Making Connections: Aligning Program Planning, School Readiness, and Family Engagement

NATIONAL CENTER ON
Parent, Family and Community Engagement

Early Childhood National Centers

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.
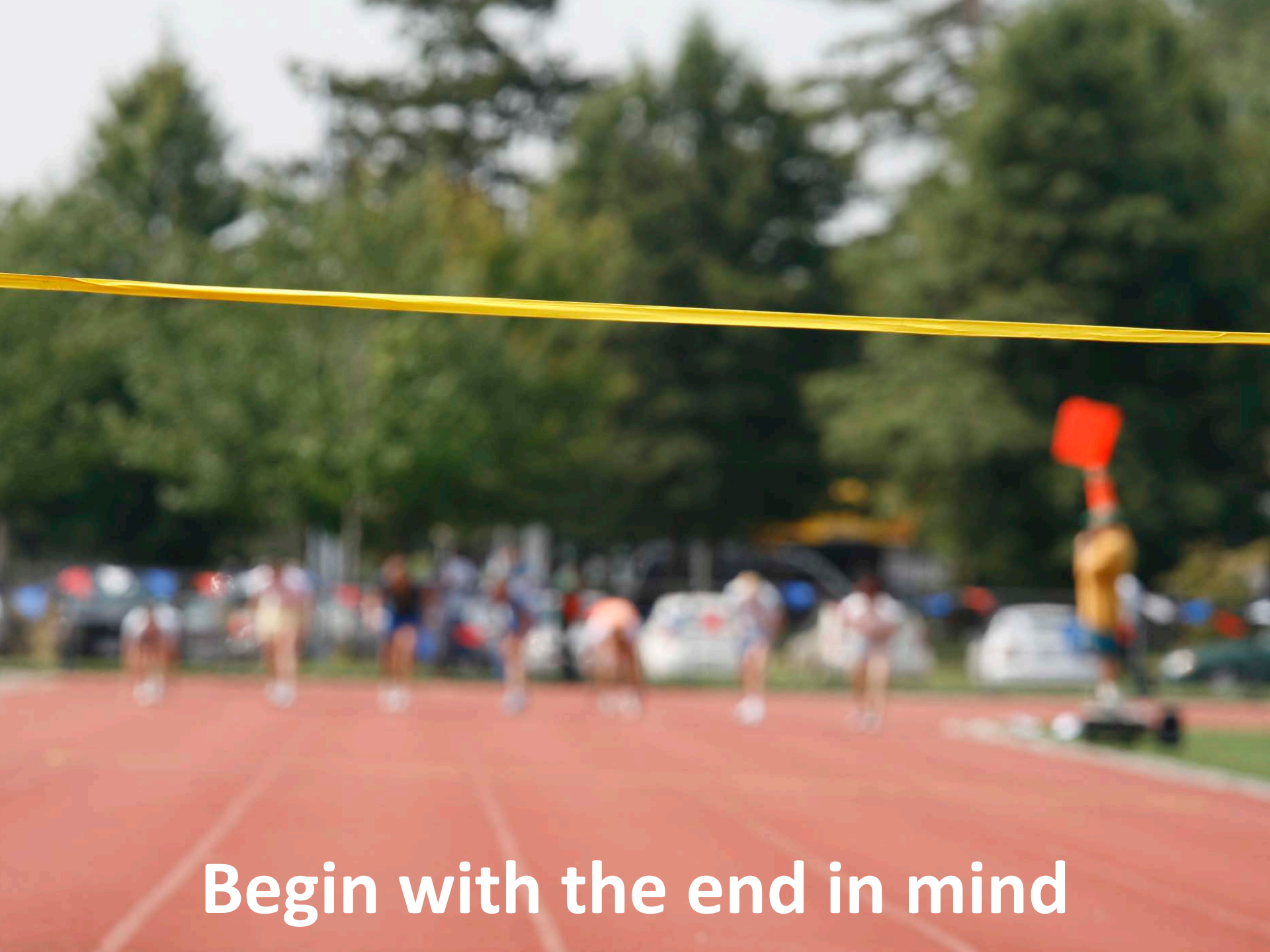
PRACTICE

