



Hamilton
Best Start

Hamilton
Meilleur départ

Guidebook to

**THE NEW PARENT & FAMILY
ENGAGEMENT FRAMEWORK**

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1. Introduction

The Vision of Hamilton Best Start has always placed parents and families at the heart of our goal to make Hamilton the best place in Canada to raise a child.

Best Start is about Families

Best Start is about supporting parents and families, and collaborating with them to enable them to provide children with the best possible opportunities early in their lives.

In May 2011, after extensive consultation, the Parent & Family Engagement Committee released Hamilton's Parent Charter, enumerating the rights that parents should expect to have respected in their dealings with service providers and with all organizations that they come in contact with.

The Vision and the Charter set out our values. But what should those look like in practice? That is the purpose of the Parent & Family Engagement Framework.

The Framework can be found on page 7. This Guidebook provides support and guidance on how to use the Framework to review and advance your agency's practices in all the many ways in which you interact with parents.

What Is the New Parent & Family Engagement Framework?

From the original Implementation Guidelines for Best Start to our new Parent Charter, there has been a continuous focus on *parent engagement*. But parents engage with many parties in many ways – with their children, with our services, with each other, and with the broader community. Our services engage with parents in many different ways – as participants, as partners, and as overseers. The New Parent & Family Engagement Framework distinguishes and organizes these different ways of engaging with parents.

As a system of services, Hamilton Best Start is committed to providing opportunities for parents to engage with our services in *all* of these many ways. The Framework is thus also a statement of our responsibilities to parents, as individual services and as a system.

The Framework helps to put institutional flesh on the bare bones of the Parent Charter. It establishes an **agenda for action**. Together, these two companion documents provide the tools for a consistent approach to parents across our entire system of services.

Why Is the Framework Important For Hamilton?

The Framework helps to:

1. Identify what we are *already* doing, in all the many ways we work together with parents.
2. Assess what we *could* be doing, to build an ever stronger and richer partnership with parents.
3. Establish expectations, amongst parents and services, for what our partnership is intended to be.

It helps to make our services the best they can be – effective, family-centered and strength-based.

How Can the Framework Support My Organization?

Like the Parent Charter, the Framework is intended to reflect and support what you *already do*. It doesn't replace, but complements, your organization's mission/vision/values and parent-friendly practices.

It provides a tool to support your reflective practice, both in seeing just how much you already do and in identifying ways to build on your current practices to further enrich your relationship with parents. This may involve reviewing your existing policies and procedures. It hopefully will be helpful in your regular planning processes and programming decisions.

Together with the Parent Charter, it communicates your commitment to parents and to building a partnership with them to achieve the very best for their children.

Will I Receive Help From Hamilton Best Start?

The Hamilton Best Start Parent & Family Engagement Committee is committed to supporting all of our services in using the Framework. If you have questions about the Framework or would like a presentation of it, please e-mail beststart@hamilton.ca and a member of the Committee will follow up with you. The Framework is intended to be helpful to you, so this process is not a one-way street. Your feedback is welcomed and encouraged. Again, to share your ideas, please e-mail beststart@hamilton.ca.

Developments will be shared at Best Start network meetings, and time will be available for the exchange of questions and answers. The Hamilton Best Start website (www.hamiltonbeststart.ca) remains the official online communications tool for all matters related to parent engagement. This document, the Charter, and any related items will be available there for download as they become available.

2. Using the Framework

This Guidebook is intended to help you in understanding the Framework and in fulfilling the responsibilities it identifies, as they pertain to your program.

The Framework sets out ten different ways that parents and services “engage” with each other. As a system of services, we have a responsibility to engage with parents in each of these ten ways. However, not every responsibility will apply to every program in the same way. With so many different types of organizations represented in the Best Start Network, there can be no “one size fits all.” Some responsibilities may not apply to your service at all. Your program may not be able to accept volunteers, for example. Some responsibilities will fall principally upon the Network and its Committees, rather than upon particular services. But it is important that we all understand these responsibilities and do what we can to realize them.

The Worksheet and Regular Review

The best way to assess your contribution to parent engagement is to review the Framework on a regular schedule, as part of your regular planning process. This will most likely be done once a year, but may be more or less frequent.

