Exploring Family Engagement and the Five Year Project Period: Making Connections from School Readiness to Family Engagement and Program Planning

Early Childhood National Centers

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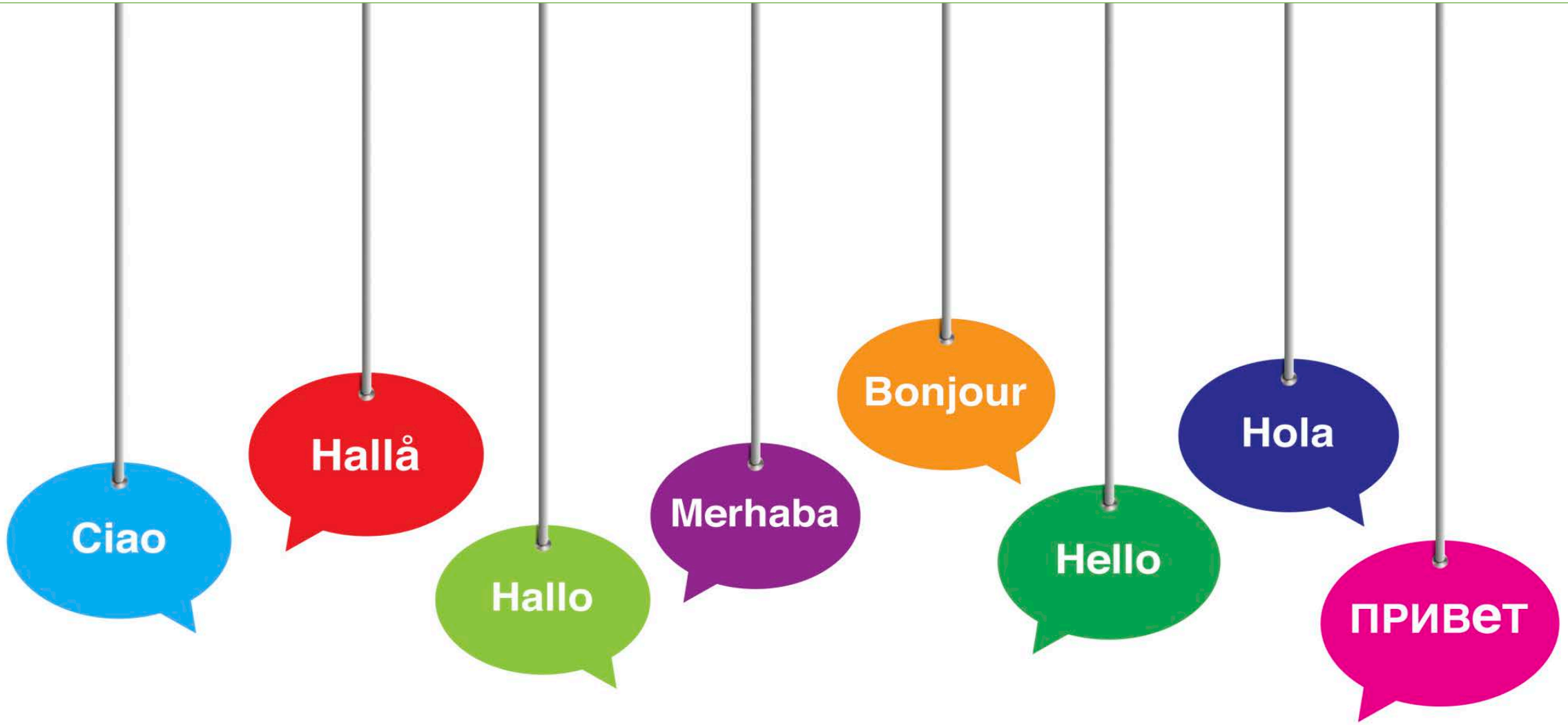
Parent, Family and Community Engagement

Welcome and Introductions



What are your program's PFCE strengths?

What are your program’s PFCE dreams?

What might be barriers or opportunities? (The real)

- What can get in the way of a family's engagement?
- What are the barriers that may exist within my role?
- What can get in the way of staff working together?
- What types of barriers might leaders face in implementing intentional PFCE?
- What are potential barriers within your program's structure?

Understanding Family Engagement in the Context of the Five-Year Project Period

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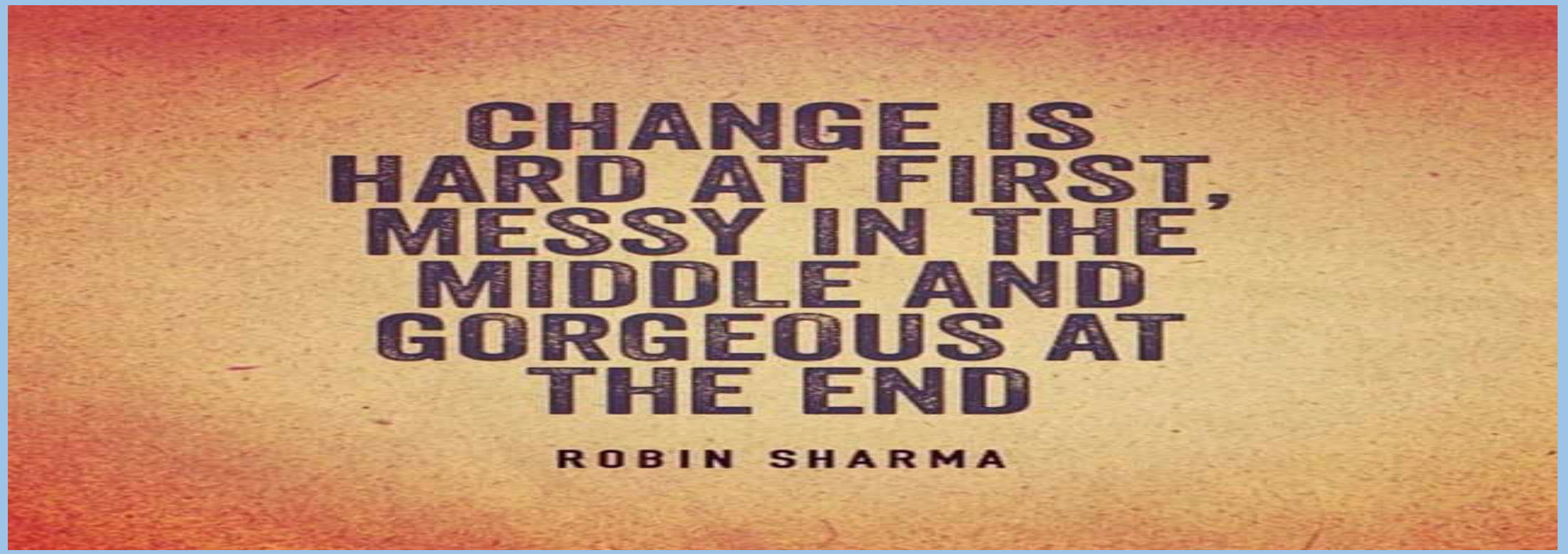


Orientation to The NEW PFCE Framework: A Theory of Change

Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	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: 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

Important Note!

In order for parent, family, and community engagement practices to be effective and have long-term impact for children and families, they need to be systemic, integrated, and comprehensive.

Systemic

- All staff in Head Start and Early Head Start programs have a role to play in promoting Parent, Family, and Community Engagement.
  - By Systemic PFCE, we mean that individuals understand the roles that they and others in their program play across systems and services.
  - They see how these roles work together to promote the vision of PFCE that they share.
  - PFCE is everyone’s business.

Integrated

All parts of a program achieve better Parent, Family, and Community Engagement results by working together.

- By Integrated PFCE, we mean that everyone in Head Start and Early Head Start programs coordinates and reinforces each other's efforts in order to maximize their impact.
- Staff coordinate within and across their different roles and the services they provide. They also coordinate with community partners to help families access community activities and services and to provide seamless experiences for families.

Comprehensive

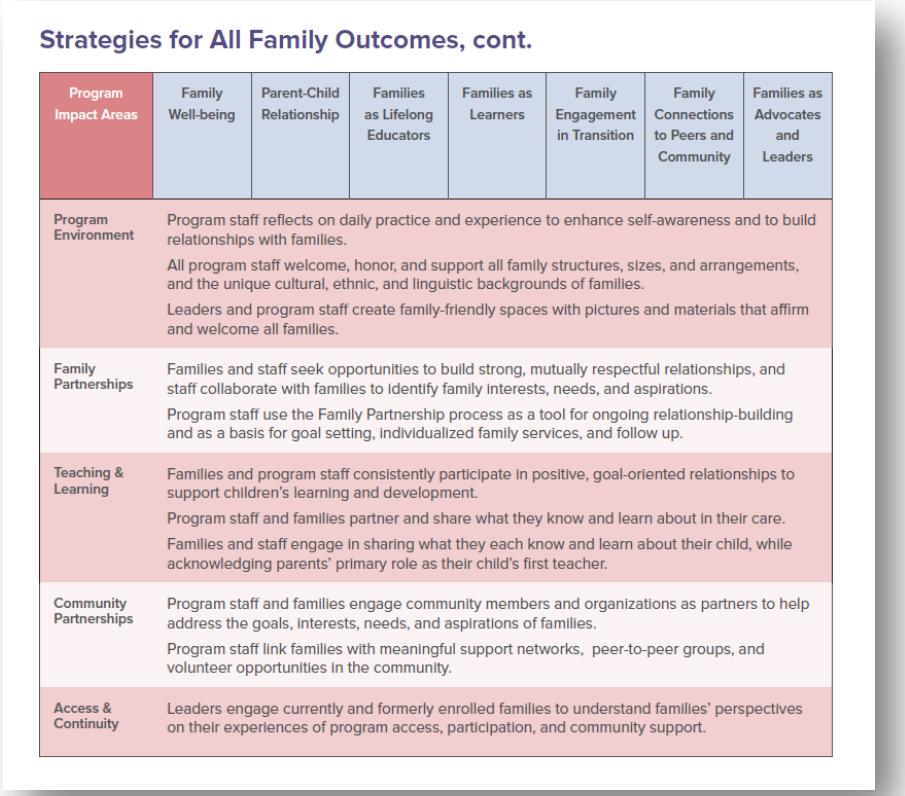
Program services are designed for holistic staff responses.

- By Comprehensive PFCE, we mean that staff consider the full range of strengths, interests, and needs of each child and family.
- Staff then connect families with all the available services and resources they need to achieve their goals.
- A comprehensive response increases the likelihood that progress in one area will reinforce progress in other areas.

Pink Column Activity

At your table:

1. Look at the four elements of the Pink Column in your Framework on page 17.
2. Review and discuss the statements.
3. Select one statement and answer the following:
   - How does this statement support your:
     - Work at the program level?
     - Work with colleagues?
     - Work with individual families?



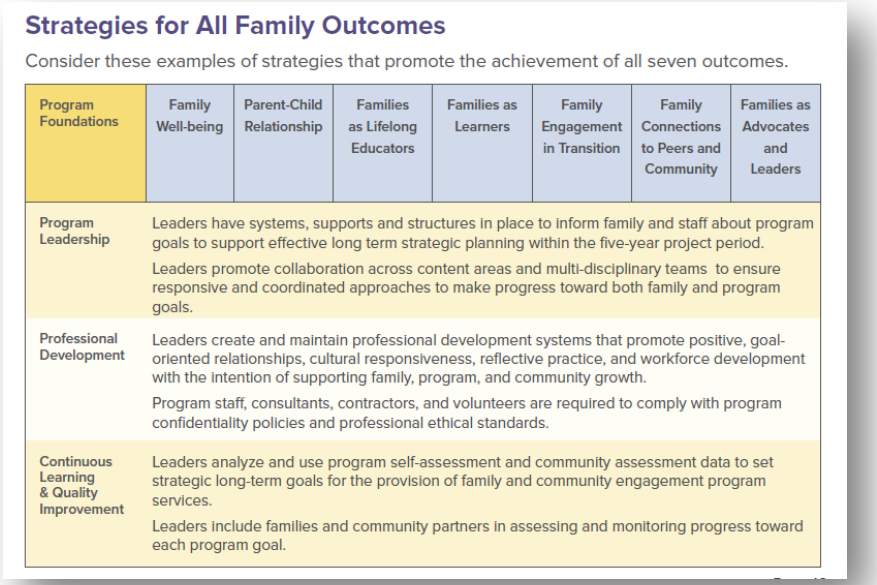
Strategies for All Family Outcomes, cont.

