Parent Family Community Engagement – Family Partnerships & Goal Setting

Facilitated by:
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ECE Specialists, Region XI Head Start Training and Technical Assistance Network
We Will…

• Understand OHS’ definition of school readiness

• Explore the OHS PFCE Framework and its components

• Understand the Family Partnership process

• Learn how to set program and individual family goals
Let’s begin with the OHS Definition of School Readiness

• The Head Start Approach to School Readiness:
  – children are ready for school
  – families are ready to support their children’s learning
  – schools are ready for children

*comprehensive focus on all aspects of healthy development, including physical, cognitive, social and emotional development*
Family Readiness....

What does this mean?

How do we achieve this?
Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships
Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS
- Program Leadership
- Professional Development
- Continuous Learning and Quality Improvement

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

FAMILY 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:
  - Safe
  - Healthy and well
  - Learning and developing
  - Engaged in positive relationships with family members, caregivers, and other children
  - Ready for school
  - Successful in school and life
What is the definition of Engagement in the Framework?

Building ongoing, lasting, goal-directed relationships for the purpose of applying a collective vision.
What are the ingredients for Engagement success?

- Building goal-directed relationships with families
- A set of beliefs, attitudes, behaviors and activities
- Crossing contexts - at home, in the early childhood program, school & community
- A shared responsibility
When we actively engage families…

…All Benefit.

- **Children** will be healthier and more ready for kindergarten
- **Families** will be more engaged in your program & in the public school
- **Programs** will achieve higher levels of quality
- **Communities** will provide stronger supports to the next generation
## Head Start Parent, Family, and Community Engagement Framework

**Positive & Goal-Oriented Relationships**

**Equity, Inclusiveness, Cultural and Linguistic Responsiveness**

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- Successful in school and life
The Framework is Aligned With

- Head Start Performance Standards
- Evidence from research & best practice in:
  - Early childhood education, family support & home visitation, community health, & child welfare
- What EHS/HS programs experience:
  - Strengths & Needs Assessment
  - Learning from the Field
  - Community of Practice
Parent, Family, & Community Engagement is:

Systemic, Integrated, & Comprehensive
# 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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What is Systemic PFCE?

PFCE beliefs & activities are carried out throughout the entire organization.
What is *Integrated* PFCE?

PFCE attitudes & activities are connected to each other throughout programs in a way that support a *holistic* vision of engagement.
Achieving excellence for children & families requires full engagement by all:

- Parents
- Family Service Workers
- Teachers/Home Visitors
- Bus Drivers, Cooks, Janitors
- Program Directors
- Governing Boards
- Community Partners
What is *Comprehensive PFCE*?

The *full range* of strengths, interests, and needs of the adults and children are considered and staff support families by connecting them with services and resources to achieve their goals.
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### Positive & Goal-Oriented Relationships

**Equity, Inclusiveness, Cultural and Linguistic Responsiveness**

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# Head Start Parent, Family, and Community Engagement Framework

## Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

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Family Engagement Outcomes: What do Ready Families look like?

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<td><strong>2. POSITIVE PARENT-CHILD RELATIONSHIPS</strong></td>
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<td><strong>3. FAMILIES AS LIFELONG EDUCATORS</strong></td>
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<td><strong>4. FAMILIES AS LEARNERS</strong></td>
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The End Goal....

1. Children ready for school.
2. Children sustain development and learning gains through third grade.

Head Start Parent, Family, and Community Engagement Framework
Relationship based approach

- Strong, meaningful and authentic relationship is the cornerstone of an effective FPA process

- Requires open, honest communication

- Include trust and respect, and sense of shared responsibility

- Takes time to develop
Goal Setting Phases

- Phase 1: Recruitment and Enrollment
- Phase 2: Family and Child Assessment
- Phase 3: Communication with Families
- Phase 4: Goal Setting with Families
- Phase 5: Follow-Up and Review
- Phase 6: Continuous Program Improvement
Phase 1 Recruitment and Enrollment

- Gather and use information families share
- Opportunities to begin establishing relationships with families

  - What are some of the things one can do to establish relationships?
Phase 2 Family and Child Assessment

• Have conversations that can strengthen the relationships/partnerships
• Learn more about the child and family

  – What are some of the things you learn from family and child assessments?
Phase 3 Communication with Families