To assist you with this review, a Worksheet has been included with this Guidebook, at page 9. The Worksheet asks four questions of you for each of the ten components of the Framework:

- How are you currently meeting the goals of the Framework?
- How do you actually assess whether those efforts are working?
- How might you meet the goals of the Framework better?
- What should be your next steps?

These questions are intended to guide you in a discussion where you can evaluate how you are meeting the goals of the Framework and plan how you will continue to meet them. This discussion would ideally involve Board members, management, staff, and participating parents of your organization.

Review could be done at a staff or other regular meeting, a special planning meeting, or at a retreat.

All components could be reviewed in one go or one component could be reviewed at each of a series of meetings.

Including parents in the process of review would be particularly valuable.

Need Ideas?

The bulk of this Guidebook provides *examples* for each of the ten components of the Framework. These examples are drawn from the experiences of some of our community’s services. The examples are only examples – they are by no means a comprehensive listing of everything that is or could be done to meet the Framework’s goals. Instead they are intended to:

- help clarify what each component means and includes,
- suggest some things that you may be doing or that you could do, and
- spark discussion, brainstorming and creativity about what can be done to include parents in our services.

To stress, these examples are intended solely as a treasure trove of ideas. They are some of the possible answers to the first and third questions on the Worksheet – what are we currently doing and what might we do. Of course, the list is not prescriptive. They are just some things that some of us do; some things you might want to consider if you don't. You are encouraged to come up with your own creative ways of engaging parents!

Assessing Our Efforts

The examples also include examples of how we actually assess our efforts, intended as possible answers to the second question on the Worksheet. It's worth taking a careful look at these. We often think of assessment principally in terms of tests and reports and documentation. But that is not how we most frequently *actually* assess our own efforts. Instead, note that most of the examples provided are of things parents say to us, things we see them do, things that exist or that actually happen. We assess ourselves by what goes on "in the room" – let's call it *practice-based evidence* – not by our stats.

The review process for this Framework builds on these actual practices of assessment. It is intended as a reflective practice. That being the case, there is no need to keep any new stats or to file any new reports. The Worksheet is for you, to help you, as we all work to build a system of services that is as family-centered as it can be.

A NEW PARENT AND FAMILY ENGAGEMENT FRAMEWORK

Parents and families are at the centre of their young children's lives. The meaningful involvement of parents in many aspects of early years services is essential for those services to be the best they can be – effective, family-centered and strength-based. The following framework is envisioned as a companion document to the Parent Charter and details the many roles that parents do and can play in the provision of services for young children and their families in our Hamilton community.

SERVICE PROVISION

Parents' relationships with their children benefit from their interactions with service providers.

Hamilton's Best Start system of services' responsibility to parents is to:

- facilitate and support parents' relationships with, and care of, their children
- facilitate and support parents' advocacy for themselves and their children
- enhance parents' awareness of the importance of early childhood development
- provide opportunities for parents to interact with other parents and their community (as leaders, mentors, learners and neighbours)

PARTNERS IN SERVICE DELIVERY

Early years service delivery benefits from the participation of parents.

Hamilton's Best Start system of services' responsibility to parents is to provide opportunities for parents to:

- actively participate in the delivery of services
- support other parents and family-centred services as paid staff
- provide feedback on the services offered and to express their preferences regarding future programming

PARTNERS IN GOVERNANCE

Early years services benefit from the participation of parents in meaningful decision-making.

Hamilton's Best Start system of services' responsibility to parents is to provide opportunities for parents to:

- participate in formal and binding decision-making about the operations of our programs and services
- participate in the evaluation, monitoring and oversight of the Best Start system of services
- advocate on behalf of our programs and system of services

PARENT & FAMILY ENGAGEMENT FRAMEWORK WORKSHEET

Parents have the right to be involved in the delivery and governance of the services they, their children and their communities are receiving. The Parent & Family Engagement Framework is designed to help you consider how parents are, and can be, involved in your services. **How are you involving parents in what you do?**

	How do you currently ...	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
facilitate and support parents’ relationships with, and care of, their children?		
facilitate and support parents’ advocacy for themselves and their children?		
enhance parents’ awareness of the importance of early childhood development?		
	How do you currently provide opportunities for parents to ...	
interact with other parents and their community (as leaders, mentors, learners and neighbours)?		
actively participate in the delivery of services?		
support other parents and family-centred services as paid staff?		
provide feedback on the services offered and to express their preferences regarding future programming?		
participate in formal and binding decision-making about the operations of our programs and services?		
participate in the evaluation, monitoring and oversight of the Best Start system of services?		
advocate on behalf of our programs and system of services?		