Program Impact Areas	Family Well-being	Parent-Child Relationship	Families as Lifelong Educators	Families as Learners	Family Engagement in Transition	Family Connections to Peers and Community	Families as Advocates and Leaders
Program Environment	Program staff reflects on daily practice and experience to enhance self-awareness and to build relationships with families. All program staff welcome, honor, and support all family structures, sizes, and arrangements, and the unique cultural, ethnic, and linguistic backgrounds of families. Leaders and program staff create family-friendly spaces with pictures and materials that affirm and welcome all families.						
Family Partnerships	Families and staff seek opportunities to build strong, mutually respectful relationships, and staff collaborate with families to identify family interests, needs, and aspirations. Program staff use the Family Partnership process as a tool for ongoing relationship-building and as a basis for goal setting, individualized family services, and follow up.						
Teaching & Learning	Families and program staff consistently participate in positive, goal-oriented relationships to support children's learning and development. Program staff and families partner and share what they know and learn about in their care. Families and staff engage in sharing what they each know and learn about their child, while acknowledging parents' primary role as their child's first teacher.						
Community Partnerships	Program staff and families engage community members and organizations as partners to help address the goals, interests, needs, and aspirations of families. Program staff link families with meaningful support networks, peer-to-peer groups, and volunteer opportunities in the community.						
Access & Continuity	Leaders engage currently and formerly enrolled families to understand families' perspectives on their experiences of program access, participation, and community support.						

Yellow Column Activity

At your table:

1. Look at the three elements of the Yellow Column in your Framework on page 16.
2. Review and discuss the statements.
3. Select one statement and answer the following:
   - How does this statement support your:
     - Work at the program level?
     - Work with colleagues?
     - Work with individual families?

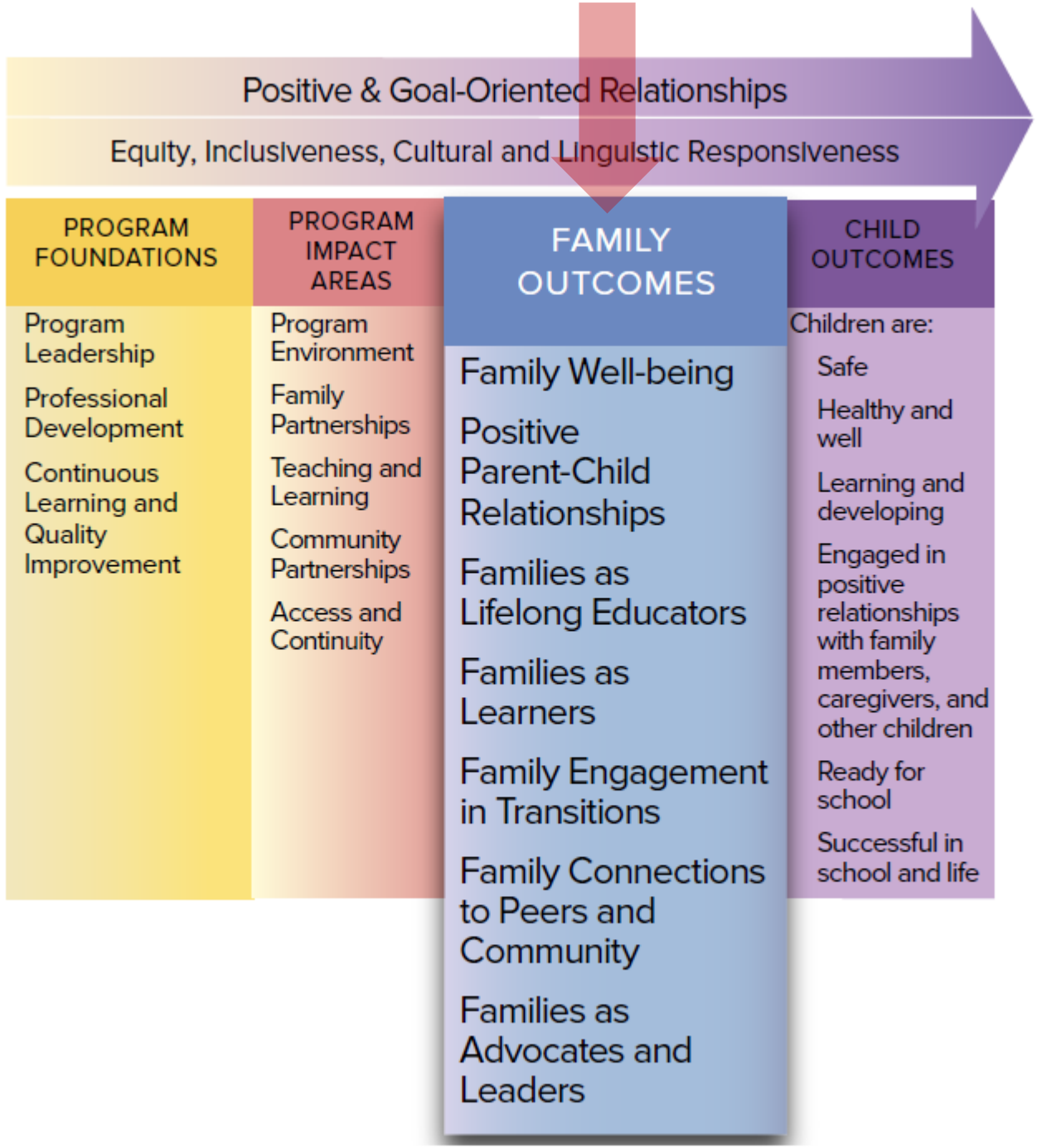


Strategies for All Family Outcomes

Consider these examples of strategies that promote the achievement of all seven outcomes.

Program Foundations	Family Well-being	Parent-Child Relationship	Families as Lifelong Educators	Families as Learners	Family Engagement in Transition	Family Connections to Peers and Community	Families as Advocates and Leaders
Program Leadership	Leaders have systems, supports and structures in place to inform family and staff about program goals to support effective long term strategic planning within the five-year project period. Leaders promote collaboration across content areas and multi-disciplinary teams to ensure responsive and coordinated approaches to make progress toward both family and program goals.						
Professional Development	Leaders create and maintain professional development systems that promote positive, goal-oriented relationships, cultural responsiveness, reflective practice, and workforce development with the intention of supporting family, program, and community growth. Program staff, consultants, contractors, and volunteers are required to comply with program confidentiality policies and professional ethical standards.						
Continuous Learning & Quality Improvement	Leaders analyze and use program self-assessment and community assessment data to set strategic long-term goals for the provision of family and community engagement program services. Leaders include families and community partners in assessing and monitoring progress toward each program goal.						

Family Outcomes



Assessing Family Well-Being

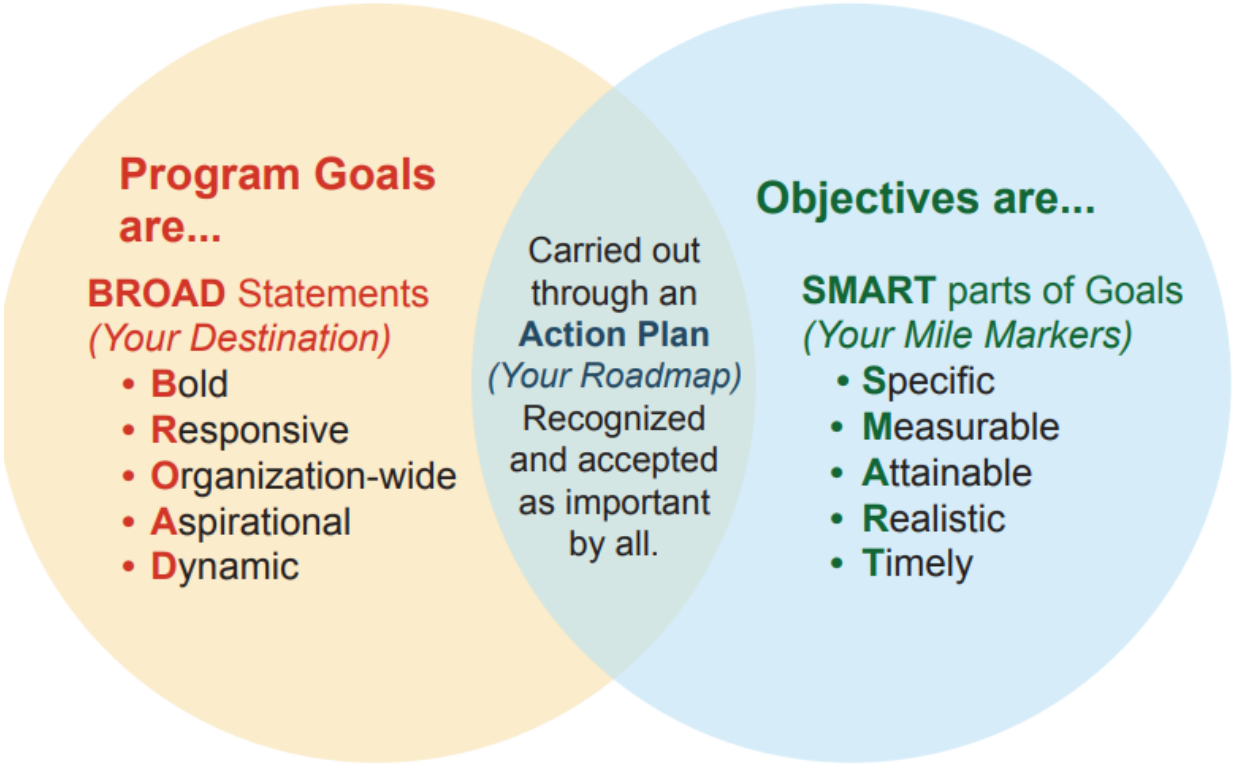
Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other family support services.

- When you think about the families in your program, what aspects of well-being are priorities?
- How do you know which families need your support the most?
- How might you word a program goal to support families?

Report Out Round About

Exploring Foundations for Excellence

Exploring some key terms…



- **Goals** keep your eyes on the prize.
- **Objectives** help you hit the nail on the head.
- **Outcomes** are actual results. Expected outcomes are forecasted.

Suggested ways to use this guide…

Use this Guide to:

- Support the development of both the baseline and continuing Head Start Grant Applications
- Evaluate and measure current goals and objectives
- Set goals, write objectives and outcomes, and develop action plans
- Plan leadership training related to oversight roles of the governing body/Tribal Council and Policy Council
- Discuss community assessment results with your program's management team
- Evaluate your strategic planning process

Making Connections from School Readiness to Family Engagement and Program Planning

Some Key Questions to Consider

- What do we want?
- How are we doing?
- How do we know?
- Have we made a difference?
- How do we know?

