

Parent Family Community Engagement – Family Partnerships & Goal Setting

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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



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Family Readiness....

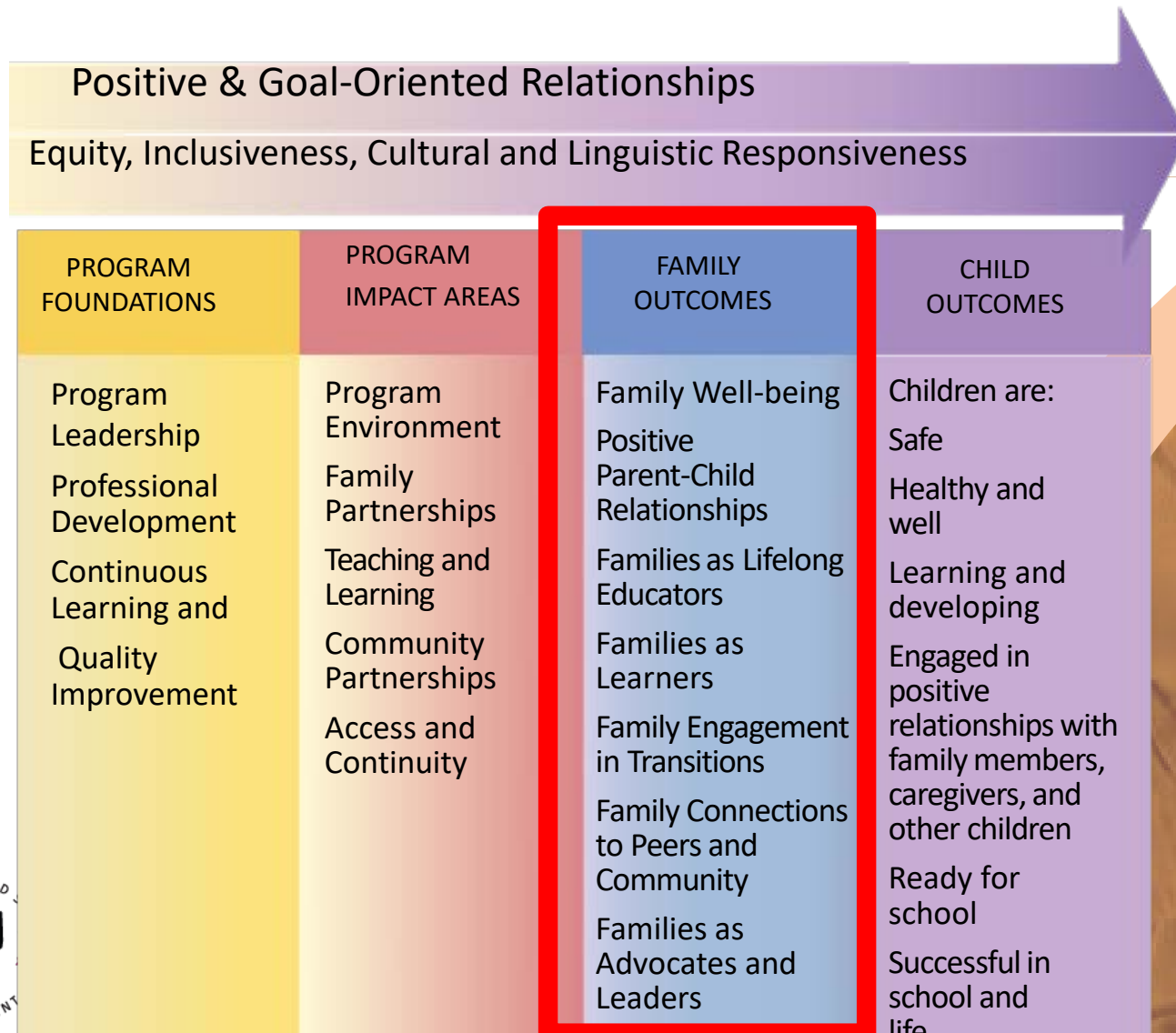
What does this mean?

How do we achieve this?



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Head Start Parent, Family, and Community Engagement Framework



What is the definition of Engagement in the Framework?

Building ongoing, lasting, goal-directed relationships for the purpose of applying a collective vision.