See over →

	How might you ... <i>better</i> ? What could be your next steps?	Thinking about the likely <i>impacts</i> and <i>costs</i> of these next steps, which do you think you should do first?
facilitate and support parents' relationships with, and care of, their children		
facilitate and support parents' advocacy for themselves and their children		
enhance parents' awareness of the importance of early childhood development		
provide opportunities for parents to interact with other parents and their community (as leaders, mentors, learners and neighbours)		
provide opportunities for parents to actively participate in the delivery of services		
provide opportunities for parents to support other parents and family-centred services as paid staff		
provide opportunities for parents to provide feedback on the services offered and to express their preferences regarding future programming		
provide opportunities for parents to participate in formal and binding decision-making about the operations of our programs and services		
provide opportunities for parents to participate in the evaluation, monitoring and oversight of the Best Start system of services		
provide opportunities for parents to advocate on behalf of our programs and system of services		

When have you scheduled your next review of this worksheet?

D D

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M M

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Y Y Y Y

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facilitate and support parents' relationships with, and care of, their children?

How do you currently ... How might you ... <i>better</i> ?	How do you know if this amounts to "doing well"? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Courses on relationships (e.g., Right From the Start, COPEing with Toddler Behaviour) • Groups (e.g., Incredible Years, Beyond the Basics, fathering programs) <ul style="list-style-type: none"> ○ specific / high needs ○ general • Child - parent workshops • Telephone support • Home visiting (and not just by Family Home Visitors) • Informal communication • Referrals to services • Relationship-focused treatment or services / attachment guidance • Individual counseling (by referral) • Special needs <ul style="list-style-type: none"> ○ behavioural ○ developmental • Preventative programs (e.g., screening & assessment) • Crisis services • Respite care • Multiple access points (locations, how delivered – e.g., formal, informal, in-home, by telephone) • Culturally specific / sensitive care and/or treatment • Material supports (e.g., bus tickets) 	<ul style="list-style-type: none"> • Parent satisfaction <ul style="list-style-type: none"> ○ expressed thanks ○ expressed importance • Attendance (vote with feet) • Parent comments (however recorded, e.g., surveys, databases, journals) • Use of evidence-based programming • Having a waitlist (demonstrating that you are meeting a need) • Expressed happiness with activity or product (e.g., "I loved that recipe") • Expressed use when <i>not</i> at program/service of material learned in program • Observing doing the activity, using the knowledge (spontaneously, after the service/demonstration) • Observed parent interaction with child • Expressed discoveries about their child's development / learning (rather than merely behavioural regulation) – perhaps recorded in parent portfolios on the children or similar documentation • So-called "hard" research (random controlled trials, literature) • Call the Early Years Research Team ...

facilitate and support parents' advocacy for themselves and their children?

How do you currently ... How might you ... <i>better</i> ?	How do you know if this amounts to "doing well"? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Check It Out clinics <ul style="list-style-type: none"> ○ parents see things that they <i>can</i> get and get direction to/for them • Support groups to know rights and advocate for resources <ul style="list-style-type: none"> ○ often have special needs focus ○ provide information regarding legislation, legislative and regulatory changes, and resources available ○ discussion within group – peer exchange ○ talks by service providers ○ empower people – rather than organizing ○ promote awareness of programs • Promote parent problem-solving (e.g., Right from the Start) • Empower parents to advocate – who to call, where to go – provide coaching/role-modeling, help with problem-solving during process • Mentor parents regarding services available and transition to schools • Introduce to relevant parties (e.g., principals, resource teachers) • Make calls for parent, be with parent during call ('scaffolding') • Maintain open relationships regarding comments and complaints, including offering timely response to submissions – requires demonstrating / achieving safety, trust and respect • Policies (e.g., concerning complaints and appeals) • Parent surveys with room for open comment • Neighbourhood advisory groups <ul style="list-style-type: none"> ○ parent representing parents (usually groups) ○ parent representatives solicit needs/concerns in advance • Recruiting parents for MCYS research/feedback sessions • Alerting parents to feedback opportunities • Conduct focus groups (e.g., consult with parents regarding needs and preferences) 	<ul style="list-style-type: none"> • Satisfaction surveys – response rate (not just content of response) • Follow-through <ul style="list-style-type: none"> ○ did they send letter / postcard ○ observe interaction with relevant parties • Informal <ul style="list-style-type: none"> ○ narratives we share (amongst service providers) ○ case discussions (success stories, struggles) • Narratives of success – parent-defined (need met, parent felt heard) • Did parent feel heard, listened to, cared about, answered or not? • Expressed or observed that message was received • Observed development from dependency to self-direction • "You know you've succeeded when the parent thinks they've done it all themselves."