Head Start Parent, Family, and Community Engagement Framework

Positive & Goal-Oriented Relationships

Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership Professional Development Continuous Learning and Quality Improvement	Program Environment Family Partnerships Teaching and Learning Community Partnerships Access and Continuity	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: 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

Leadership & Governance
Program Management, Planning & Oversight Systems
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Program Management, Planning & Oversight Systems
Community Engagement • ERSEA • Education • Health • Mental Health • Family &
Quality Child & Family Outcomes
Human Resources
Program Planning & Service System Design
Data & Evaluation
Fiscal Management
Community & Self-Assessment
Facilities & Learning Environments
Transportation
Technology & Information Systems
Training & Professional Development
Communication
Recordkeeping & Reporting
Ongoing Monitoring & Continuous Improvement

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

Figure 1: Relationship between Goals, Objectives, Actions/Strategies, and Outcomes

Positive & Goal-Oriented Relationships

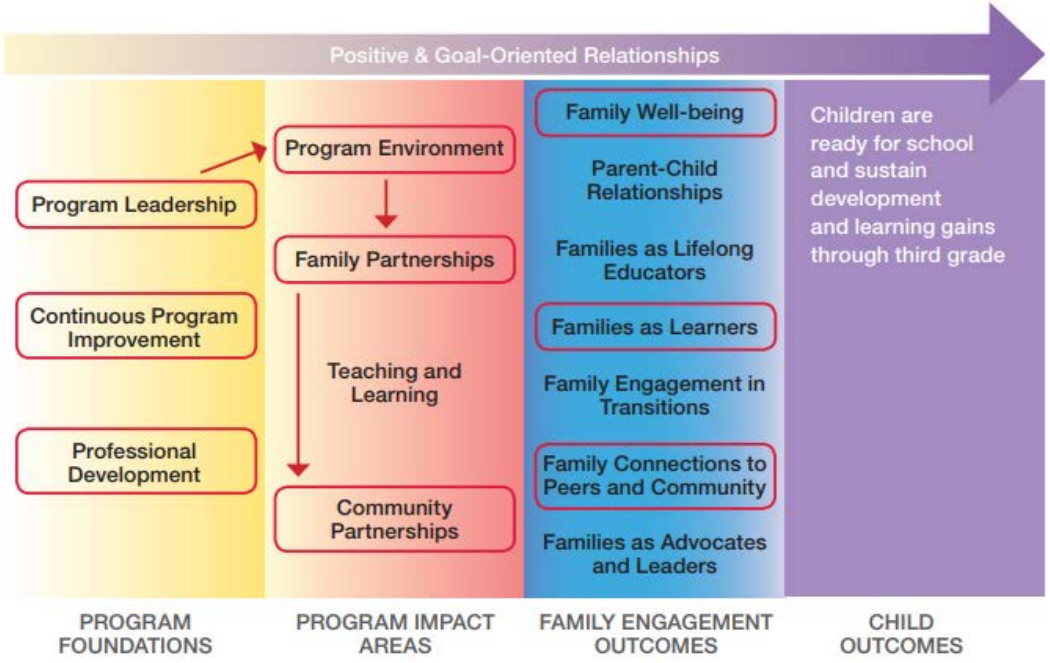
Equity, Inclusiveness, Cultural and Linguistic Responsiveness

PROGRAM FOUNDATIONS	PROGRAM IMPACT AREAS	FAMILY OUTCOMES	CHILD OUTCOMES
Program Leadership	Program Environment	Family Well-being	Children are:
Professional Development	Family Partnerships	Positive Parent-Child Relationships	Safe
Continuous Learning and Quality Improvement	Teaching and Learning	Families as Lifelong Educators	Healthy and well
	Community Partnerships	Families as Learners	Learning and developing
	Access and Continuity	Family Engagement in Transitions	Engaged in positive relationships with family members, caregivers, and other children
		Family Connections to Peers and Community	Ready for school
		Families as Advocates and Leaders	Successful in school and life

Story-telling

- At your table read the story of Alecia and Joseph from the resource provided: ISPP Part Two: Pages 7 and 8
- Work together to answer the following questions:
  - What Family Engagement Outcomes did the story address?
  - Which Program Foundations did you see at work related to the strategies used in the story?
  - Which Program Impact Areas did you see at work related to the strategies used in the story?
- Use post-it note flags or circle the places on your Framework one-pager where you find connections.
- Be ready to share your reflections with the full group.

Report Out


Positive & Goal-Oriented Relationships
Program Leadership
Continuous Program Improvement
Professional Development
Program Environment
Family Partnerships
Teaching and Learning
Community Partnerships
Family Well-being
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

The stories we share…

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

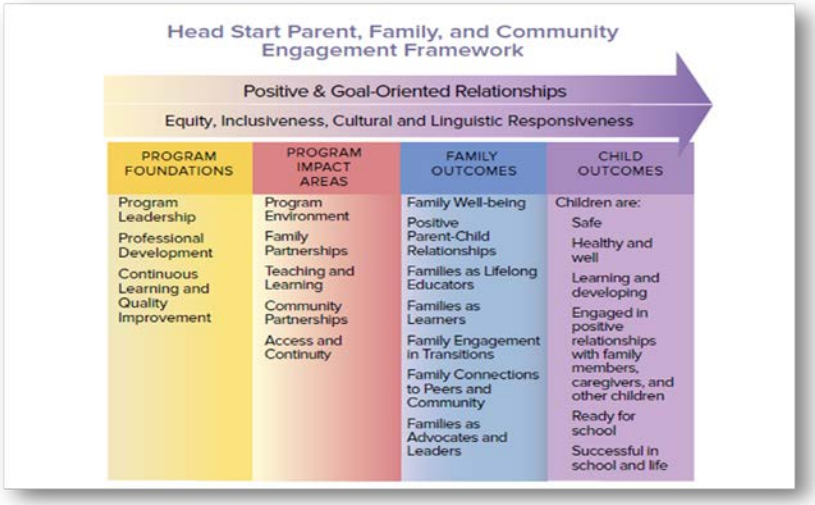
	CENTRAL DOMAINS				
	APPROACHES TO LEARNING	SOCIAL AND EMOTIONAL DEVELOPMENT	LANGUAGE AND LITERACY	COGNITION	PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT
▲ INFANT/ TODDLER DOMAINS	Approaches to Learning	Social and Emotional Development	Language and Communication	Cognition	Perceptual, Motor, and Physical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

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.

Here is Lucy's community…

The family had no dental insurance which explained one of the reasons why the family did not visit earlier. Many other families had the same issue, therefore the program worked with their local dental community to seek support for those families who did not have access and invited one of the dentists to be part of their HSAC committee.

Let us try together…

- Small Group Exercise

Making Connections: What does the family want?

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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

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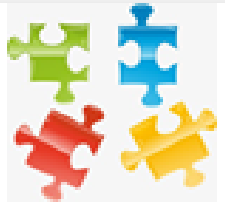

Making Connections…again!

Goal/Dream/Hope	Family Outcome (s)	Impact on School Readiness	Connection to Overall Program Planning	Connection to Community

Questions and Reflections

Measuring What Matters: Using Data to Measure Family Progress

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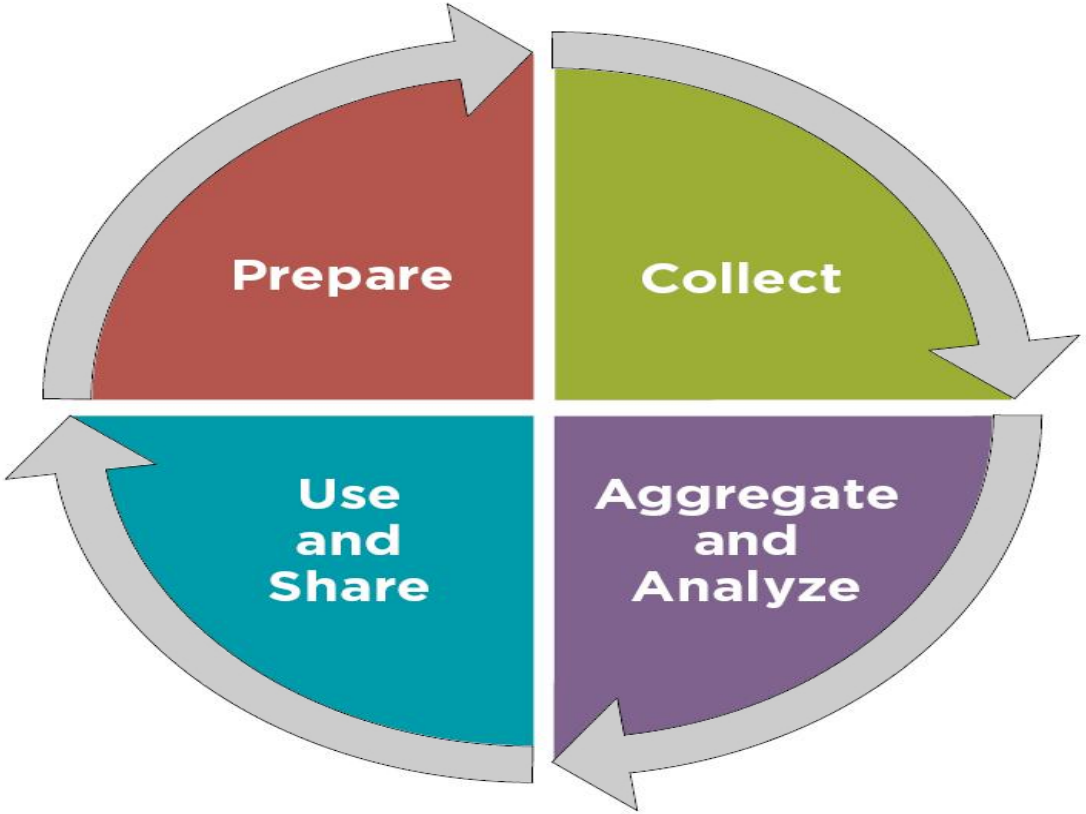
The Four Data Activities



Measuring What Matters

Making Progress Toward Expected Family Outcomes

PREPARE | COLLECT | AGGREGATE & ANALYZE | USE & SHARE

Goals for the provision of Family and Community Engagement program services: Tracking Progress over Five Years

Year 1				Year 2-5		
Goals	**Objectives**	**Expected Outcomes**	**Data Sources for Tracking Progress**	**Actual 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?

Four Data Activities

Measuring What Matters

Year 1—Baseline Review				Years 2-5		
Goals	Objectives	Expected Outcomes	Data Sources for Tracking Progress	Actual 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?

	Program Planning Term	Example
PREPARE	**1. Goals** **What does the program want to accomplish?**	To ensure that all HS/EHS families have the knowledge and skills to effectively parent their children beginning in the pre-natal period through age 5.
PREPARE	**2. Objectives** **What does the program plan to do to meet the goal?**	Objective 1: Increase the number of Parent Meetings from nine per program year to eighteen. Objective 2: Utilize an **evidence-based parenting approach** during at least twelve of the eighteen Parent Meetings. Objective 3: Forty percent of all parents will participate in the first year and 10% more parents will participate each subsequent year.
PREPARE	**3. Expected Outcomes** **What does the program expect the results will be?**	Participating family members will form meaningful connections with other parents and increase their parenting knowledge and skills.
COLLECT	**4. Data Tools and Methods for Tracking Progress** **What data will let the program know how they are doing?**	The program will summarize data from program calendars and sign-in sheets. At the conclusion of the evidence-based parenting approach series, the program will conduct two focus groups of parents who have participated in at least five meetings. The program will collect short surveys from each parent before and after each Parent Meeting. The program will also look at the child assessment data of participating parents.
ANALYZE	**5. Outcomes** **What were the program results?**	• The program conducted 8 Parent Meetings utilizing the evidence-based parenting approach in the first year and reached 30% of all parents, half of which were new to the program. An average of 20 parents came to each Parent Meeting, with low attendance of 17 and a high attendance of 26. • 75% of participating fathers and 90% of participating mothers increased their knowledge about parenting. • Parents who participated in focus groups reported increased connections with other families. Spring child assessments of social-emotional development were higher for the children of parents who participated in the evidence-based parenting approach than for those whose parents didn't participate in those meetings.
ANALYZE	**6. Analyzing Progress** **Was progress made? What other data would be useful to look at? What do you think about the progress made? What else?**	• The program made progress in terms of the quality of parent experiences. Participants in the evidence-based parenting approach will be outreaching to more parents which will help increase the network and support to more families. • The program would like to know if the difference in child social-emotional development scores was just a coincidence or really an effect of the evidence-based parenting approach. • The program is satisfied with the progress because they feel like there is great potential to continue to grow the evidence-based parenting approach as a valuable way to meet the goal.
USE	**7. Continuous Improvement** **What needs to happen next? Course corrections or keep going? What else?**	• The program reports that they plan to use their data to improve the Parent Meetings and other family engagement opportunities. They also want to share results with families to provide feedback on the results of their involvement in the evidence-based parenting approach and to encourage them to ask other parents to participate. • Their next steps are to include training for more parent facilitators, secure locations for better space and get more staff knowledgeable about engaging parents in the opportunity.

