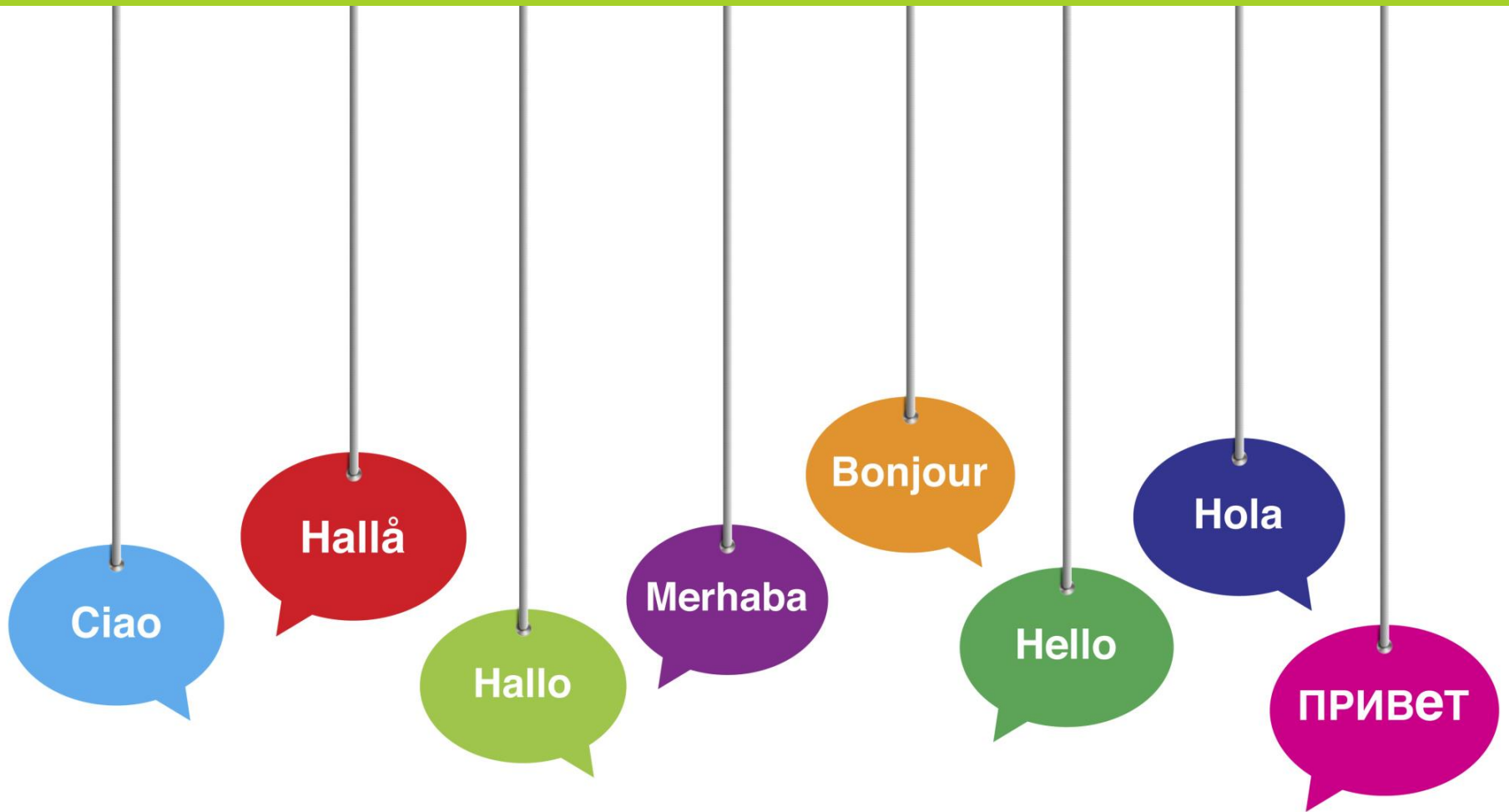


Engaging and Goal-Setting with Families: The Process, The Partnership, The Result



Introductions



Training Objectives



At the end of this session, participants will be able to:

- Differentiate engaging families at the programmatic planning level and goal-setting beside individual families.
- Put into practice the Seven Steps in partnering and goal-setting with families.
- Locate at least one existing resource that supports goal-setting beside families.

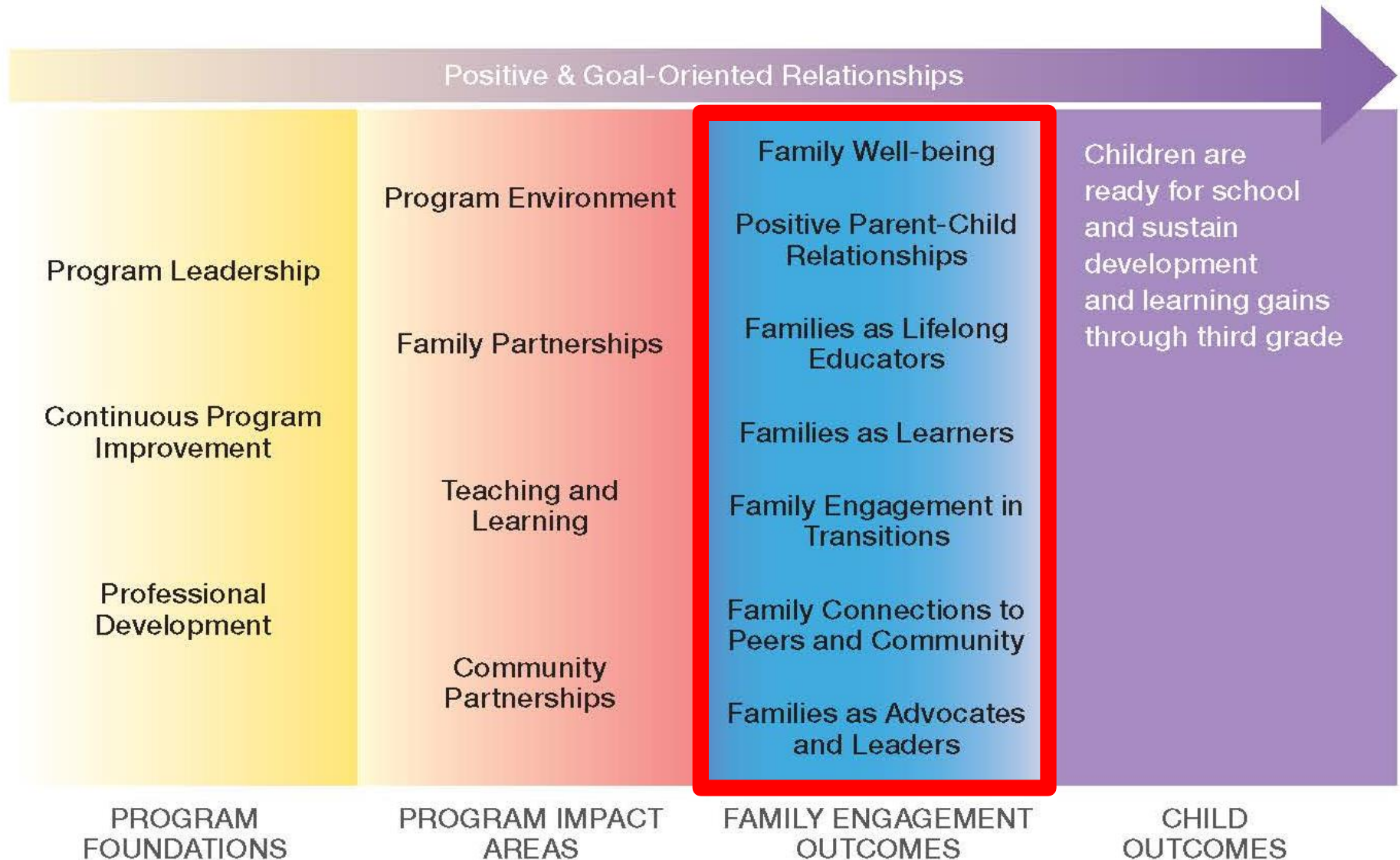
<p>K</p> <p>What I KNOW</p>	<p>W</p> <p>What I WANT to know</p>	<p>L</p> <p>What I LEARNED</p>	<p>D</p> <p>What I will DO with this knowledge</p>



