



Ohio's Parent Mentor Project

# 2022 *Ohio Parent Mentor Spring Conference*

*Connecting & Collaborating, Empowering Ohio's Families*





# *Engage to Empower: Partnering with Students and Families for Post-Secondary Transition Success*

*Thomas Capretta, MPA  
The Ohio Statewide Family Engagement Center*

# Tom Capretta

Project Coordinator,  
Ohio Statewide Family Engagement Center



# We are...

The Ohio Statewide Family Engagement Center at The Ohio State University is a leader in the field of family, school, and community engagement. We are located at the Center on Education and Training for Employment, a translational research center within the College of Education and Human Ecology.

Our goal is to bring research to action by providing schools, families, and community partners with the tools they need to work together so all children have success in learning and life.





# Connect with Us



<https://ohiofamiliesengage.osu.edu/>

## Today's Objectives

Parent Mentors will identify critical topics for engaging families around the transition process.

Parent Mentors will discuss resources and considerations for supporting families as they prepare for post-secondary transition.



## Getting Started

Scan the QR Code

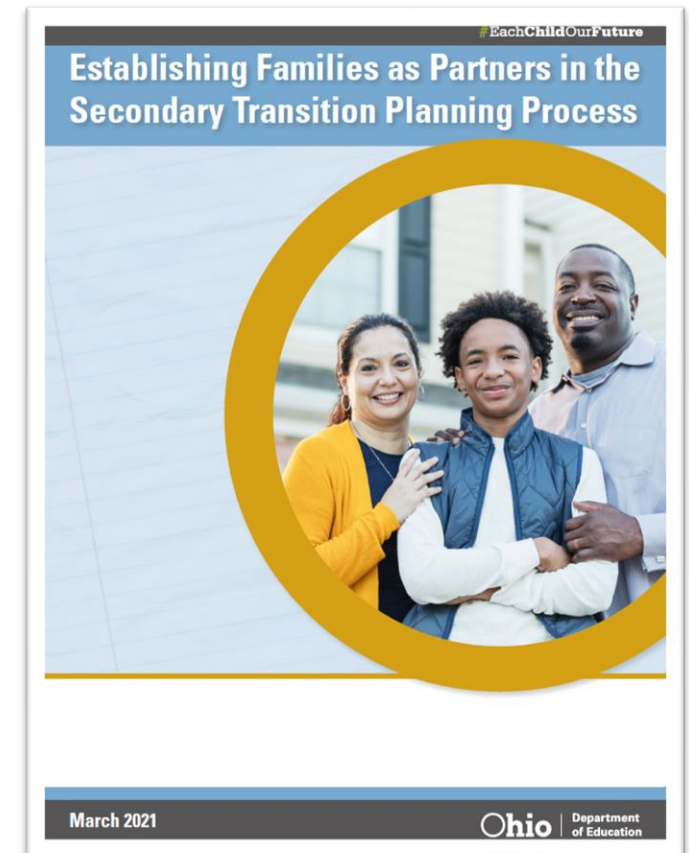
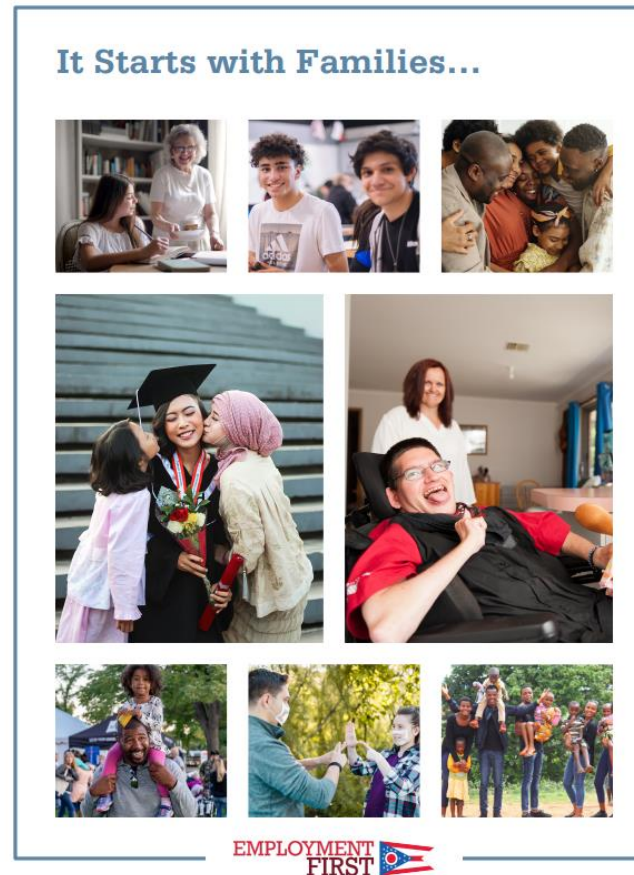
OR