PREPARE | COLLECT | AGGREGATE & ANALYZE | USE & SHARE

Discovering the data…

- Involvement
- FOR
- YOU + (Me)
- Quantitative
- Effort

- Engagement
- WITH
- = WE
- Qualitative
- Effect

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MEASURING WHAT MATTERS:

TOOLS FOR TRACKING PROGRESS WITH FAMILIES

CONFERENCE VERSION

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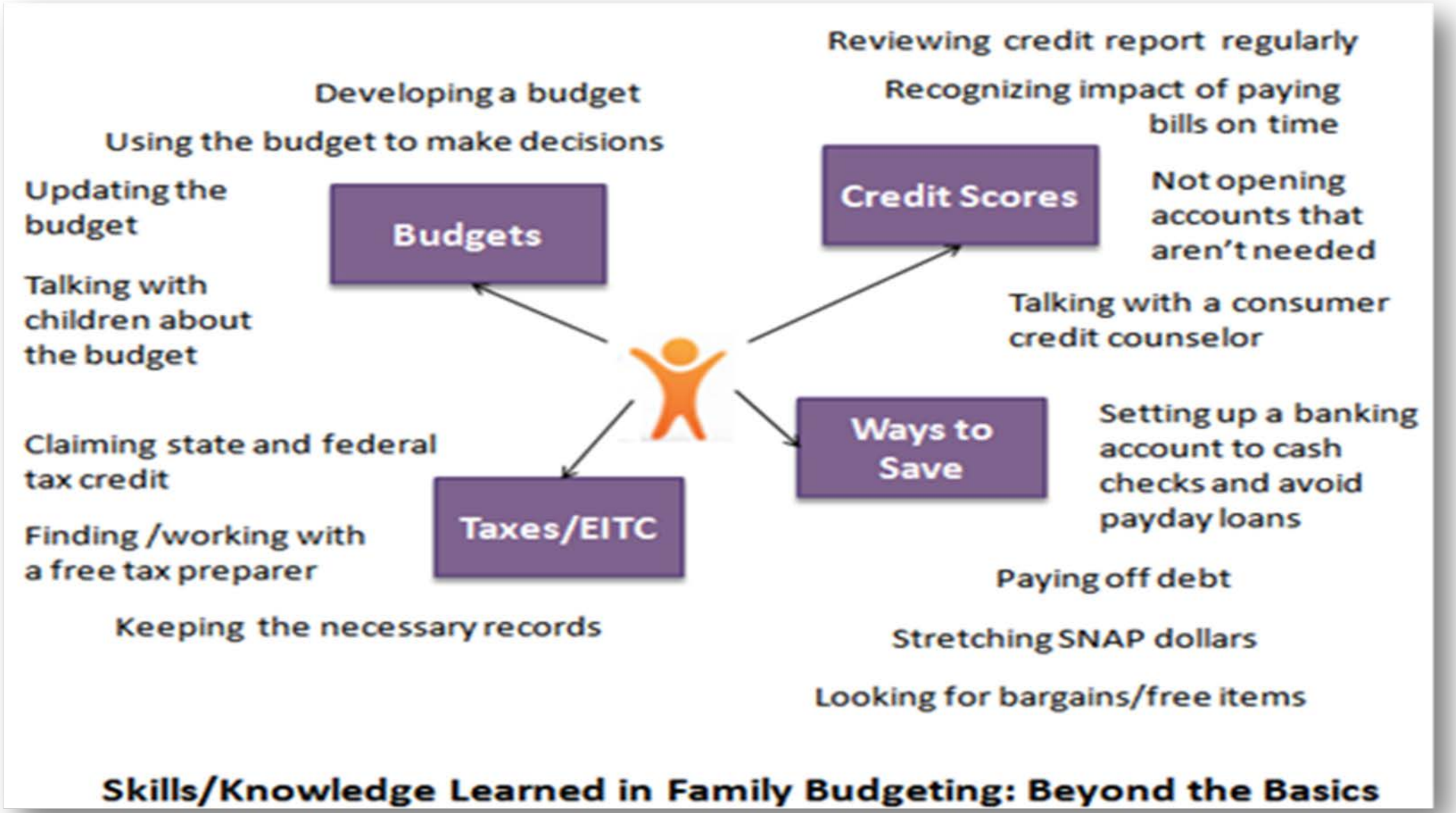
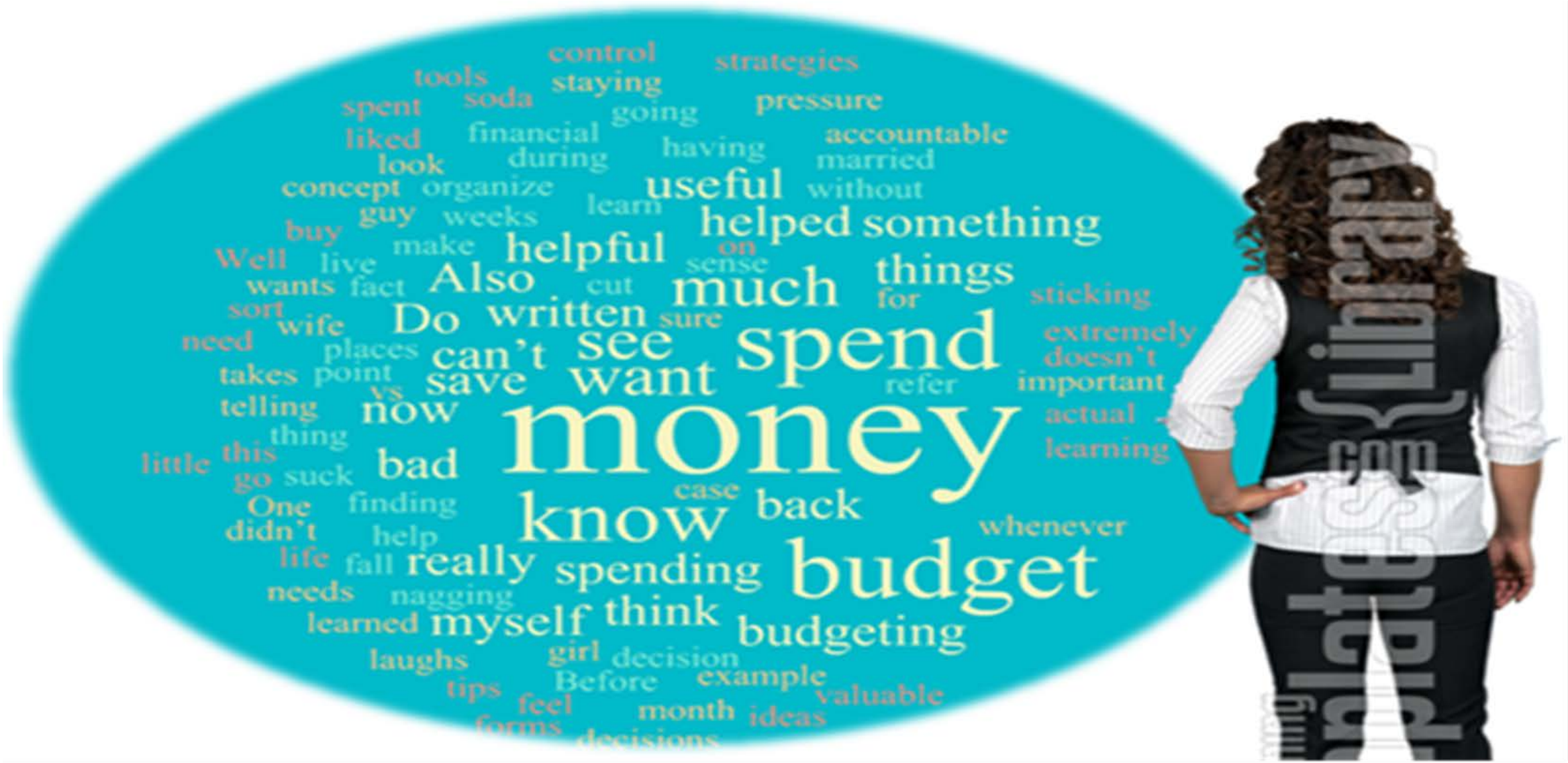
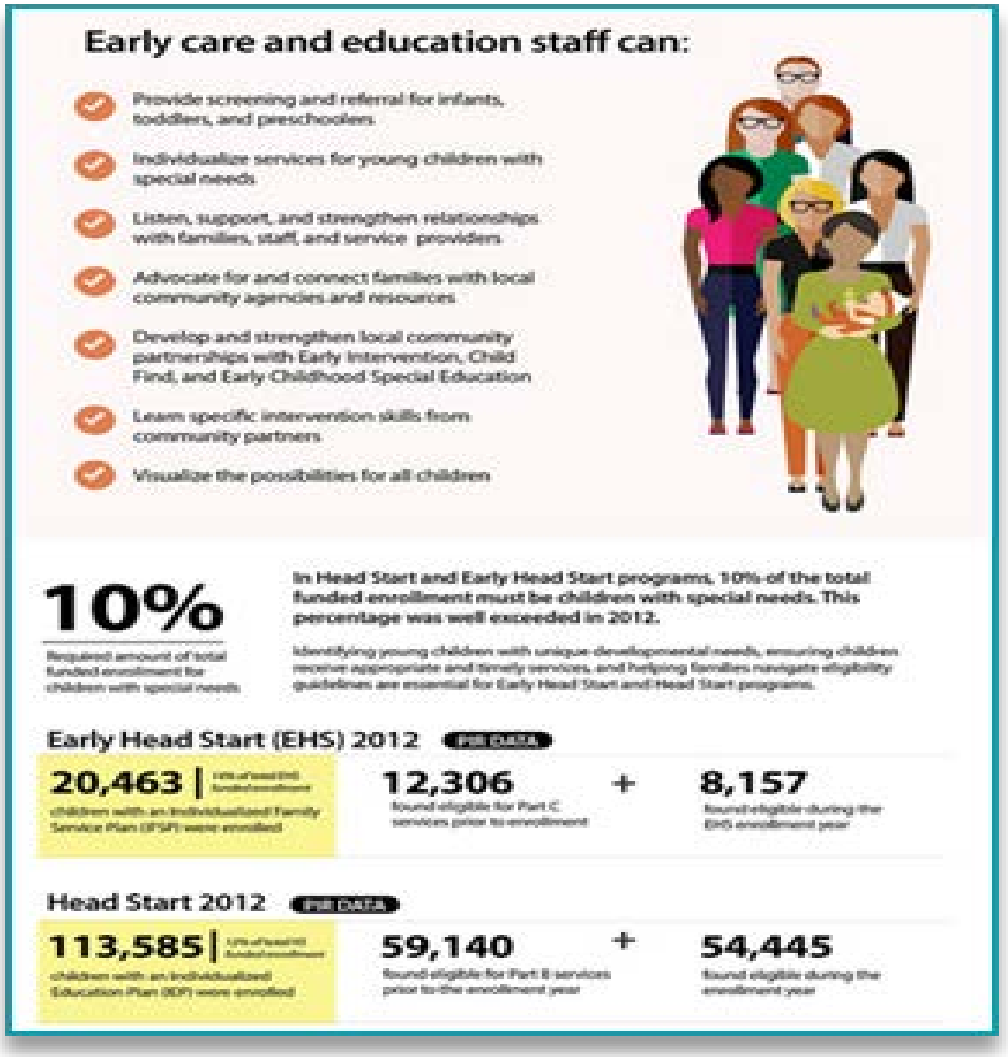