Begin with the end in mind

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.



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

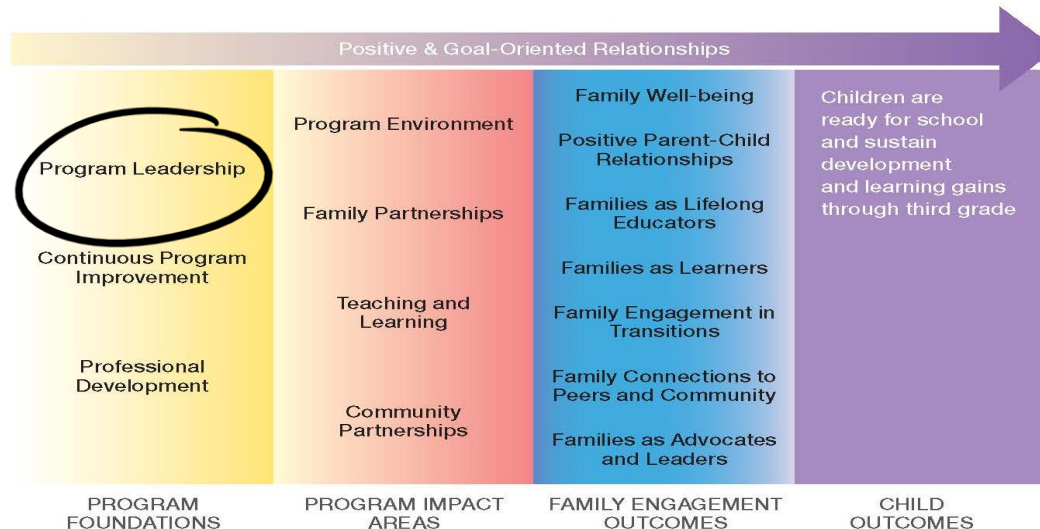
Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

You are invited to...

- Take a look at the OHS PFCE Framework and share with us where you see yourself based on your role.

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.



RELATIONSHIP-based



Positive & Goal-Oriented Relationships

INVOLVEMENT



ENGAGEMENT



WHAT IS ENGAGEMENT?



Building ongoing, lasting, goal-
directed relationships for the
purpose of

applying a collective vision

INGREDIENTS FOR ENGAGEMENT SUCCESS?

A wooden bowl filled with white powder, a wooden mortar and pestle, and two eggs, symbolizing ingredients for success.

A set of beliefs,
attitudes, behaviors
and activities

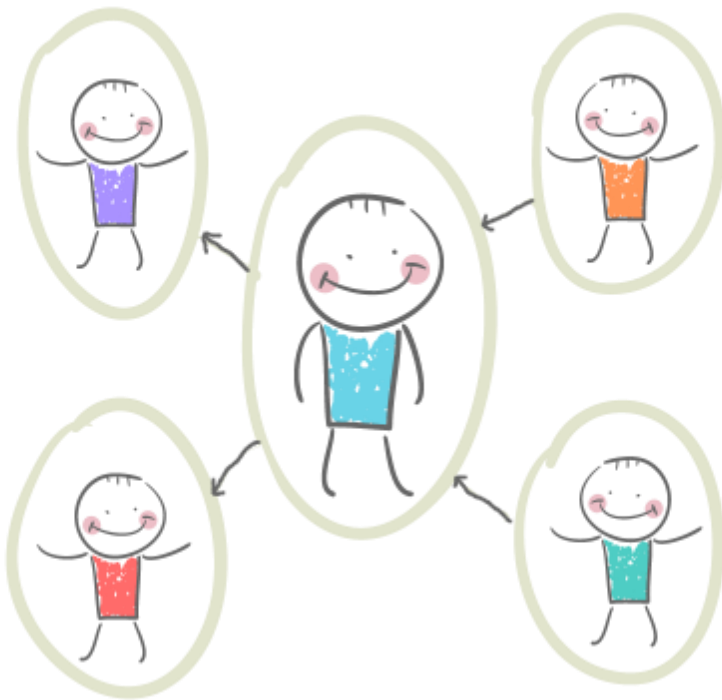
Crossing contexts - at home, in the early
childhood program, school & community

Building goal-
directed
relationships with
families

A shared
responsibility

1-WAY AND 2-WAY INTERACTIONS

Parent Involvement



Family Engagement



WHAT ARE THE BARRIERS?



BARRIERS ARE DIFFERENT

Barrier Examples: Involvement

- Transportation
- Child care
- Work obligations
- Scheduling conflicts
- Bad weather



EXPECTATIONS can also be different...

What do staff expect from families?

What do families expect of staff?

OPPORTUNITIES FOR REPAIR



WAYS TO SUPPORT ENGAGEMENT

Attitudes



Practices



Building Partnerships: Guide to Developing Relationships with Families



ncpfce@childrens.harvard.edu
<http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/family>



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

Attitude:



A Frame of Mind Towards Someone

Strengths-Based Attitudes: Families...