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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



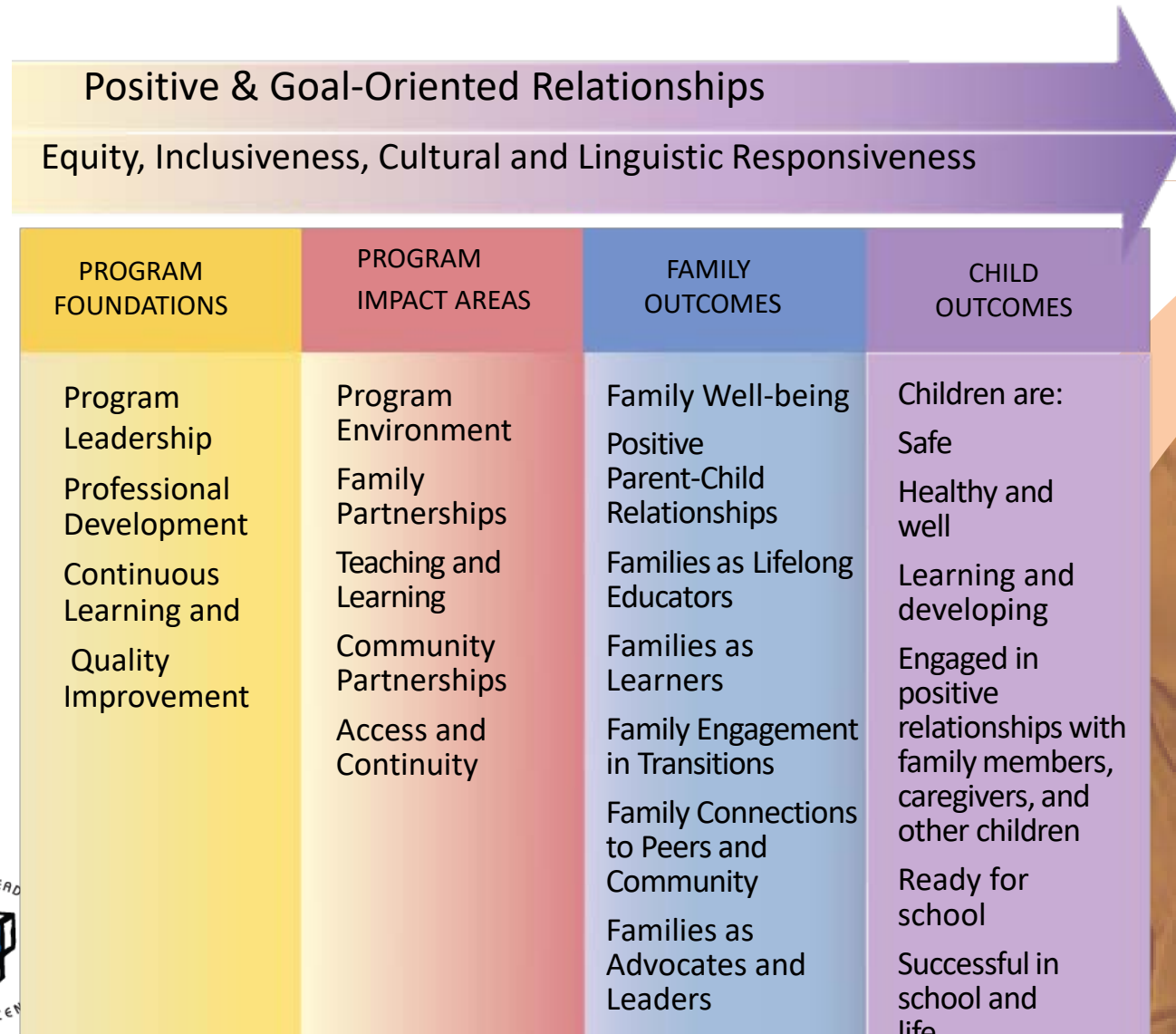
When we actively engage families...

...*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



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:

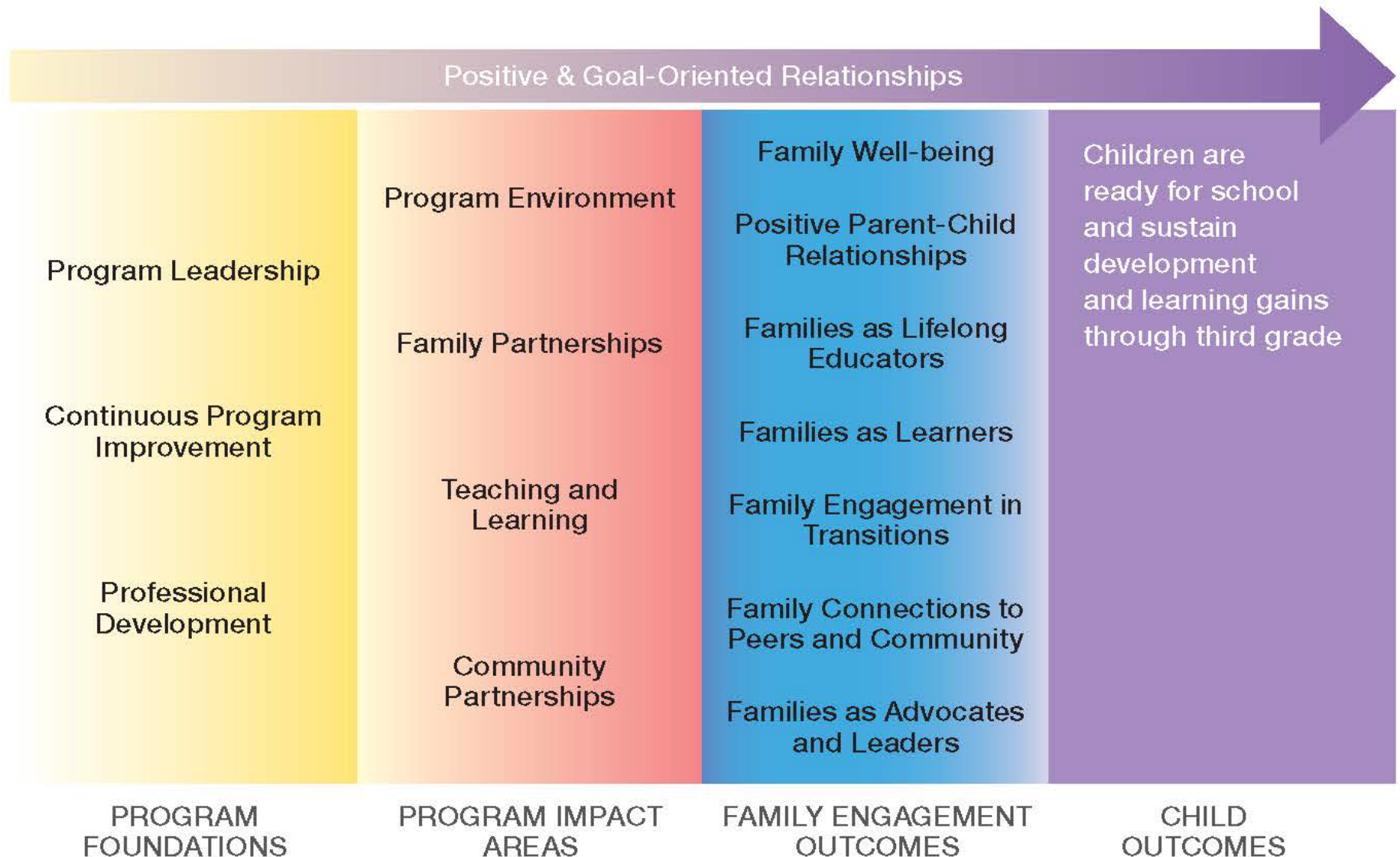
Systemic, Integrated, & Comprehensive



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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.



What is *Systemic* PFCE?



PFCE beliefs & activities are carried out throughout the *entire* organization.



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What is *Integrated* PFCE?



PFCE attitudes & activities are connected to each other throughout programs in a way that support a *holistic* vision of engagement.



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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



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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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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