Reviewing credit report regularly
Developing a budget
Recognizing impact of paying bills on time
Using the budget to make decisions
Credit Scores
Updating the budget
Budgets
Not opening accounts that aren't needed
Talking with children about the budget
Talking with a consumer credit counselor
Ways to Save
Setting up a banking account to cash checks and avoid payday loans
Claiming state and federal tax credit
Taxes/EITC
Finding /working with a free tax preparer
Paying off debt
Keeping the necessary records
Stretching SNAP dollars
Looking for bargains/free items
Skills/Knowledge Learned in Family Budgeting: Beyond the Basics



PREPARE | COLLECT | AGGREGATE & ANALYZE | USE & SHARE

Common ways to present data:

Explore:
The National Center for Education Statistics Kids' Zone website
https://nces.ed.gov/nceskids/createagraph
Word it Out:
https://worditout.com/word-cloud/create
Wordle: www.wordle.net/
Word Art: https://wordart.com/



Reflections…

Share what confirmations or wonderings you have after experiencing these ideas…

Professional Development Systems and the Relationship-Based Competencies (RBCs)

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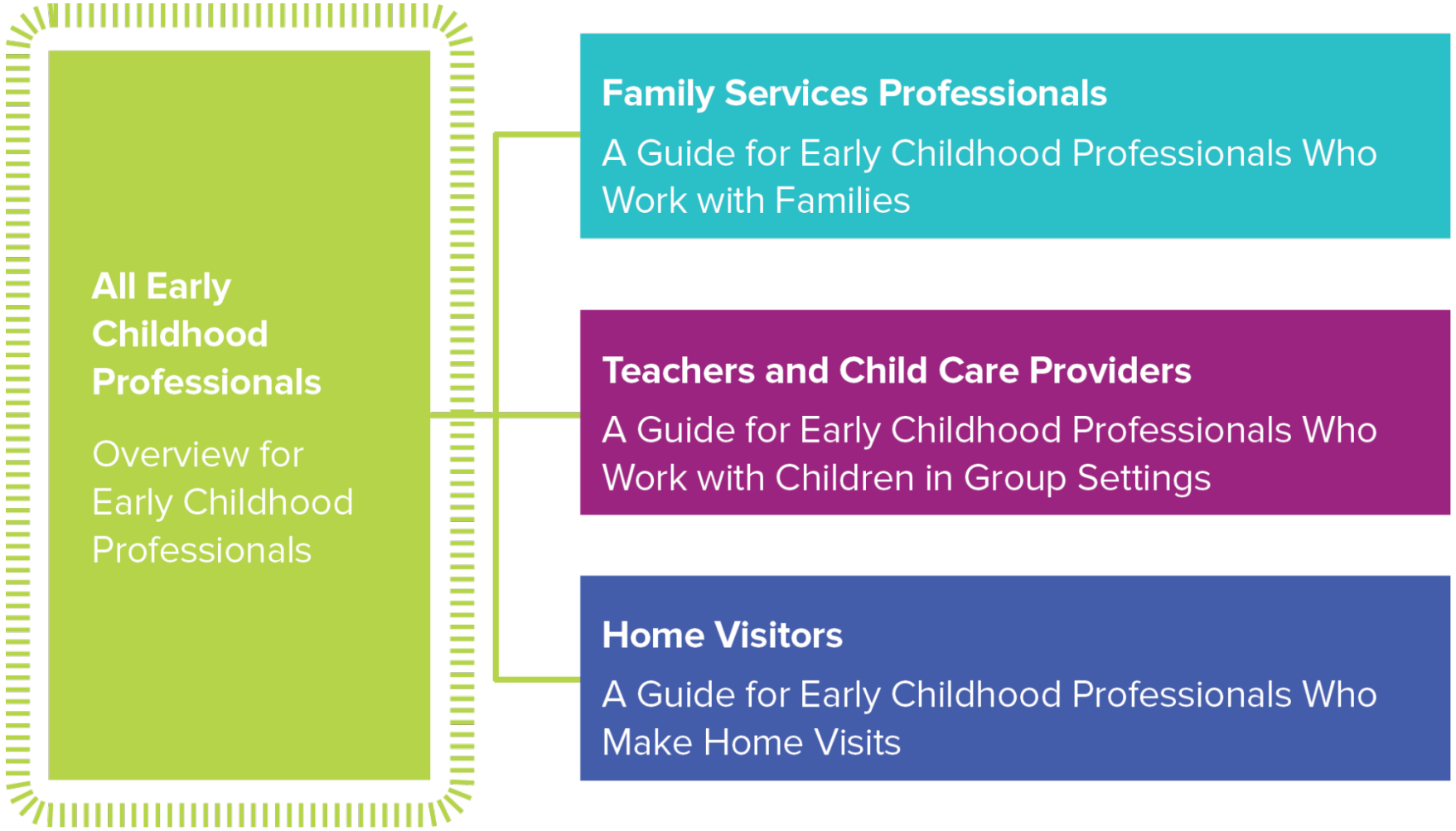
How Familiar Are You with the RBCs?

- ❑ “I know them, love them, live them”
- ❑ I have a general understanding, but don’t reference them regularly
- ❑ I’m familiar with them, but I need to better absorb their contents
- ❑ What is a Relationship-Based Competency (RBC)?

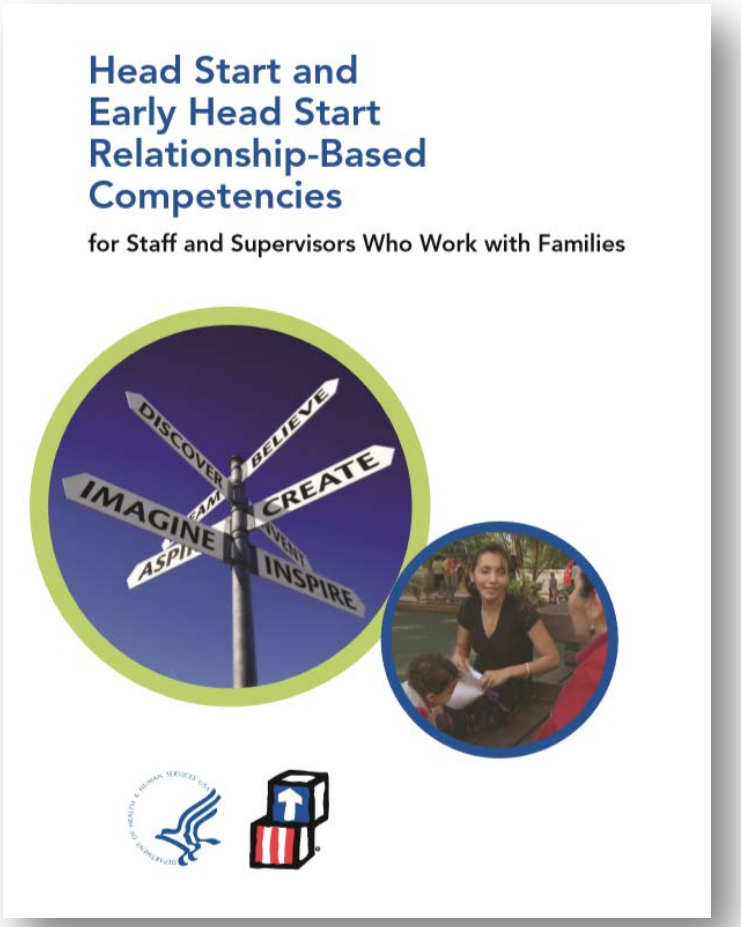
Definition: Relationship-Based Competency

A set of knowledge, skills, individual practices, and other characteristics, including attributes, behaviors, and actions, that are necessary to be effective in one's family engagement work.

New and Updated RBCs



History of the RBCs



Building Capacity

Individual Practices

Skills

Knowledge

“KEY” Terminology

- **Knowledge** is what professionals need to know

+

- **Skills** are what professionals need to be able to do

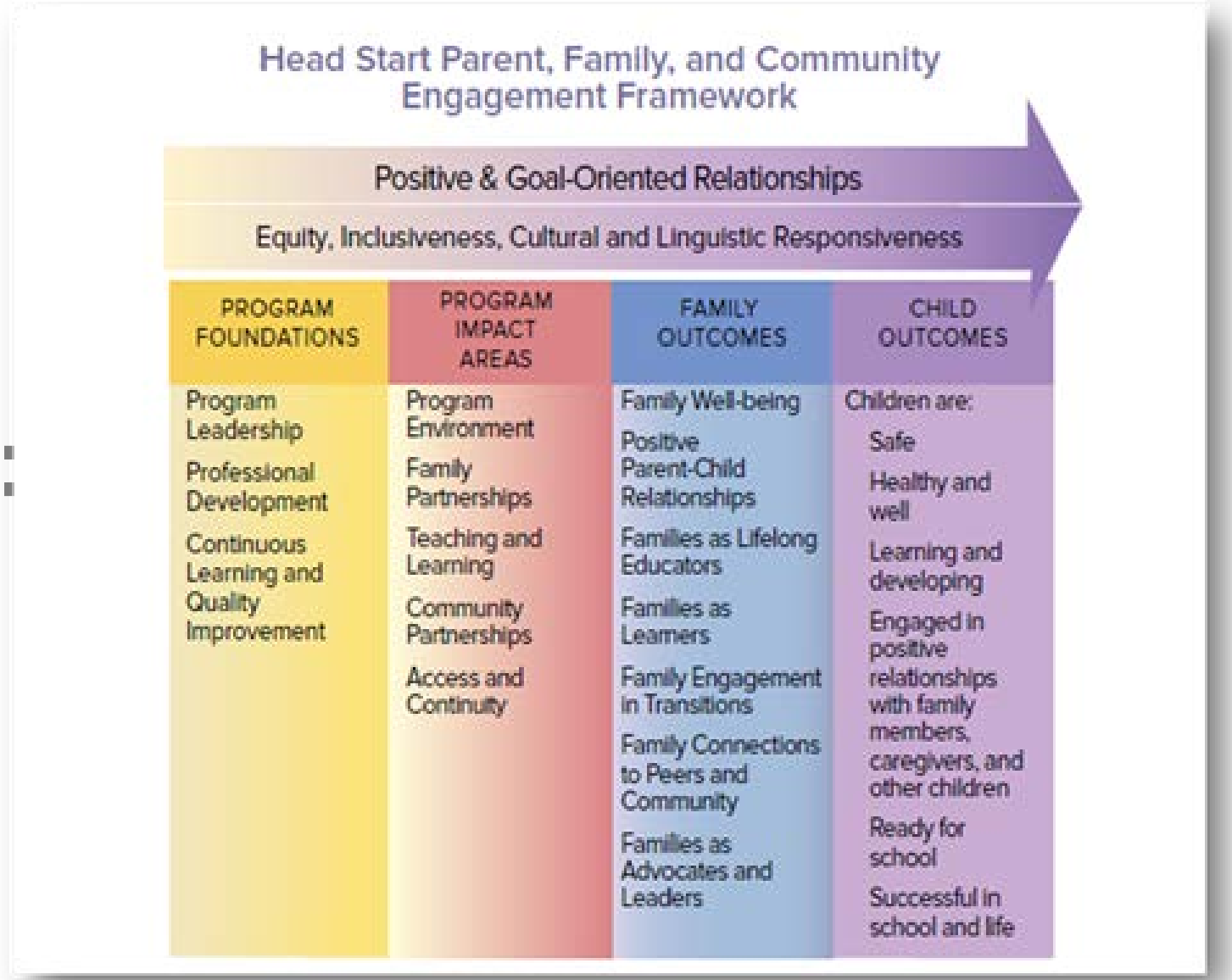
+

- **Practices** include key examples of what they actually do

=

Professional Practice is a combination of knowledge, skills, and individual practices that are measurable or observable, and describe what a person needs to know and how to do the work successfully.

