ICTP Lesson Plan Equitable Family Voice

This lesson plan is an extension of the Co-Creation Partners Lesson Plan focusing on families and community members as key co-creation partners. Co-creation with families and community members will ensure contextually relevant and responsive implementation infrastructure. While co-creation partners include funders and policy makers, intermediary organizations, purveyors, service agency leadership and staff, researchers/program developers and families/community members, these partners are often less accessible as they are often not in a funded/paid position or role in the effort.

Knowledge

1. Recognize central role of families within community-owned work. Identify/describe the: •1a. Benefit realized by CIT/CLT when families are co-creation partners. •1b. Benefit realized by families as a result of being involved as co-creation partners •1c. Key principles underlying equitable family voice within Triple P planning, implementation, and scale-up efforts. •1d. Key functions and best practices for equitable family voice and active involved community partnerships (AICPs)	2. Recognize the need to develop local capacity (having the resources and abilities) to ensure equitable family voice within Triple P planning, implementation, and scale-up efforts •3. Recognize that there is a spectrum of community engagement •4. Describe the goals/outcomes for equitable family voice within Triple P implementation and scale-up efforts. (Proximal/distal goals/benefits) •5. Identify ways of measuring family engagement	6. Identify the unique data that family voice can provide to inform needs or reach goals and strategies (What is the unique vantage point/perspective that families bring?) •7. Describe the importance of investigating disaggregated family data (reach, participation, satisfaction) as part of population intervention implementation and scale-up efforts.

Skills & Application

8. Use Data to Identify: Identify and examine disaggregated data

8a. Disaggregate family reach and satisfaction data as part of population intervention implementation.

8b. Use implementation and outcome data to better understand how families are affected by Triple P in their community.

8c. Use guiding questions and examines local data to better understand community and implementation efforts in order to define equitable family voice for their service area/region.

11. Evaluate/Monitor Impact

11a. Sustain expanded coalition/leadership team partnerships to ensure responsive and ongoing planning and implementation efforts are connected with local voices.

11b. Monitor impact of changes to implementation efforts on families and community outcomes to ensure equitable access, participation, and outcomes over time.

9. Leverage local expertise to review and analyze data

9a. Identify where along the spectrum of community engagement to ownership CIT/CLT activities lie.

9b. Identify and define equitable family voice for their service area/region.

9c. Clearly connect data disaggregation with expanded coalition/CLT partnerships to collaboratively identify feasible and effective methods for obtaining and using family voice within Triple P implementation and scale-up efforts.

9d. Leverage community partnerships to identify feasible and effective methods for obtaining and using equitable family voice within Triple P implementation and scale-up efforts.

10. Implement: Partner with families to co-design, plan, and implement improvements based on input and perspectives

10a. Identify areas to improve Triple P implementation and outcomes for consideration when obtaining and using equitable family voice.

10b. Identify areas of success and strengths within Triple P implementation and outcomes for consideration to leverage when obtaining and using equitable family voice.

10c. Conduct root cause analysis (e.g., understanding and investigating systemic, group and individual barriers to equitable outcomes) with an emphasis on local family voice within root cause analysis.

10d. Identify, develop and implement plans for collaborating with community stakeholders to address barriers to equitable implementation efforts and community outcomes identified by local family voice within the root cause analysis process.

Learning Objective (LO)	Tool	Purpose	Description	Audience	Facilitator	Context	Link
All	Co-Creation Partners ICTP Lesson Plan	Performance support	This lesson plan supports facilitators' proficient understanding and reliable establishment of co-creation partners.	Implementation Support Providers (ISPs)	EFV Team	Providing support for CCP efforts targeted towards families and communities	https://www.dropbox.com/sh/g6k6mv1aarr3q3x/AAA6BRYpUNF8ekyTHblZXgyIa?dl=0
All	Co-Creation Partners Learning Objectives Evaluation/ Checklist	Evaluation	This checklist includes a list of proximal learner outcomes expected from meeting LOs.	ISPs	ISPs	Use this tool to assess whether the learners are meeting the LOs.	TBD
All	Microlesson: Exploring families and communities as co-creation partners.	Capacity and performance	This interactive resource allows teams to review and learn at their own pace based on needs and preferences	LIAs	LIAs or ISPs during site support	LIAs are in need of foundational knowledge, initial examples to ready their efforts for partnering with families and communities	https://modules.fpg.unc.edu/ncic/ictp-cocreation-partners/index.html#/ https://modules.fpg.unc.edu/ncic/ictp-cocreation-partners/index.html#/