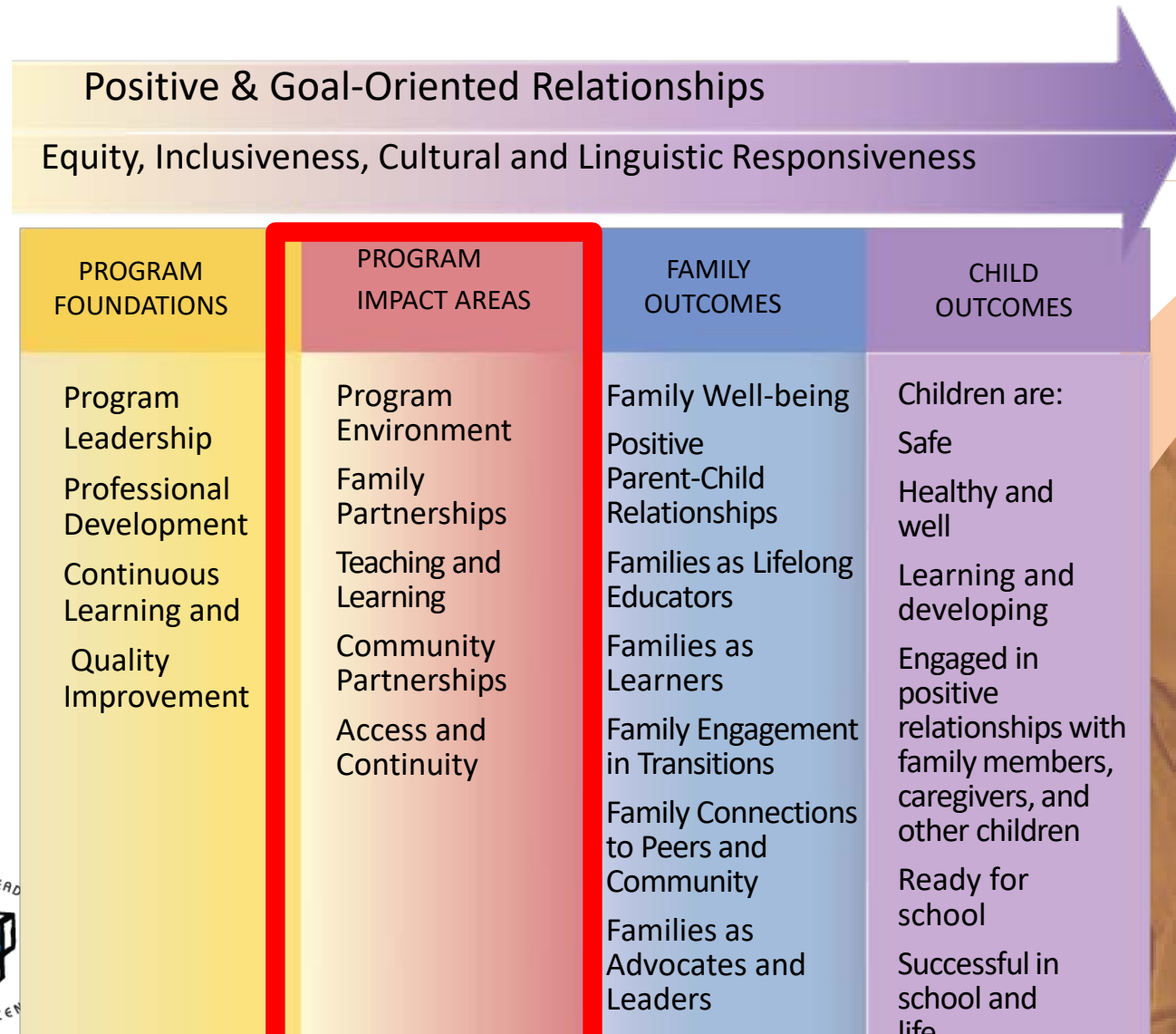
FAMILY OUTCOMES

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

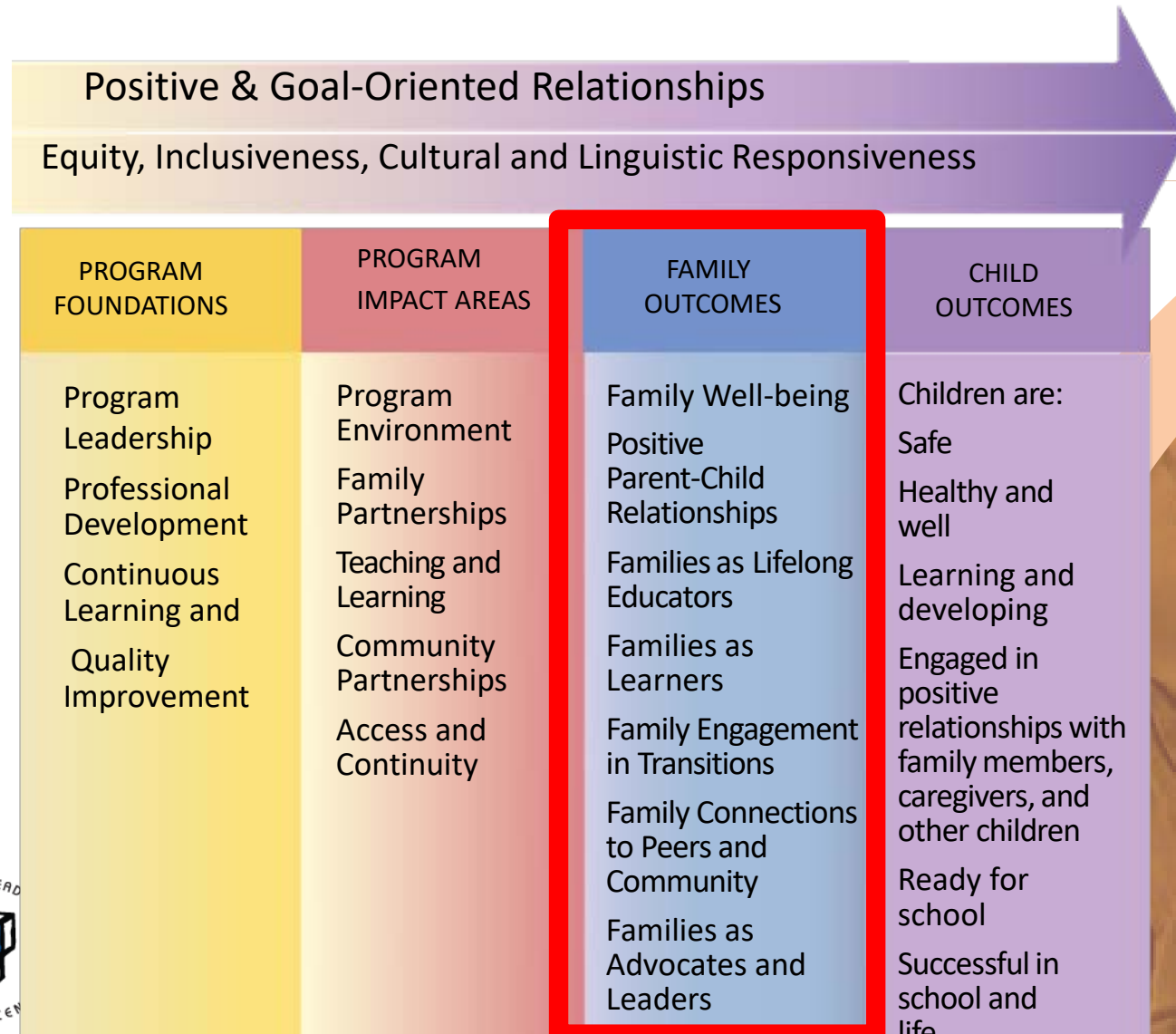
CHILD OUTCOMES

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

Head Start Parent, Family, and Community Engagement Framework



