Making Connections: Aligning Program Planning, School Readiness, and Family Engagement
Engagement is a relational process: Your Participation is Key
OBJECTIVES

EXPLORE
The OHS PFCE Framework as a pathway to support each family's progress toward the Family Outcomes.

EXAMINE
How data: quantitative and qualitative support us in making the connection between the classroom and home

DISCUSS
How strong systems and services working together can demonstrate the impact a program makes in the lives of children, families, and communities.

PRACTICE
How to make the connections between the family goal and its impact on children school readiness and program achievement.
= a child development program!
Together may we give our children the roots to grow and the wings to fly.
Begin with the end in mind
Comprehensive Services

Child development and learning services

Family engagement services

Health (including mental health, nutrition, and dental) services
**PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK**

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

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<tr>
<th>Program Leadership</th>
<th>Program Environment</th>
<th>Positive &amp; Goal-Oriented Relationships</th>
<th>Child Outcomes</th>
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<tbody>
<tr>
<td>Continuous Program Improvement</td>
<td>Family Partnerships</td>
<td>Positive Parent-Child Relationships</td>
<td>Children are ready for school and sustain development and learning gains through third grade</td>
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<td>Professional Development</td>
<td>Teaching and Learning</td>
<td>Families as Lifelong Educators</td>
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<td>Community Partnerships</td>
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<tr>
<td>Head Start Parent and Family Engagement Outcomes</td>
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<tr>
<td><strong>1. FAMILY WELL-BEING</strong></td>
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<td>Parents and families are safe, healthy, and have increased financial security.</td>
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<td><strong>2. POSITIVE PARENT-CHILD RELATIONSHIPS</strong></td>
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<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</td>
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<td><strong>3. FAMILIES AS LIFELONG EDUCATORS</strong></td>
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<tr>
<td>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</td>
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<td><strong>4. FAMILIES AS LEARNERS</strong></td>
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<tr>
<td>Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</td>
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<td><strong>5. FAMILY ENGAGEMENT IN TRANSITIONS</strong></td>
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<tr>
<td>Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.</td>
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<td><strong>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</strong></td>
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<td>Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</td>
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<td><strong>7. FAMILIES AS ADVOCATES AND LEADERS</strong></td>
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<td>Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.</td>
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</table>
Take a Moment to Review the OHS PFCE Framework…

• Reflect on where you see yourself based on your role,

• Circle all that apply, and

• Share
### Program Planning: Making Connections

#### Goals and Objectives

- **Program Leadership**
  - Community Partnerships
- **Continuous Program Improvement**
  - Teaching and Learning
- **Professional Development**

#### Expected Outcomes

- **Family Well-being**
- **Children are ready for school and sustain development and learning gains through third grade**

#### Positive & Goal-Oriented Relationships

- **Program Environment**
  - Positive Parent-Child Relationships
- **Families as Lifelong Educators**
- **Families as Learners**
- **Family Engagement in Transitions**
- **Family Connections to Peers and Community**
- **Families as Advocates and Leaders**

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<th>Program Foundations</th>
<th>Program Impact Areas</th>
<th>Family Engagement Outcomes</th>
<th>Child Outcomes</th>
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Important Questions

• What do we want?
• How are we doing?
• How do we know?
• Have we made a difference?
• How do we know?
DATA
Defining DATA......

• D = 
• A = 
• T = 
• A =
TYPES of DATA

QUANTITATIVE

Quantitative
Quantity

QUALITATIVE

Qualitative
Quality
Measuring Effort

What?

N

Parent Meetings Offered

How much?

NNNNNNNNNNNN

Parents Who Participated in Meetings
Measuring Effect

So What Changed?

Parenting Knowledge Increased

To What End?

Increased Connection to Peers
Discovering the data…

- Involvement
- FOR
- Effort
- Quantitative
- Engagement
- WITH
- Effect
- Qualitative
Data are just summaries of thousands of stories...tell a few of those stories to help make the data meaningful.

Source: Dan and Chip Heath
When a story is told, it is not forgotten. It becomes something else, a memory of who we were; the hope of what we can become.”

— Tatiana de Rosnay, Sarah's Key
Starting with the family story

Name ___________________________ Date ___________________________

What I know → Where I document → Progress made

Change leadership need to make → What I need to report → Analyze needed steps

Diagram: Parent, Family, and Community Engagement Framework

Program Leadership
- Program Environment
- Family Well-Being
- Positive Parent-Child Relationships

Program Impact Areas
- Family Engagement Outcomes
- Family Engagement in Transitions

Family Engagement Outcomes
- Family as Advocates and Allies

Child Outcomes
- Collaborative Learning Partnerships
- Family- and Community-Based Early Education and Learning Pathways
A story to tell...