Relationship-Based Practices for Family Engagement

1. Describe observations of the child's behavior to open communication with the family
2. Reflect on the family's perspective
3. Support parental competence
4. Focus on the family-child relationship
5. Value a family's passion
6. Reflect on your own perspective



The Family Partnership Process: Engaging and Goal-Setting With Families



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Parent, Family, and
Community Engagement

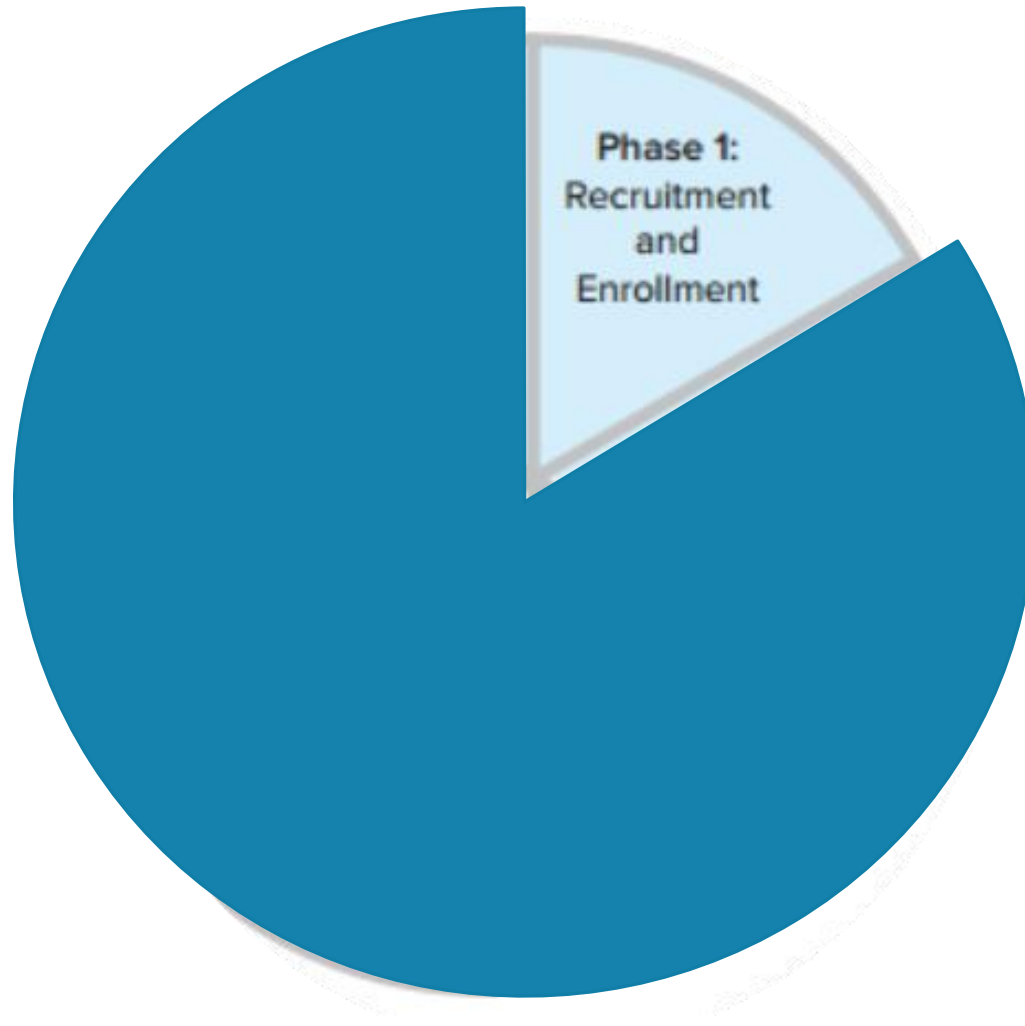
ncpfce@childrens.harvard.edu
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>

Individual Reflections...

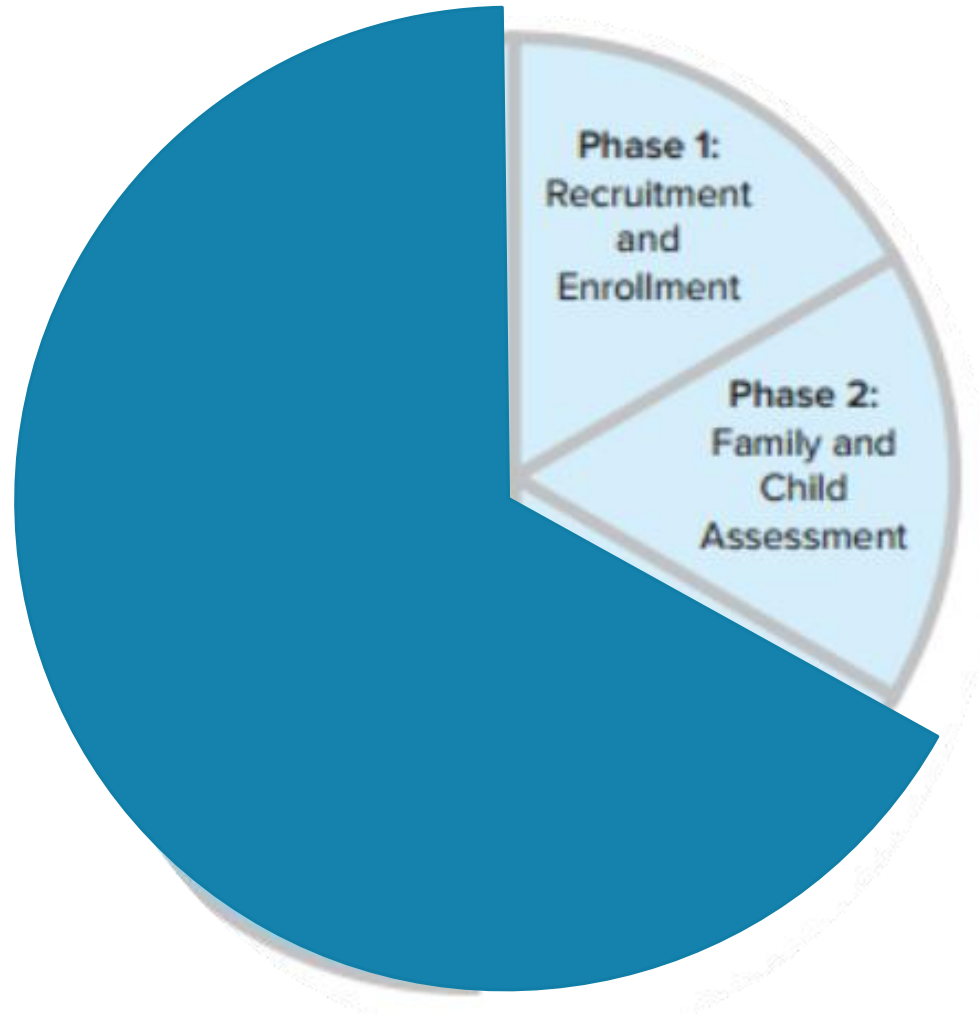
Remember a time when you were sharing your hope, your dream with someone: what made you feel you could share your goal with that person?