enhance parents' awareness of the importance of early childhood development?

How do you currently ... How might you ... <i>better</i> ?	How do you know if this amounts to "doing well"? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Media campaigns / websites <ul style="list-style-type: none"> ○ put out articles • Explaining why for activities – informal conversation / teachable moments • Being available when families have questions • Share documented examples of children's learning (e.g., pictures with descriptions) via Early Learning for Every Child Today framework and ASCY's Save the Day for Play database <ul style="list-style-type: none"> ○ post publicly (framed, binder) ○ give copy to parents ○ include pictures of your kids • Doing the workshops – the actual content • Physical environment of the service – how it's arranged, materials posted on the walls • Role-modeling <ul style="list-style-type: none"> ○ communicating development of child, providing feedback ○ labeling/making sense of behaviour ○ asking questions to identify behaviours ○ informality • Resources, brochures, etc. • Multiple access points to system • Access to multiple services at one location (e.g., Check It Out clinics, co-location) • Existence of the Community Education booklet 	<ul style="list-style-type: none"> • Observed learning of parent (e.g., absence of "disciplinary" behaviour) • Parents seeking more knowledge – expressed desire to learn • # Web hits / phone calls / tear-offs taken (from media products) <ul style="list-style-type: none"> ○ follow-through on actionable aspects (e.g., reports of How Did You Hear About service) • Surveys (regarding media products, e.g., posters) <ul style="list-style-type: none"> ○ would you look ○ choice of picture ○ where to place ○ would you do anything different

interact with other parents and their community (as leaders, mentors, learners and neighbours)?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Regular service users acting (informally) as peer greeters • Recruit parents to task groups / focus groups • Summer BBQs for neighbourhood • Making linkages with (perhaps soliciting donations from) local businesses or community groups, with parents making connection • Cultural groups meeting in facilities • Parent buddies as <i>part</i> of program delivered • Support groups <ul style="list-style-type: none"> ○ networking as ancillary to curriculum ○ benefit to getting to know one another • Take people to services, rather than just refer (e.g., HBHC, VON and CAS staff bringing families to OEYCs) • Prenatal classes / parenting groups become informal groups that stay together (and provide mutual support) • Point out can do things (together) when <i>not</i> at service • Peer mentoring (across special needs) • Special needs associations (or Bereaved association) – self-organizing, referral • Community events <ul style="list-style-type: none"> ○ Attend as a program (e.g., booths, tables) ○ Have parents represent program ○ Include community events / programs in newsletter 	<ul style="list-style-type: none"> • Observe <ul style="list-style-type: none"> ○ groups remain together for decades ○ continue using space when service no longer required ○ development of relationships ○ lunching together ○ clothing exchange ○ exercise together ○ organizing things for themselves ○ newcomer families speaking with one another ○ let each other know of resources – making referrals for each other • Comments from program-end evaluation surveys • Other groups in community coming for our support with activities / contacts • Exit / discharge from program due to replacement of formal with informal supports to meet needs

actively participate in the delivery of services?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Invite parents to be guest speakers regarding particular experiences • Bring in parents as experts and/or use talents (e.g., baking, gardening, music, finances) – more generally, as “co-creators” of the service • Parents choose and/or prepare snacks • Parents trained to provide support (e.g., over the phone regarding breastfeeding) • Parents trained to serve as facilitators (e.g., prenatal nutrition, Mother Goose) • Parents help with creating / maintaining space (e.g., putting together furniture) • Parents bring / make resources • Parent volunteers in Kindergarten classes (e.g., school trips) • Make room for parents to stay in the room during child programming • Volunteer Association (e.g., hospitals) • What kinds of opportunities are there? <ul style="list-style-type: none"> ○ some informal or occasional – emotional engagement with service, but don’t put <i>onus</i> on parents, not fundraising, no commitment ○ some more defined – specific tasks to accomplish / ensure you have something for volunteers to <i>do</i>, may require police checks, health checks • Supports provided <ul style="list-style-type: none"> ○ child-minding ○ food ○ bus tickets or carpooling ○ access (hours, etc.) ○ incentives / honoraria (e.g., grocery vouchers) • recruit for governance 	<ul style="list-style-type: none"> • # of volunteers • # of hours volunteered (in total and average per volunteer) • # years volunteered (average per volunteer) • # of volunteer opportunities (where volunteer “jobs” are defined) • Ease of recruiting • Vacancies