Head Start Parent, Family, and Community Engagement Framework



Family Engagement Outcomes: What do Ready Families look like?

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.



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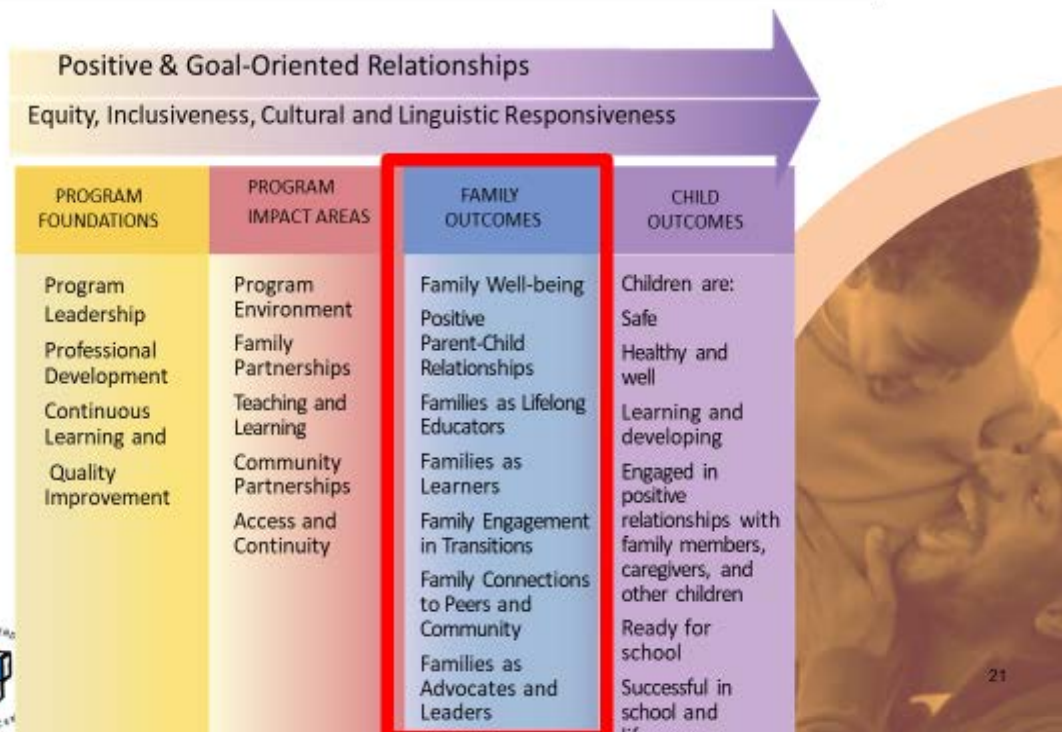


The End Goal....