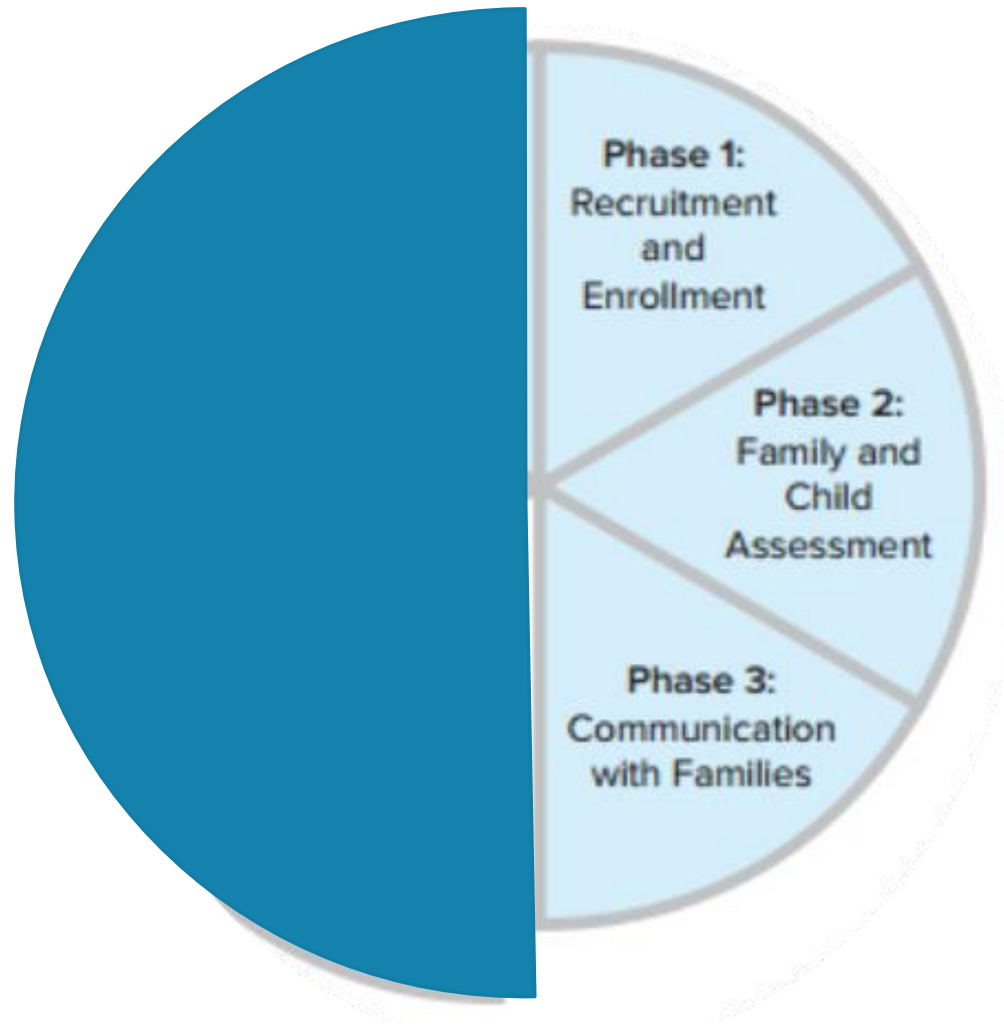
GOAL SETTING PHASES



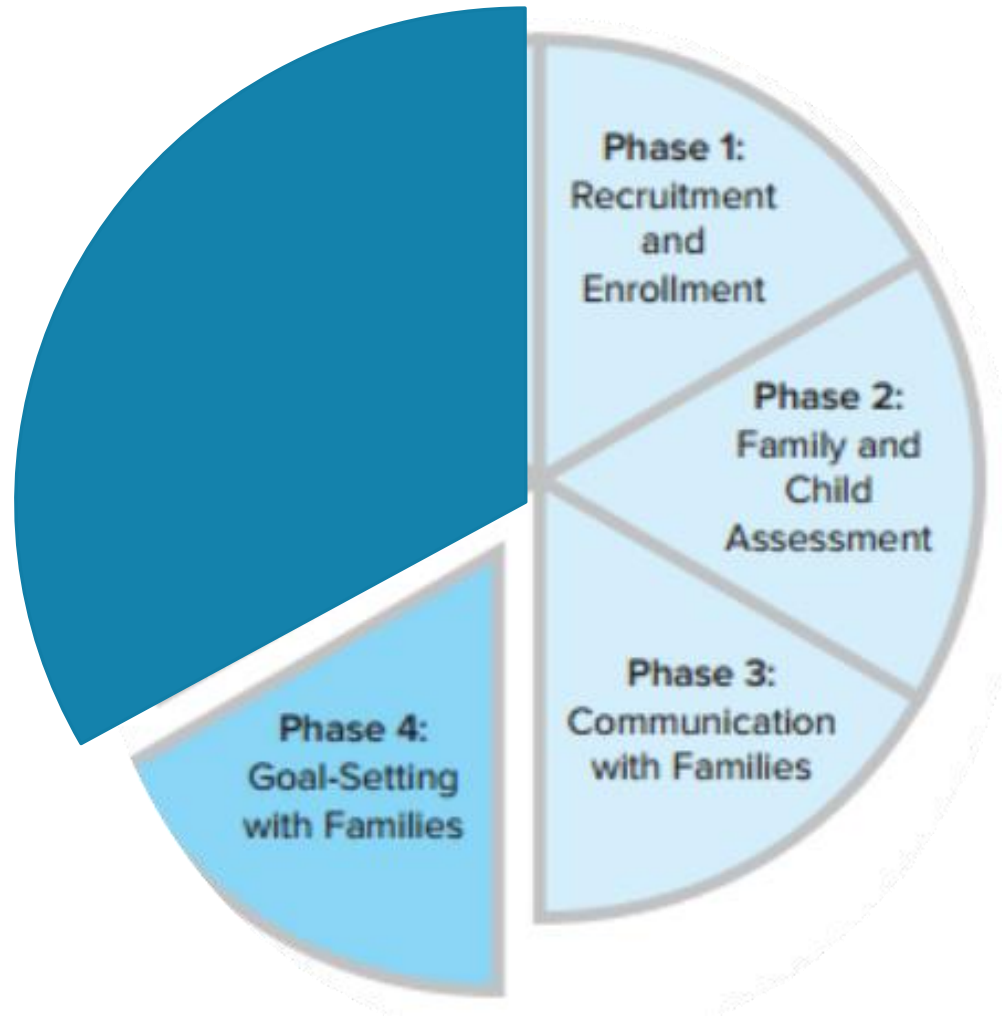
GOAL SETTING PHASES



GOAL SETTING PHASES

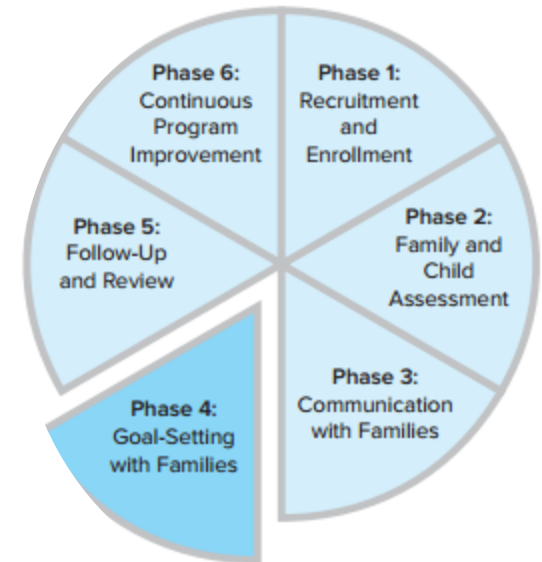


GOAL SETTING PHASES



SEVEN S's

- Step 1** Set a Goal
- Step 2** Identify Skills
- Step 3** Assess Strengths
- Step 4** Examine Stressors
- Step 5** Explore Strategies
- Step 6** Determine Support
- Step 7** Track Progress and Celebrate Successes



Step 1 Set a Goal

Phase 4:
Goal-Setting
with Families

Comparing the data obtained from Recruitment, Assessment and Communications with the families.

Prioritizing what matters most for the family and focusing on what the family wants to partner and accomplish with you.



Step 1 Set a Goal

Step 2 Identify Skills

Phase 4:
Goal-Setting
with Families

Skills describe the capability you and the family have to do something well.



Step 1 Set a Goal

Step 2 Identify Skills

Step 3 Assess Strengths

Phase 4:
Goal-Setting
with Families

Strengths describe the strong attributes - the assets - you have to be able to defray strain or stress.



Step 1 Set a Goal

Step 2 Identify Skills

Step 3 Assess Strengths

Step 4 Examine Stressors

Phase 4:
Goal-Setting
with Families

Stressors describe the things that cause you stress and make you worried or anxious.



Step 1 Set a Goal

Step 2 Identify Skills

Step 3 Assess Strengths

Step 4 Examine Stressors

Step 5 Explore Strategies

Phase 4:
Goal-Setting
with Families

Strategies are the methods chosen to achieve the goal.



Step 1 Set a Goal

Step 2 Identify Skills

Step 3 Assess Strengths

Step 4 Examine Stressors

Step 5 Explore Strategies

Step 6 Determine Support

Support is help and assistance needed to achieve a goal.

Phase 4:
Goal-Setting
with Families



Step 1 Set a Goal

Step 2 Identify Skills

Step 3 Assess Strengths

Step 4 Examine Stressors

Step 5 Explore Strategies

Step 6 Determine Support

Step 7 Track Progress and Celebrate Successes

Phase 4:
Goal-Setting
with Families

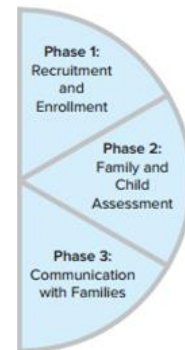
Success is defined as the achievement of something desired.