How to make the connections between the family goal and its impact on children school readiness and program achievement.
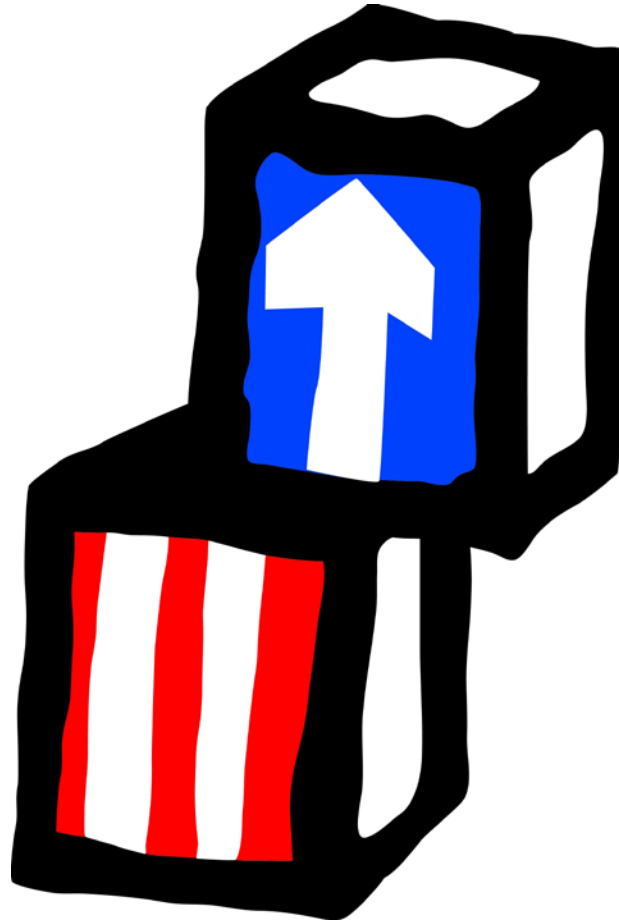
= a child development program!

Begin with the end in mind

Comprehensive Services

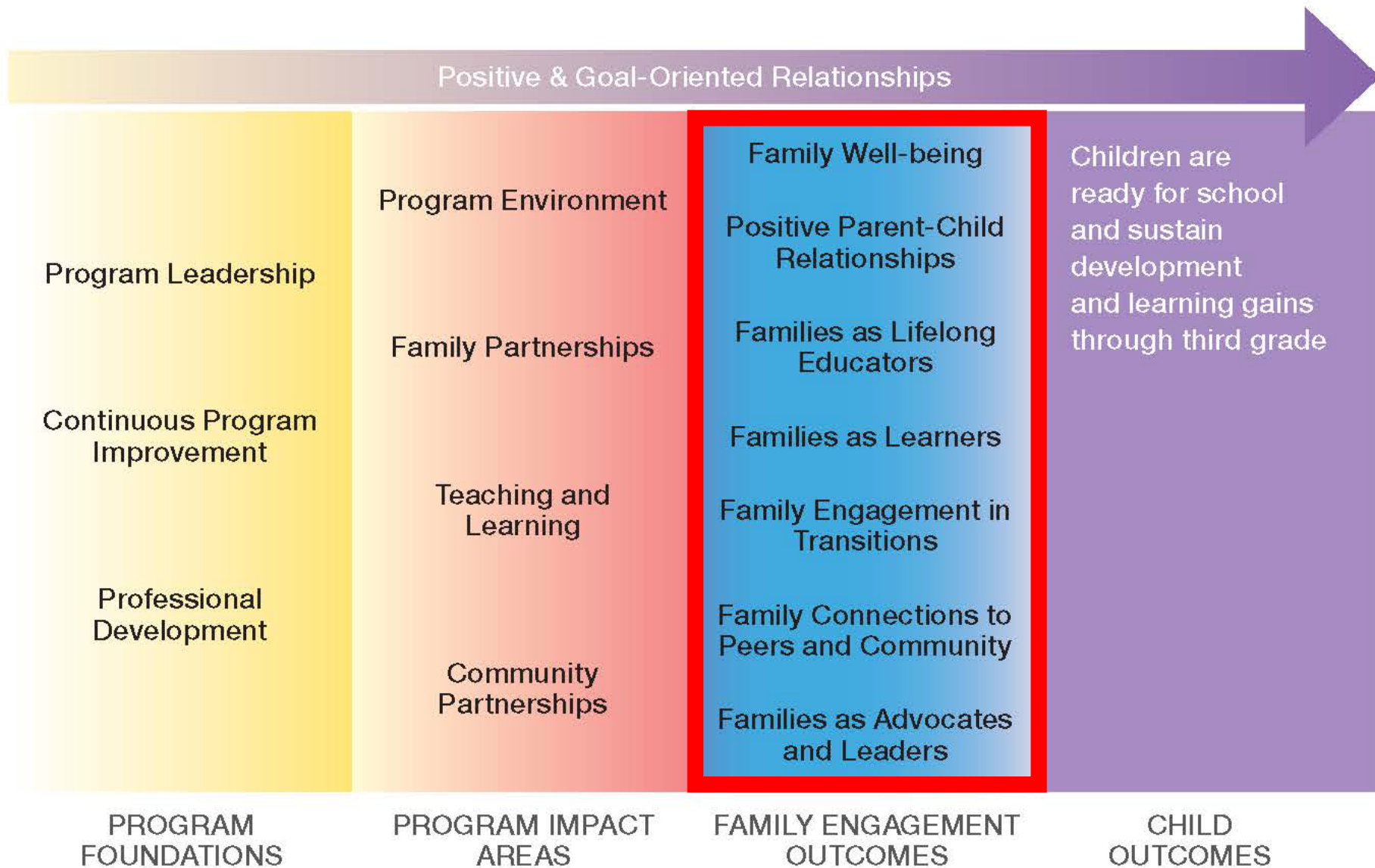Child development and learning services

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.