support other parents and family-centred services as paid staff?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Begin with client population – have pathways <ul style="list-style-type: none"> ○ facilitators trained ○ coaching and mentoring ○ e.g., Woman Alive!, Beyond the Basics, Mother Goose ○ followed by more formal training (e.g., ECE or RPN certification) • Inspiration / modeling – conversations, discussing opportunities • Family Home Visitors are paid peers <ul style="list-style-type: none"> ○ provide <i>training</i> • Preferential hiring from area or from members of relevant target populations (e.g., those with child with special needs, speakers of particular languages) • Know people in community, their needs, skills, etc. (be “embedded” in the community) • Recruit from attendees for related services (e.g., OEYC attendees for home-based child care providers) <ul style="list-style-type: none"> ○ have brochures / posters / job postings on-site • Consider representativeness (relative to client population) in hiring decisions <ul style="list-style-type: none"> ○ parents / students ○ preferential hiring from needed populations (e.g., French, Aboriginal, other languages) ○ within restriction of what one can ask 	<ul style="list-style-type: none"> • Where applicants come from (local / neighbourhood or not) • Count / proportion of identified ex-clients • # of languages spoken by staff • Retention

provide feedback on the services offered and express their preferences regarding future programming?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Informal <ul style="list-style-type: none"> ○ parents making suggestions <ul style="list-style-type: none"> ▪ face-to-face ▪ written submissions ○ immediately passed to management by phone, email or text, or reported at staff meetings ○ expressed satisfaction or disappointment ○ waitlist / vacancies in program • Parent surveys <ul style="list-style-type: none"> ○ satisfaction ○ workshop evaluations ○ needs assessment (“What would you like to see?”) ○ checklists, comments • Focus groups (as a part of program evaluation or as a regular feature) • Program Advisory Committees (parent and / or youth) <ul style="list-style-type: none"> ○ parent reports from other parents • Outreach activities to identify needs of / barriers for <i>non</i>-participating families • Reports from other services and facilities – as written summaries or as reports from colleagues • “Parent Relations” departments (or user / visitor / participant / client / patient, etc., as appropriate to organization) <ul style="list-style-type: none"> ○ a place to express concerns to • Comment functions on websites, interactive websites to ask questions and get answers • Reporting <i>back</i> to parents on follow-through <ul style="list-style-type: none"> ○ communication vehicle to report back or to explain why not followed ○ provide option to give contact info on surveys to allow individual follow-up 	<ul style="list-style-type: none"> • # responses to surveys • Expressed eagerness to respond to surveys (generally a positive sign) • Expressed feeling of being a “stakeholder” (e.g., answering phone for program) • Parent-shared anecdotes of successful feedback (whether directly to staff or observed to other parents) • Actual reference to surveys and other response in planning • Follow-through on suggestions – working to accomplish them

