

This material was developed by the Family Voices PIC Project, Family Voices at the Federation for Children with Special Needs
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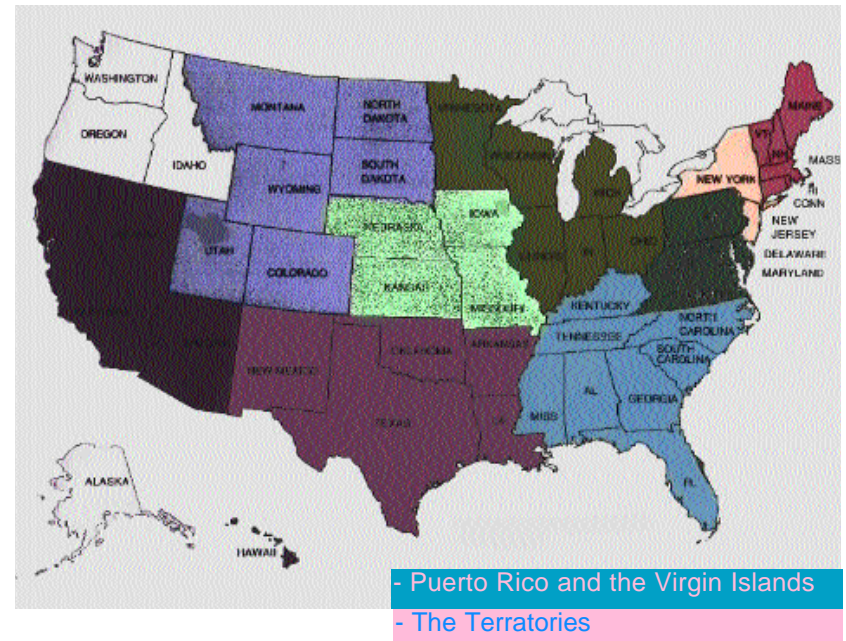
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Partnerships: Families and Title V Programs

- ❖ Family Participation in the Title V Block Grant Reviews
- ❖ Suggestions from Parents: Written and Oral Reports



Other Family Voices Title V Materials

- * Families and Title V - Booklet or PowerPoint

- * Action Plan: A Workbook for Families to Participate with States in the Development of Title V Block Grants

- * Partnerships: Families and Title V Programs
 - Engaging Families in the Title V Partnership
 - Accessing Title V Data and Information

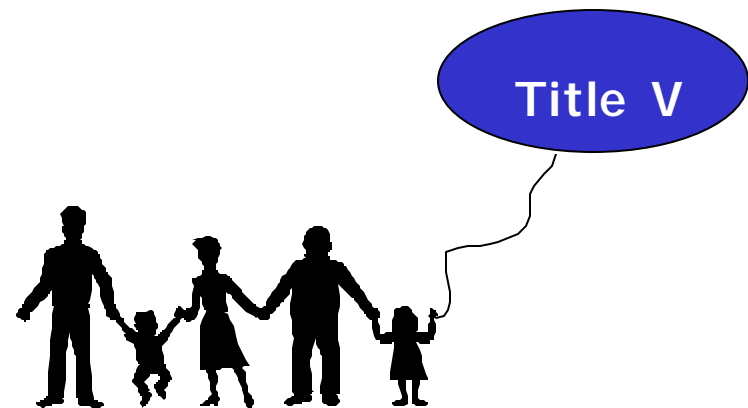
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Notes.....

Introduction

This booklet, one of a series, offers families and professionals information, ideas, and strategies to involve and engage families in partnerships with state Title V programs. (See others on the overleaf.) All materials mentioned are available from Family Voices or from the Title V Information System website.

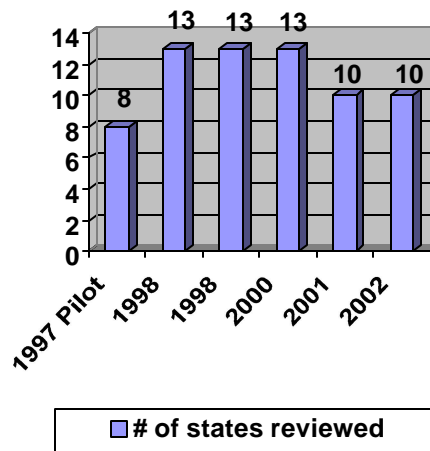
This booklet provides information on the involvement of parents/family members with the Title V Block Grant, nationally and in states. It also offers suggestions on written and oral reports from parents who have been part of the federal review process.



Each year in mid-July state Title V programs submit their Title V Block Grants - Application and Annual Report - to the Maternal and Child Health Bureau. These reports are reviewed by regional teams. Since 1997 parents have participated in the reviews. All states, Washington DC, Puerto Rico, the Virgin Islands and the Territory of Mariana have been reviewed by parents.