Positive & Goal-Oriented Relationships

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY ENGAGEMENT OUTCOMES	CHILD OUTCOMES
Program Leadership Continuous Program Improvement Professional Development	Program Environment Family Partnerships Teaching and Learning Community Partnerships	Family Well-being 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	Children are ready for school and sustain development and learning gains through third grade

Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING

Parents and families are safe, healthy, and have increased financial security.

2. POSITIVE PARENT-CHILD RELATIONSHIPS

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

3. FAMILIES AS LIFELONG EDUCATORS

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

4. FAMILIES AS LEARNERS

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

5. FAMILY ENGAGEMENT IN TRANSITIONS

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.

6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

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.

7. FAMILIES AS ADVOCATES AND LEADERS

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.
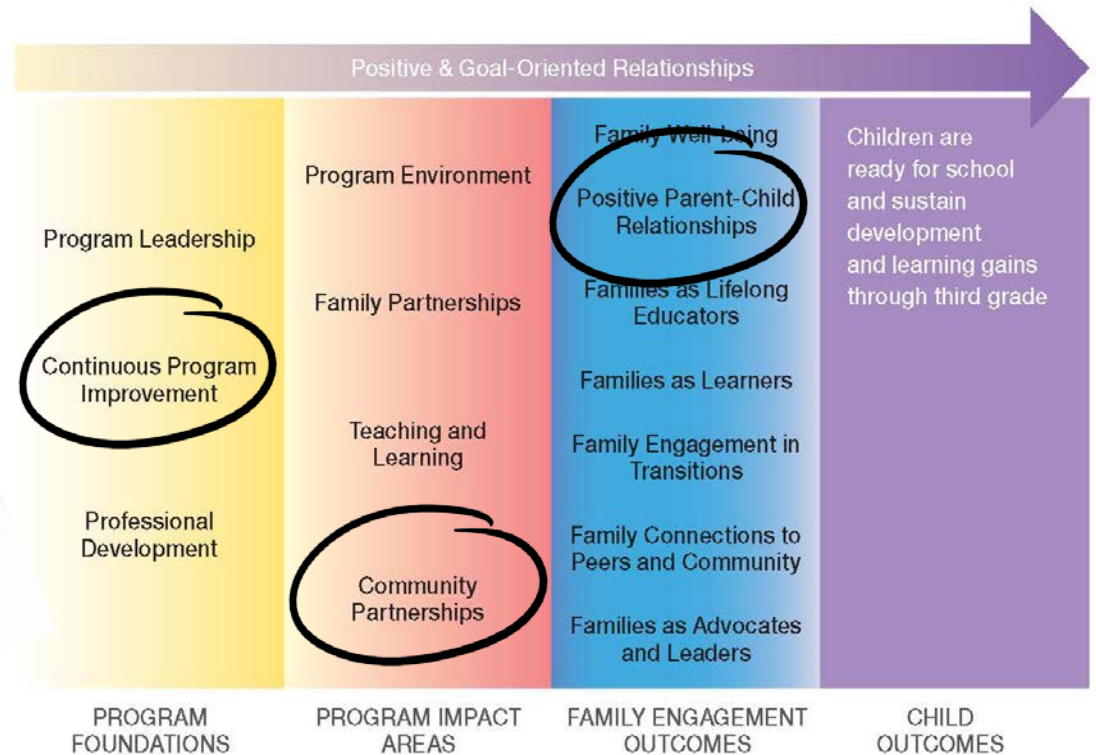
Take a Moment to Review the OHS PFCE Framework…

