was most requested for:

1. IEPs
2. Behavior/discipline
3. Autism
4. Other specific disabilities

Disability areas that information was most requested for:

1. Autism
2. ADHD
3. Emotional disability
4. Other health impairment
5. Intellectual disability
6. Specific learning disability
7. Learning disabilities

Who have PRCs served?



What resources did individuals request?

1. Email consultations:	602,400
2. Flyers/ Mailings:	138,115
3. Website Resources:	84,058
4. Newsletters:	43,846
5. Books/ Articles:	35,228
6. Email Consultations:	25,046
7. Telephone Consultations:	14,540
8. In-Person Consultations:	6,022

PRCs provided help to over 32,000 parents for problem solving and communication. Of the 32,340 parents, 84% of the requests for problem solving/communication were for students in special education. The time spent on a single problem solving/communication incident ranged from half an hour to a few days. Some examples:

"Mother very worried about her child with autism. I talked with her for days. Gave her advice about resources in the community. Told her who to talk with to make changes. Right now she is/will be involved in our SEAC. Great communication!"

"PRC acts as go-to between parents, child, FAPT team, and alternative placement, [and the PRC] offers explanations and feedback to parents when sometimes staff and parent discussions become contentious."

"A parent wanted contacts and resources to assist their child with coping and learning strategies to compensate for Dyslexia."

"We provide resources for parents to use and empower the parents to use positive feedback. We help parents to be better prepared for meetings by listing questions and concerns."

Nearly 8,000 people in Virginia attended workshops through the PRCs.

Of the 7,764 workshop participants, 71% are parents, 20% are professionals, and 8% are in other roles. Workshops were offered on several topics, including:

Medicaid waivers

Back to school

Managing difficult behavior

Transition to kindergarten, middle school, and college

Parent concerns

PRCs provided help to nearly 6,000 parents for conflict resolution. Of the 5,884 parents, 92% of the requests for conflict resolution were for students in special education. The time spent on a single problem solving/communication incident ranged from 20 minutes to 20 hours. Some examples:

"Often the role of the PRC is first and foremost to enable parents to 'finally be heard.' Once they feel that someone is finally listening, they are more able to isolate the concerns from the emotions and able to address them appropriately."

"A parent was very unhappy with her child's support at school - felt strongly that the team did not understand the child's needs, and was not providing appropriate services. Communications with the team had completely broken down and parent was discussing pursuing counsel and a complaint. PRC worked with the parent to streamline and organize concerns, increase positive communication, invite open discourse and connected family with school coordinator to support team...Strategies for regular home/school communication were put in place and parent did not proceed with litigation."

"The parent claimed her son was denied consideration for special ed services because he was an immigrant. I explained that special ed services were available to any student who met the criteria, regardless of origin. I offered suggestions for informational school supports to improve her son's social interactions...At her request, I gave her the names of some private speech therapists. After having a chance to talk and vent, she seemed calmer and indicated that she would not pursue mediation."

PRCs had several notable accomplishments for the 2013 – 2014 school year, including successful and well-attended workshops, hosting a parent information fair,

translating resources into Spanish, hosting parent support groups, participating in collaborative projects, more financial and personnel stability, greater presence and visibility, and more resources and services provided to parents and educators. One PRC created a mediation training that is being replicated throughout the state and another coordinated its division's first Special Olympics Little Feet Meet and developed a blog, complete with an online newsletter forms for tutor requests.

