

**WHITE HOUSE INITIATIVE
ON EDUCATIONAL EXCELLENCE FOR HISPANICS
HISPANIC FAMILIES AND SPECIAL EDUCATION
WEBINAR
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Hispanic Families and Special Education

David Emenheiser
Project Officer, US Department of Education



Special Education

- ▶ Approximately 7 million children receive early intervention and special education services in the United States
 - ▶ In some states and localities, as many as 12% or more of students receive special education services
- ▶ Families of children with disabilities are friends and neighbors, and of every race, ethnicity, and socio-economic class
- ▶ Almost 1.3 million Hispanic children received early intervention and special education services
- ▶ ~25% of Hispanic students with disabilities drop out of school
- ▶ ~56% of Hispanic students with disabilities receive a regular high school diploma



Individuals with Disabilities Education Act

“(c) (5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more **effective** by-

(A) having **high expectations** for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to--

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead **productive and independent adult lives**, to the maximum extent possible;

(B) **strengthening** the role and responsibility of **parents** and ensuring that families of such children have **meaningful opportunities to participate** in the education of their children at school and at home”
(IDEA Section 601, Findings)





Early Intervention and Special Education

- ▶ Early intervention serves infants and toddlers, birth up to 3 years of age,
 - ▶ Through interagency coordination
 - ▶ As stated in Individualized Family Service Plan (IFSP)
- ▶ Special education serves toddlers, children, and youth, ages 2 to 26
 - ▶ Through educational agencies
 - ▶ As stated in Individualized Education Program (IEP)



Families Are Part of a Team

- ▶ Identification and referral
- ▶ Evaluation
- ▶ Eligibility
- ▶ Development of IFSPs and IEPs
- ▶ Settings and placement for service delivery
- ▶ Provision of services
- ▶ Review of IFSPs and IEPs
- ▶ Transition



Hablando de Educación Especial

- ▶ IDEA defines “native language” as the “language normally used by the individual or, in the case of a child, the language normally used by the parents of the child” (Sec. 602 (20))
- ▶ IDEA requirements to provide parents with key information in their native language
- ▶ OSEP English to Spanish Translation Glossary provides a way to consistently translate special education terms into Spanish: www.neparentcenters.org/glossary/
- ▶ Parent Training and Information Centers in every state
- ▶ 30 Community Parent Resource Centers

Supporting Hispanic Families

www.parentcenterhub.org



Center for
Parent Information
and Resources

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SIGNUP FOR NEWSLETTER  

HOME RESOURCES FIND YOUR PARENT CENTER PTACS





FEATURED RESOURCE

QUICK FIND FOR NICHCY RESOURCES

Wondering where your favorite resources will go after the National Dissemination Center for Children with Disabilities (NICHCY) ends later this year? Many of its products and webpages will live on here, where we can maintain their accuracy and continue to make them available to families, professionals, and Parent Centers. Bookmark our roadmap to help you find your favorite NICHCY resources on the CPIR website.

[Read More](#)

RESOURCES

FIND YOUR PARENT CENTER

PARENT TECHNICAL ASSISTANCE CENTERS

JUST FOR PARENT CENTERS





Contact Information

- ▶ David Emenheiser
- ▶ David.Emenheiser@ed.gov
- ▶ 202-245-7556
- ▶ www2.ed.gov/about/offices/list/osep/index.html



Supporting Hispanic Families

Parent to Parent of Miami

7990 SW 117 Ave. Suite 200

Miami, FL 33183

www.ptopmiami.org

Lauren Bustos-Alban, Advocacy & Training Manager



Community Parent Resource Center

- Funded by OSEP in 1988 to serve Miami-Dade and Monroe Counties
- Secured additional funding from The Children's Trust in 2004
- Over 37,000 students with disabilities in our local school system
- Receive over 1,400 calls a year
- 50% of the calls are from families calling for the first time
- 50% are families needing ongoing assistance
- Collectively generate over 10,000 contacts a year



Number one request is related to school issues:

- Evaluation
- Behavior
- Educational Placement
- Transition
- Navigating the legal, health and social support systems
- Employment and Independent Living
- Charter schools and school of choice options

Parent Centers provide information, trainings and support in Spanish:

- Disabilities/Developmental Delays/Medical Conditions
- IDEA and Section 504
- Face to Face meetings
- Attend IEP meetings when families cannot advocate on their own
- Help families develop action plans take to their IEP meetings
- Coaching to build advocacy and leadership practices
- Linkages to local, state and national resources

Challenges in serving the Hispanic population:

- Support must be more individualized due to the language barrier
- Providing guidance within a foreign educational system
- Lack of supplemental services provided in native language

Challenges faced by Hispanic families:

- Unfamiliar with the educational system
- Have never advocated at the school level
- May not be able to help with the basics - reading and math
- Work long hours
- Parent involvement needs to be realistic
- Immigration status

Impact:

- Hispanic families with LEP increase advocacy skills in their native language
- 95% of parents increase social supports after contacting our parent center
- 92% of parents attending IEP meetings reported being able to effectively advocate for FAPE for their child
- 94% of parents report they were able to advocate more effectively at their child's IEP meeting



Our Best Practices:

- Parents calling have immediate access to assistance
- Individualized information and support
- Complete a Parenting Skills Checklist
- Complete a Special Education Action Plan (SEAP)
- Minimum four contacts by the 90 day follow-up
- Face to face meetings
- Advocacy and coaching during IEP meetings
- Small IEP workgroups
- Online Training Center

Lessons learned:

- Parent involvement is crucial to the wellbeing and educational success of every child
- Do not assume
- The majority of educators and parents are not well versed on special education laws, disability and best practices
- Collaboration is key at all levels

Contact Information:

Lauren Bustos-Alban, Advocacy & Training Manager, lbustos-alban@ptopmiami.org

Isabel C. Garcia, Executive Director, igarcia@ptopmiami.org

305-271-9797