• Develop a deeper understanding of strengths, hopes and challenges
  – Building partnerships is an ongoing process
  – Families need to understand the FPA process before they begin to open up
  – Active listening skills are important
  – What are some of the things you can do to build partnerships with families?
Phase 4 Goal Setting with Families

- 7 step approach
- Use to generate ideas and prioritize their goals
Phase 5 Follow Up and Review

• Revisiting goals and measuring progress
• Or make adjustments
• Family progress could look different for each family
• Timing for this depends on program and family
Phase 6 Continuous Program Improvement

- Aggregate and analyze goals of all families or sub-groups of families; use data to shape program level goals
- Identify efforts that are working well and key opportunities to strengthen families’ progress towards goals
Measuring What Matters: Making Progress Towards Family Outcomes

**Activity #1: Prepare**

**Overview:**
In the Prepare stage, the Data Activity cycle. During prepare, you will identify the questions you want to answer about the families you serve and make plans for how you would like to collect the data to answer these questions.

This step in the process involves:
- Identifying which program goals and objectives from the five-year plan are critical to track and measure.
- Formulating evaluation questions from your program goals and objectives.
- Establishing what data you need to collect and from whom.
- Determining how and when you plan to collect your data.

**Key Concepts**
- **Objectives:** Broad, measurable statements that describe what you seek to accomplish and what changes you expect.
- **Outcomes:** Articulations of what happens because of an activity or process.

**Effect Questions:**
- **Objectives:** Effect questions ask what and how much family programming to offer. These questions describe which and to what extent activities accomplished as planned.
- **Outcomes:** Effect questions ask about changes in family knowledge or behavior as a result of a specific activity or intervention. They help determine whether activities have made a difference for families.

Use your expected outcomes to frame your effect questions. Again, try rewriting your expected outcomes into a question.

**Use Your Program Plan to Create Evaluation Questions**

<table>
<thead>
<tr>
<th>Program Planning Term</th>
<th>Example Statement</th>
<th>Questions Answered as a Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective</td>
<td>What the program plans to do to meet the goal</td>
<td>Include a research-based parenting curriculum in Family Resource Meetings. 50% of all parents in year one, and 10% more each following year. How many parents participated in the research-based parenting curriculum?</td>
</tr>
<tr>
<td>Expected Outcomes</td>
<td>What the program expects the results will be</td>
<td>Participating parents will have increased their knowledge and skills, and increased meaningful connections with other families. How many parents increased their knowledge of parenting? How many parents increased their parenting skills?</td>
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**Use Your Questions to Plan Data Collection**

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**WHAT**
- **Parents**
- **Parenting skills**

**WHAT**
- **Parents**
- **Participation in research-based parenting curriculum?**

**WHAT**
- **Parents**
- **Increase in knowledge of parenting?**

**WHAT**
- **Parents**
- **Increase in parenting skills?**
Program Goals

• Program goals related to family outcomes are broad statements that describe what a program intends to accomplish in its work with (and in support of) families.
Objectives

• An objective is an element of a goal. It describes, in a SMART way (Specific, Measurable, Attainable, Realistic, and Timely), what the program is intending to do to reach the goal.
Outcomes

• Expected Outcome
  – What programs expect the results to be

• Outcome
  – the actual results achieved
Program Planning and Goal Setting Beside Families

What is the difference between individual family-level goals and program-level goals?
Individual Family Goals Based on Strengths, Needs, & Aspirations
# FAMILY PARTNERSHIP AGREEMENT – NEEDS ASSESSMENT

## Resources & Referrals

Put an [X] next to the Resource(s) below for which you would like more information and/or referral(s).