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

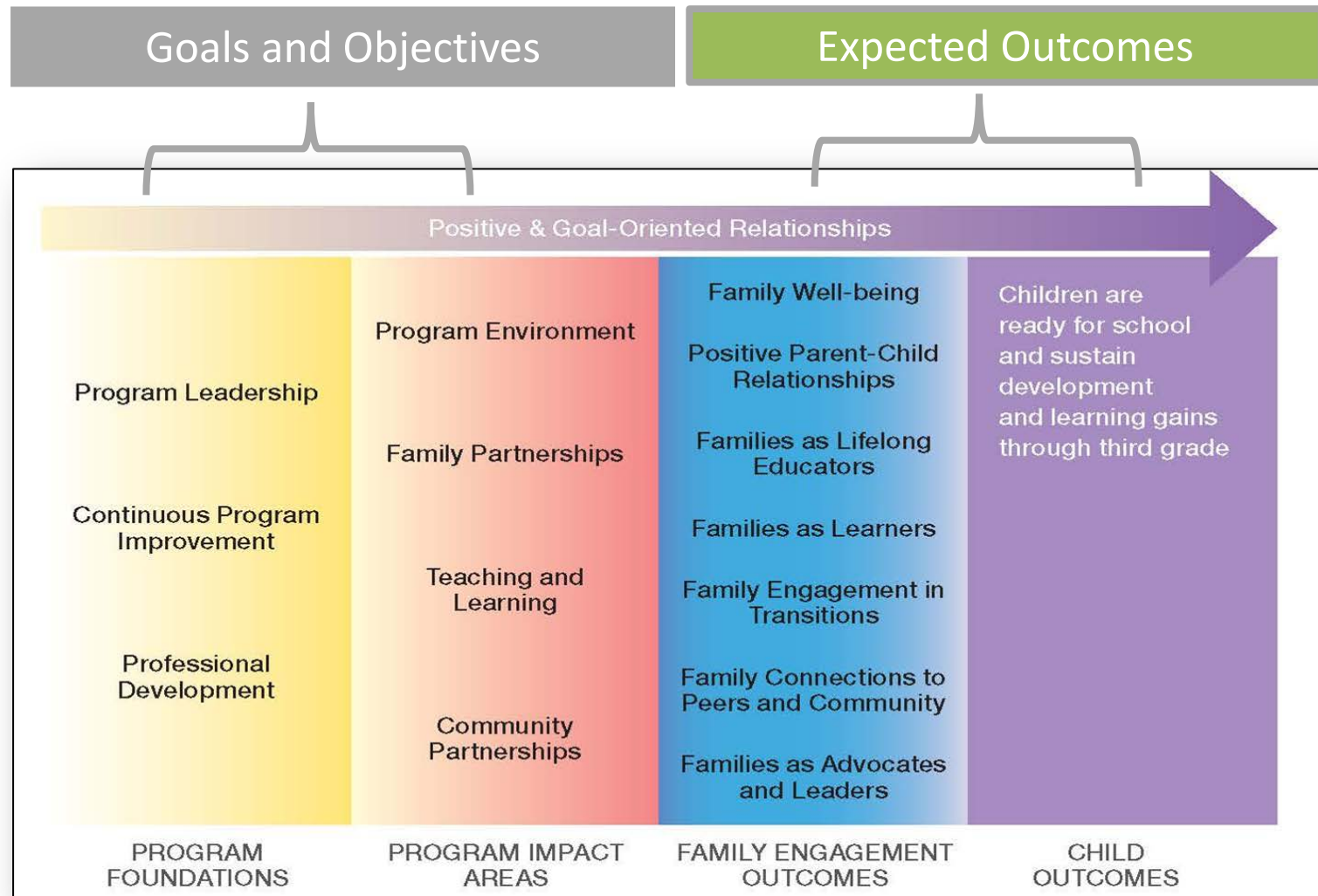- *Circle all that apply*, and

- Share

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

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Positive & Goal-Oriented Relationships

Program Leadership	Program Environment	Family Well-being	Children are ready for school and sustain development and learning gains through third grade
	Family Partnerships	Positive Parent-Child Relationships	
Continuous Program Improvement		Families as Lifelong Educators	
		Families as Learners	
	Teaching and Learning	Family Engagement in Transitions	
Professional Development		Family Connections to Peers and Community	
	Community Partnerships	Families as Advocates and Leaders	

| PROGRAM FOUNDATIONS | PROGRAM IMPACT AREAS | FAMILY ENGAGEMENT OUTCOMES | CHILD OUTCOMES |

Program Planning: Making Connections

Goals and Objectives

Expected Outcomes

Positive & Goal-Oriented Relationships

Program Leadership

Continuous Program Improvement

Professional Development

Program Environment

Family Partnerships

Teaching and Learning

Community Partnerships

Family Well-being

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

Children are ready for school and sustain development and learning gains through third grade

PROGRAM FOUNDATIONS

PROGRAM IMPACT AREAS

FAMILY ENGAGEMENT OUTCOMES

CHILD OUTCOMES

Important Questions

- What do we want?

- How are we doing?

- How do we know?

- Have we made a difference?

- How do we know?

DATA
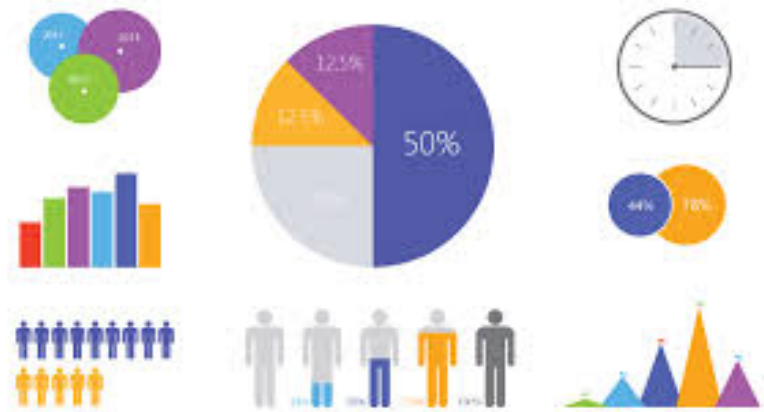
Defining DATA…..