WALK THROUGH



PHASES 1-3

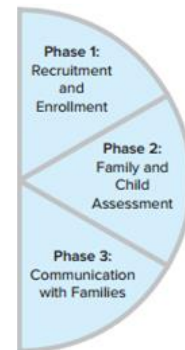


Getting Started

Reflect on the follow questions in advance of a meeting with your staff partner or discuss the questions together.

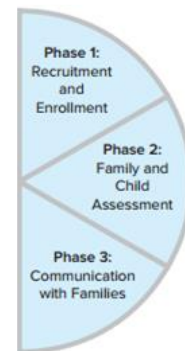
Reflect on the following questions privately, with co-workers, or with a supervisor in advance of a meeting with your family partner.

PHASES 1-3

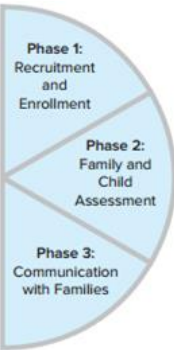


	Family Partner Reflections	Staff Partner Reflections	Shared Notes
Compare notes or information from Pathway (or Process):	Healthy meals on a budget (S&N Assessment)	Child has an allergy (intake packet)	Could family wellness could be a focus for a priority or goal?
Priorities for the Family	Healthy meals on a budget (S&N Assessment)		
Goal(s) of the Family Partner most important to your family	Smoking cessation (S&N Assessment)		

PHASES 1-3



	Family Partner Reflections	Staff Partner Reflections	Shared Notes
Compare notes or information from Pathway (or Process):	<p>Healthy meals on a budget (S&N Assessment)</p> <p>Smoking cessation (S&N Assessment)</p>	<p>Child has an allergy (intake packet)</p> <p>Child has an allergy (intake packet)</p>	<p>Could family wellness could be a focus for a priority or goal?</p>
Priorities for the Family	<p>Lose weight</p> <p>Eat healthy meals</p> <p>Stop smoking</p>	<p>Mom wants to lose weight (S&N Assessment)</p>	
Goal(s) of the Family Partner: What do you want to achieve? What are your dreams? Why is this goal most important to your family? Goals may be for the future.			<p>you dreams? Why is this goal most</p>



PHASES 1-3

	Family Partner Reflections	Staff Partner Reflections	Shared Notes
Compare notes or information from Pathway (or Process):	Healthy meals on a budget (S&N)	Child has an allergy (intake packet)	Could family wellness could be a focus for a priority or goal?
Priorities for the Family	<p>Lose weight</p> <p>Eat healthy meals</p> <p>Stop smoking</p>		

Goal(s) of the Family Partner: What is most important to your family? Goals may change over time. Why is this goal most important?