CHILD OUTCOMES

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

Head Start Parent, Family, and Community Engagement Framework

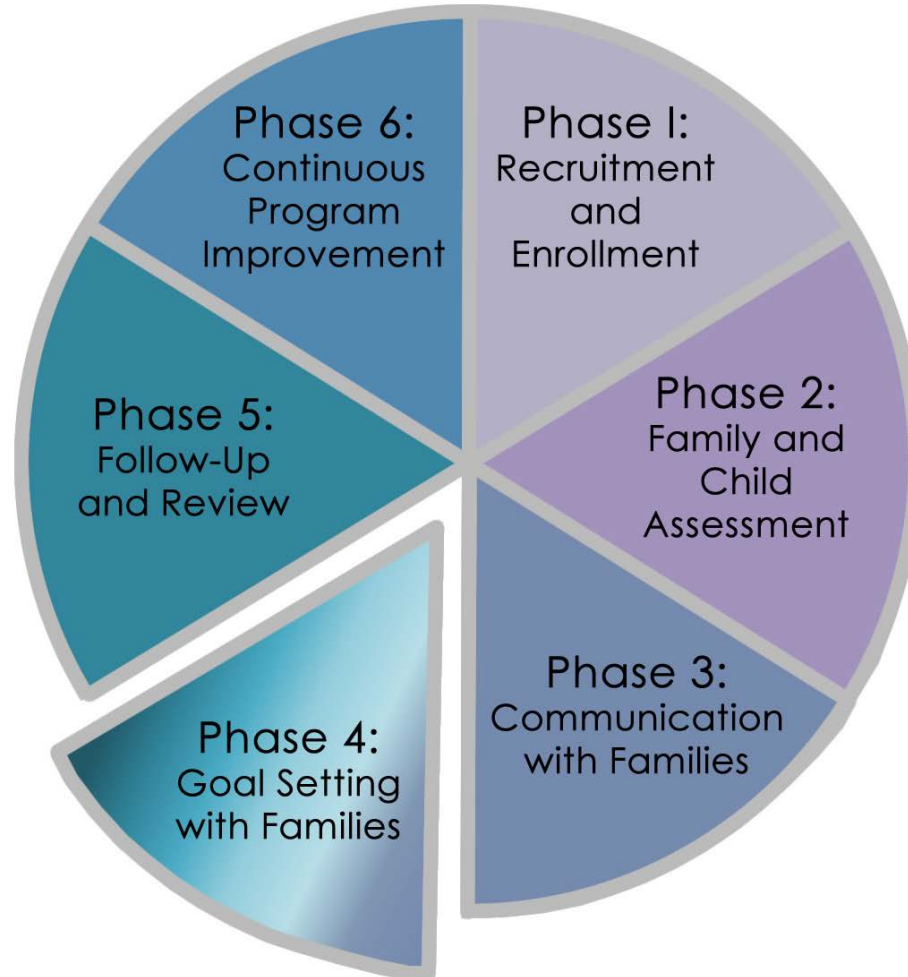


Relationship based approach

- 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

- 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?



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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



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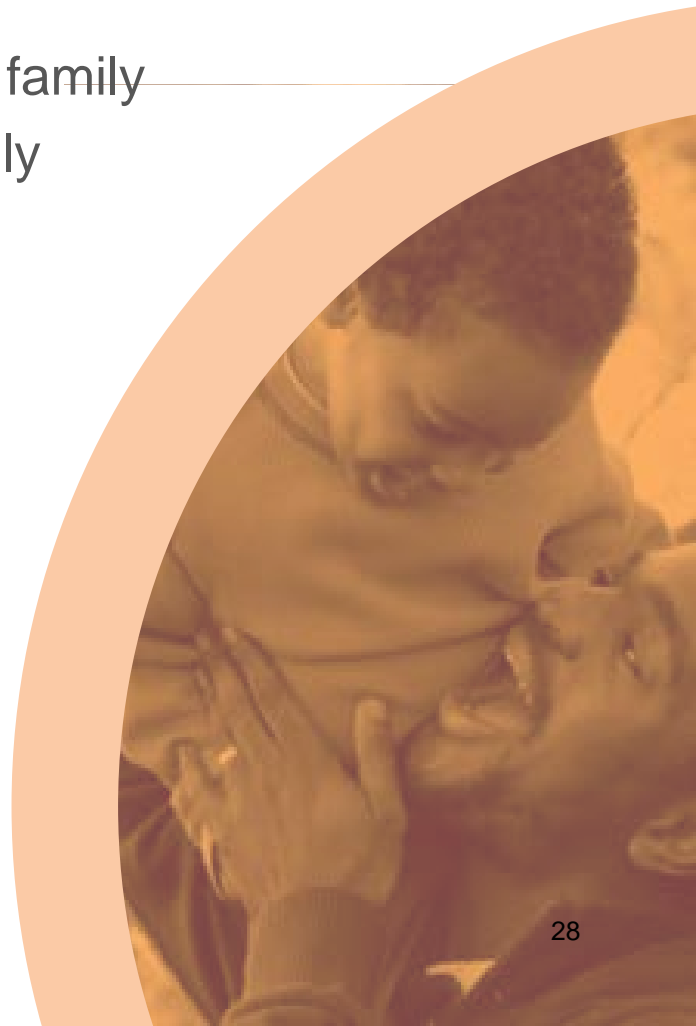