- Work as a group to tell a story you would like to share about a family and their children in the community they live using images, words, or drawings.

- Be ready to identify which outcomes the family and you as program staff are making progress toward.

- Summarize the key points about what the program did, how the family partnered with you, what was the outcomes for the family and the child(ren).
Lunch
WELCOME BACK!
Programs Goals for the provision of services to children, families and communities
Regulations (HSPPS) Research Best Practices

Program Goals (5 year Project Period)

School Readiness Goals

Goals Setting with Families

Outcomes for Children Families and Community
## Family-related Goals and Objectives: Tracking Progress over Five Years

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<th>Year 1—Baseline Review</th>
<th>Year 2-5</th>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Outcomes</strong>*</td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>What were the program results?</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Analyzing Progress</strong></td>
</tr>
<tr>
<td>What does the program plan to do to meet the goal?</td>
<td>Was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?</td>
</tr>
<tr>
<td><strong>Expected Outcomes</strong></td>
<td><strong>Continuous Improvement</strong></td>
</tr>
<tr>
<td>What does the program expect the results will be?</td>
<td>What needs to happen next? Course corrections or keep going?</td>
</tr>
<tr>
<td><strong>Data Sources for Tracking Progress</strong></td>
<td></td>
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<tr>
<td>What data will let the program know how they are doing?</td>
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The **Head Start Early Learning Outcomes Framework: Ages Birth to Five** describes the skills, behaviors, and knowledge programs must foster in all children.

![Diagram showing domain organization]

**FIGURE 2: DOMAIN ORGANIZATION**
Expected outcomes

Children are ready for school and sustain development and learning gains through third grade
How do we connect?
Here is Lucy in her classroom...

Lucy is 3½. Six months ago, teachers collected data related to her expressive development using *TS GOLD*. They found that she was consistently scoring in the 5-7 range. At her most recent checkpoint, she was scoring in the 3-4 range.
Who needs to be connected in supporting Lucy?

- Family
- Family Service Worker
- Teacher
- Health Staff
- Mental Health Staff
- Leadership Staff
Here is Lucy’s Family...

Lucy’s family recently reported she is experiencing mouth pain. They are partnering with the Family Service Worker to schedule a visit to the dentist. The family has also expressed concern to the teacher that Lucy has recently been withdrawn and not as talkative as usual.
Here is Lucy’s program...

Six months have passed and Lucy is now 4. Program Management recently implemented a “multidisciplinary team” meeting approach where the FSW and Teacher communicated about Lucy’s past mouth pain, the family’s role in working with the dentist to address it. Her teacher also reported that at her last checkpoint, Lucy scored 6s and 7s on the TS GOLD expressive development objectives. In fact, across the board, she is progressing toward desired school readiness outcomes. Very quickly, Lucy’s assessment reflected the family and the program’s collaborative approach.
Mapping the Story
What do I know?

What is happening

What is documented

What change is needed

What is reported

What are the findings

Name __________________________  Date __________________________
Let us try together...

- Small group exercise
Making Connections

At your table, take turns sharing a goal/dream/hope that you are partnering with a family to achieve. Write the goal first and connect it with one or more of the PPCE Family Outcomes. Share what impact achieving this goal may have on the child’s readiness for school and also discuss how this could connect with a goal or an objective your program wants to work on with all families or a group of families this year.

<table>
<thead>
<tr>
<th>Goal/Dream/Hope</th>
<th>Family Outcome(s)</th>
<th>Impact on School Readiness</th>
<th>Connection to Overall Program Planning</th>
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<tr>
<td>Example: Mother wants to become a cook</td>
<td>Family Well-Being</td>
<td>Mother is able to get a job, is less stressed and prepares nutritious meals for her family; child’s health, social/emotional health is improved.</td>
<td>Program wants to Build Financial and Economic Mobility of families</td>
</tr>
</tbody>
</table>
Report Out
Break
Take a Moment to Reflect...
What gets in the way?

• What gets in the way of family’s engagement?
• What gets in the way of staff working together?
• What are the barriers within a program’s structure?
• How can we remove these “stumbling blocks?”
Ways to overcome the challenges
ACTION
CHANGES
THINGS
What does it take?

Four key ingredients for active implementation

- It Takes Time
- It Takes a Village
- It Takes Support
- It Takes Communication
Adjourn