Step 1 Set a Goal

Phase 4:
Goal-Setting
with Families

Seven-Steps	Family Partner <i>Name</i> _____	Staff Partner <i>Name</i> _____
	<p><i>Considering the enrollment process, strengths & needs assessment, and communication with staff:</i></p> <p>What did I discover about myself and/or the program during the Family Partnership Process?</p> <p>What are my priorities?</p> <p>What do I want to work on?</p> <p>What's important to my family?</p>	<p><i>Considering the enrollment process, strengths & needs assessment, and communication with families:</i></p> <p>What have I learned from recruitment, assessment, and communications with this family?</p> <p>What information did I discover from the family's sharing?</p> <p>What does the family want to work on?</p> <p>Do I clearly understand what the family</p>

Step 1 Set a Goal

Phase 4:
Goal-Setting
with Families

Seven-Steps	Family Partner Name _____	Staff Partner Name _____
	<p><i>Considering the enrollment process, strengths & needs assessment, and communication with staff:</i></p> <p>What did I discover about myself and/or the program during the Family Partnership Process?</p> <p>What are my priorities?</p> <p>What do I want to work on?</p> <p>What's important to my family</p>	<p><i>Considering the enrollment process, strengths & needs assessment, and communication with families:</i></p> <p>What have I learned from recruitment, assessment, and communications with this family?</p> <p>What information did I discover from the family's sharing?</p> <p>What does the family want to work on?</p> <p>Do I clearly understand what the family</p>

Step 1

Set a Goal

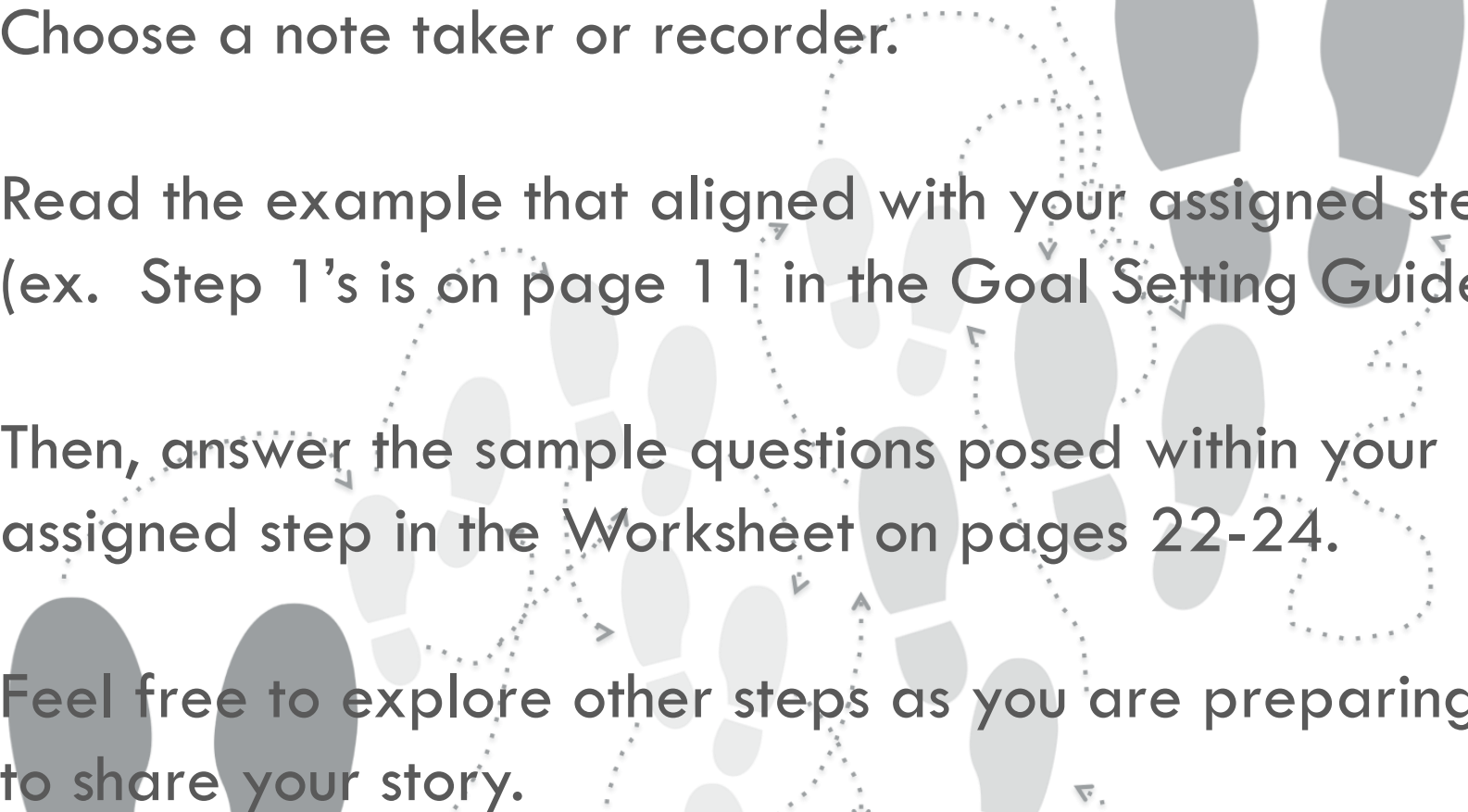
Phase 4:
Goal-Setting
with Families

Seven-Steps	Family Partner Name _____	Staff Partner Name _____
The Family's Goal		
My goal is to . . .		
My objectives are . . .		
Projected Timeframe(s):		

Your Turn to “Dance”!