Head to Menti.com and  
enter this access code:

1014 7897



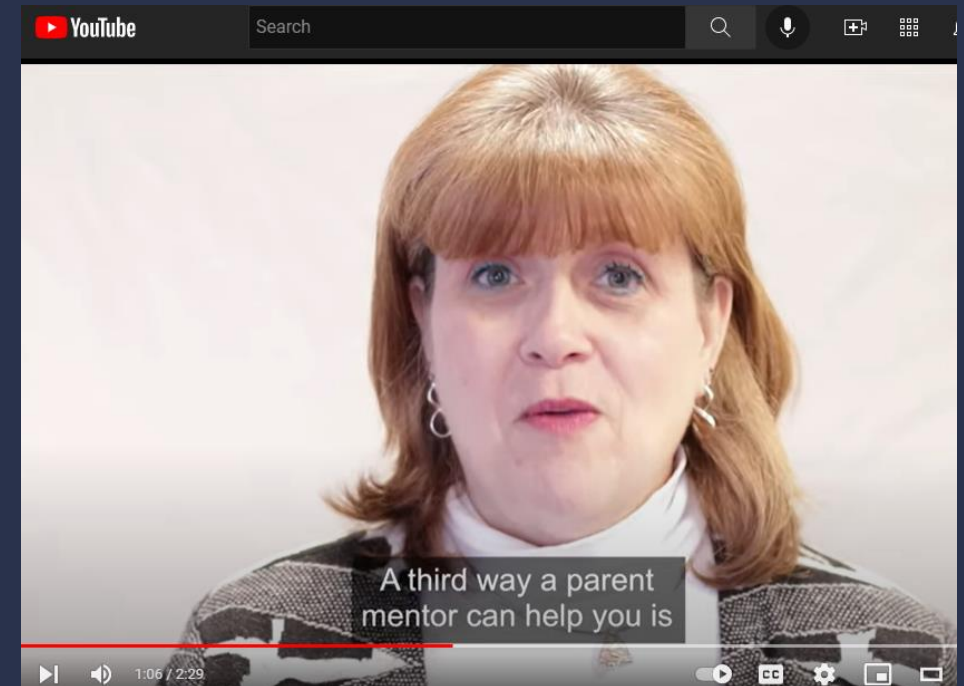
**This  
presentation  
was informed  
by...**





# Parent Mentors and Transition

- Support parents through the special education process, including informing families of their rights and responsibilities as a parent and support the goals that they have for their child.
- Connect to resources
- Support communication between home and school
- You've been there!