<table>
<thead>
<tr>
<th><strong>EMERGENCY</strong></th>
<th><strong>GENERAL</strong></th>
<th><strong>CHILD ABUSE AND NEGLECT SERVICES</strong></th>
<th><strong>DOMESTIC VIOLENCE SERVICES</strong></th>
<th><strong>CHILD SUPPORT ASSISTANCE</strong></th>
<th><strong>MENTAL HEALTH SERVICES</strong></th>
<th><strong>LITERACY OR EDUCATION</strong></th>
<th><strong>ENGLISH AS A SECOND LANGUAGE</strong></th>
<th><strong>ADULT EDUCATION</strong></th>
<th><strong>JOB TRAINING</strong></th>
<th><strong>SUBSTANCE ABUSE PREVENTION</strong></th>
<th><strong>ASSET BUILDING SERVICES</strong></th>
<th><strong>OTHER RESOURCE / REFERRAL THAT INTERESTS YOU?</strong></th>
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<td>Food</td>
<td>Food</td>
<td>Food Abuse Prevention</td>
<td>Family-Domestic Violence</td>
<td>Social Services Programs</td>
<td>Mental Health Concerns / Depression</td>
<td>Spanish Literacy (Reading &amp; writing)</td>
<td>ESL: English as a Second Language</td>
<td>G.E.D./High School Diploma</td>
<td>Job skills / Vocational training opportunities</td>
<td>Substance Abuse / Addiction (Drugs &amp; Alcohol)</td>
<td>Financial education</td>
<td>Communication / Interpersonal relationship skills</td>
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<td>Clothing</td>
<td>Clothing</td>
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<td>Spousal abuse / Rape</td>
<td>Child Support / Divorce &amp; Custody Issues</td>
<td>Stress / Time Management</td>
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<td>College / University</td>
<td>Job Search / Career Guidance</td>
<td>Substance Abuse / Addiction (Drugs &amp; Alcohol)</td>
<td>Opening savings and checking accounts</td>
<td>NONE – Not Applicable</td>
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<td>Housing</td>
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<td>Restraining Order</td>
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<td>Raising Self-esteem &amp; Self-confidence</td>
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<td>Utilities</td>
<td>Low-income Housing</td>
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<td>Unemployment benefits and Disability assistance/rights</td>
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## FAMILY PARTNERSHIP AGREEMENT – NEEDS ASSESSMENT

## Resources & Referrals

Put an [X] next to the Resource(s) below for which you would like more information and/or referral(s).
Program Goals Related to Family Outcomes are Broad Statements that Describe what a Program Intends to Accomplish in its Work with (and in support of) Families.

The process....

• Gather information on strengths, needs and personal goals of families through:
  – Input from parents through policy council, focus groups, parent meetings etc.
  – Community Assessment
  – Self Assessment
  – Family surveys, Needs Assessments
  – Summaries of individual family goals
  – Child assessment data
Using Program Data for developing a Program Goal:

- Your handouts include data from:
  - Community Assessment
  - Parent Interest and Needs Assessment
  - Self Assessment
  - Parent Surveys
Program Goals

• Based on your data, develop program goals and/or objectives that address your priorities.
  – Which PFCE Framework outcomes are most critical to focus on first
  – What the timeframe is for this focus (e.g., during one specific year, or in all five years)
  – Whether you need a program goal related to one or more of the outcomes in the PFCE Framework

At times you may need to change a program goal (or objective) in response to a gap in services identified during your planning process from reviewing aggregated family data
Let’s Review

- We will use one program PFE goal to work through the next steps
Objectives: Describe, in a SMART way (Specific, Measurable, Attainable, Realistic, and Timely), what the program is intending to do to reach the goal

• Discuss and outline actions that the program will take to reach the program goals. These will be the objectives.

Write objectives for your program goal
Outcomes: Effort
Tracking Progress

• Identify information that will let you know you have accomplished your objective
• Information related to your objectives will focus on the **effort** your program has put into reaching your goal
  – count what and how much family programming is offered
  – describe whether and to what extent activities were carried out as planned
  – capture what was done
  – E.g. number of workshops, number of participants etc.

  – This information does not tell you about the results of your activities (effect)
Outcomes: Effect Evaluating Impact

• Measure changes in knowledge or behavior as a result of the activity
• Track whether your activities have made a difference
• E.g. change in reading routines in homes after a literacy night
• Gathered through
  – parent surveys, before and after questionnaires
  – Interviews and focus groups
  – Observations
  – Tests and assessments
Meaningful, Attainable, Aligned Goals

• **Meaningful, Attainable, Aligned Goals**
Create Systemic, Integrated and Comprehensive PFCE implementation
And, remember…

“In the end, what matters is what we do with parents and how that changes their interactions with their children. When they get a job or get a degree or get involved in program governance, it can transform how they see themselves and how they see the future for their children as well.”

-Office of Head Start Manager
Resources to Help You Plan

• Foundations for Excellence: Planning in Head Start
  – Topic No. 5: Program Planning and Parent, Family, and Community Engagement

• Measuring What Matters: Using Data to Support Family Progress

• National Center on Parent, Family, Community Engagement

• Your ECE Specialist
MEASURING WHAT MATTERS:
TOOLS FOR TRACKING PROGRESS WITH FAMILIES
CONFERENCE VERSION
Thank you!

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