Foundation of the RBCs:



Unpacking the RBCs

1. **Positive Goal-Oriented Relationships.** Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes.
2. **Self-Aware and Culturally Responsive Relationships.** Respects and responds to the cultures, languages, values and family structures of each family.
3. **Family Well-Being and Families as Learners.** Supports families' reflections on and planning for their safety, health, education, well-being, and life goals.

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	**PROFESSIONAL PRACTICE**	**SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES**
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes	• Understands the importance of working together with parents by sharing planning and decision-making to support child learning and development and family well-being • Helps families feel comfortable, safe, and respected by building trusting relationships over time • Shows respect for each family's cultures, values, and life situations
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	• Understands that each family has unique strengths and resilience • Reflects on one's own beliefs, values, experiences, ethics, and biases to enhance self-awareness • Engages in relationships that are responsive to others' cultures, languages, and values
3. Family Well-Being and Families as Learners	Supports families' reflections on and planning for their safety, health, education, well-being, and life goals	• Knows how to recognize family resilience, strengths and resources, unique gifts and talents, and what families already do to maintain family well-being and cope with challenges • Knows what steps to take and who to talk with if family or child safety may be threatened • Works with families to identify opportunities for education, training, and employment to increase family economic mobility

Taking a Closer Look at Selected Examples

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT		
COMPETENCY	**PROFESSIONAL PRACTICE**	**SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES**
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values, and family structures of each family	Understands that each family has unique strengths and resilience Reflects on one's own beliefs, values, experiences, ethics, and biases to enhance self-awareness Engages in relationships that are responsive to others' cultures, languages, and values

K = Knowledge S = Skills P = Practice

Unpacking the RBCs

4. Parent-Child Relationships and Families as Lifelong Educators. Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educator of their children.

5. Family Connections to Peers and Community. Works with families to strengthen their support networks and connections with other parents and community members who cad address families' strengths, interests, and challenges.

6. Family Access to Community Resources. Supports families' use of community resources to make progress toward positive child and family outcomes.

RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT, cont.

COMPETENCY	PROFESSIONAL PRACTICE	SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES
4. Parent-Child Relationships and Families as Lifelong Educators	Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children	• Understands that children's early relationships and experiences in their families form the foundation for development and learning • Understands the value of focusing on family strengths—what families already do to build strong parent-child relationships and support each family member's development and learning • Observes and recognizes positive parenting interactions, and describes to parents how the interactions support child development
5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests, and challenges	• Connects families with resources and events available in the community (for example, recreational facilities, libraries, museums, parks and other outdoor activity resources, and civic organizations) • Encourages families to identify, develop, and use informal and formal social support networks (for example, family-led organizations, family support networks, neighborhood groups, faith/spiritual communities, and civic organizations) • Facilitates parent-to-parent interactions in the program through formal and informal means
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes	• Understands that families and family networks are important forms of community social support • Is knowledgeable about resources available to families in the community • Works with families to identify what services might benefit them in reaching their goals

Unpacking the RBCs

7. Leadership and Advocacy. Works alongside partners to build on their strengths as advocates for their families and as leaders in the program and the community.

8. Coordinated, Integrated, and Comprehensive Services. Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community and system.

7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community	• Works with families to plan ways to advocate for their child and family in other early childhood and family services settings • Includes families in decision-making and in planning, implementing, and evaluating change at the program level • Encourages parents to engage one another to advance policy change in the program and community
8. Coordinated, Integrated, and Comprehensive Services	Works with other professionals and agencies to support coordinated, integrated, and comprehensive services for families across the organization, community, and system	• Obtains permission from families before sharing confidential information with other service professionals, and respects families' wishes if they choose not to share information • Understands the importance of coordinating with other professionals on health, social, and educational services for children's learning and development and for families' well-being • Works respectfully with families to access health, social, and educational services for supporting children's ongoing learning and development and family well-being

Example of Knowledge, Skills, and Practices for Supervisors of Family Services Professionals

Competency #7: Leadership and Advocacy

- **Knowledge**: Understands how professionals can support parent leadership and advocacy in the program and the community
- **Skills**: Offers skills-based training for family services professionals in engaging and supporting families to be leaders and advocates in the program and community
- **Supervisory Practices**: Builds opportunity for parent input, advocacy, and leadership into all aspects of the program
- **Leadership Practices**: Enacts policies and processes that engage families in planning, implementing, and evaluating change at the program level as part of program decision-making and governance

Unpacking the RBCs

9. Data-Driven Services and Continuous Improvement. Encourages families to share information that can help improve programs and services; and reflects with families about how to improve services, given available data about children, families programs and communities.

10. Professional Growth. Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement.

9. Data-Driven Services and Continuous Improvement	Collects information with families and reflects with them to inform goal-setting, planning, and implementation to effect progress and outcomes for families, children, programs, and communities	• Asks families about what they know and what information they feel is important to share about their children • Engages families as active participants in gathering and interpreting data to enhance and individualize services (for example, through surveys, observation, or other information from families) • Uses information about family well-being and child development to help individualize services, decision-making, and practices
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement	• Engages in ongoing self-reflection to gain new insights that enhance work with children and families • Develops self-care habits for one's own well-being and to be better able to build responsive relationships with others • Creates and follows through on individual professional development plans to further deepen competencies to support family engagement effectively

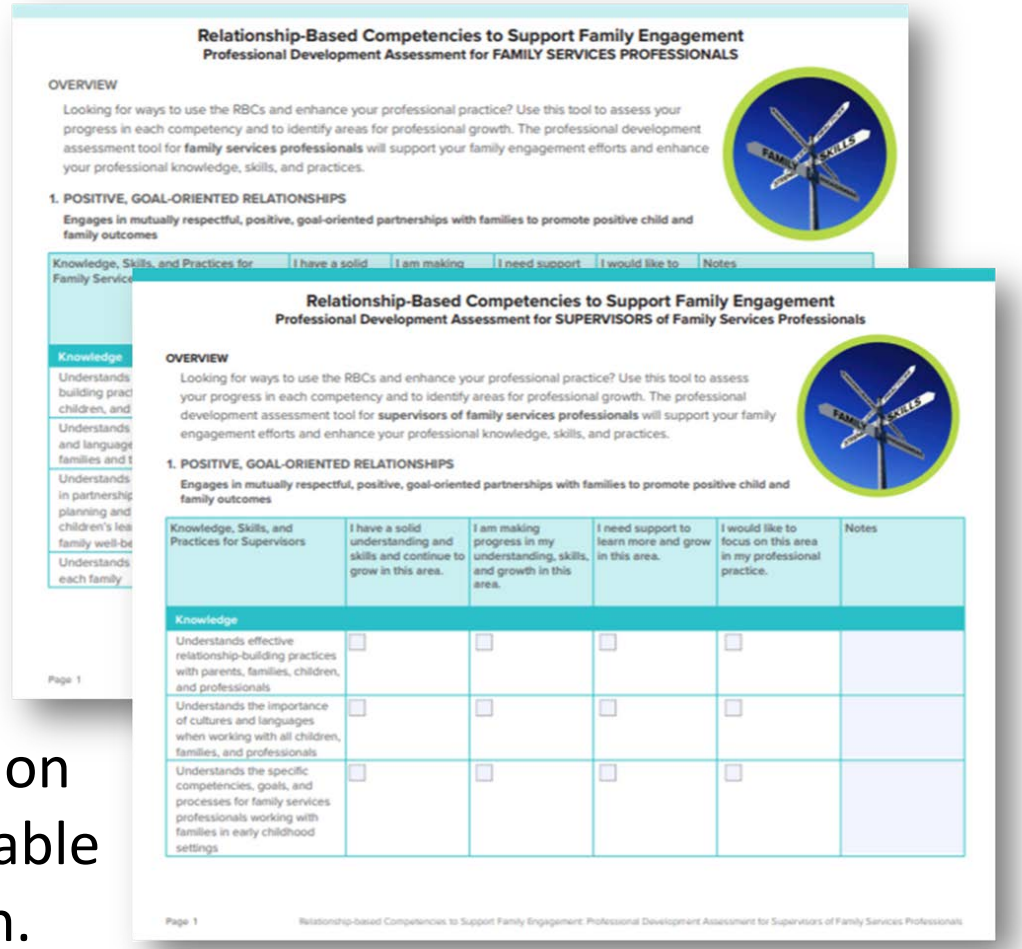
Other Uses of the RBCs

- Assess individual practice of staff
- Assess individual practice of supervisors
- Assess leadership practices
- Offer guidance for regions, states, and networks in setting standards of practice
- Serve as measures of progress for 5 year project period program goals
- Inform Quality Improvement and Rating Systems (QRIS)
- In connection with your coaching approach to professional development

Thoughts or Questions?

Practice-Based Coaching

PBC to support Family Service Professionals RBCs


Relationship-Based Competencies to Support Family Engagement
Professional Development Assessment for FAMILY SERVICES PROFESSIONALS

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for **family services professionals** will support your family engagement efforts and enhance your professional knowledge, skills, and practices.

1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

Relationship-Based Competencies to Support Family Engagement
Professional Development Assessment for SUPERVISORS of Family Services Professionals

OVERVIEW

Looking for ways to use the RBCs and enhance your professional practice? Use this tool to assess your progress in each competency and to identify areas for professional growth. The professional development assessment tool for **supervisors of family services professionals** will support your family engagement efforts and enhance your professional knowledge, skills, and practices.

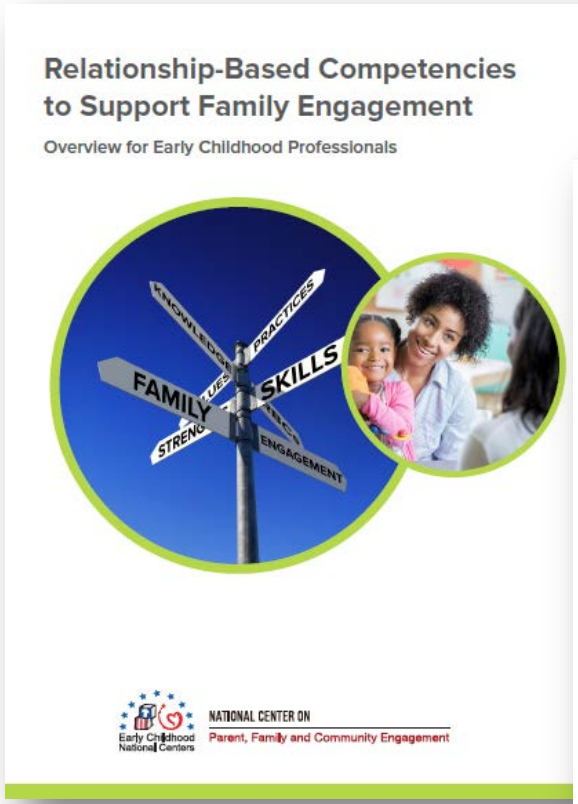
1. POSITIVE, GOAL-ORIENTED RELATIONSHIPS

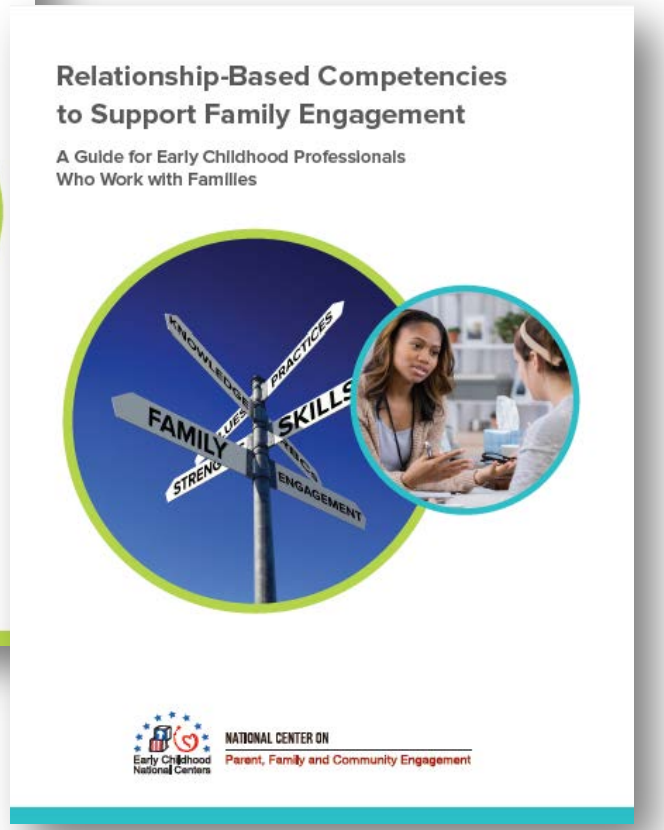
Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes