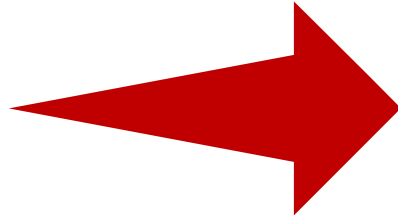
## **Establishing Families as Partners: A Commitment to Critical Topics**

1. Universal Design for Family Engagement
2. Valuing Families
3. Cultural and Linguistic Diversity
4. Evolution of Disability and Implicit Bias
5. Authentic and Necessary Conversations



# Universal Design for Family Engagement

Information  
Involvement  
Motivation



**Provide** information to families in varied communication methods and materials.

**Support** flexibility with multiple ways to access to resources, supports and events.

**Respect** and represent families and their cultures in our building décor, materials and staffing structures.



## Valuing Families

*“For individuals with intellectual and developmental disabilities, the role of family is unique and often central in the support and care provided across the lifespan. Family members play key roles in identifying and securing opportunities for their family members to participate in meaningful ways within their community and ensuring access to self-determined lives...Yet, the vital role of families is not fully recognized and supported in disability policy and practices”*

*Excerpt from Building a National Agenda for Supporting Families  
with a Member with Intellectual and Developmental Disabilities*

## Valuing Families

Recognize families as essential partners and equal contributors in the discussion of a youth's plans for working, pursuing education and living independently.

How do you make families feel valued?



# Cultural and Linguistic Diversity

*“While cultures may be different at the surface and shallow levels, at the root of different cultures there are common values, world-views, and practices that form these archetypes.”*

**-Zaretta Hammond**

We must acknowledge and value how a families' cultural and linguistic background impacts their views on work, education and independent living.



# Evolution of Disability and Bias



***In this work, we must acknowledge and value...***

- historical discrimination towards individuals with disabilities working, pursuing education and living independently.
- families' past experiences related to secondary transition services, particularly considering how expectations and best practices have evolved over time.

# Evolution of Disability and Bias



*In this work, we must recognize and address...*

- our own personal biases related to families' level of expectation for, and preparation and involvement in, their child's future planning.
- our own personal biases related to youth with disabilities working, pursuing education, and living independently.

**What experiences or biases might impact your work with a family around transition?**

# Authentic and Necessary Conversations

*“We cannot control everything about what people feel about us, but can be more mindful about how we enter...”*

*– Jason Barger,  
Thermostat Cultures*

- Use evidence-based and reliable information and practice to inform recommendations regarding a youth's plan for working, pursuing education, and living independently.
- Be willing to engage in open, honest and respectful discussion relevant to a youth's plan for working, pursuing education, and living independently.





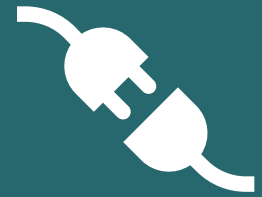
## **Aspire**

What did you learn that you want to adopt as a goal in your work?



## **Build**

What steps would it take to get to that goal?



## **Connect**

What resources and people will help support you?

## Resources



## Middle Years to Careers

### Pathway from School to Employment

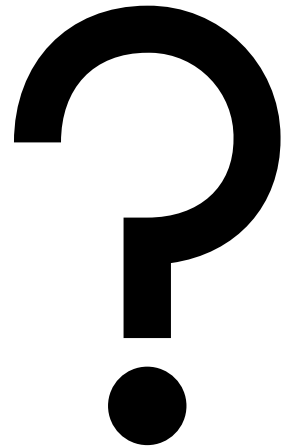
Supporting Planning Teaming Visioning Supporting Discovering Achieving Skill-Building Connecting Refining

EMPLOYMENT FIRST



THE OHIO STATE UNIVERSITY  
CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT

## Questions



## Contact



[Capretta.29@osu.edu](mailto:Capretta.29@osu.edu)



@ThomasCapretta





# Ohio's Parent Mentor Project

*Connecting & Collaborating, Empowering Ohio's Families*



## THE OHIO STATE UNIVERSITY

CENTER ON EDUCATION AND  
TRAINING FOR EMPLOYMENT



Ohio Statewide  
**Family  
Engagement  
Center**

— at The Ohio State University —



Ohio Statewide Family  
Engagement Center



OhioSFEC@osu.edu



@OhioEngage



Ohiofamiliesengage.osu.edu