LO 1-2	Families as Co-Creation Partners: Overview	Knowledge/ Awareness/ Readiness	These resources can be shared with teams to increase awareness and readiness and support the rationale (the why) for engaging in the work.	LIAs/CLTs	LIAs or ISPs during site support	The Triple P system is meant to be community-owned and driven by the community, including family voice. Family voice is central to implementing Triple P as intended.	https://www.dropbox.com/s/x4h5rfjkxbkol5f/Families%20as%20CCP_Overview.pdf?dl=0
LO 1-2	Families as Co-Creation Partners: Getting Started.	Knowledge/ Awareness/ Readiness		LIAs/CLTs	LIAs or ISPs during site support		https://www.dropbox.com/s/pl12z3v99yw7v3q/Families%20as%20CCP_Getting%20Started.pdf?dl=0
LO 1-7	From Engagement to Ownership in Triple P [Implementeer Edition].	Knowledge/ Awareness/ Readiness		LIAs/CLTs	LIAs or ISPs during site support		https://mailchi.mp/email/implementeer-july-august-14794424
LO 8-8c	Lesson 3 of 5: Data Review & Analysis (here)	Application/Skills	These resources can support application of knowledge/skills related to data review and analysis	LIAs/CLTs	LIAs or ISPs during site support	Many of these resources were used and/or co-created with an LIA to support their efforts and are shared to support adaptation and wider use.	Lesson 3 of 5: Data Review & Analysis of resource here
LO9-9d	Lesson 4 of 5: Collaborative Discussions of resource here	Application/Skills	These resources can support application of knowledge/skills for expanding CLT for inclusive connections	LIAs/CLTs	LIAs or ISPs during site support		Lesson 4 of 5: Collaborative Discussions of resource here

			w/families & communities				
LO10-10d	Lesson 5 of 5: Engaging New Partners of resource [here](#).	Application/Skills	These resources can support application of knowledge/skills related to initial interactions and partnerships w/families and communities	LIAs/CLTs	LIAs or ISPs during site support		Lesson 5 of 5: Engaging New Partners of resource [here](#).
LO 11-11b	TBD	TBD	TBD	TBD	TBD	TBD	TBD

CHECKLIST/EVALUATION:

Goals sought according to implementation plan (check)	Potential Goals	Potential evidence that goal has been met	Goals met (check)
	Effectiveness data: Should be flexible		
	WHAT		
	Describe co-creation with families and community members as central to community-lead Triple P implementation		
	WHY Create shared understanding of the benefit of co-creation to solve [the unique, wicked problem]		
	Describe typical community status quo		
	Differentiate co-creation from business as usual		
	Describe benefits to organizations that engage in co-creation (opposite of list above)		

Goals sought according to implementation plan (check)	Potential Goals	Potential evidence that goal has been met	Goals met (check)
		WHERE/ CONTEXTUAL APPLICATION	

	Describe the challenges inherent in scaling Triple P within community context	CAN:
		 a. Describe tensions between open- and closed-system contexts within your community
		    i. Define open-system community context for scaling Triple P
		    ii. Identify partners that operate within closed system
		 b. Identify marginalized voices
		    i. Identify co-creation partners in this context that will bring diverse culture and community
		    ii. Identify sub-communities that have been marginalized and discriminated against by the very systems "in the room"
		 c. Identify state Triple P architecture
		    i. Identify state agencies and other funders who set administrative policy and funding priorities
		    ii. Identify "lead organizations" within community
		    iii. Identify fiscal agents most closely connected to state agencies and funders
		    iv. Contrast I & ii with inclusion, equity, diversity goals of co-creation (flatten power structure)	

	Describe need for co-creation strategies broadly within context (detailed in LO10)	Can: Recognize there exist types of strategies available to address challenge	

Goals sought according to implementation plan (check)	Potential Goals	WHO/ Include stakeholders voices		Goals met (check)
		Potential evidence that goal has been met		
	Recall types of (5-6) necessary groups of partners and their roles (from logic model)			
		HOW/ Change power dynamics/Create processes, systems, structures that upend traditional ways of working		
	Utilize successful strategies to increase equity, diversity, inclusion within your community through the co-creation process			

	(Utilize successful strategies to) Engage specific, community-relevant Triple P co-creation partners	CAN:
		a. Identify relevant individual and group co-creation partners
		b. Include historically marginalized community members
		c. Define the work/Explain why the roles are required
		d. Onboard co-creation partners
		  i. Create summary speech
		  ii. Gain buy-in		

	Create opportunity for groups to self-organize: Describe the ways in which partners may effectively self-organize into meaningful roles	CAN: a. Utilize IAP2 spectrum as a framework for co-creation b. Elevate co-creation partner group participation along that spectrum		

	Utilize collaborative/shared facilitation of group interactions to ensure all voices are leveraged (e.g., during meetings and other partner processes)		
	Utilize adaptive leadership strategies in the co-creation process		
	Develop and maintain a hospitable co-creation environment within your community		