participate in formal and binding decision-making about the operations of our programs and services?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Parent Advisory Committees / School Councils, etc. <ul style="list-style-type: none"> ○ recruitment <ul style="list-style-type: none"> ▪ via program registration / attendance ▪ with parent testimonies ▪ invite to join ○ treat “advice” as binding / directive • Parents / clients on organizational Board of Directors • Parent participants in Provincial “reference groups” • Recruit / promote candidates from clients for elected or appointed representatives on <ul style="list-style-type: none"> ○ federal, ○ provincial, ○ municipal, ○ regional (e.g., LHIN), ○ organizational or collaborative Councils / Assemblies / Networks, Agencies, Boards and Commissions • Supports <ul style="list-style-type: none"> ○ orientation material to Committee, Board, etc. – vetted by parents ○ choice of meeting times ○ availability of alternative input mechanisms ○ availability of technologically-mediated participation (e.g., Skype, teleconference, videoconference) ○ rotating parent representatives, drawing from a pre-identified group ○ co-chairing ○ mentoring (preferably peer) ○ simultaneous children’s programming / child-minding ○ address language and / or cultural barriers (e.g., translation / interpretation – consult sjlWC) ○ community stakeholders ○ food / drink ○ transportation assistance (bus tickets, carpooling) ○ incentives / vouchers 	<ul style="list-style-type: none"> • # and % of current or former clients on your established governance bodies • Actual role of current / former clients in body’s deliberations / activities • How active their participation is • Assess the decisions made: <ul style="list-style-type: none"> ○ degree of parent input ○ where is the parent voice in this decision?

participate in the evaluation, monitoring and oversight of the Best Start system of services?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Posting for parent participation on the Best Start Network and all its committees <ul style="list-style-type: none"> ○ recruitment ○ begins with relationships ○ offer supports (as listed above under decision-making) • Parent participation in evaluation (or in routine data collection) <ul style="list-style-type: none"> ○ research design ○ survey (or other evaluation tool) development ○ question selection ○ implementation (interviewing, focus group facilitators) ○ recruitment of participants ○ examination of responses and summarization of results ○ dissemination of results • Sharing information in an accessible way <ul style="list-style-type: none"> ○ choice of language (literacy level, jargon-free, active, etc.) ○ choice of languages (not just English) ○ format (clear, readable, print size) ○ multiple means • Highlights to Council, information sharing at Network (transparency, accountability) • Reports to Province – inclusion in dissemination strategy / information sharing • Include evaluation page in Best Start magazine • Website • Collecting stories (or pictures) from parents • Input mechanisms to Provincial planning 	<ul style="list-style-type: none"> • Expressed praise from other communities and the Province for how involved our parents are and for the extent of our efforts to involve parents further • So many people wanting to voice their views, but shortage of vehicles • Reports getting (or not getting) to parents – public availability • Whether parent voices are explicitly <i>acknowledged</i> (e.g., “this decision was made because these parents indicated it was their preference”) • Was information (from evaluations) used? By whom? For what? Did it lead to decisions? Was anything created or changed as a result? • Presence of Best Start in the media

advocate on behalf of our programs and system of services?

How do you currently provide opportunities for parents to ... How might you ... <i>better</i> ?	How do you know if this amounts to “doing well”? What do (or could) you look at to tell you?
<ul style="list-style-type: none"> • Parent campaigns to MCYS (e.g., postcard campaign in Toronto) • Parent stories in Best Start magazine, OEYC provincial newsletter and the like (“our” media) • Parent stories in the media • Parent letters to the editor / website comments • Parent speakers to Council regarding programs • Recruit parents for focus groups / meetings with elected officials (MPPs, etc.) • Facilitate parent participation in rallies and similar actions promoting early childhood services • Parent networks organizing teach-ins / awareness-raising campaigns <ul style="list-style-type: none"> ○ “education” for “Joe Public” – public discourse contains a shortage of “whys” 	<ul style="list-style-type: none"> • # of stories • # of parents named in story • # of events, campaigns or actions • # of parents participating in event, campaign or action • Impact of parent advocacy on public <ul style="list-style-type: none"> ○ on decisions made (e.g., if elected officials change their minds or cite parent remarks in justifying decisions) ○ on public discourse (e.g., tone of media coverage, frequency of issue coverage) • Impact of parent advocacy on parents (e.g., expressed confidence and sense of self-efficacy)



Hamilton

Seven Principles Of Public Participation¹

Interim Guidelines for City of Hamilton Public Engagement Processes

1. Public participation is based on the belief that those who are affected by a decision have a right to be involved in the decision-making process.
2. Public participation includes the promise that the public's contribution will influence the decision.
3. Public participation promotes sustainable decisions by recognizing and communicating the needs and interests of all participants, including decision makers.
4. Public participation seeks out and facilitates the involvement of those potentially affected by or interested in a decision.
5. Public participation seeks input from participants in designing how they participate.
6. Public participation provides participants with the information they need to participate in a meaningful way.
7. Public participation communicates to participants how their input affected the decision.

¹ Taken from the [International Association for Public Participation](#).