Phase 5 Follow Up and Review

- Revisiting goals and measuring progress
- Or make adjustments
- Family progress could look different for each family
- Timing for this depends on program and family



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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



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Measuring What Matters: Making Progress Towards Family Outcomes

ACTIVITY #1

OVERVIEW: PREPARE

In the *Prepare* step, in 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 those questions.

This step in the process involves:

- Identifying which program goals and objectives from the five-year project period 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

Goals: Broad, inspirational statements that describe what you seek to accomplish and what targets to reach.

Objectives: Small parts of a goal that are Specific, Measurable, Attainable, Realistic, and Timely (SMART).

Expected Outcomes: Something that happens because of an activity or process.

Effort Questions: Effort questions ask what and how much family programming to offer. The questions describe whether and to what extent activities happened as planned. Use your objectives to frame your effort question. This can be as simple as rewording your objective statement into a question!

Effect Questions: Effect questions ask about changes in family knowledge or behavior as a result of a specific activity (or activities). They help determine whether activities have made a difference for families.

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

USE YOUR PROGRAM PLAN TO CREATE EVALUATION QUESTIONS

Sample Goal: To insure that all HS/EHS families have the knowledge and skills to effectively parent their children beginning in the prenatal period through age 5.

Program planning term	Example statement...	...reworded as a question
Objective <i>What the program plans to do to meet the goal</i>	Include a research-based parenting curriculum in monthly Parent Meetings. Reach 40% of all parents in year one, and 10% more each following year.	What percent of parents participated in monthly research-based parenting curriculum? How much did parent participation increase annually?
Expected Outcomes <i>What the program expects the results will be</i>	Participating parents will have increased parenting knowledge and skills, and increased meaningful connections with other families.	To what extent did parents increase their knowledge of parenting? To what extent did parents increase their parenting skills? Did parents make meaningful connections?

EFFORT QUESTIONS!

EFFECT QUESTIONS!

USE YOUR QUESTIONS TO PLAN DATA COLLECTION!

Use your evaluation questions to plan WHAT data to collect and WHO to collect it from!

What percent of parents participated in research-based parenting curriculum?	To what extent did parents increase their parenting skills?
WHAT Percent of parents	WHAT Parenting skills
WHO Parents	WHO Parents



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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?



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Individual Family Goals Based on Strengths, Needs, & Aspirations



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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).

EMERGENCY

- ☐ Food
- ☐ Clothing
- ☐ Housing
- ☐ Utilities

GENERAL

- ☐ Food
- ☐ Clothing
- ☐ Transportation
- ☐ Low-income Housing

MENTAL HEALTH SERVICES

- ☐ Mental Health Concerns / Depression
- ☐ Stress / Time Management
- ☐ Raising Self-esteem & Self-confidence

LITERACY OR EDUCATION

- ☐ Spanish Literacy: (Reading & writing)

ENGLISH AS A SECOND LANGUAGE

- ☐ ESL: English as a Second Language

ADULT EDUCATION

- ☐ G. E. D. / High School Diploma
- ☐ College / University

JOB TRAINING

- ☐ Job skills / Vocational training opportunities
- ☐ Job Search / Career Guidance
- ☐ How to prepare a resume / Interview skills
- ☐ Unemployment benefits and Disability assistance/rights

SUBSTANCE ABUSE PREVENTION

- ☐ Substance Abuse / Addiction (Drugs & Alcohol)

SUBSTANCE ABUSE TREATMENT

- ☐ Substance Abuse / Addiction (Drugs & Alcohol)

ASSET BUILDING SERVICES

- ☐ Financial education
- ☐ Opening savings and checking accounts
- ☐ Debt counseling

OTHER RESOURCE / REFERRAL THAT INTERESTS YOU?