Follow the Steps

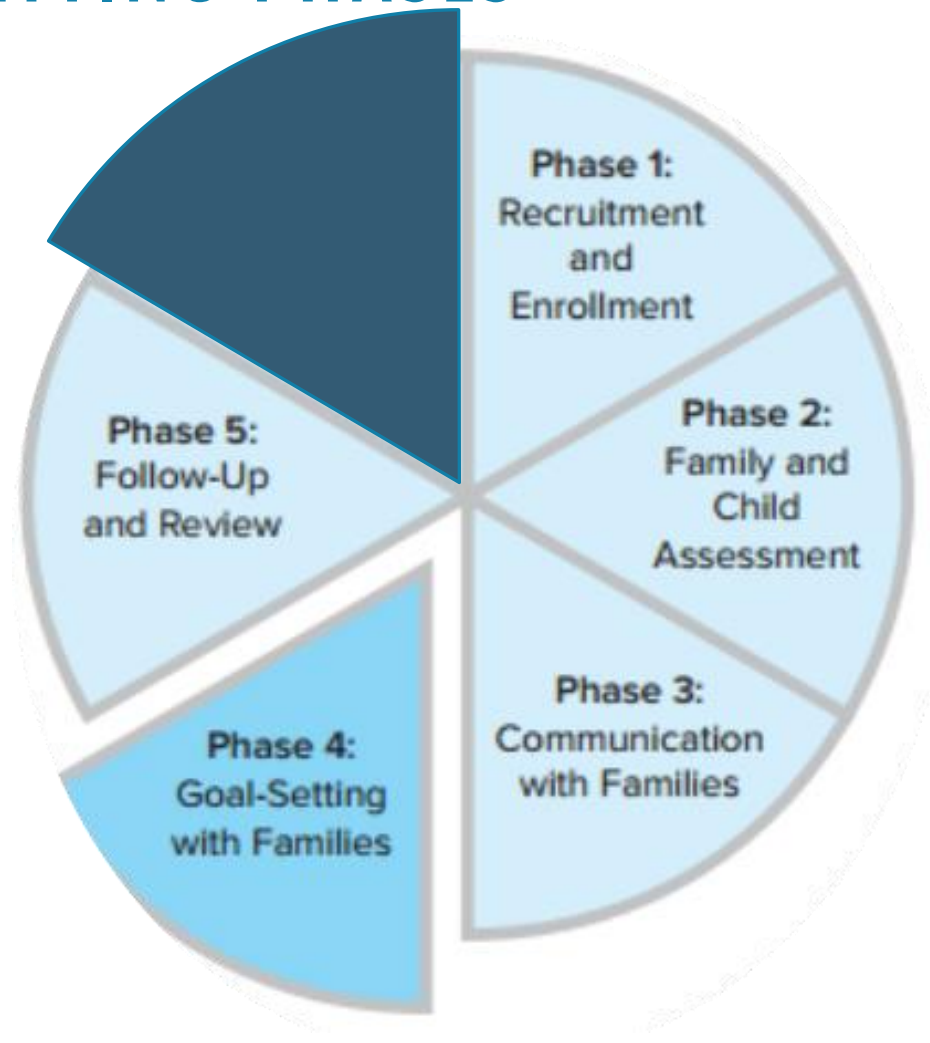
1. Choose a note taker or recorder.
 2. Read the example that aligned with your assigned step (ex. Step 1's is on page 11 in the Goal Setting Guide.)
 3. Then, answer the sample questions posed within your assigned step in the Worksheet on pages 22-24.
 4. Feel free to explore other steps as you are preparing to share your story.
- 
- A decorative background featuring a series of grey footprints of varying sizes. Dotted lines with arrowheads connect some of the footprints, creating a winding path that suggests a journey or a sequence of steps. The footprints are scattered across the page, with some appearing larger and more prominent than others.

Seven Steps Worksheet Template

Use this worksheet to record your combined responses and guide family goal-setting.

Seven-Steps	Family Partner Name _____	Staff Partner Name _____
Step #1 Set a Goal		
Step #2 Skills		
Step #3 Strengths		
Step #4 Stressors		
Step #5 Support		
Step #6 Strategies		
Step #7 Success		
Follow-up and Review		

GOAL SETTING PHASES



GOAL SETTING PHASES



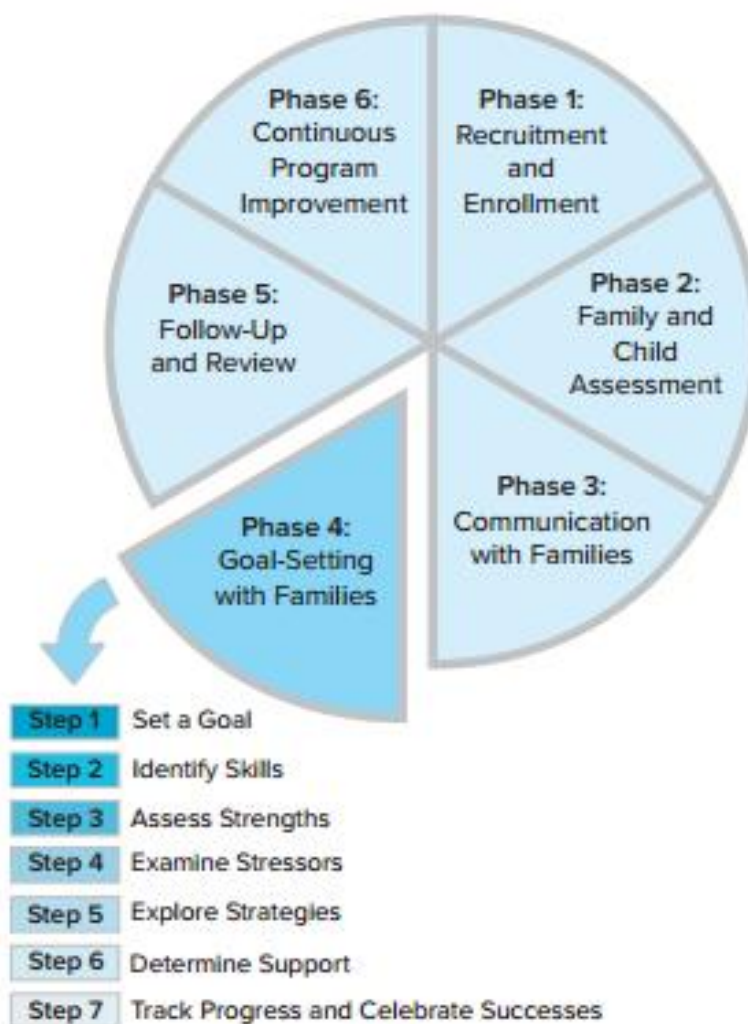
The final phases...

Phase 6:
Continuous
Program
Improvement

Phase 5:
Follow-Up
and Review

Seven Steps	Family Partner <i>Name</i> <i>Goal</i>	Staff Partner <i>Name</i>
Follow-up and Review	<p>How do I feel about my progress?</p> <p>What successes can I celebrate?</p> <p>Are there parts of our goals or objectives where I would like additional support?</p> <p>Have any of my priorities or goals shifted?</p>	<p>What have you learned recently from the family about their progress toward their goal(s)? What have you learned about the family through this process?</p> <p>What can you do to help celebrate progress with the family?</p> <p>Are there ideas or support you can offer for the family to consider as they continue working toward the goal?</p> <p>Are there any changes in the family's life that have required a shift in their goal or priorities?</p>

Family Partnership Process and Seven Steps for Setting and Reaching Goals with Families



Day Two

Program Planning and Goal Setting Beside Families

What is the difference between individual family-level goals and program-level goals?