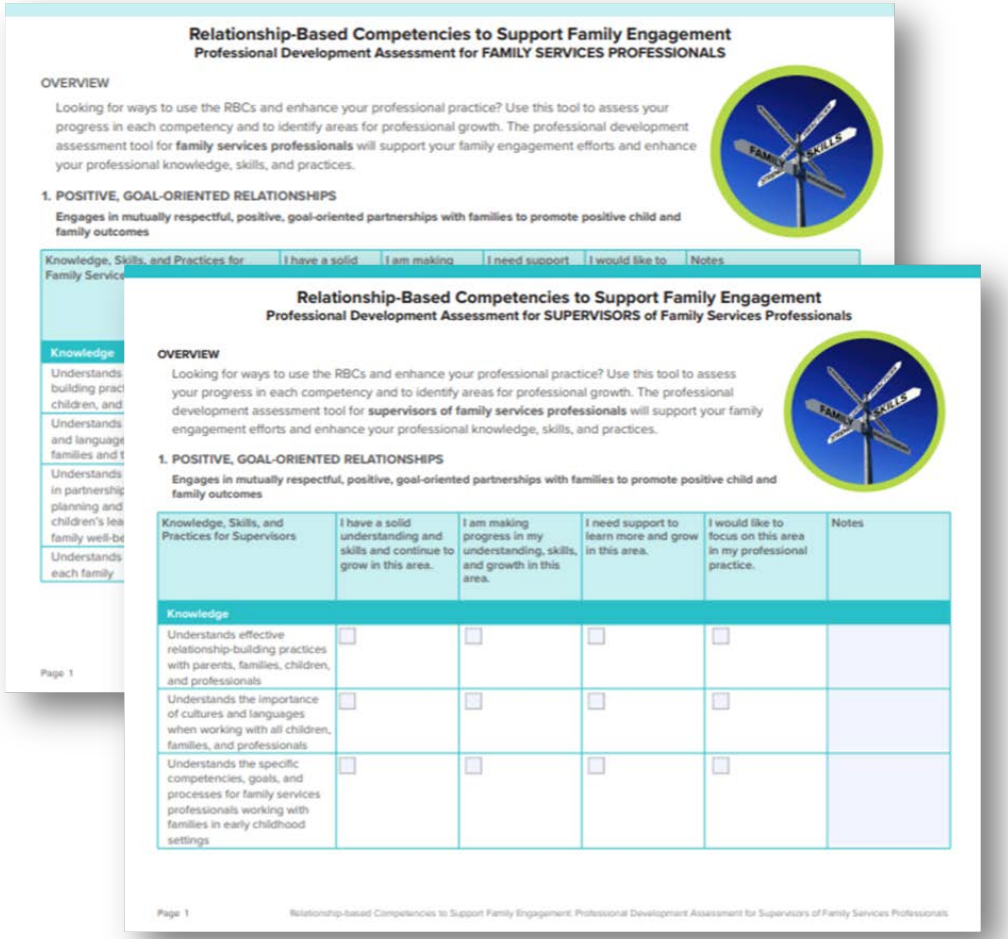
Knowledge, Skills, and Practices for Supervisors	I have a solid understanding and skills and continue to grow in this area.	I am making progress in my understanding, skills, and growth in this area.	I need support to learn more and grow in this area.	I would like to focus on this area in my professional practice.	Notes
Knowledge					
Understands effective relationship-building practices with parents, families, children, and professionals	☐	☐	☐	☐	
Understands the importance of cultures and languages when working with all children, families, and professionals	☐	☐	☐	☐	
Understands the specific competencies, goals, and processes for family services professionals working with families in early childhood settings	☐	☐	☐	☐	

1) Go back to the RBC you chose in the Walk About Activity.
2) Using the Family Service Professional Assessment on your table, turn to the competency page(s) your table has been assigned and find the “practices” section.
3) Determine which of the practices are observable and might be included in a needs assessment.

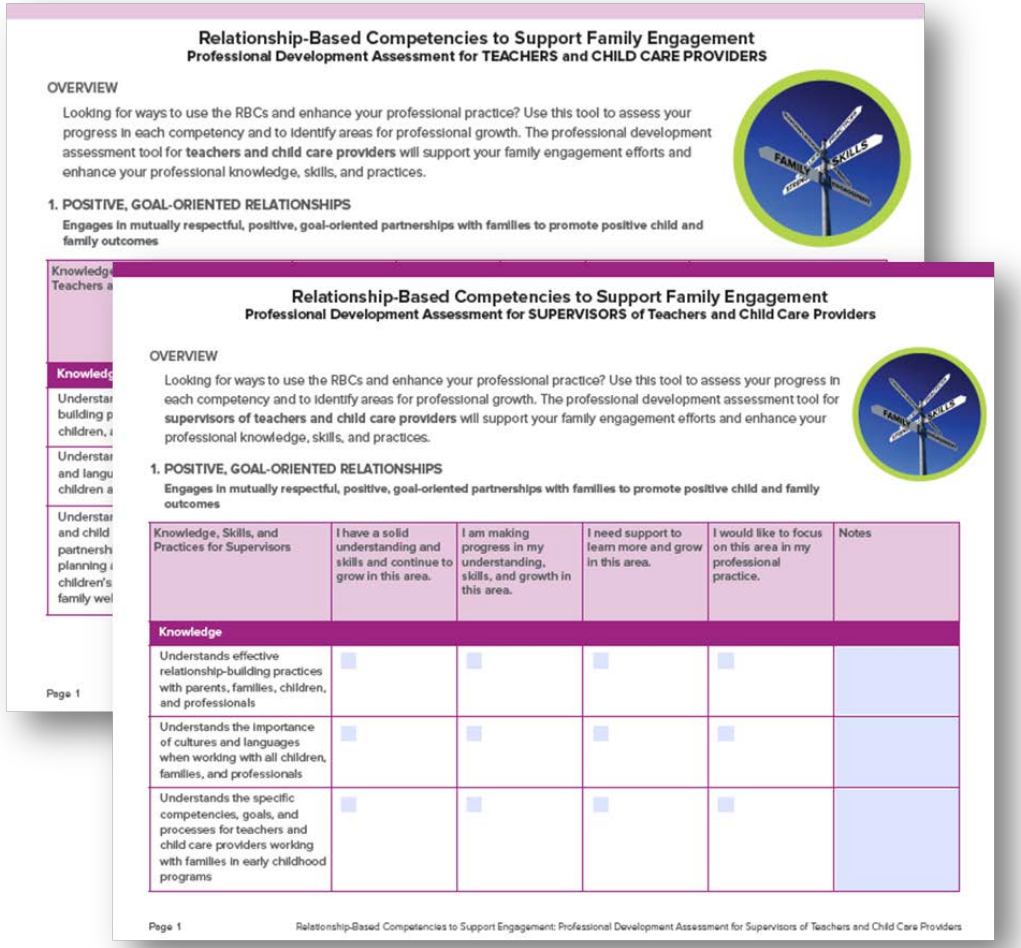
Assessments for Family Workers and their Supervisors