- **D =**

- **A =**

- **T =**

- **A =**

TYPES of DATA

QUANTITATIVE

QUALITATIVE

Quantitative ⟶
Quantity

Qualitative ⟶ Quality

Measuring Effort

What?

How much?

Parent Meetings Offered

Parents Who Participated in Meetings

Measuring Effect

So What Changed?

To What End?

**Parenting
Knowledge
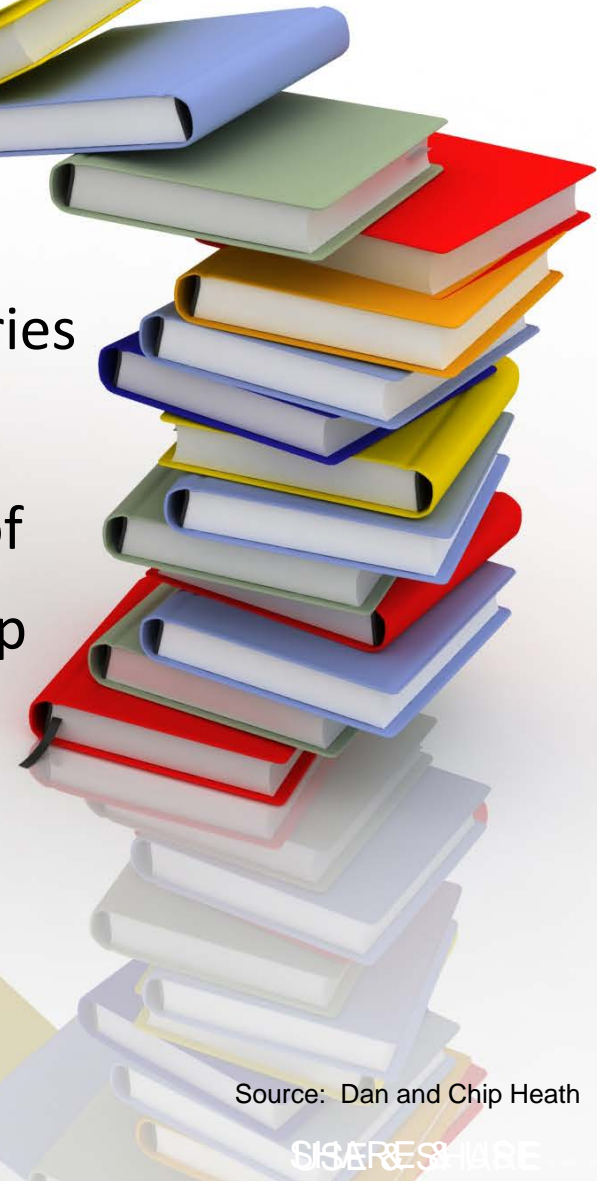Increased**

**Increased
Connection
to Peers**

Discovering the data…

- Involvement
- Engagement

- FOR
- WITH

- Effort
- Effect

- Quantitative
- Qualitative

Data are just summaries of thousands of stories…tell a few of those stories to help make the data meaningful.
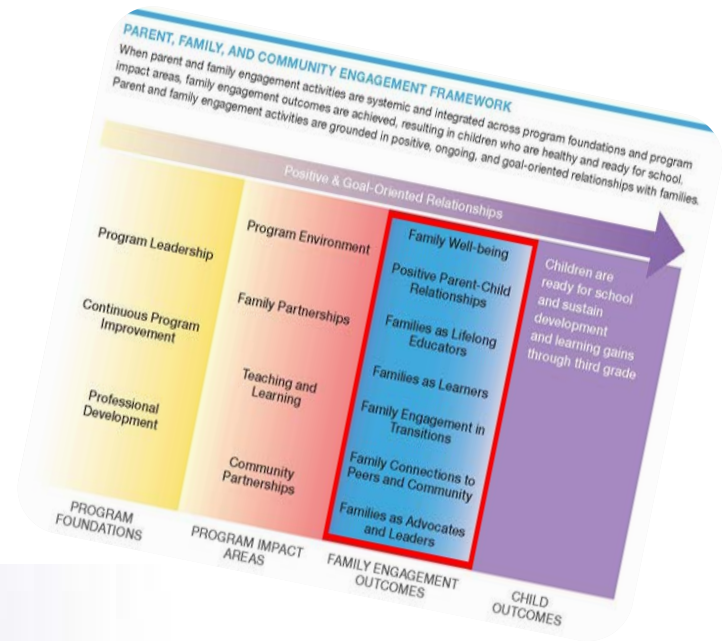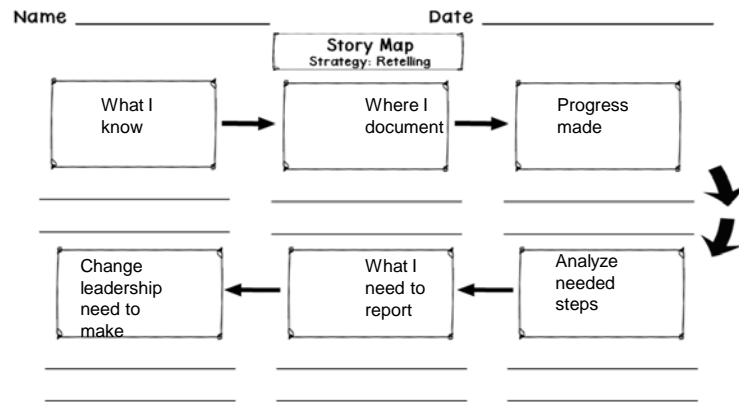
Source: Dan and Chip Heath