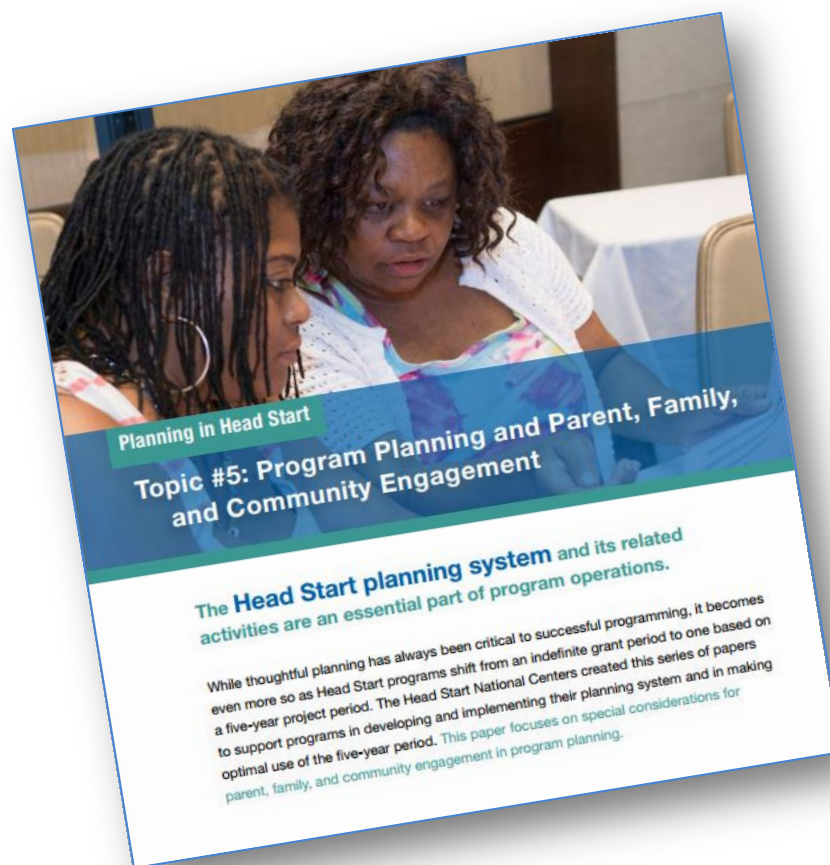


CONSIDER THIS...



- ☐ Reflective Supervision
- ☐ Professional Development
- ☐ Engaging Other Staff and Community Partners
- ☐ Overall Programmatic Planning

Program Goals Related to Family Outcomes



Terms and Definitions

Goals

Broad, inspirational statements that describe what you seek to accomplish; targets to be reached.

Objectives

Subparts of goals that are specific, measureable, attainable, realistic and timely (SMART).

Expected Outcomes

Something that you expect to happen as a result of an activity or process.

3 Ways to

Honor Families in Goals & Objectives

1. Programs could create program goals related to Family Outcomes



2. Programs could outline objectives related to family outcomes that support other program goals



3. Programs could create family objectives that support school readiness goals

Individual Family Goals Based on Strengths, Needs, & Aspirations



NAOMI AND TOM

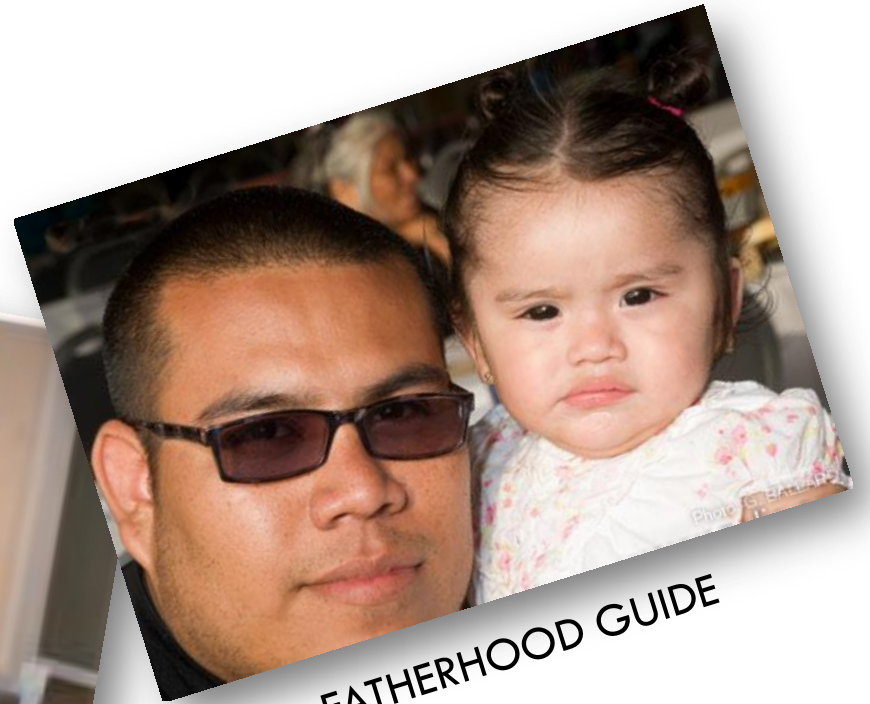




MORE RESOURCES



SIMULATIONS



FATHERHOOD GUIDE

In conclusion....





“When you work hand-in-hand with families
to build trusting relationships,
you help families support their children
to reach their fullest potential.”

- NCPFCE “Markers of Progress





You'll get mixed up, of course, as you already know.
You'll get mixed up with many strange birds as you
go.

So be sure when you step.

Step with great tact and remember that

Life's a Great Balancing Act.

Just never forget to be dexterous and deft.

And never mix up your right foot with your left.

-Dr. Seuss, Oh the Places You'll Go



Ah-ha Moments?





QUESTIONS

<p>K</p> <p>What I</p> <p>KNOW</p>	<p>W</p> <p>What I</p> <p>WANT</p> <p>to know</p>	<p>L</p> <p>What I</p> <p>LEARNED</p>	<p>D</p> <p>What I will</p> <p>DO</p> <p>with this</p> <p>knowledge</p>



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