CHILD ABUSE AND NEGLECT SERVICES

- ☐ Child Abuse Prevention

DOMESTIC VIOLENCE SERVICES

- ☐ Family-Domestic Violence
- ☐ Spousal abuse / Rape
- ☐ Restraining Order

CHILD SUPPORT ASSISTANCE

- ☐ Social Services Programs
- ☐ Child Support / Divorce & Custody Issues

HEALTH / NUTRITION EDUCATION

- ☐ Medical Insurance
- ☐ Find a Medical Doctor / Dentist (Adult or Child)
- ☐ Women's Health ☐ Men's Health
- ☐ Prenatal Care ☐ Immunizations
- ☐ Smoking: Stop & Dangers
- ☐ Healthy eating / Healthy snack ideas
- ☐ Overweight / Underweight (Adult or Child)
- ☐ Easy low-cost meal planning and shopping

☐ ASSISTANCE TO FAMILIES OF INCARCERATED

PARENTING EDUCATION

- ☐ Discipline / sibling rivalry
- ☐ How young children learn / brain development
- ☐ Developing language skills in children
- ☐ Children with special needs
- ☐ Co-Parenting skills ☐ Single Parent Homes
- ☐ Step-Parenting/blended families ☐ Raising Grandchildren
- ☐ Male / Father Involvement
- ☐ Foster Care / Adoption
- ☐ Gang Violence Prevention / Community Safety
- ☐ Citizenship and Immigration Information / Rights
- ☐ Legal Aid

MARRIAGE EDUCATION

- ☐ Communication / Interpersonal relationship skills

☐ NONE – Not Applicable

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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



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Using Program Data for developing a Program Goal:

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



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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



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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

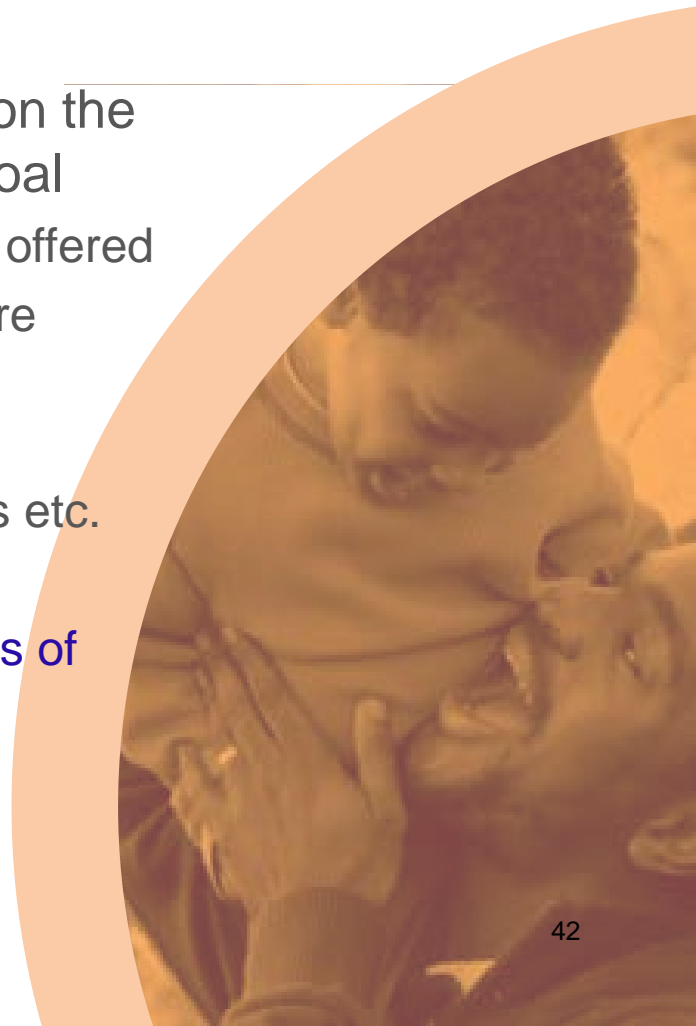


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Outcomes: Effort Tracking Progress

- 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





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MEASURING WHAT MATTERS:

TOOLS FOR TRACKING
PROGRESS WITH FAMILIES

CONFERENCE VERSION



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Thank you!



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