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

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)

Goals
Setting
with
Families

School
Readiness
Goals

Outcomes for Children
Families and Community

Family-related Goals and Objectives:
Tracking Progress over Five Years

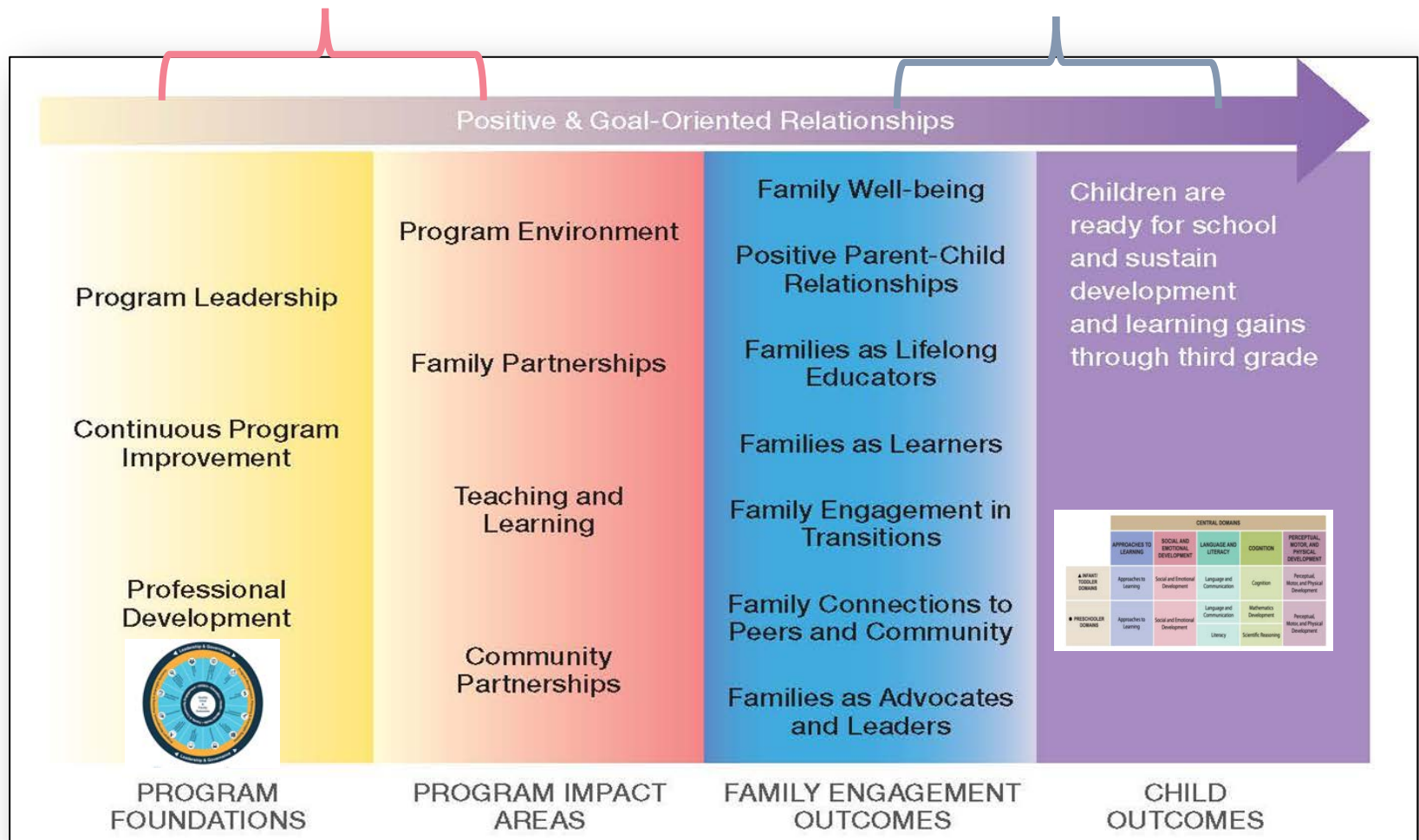| Year 1—Baseline Review				Year 2-5		
Goals	**Objectives**	**Expected Outcomes**	**Data Sources for Tracking Progress**	**Outcomes***	**Analyzing Progress**	**Continuous Improvement**