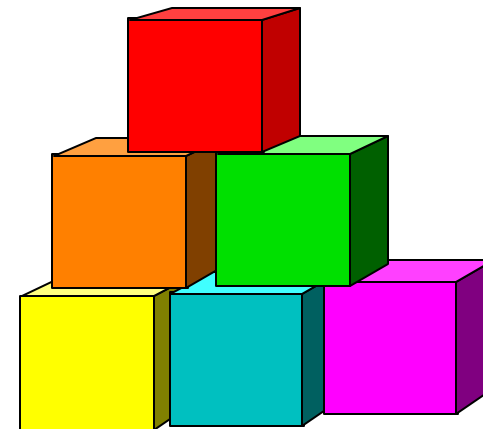
MCHB provides training and selects the parent reviewers. Family Voices provides communication and support.

MCHB Initiated: The number of states that have had a parent review their Block Grant- by year



Finally

- ▶ If you haven't already, give your Regional MCH contact a copy of your written review and your disc.
- ▶ Ask the Regional Field Office Staff person running the meeting to sign your Work Completion Form
- ▶ If you wish, give the state you are reviewing any materials or resources you think may be of use to them.



Spring, 2003

① Your Oral Presentation

▶ You will have completed an extensive written review of the state, following the requirements of the guidance and the Block Grant template. This will be much too long to read in its entirety. You'll want to be able to comment succinctly on important points without struggling to find them.

▶ Consider ahead what introductory remarks you want to make.

▶ You may want to use a hi-lighter pen to mark important comments to read from your report.

▶ Or, you might want to write a short summary of the strengths and weaknesses, covering each of the sections (I - XI), taken from your longer report.

▶ Or, if you want to you can make a "cheat sheet" for yourself from your longer report, cutting out all the instructions and just leaving the important pieces - the key questions; your answers; your analyses of key strengths and weaknesses; and any questions you have.

▶ Leave yourself the opportunity for comments that may occur to you as the review takes place.

▶ Remember that States may be carrying out activities that do not appear in their Block Grant Application/ Report. Ask. You may want to frame questions about areas you think are problematic or in which it seems more should be happening.

Families in Program and Policy (FIPPS)

In 2000-2001 Family Voices carried out telephone interviews with state Title V MCH and CSHCN programs to learn about family involvement. Written and web reports will be available, Spring 2003. Below is data from questions relating to the Title V Block Grant.

Family Involvement in Block Grant Process- in States	MCH Program N=49	CSHCN Program N=53
Public hearings	31	31
Focus groups/meetings	21	34
1 or more family member invited to review	29	32
1 or more family organization invited to review	22	39
Needs assessment development	32	41

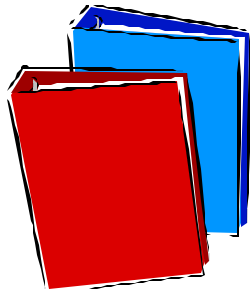
State Initiated:

In 2000-2001 **39** states said that they invited a parent or family member to be part of their Block Grant Review Team for the Federal review.

Written and Oral Block Grant Reports: Suggestions from Parent Reviewers

If you are a parent who will be reviewing Block Grants, you will be receiving lots of information and material from the Maternal and Child Health Bureau. Parents thought it would also be helpful to share some of their insights and strategies. Different systems work for different people - take what seems useful!

MCHB reminds reviewers that they are responsible for an overall review. A reviewer may have expertise in a particular area - children with special needs, children, etc.- but all should do their best to review and comment on all aspects of the Application, to the best of their abilities.



① Preparing and Writing Your Report

▶ In some regions the reports are sent prior to the review and copied for all to read ahead of time. In others they are given out at the review itself.

▶ It is very likely the state will see your report so be aware of this as you write. (This shouldn't change what you say but might change how you say it.) An important purpose is to be as helpful as possible to the state.

▶ Check early on to make sure the materials sent are complete - disc, all pages of the state's Application, etc.

- "Using a calendar I make a timeline - days to read the application, days to write the report."

- "I look at the template on the disc and then add pieces. "

- "Use post-its to mark key sections of the application - then you don't have to keep looking for them."

- "Hi-liter pens are critical!"

- Another says, "Organization is key. I have a different colored tablet for each section of the application, then I make notes on the appropriate colored tablet."

- One says, "Review and write the report section by section so it's not so overwhelming."

▶ On average parents say it takes three to seven days to prepare and write the report for the review.

② The Actual Review Process

▶ Your Regional MCH contact can tell you what procedures will be used and when you will be expected to speak. Typically there are introductions of all those present. Then the state being reviewed gives a report. Next comes the review, which may vary slightly from Region to Region. Sometimes the Primary Reviewer gives their review, followed by the Secondary Reviewer, followed by the Parent Reviewer. In other Regions each of the Reviewers offers comments, section by section (I - XI.) Or, other procedures may be used.