What does the program want to accomplish?	What does the program plan to do to meet the goal?	What does the program expect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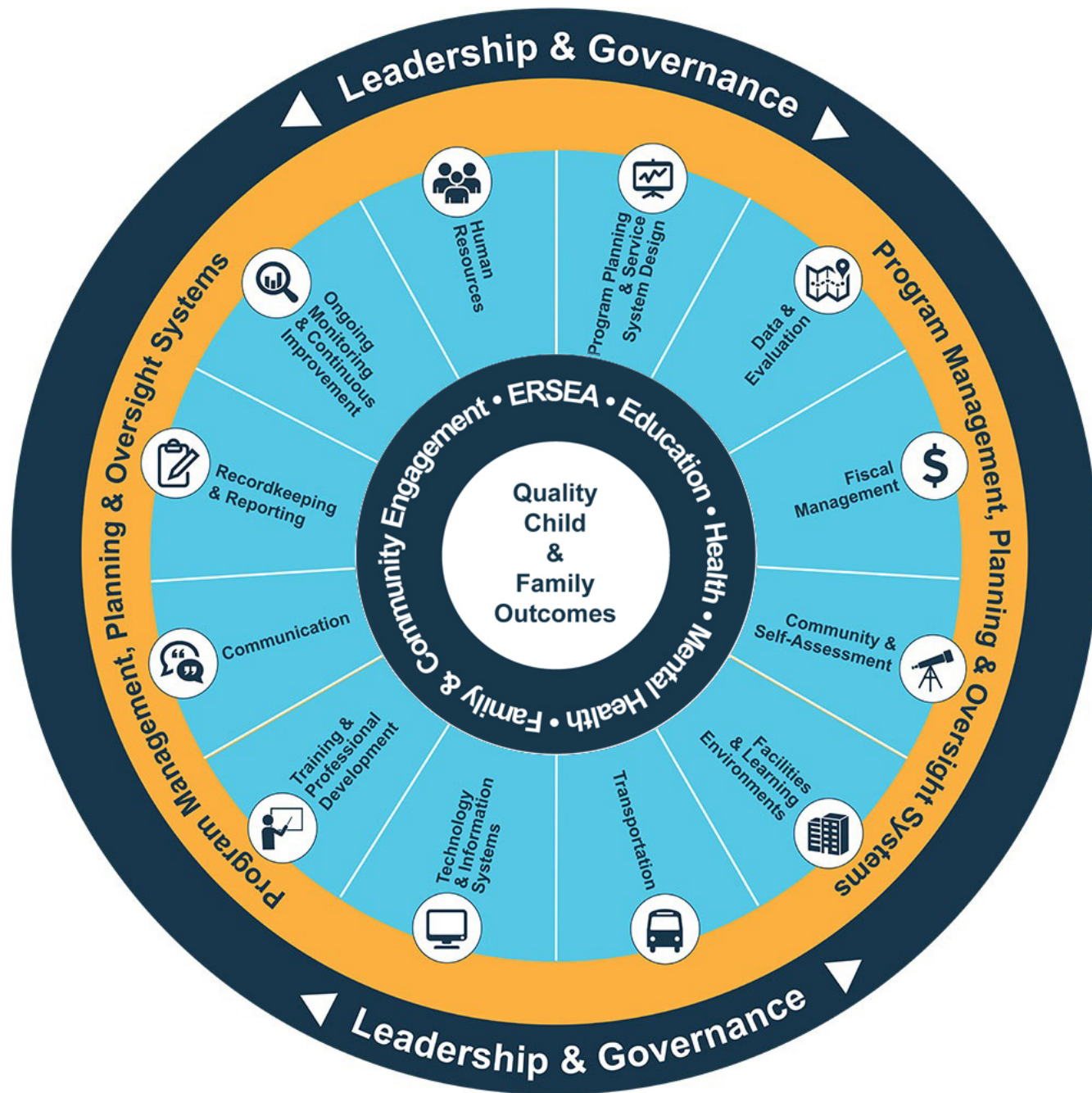
The ***Head Start Early Learning Outcomes Framework:*** ***Ages Birth to Five*** describes the skills, behaviors, and knowledge programs must foster in all children.

FIGURE 2: DOMAIN ORGANIZATION

CENTRAL DOMAINS				
APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS				
Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical Development
● PRESCHOOLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Mathematics Development	Perceptual, Motor, and Physical Development
			Literacy	Scientific Reasoning	

Goals and objectives | **Expected outcomes**

Positive & Goal-Oriented Relationships

PROGRAM FOUNDATIONS
- Program Leadership
- Continuous Program Improvement
- Professional Development

PROGRAM IMPACT AREAS
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

FAMILY ENGAGEMENT OUTCOMES
- Family Well-being
- 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

CHILD 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.

FIGURE 2: DOMAIN ORGANIZATION

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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

Name _____ Date _____

Story Map
Strategy: Retelling

What do I know? → What is happening → What is documented

_____ _____ _____

_____ _____ _____

What change is needed ← What is reported ← What are the findings

_____ _____ _____

_____ _____ _____

Let us try together…

- Small group exercise

Making Connections

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MAKING CONNECTIONS

At your table, take turn 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 PFCE 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.

Goal/Dream/Hope	Family Outcome (s)	Impact on School Readiness	Connection to Overall Program Planning
Example: Mother wants to become a cook	Family Well-Being	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.	Program wants to Build Financial and Economic Mobility of families

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?"
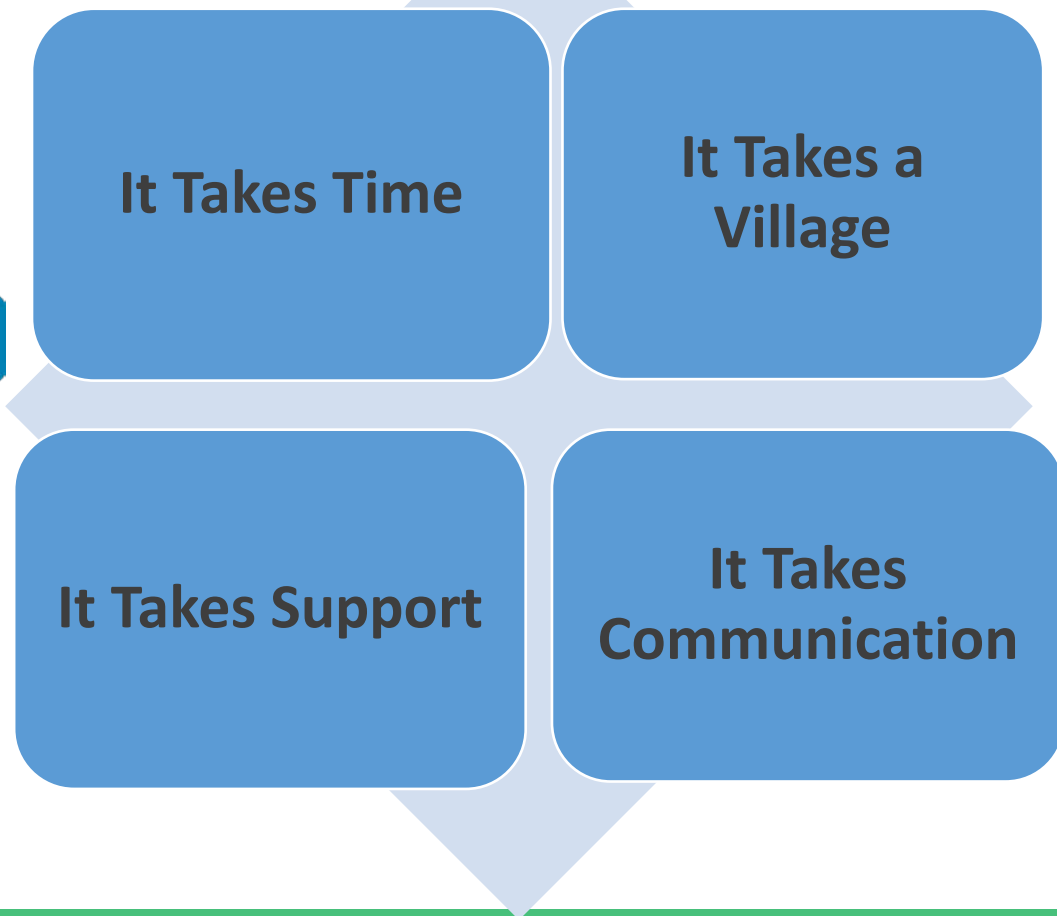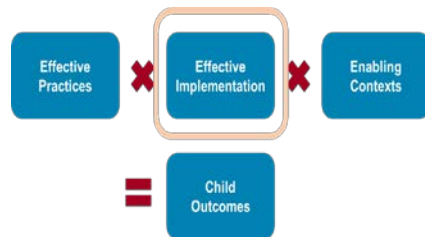
Ways to overcome the challenges

Four key ingredients for active implementation

It Takes Time	It Takes a Village
It Takes Support	**It Takes Communication**

Adjourn

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PFCEwebinars@ECETTA.info

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/for-families