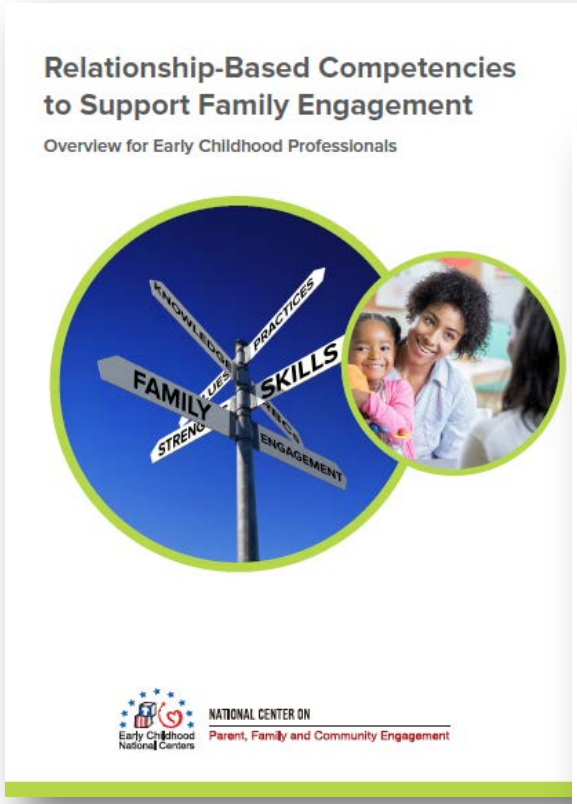


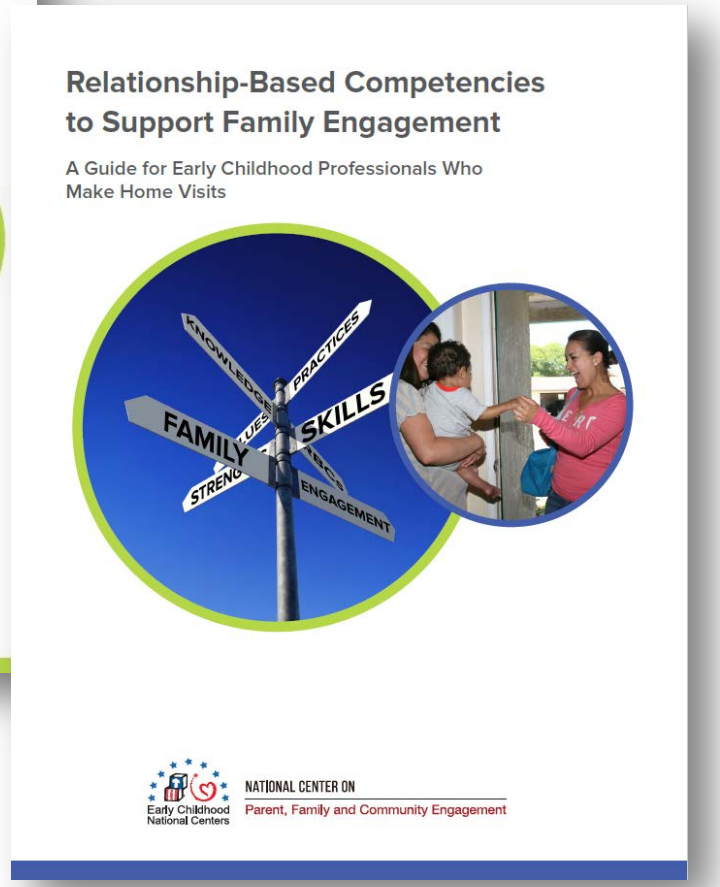


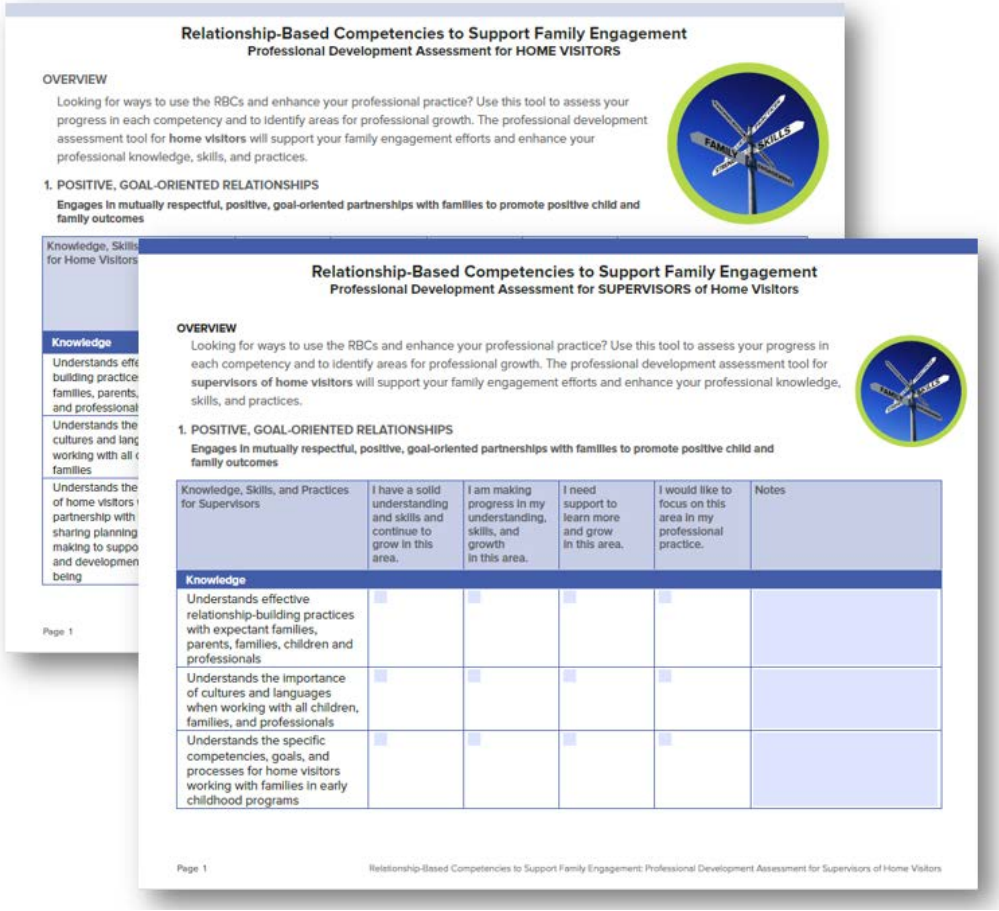
Assessments for Teachers and their Supervisors



Assessments for Home Visitors and their Supervisors







Questions or Reactions?

- How might you use the RBCs to build capacity in your program?
  - To strengthen your systems?
  - To track growth over time?

Early Childhood National Centers

NATIONAL CENTER ON

Parent, Family and Community Engagement

MyPeers PFCE Deepening Practice

PFCE Deepening Practice Community

Continue deepening your PFCE knowledge and skills by joining the MyPeers *PFCE Deeping Practice* learning community. Engage with colleagues around the country in an online community hosted on the MyPeers platform.

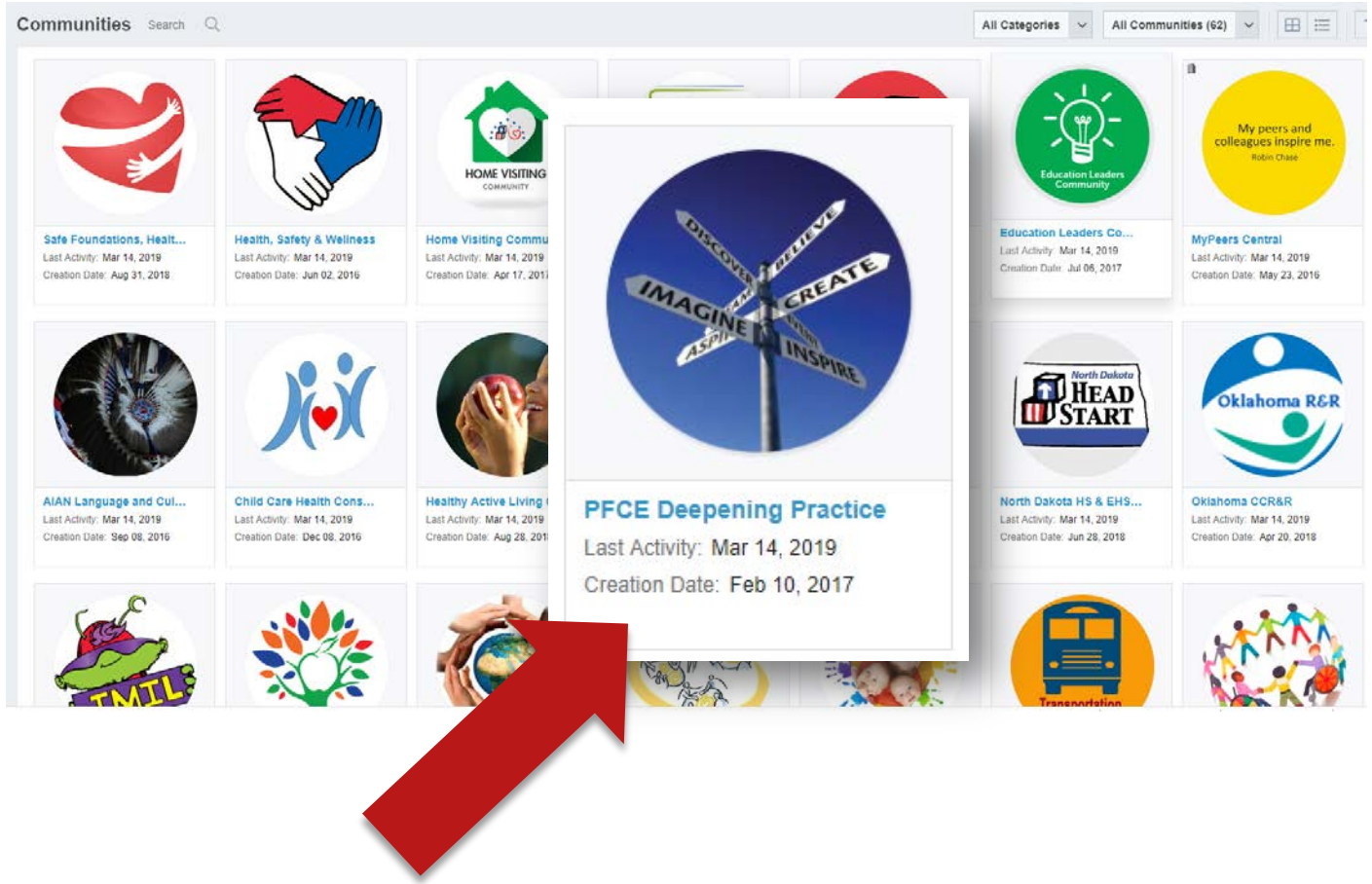
Ask questions, share helpful strategies, and learn about the newest resources available to enhance your practice.

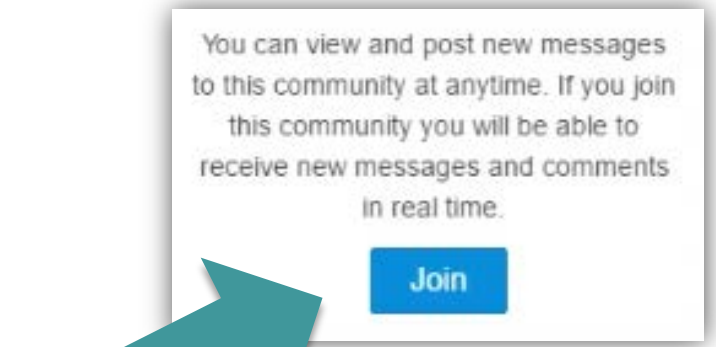
MyPeers

How to Participate in the *PFCE Deepening Practice* Community

If you are already a member, find the *PFCE Deepening Practice* community in MyPeers under "All Communities," and select the blue "Join" button.

MyPeers


Communities
Search
All Categories
All Communities (62)
Safe Foundations, Healt...
Health, Safety & Wellness
Home Visiting Commu
Education Leaders Co...
MyPeers Central
AIAN Language and Cul...
Child Care Health Cons...
Healthy Active Living
North Dakota HS & EHS...
Oklahoma CCR&R
PFCE Deepening Practice
Last Activity: Mar 14, 2019
Creation Date: Feb 10, 2017


You can view and post new messages to this community at anytime. If you join this community you will be able to receive new messages and comments in real time.
Join

FAMILY
SKILLS
ENGAGEMENT

MyPeers

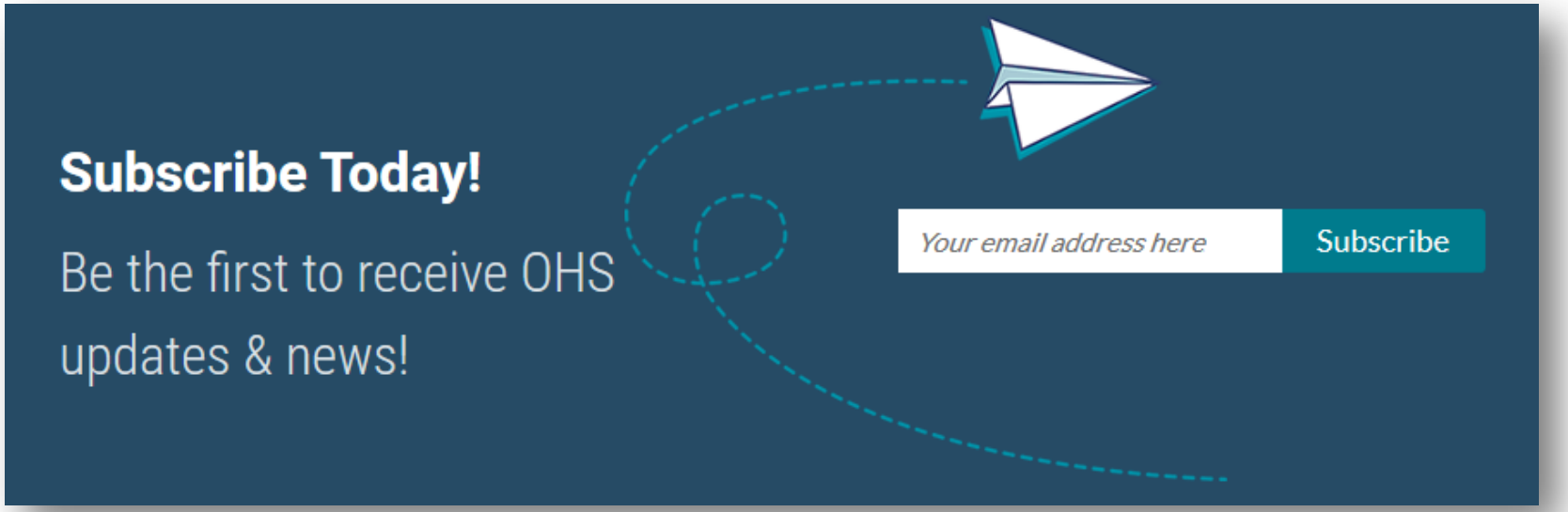
Not a member of MyPeers? Sign up!

- Visit the MyPeers page on the Early Childhood Learning Knowledge Center (ECLKC).
- Scroll to the bottom and select "Create an Account."
- Fill out the form and within a few days you will receive an email from MangoApps with your login information.

MyPeers

MyPeers Orientation: Learn About MyPeers

- Upcoming Events Calendar on ECLKC
- Subscribe to receive OHS Updates & News



MyPeers Orientation: Learn About MyPeers

- MyPeers Central Community: Community Calendar
  - Members of the *MyPeers Central* community can find a schedule of MyPeers Orientations in the community calendar

Wrap-up

Evaluation

Adjourn

Early Childhood National Centers

NATIONAL CENTER ON

Parent, Family and Community Engagement

For more information, please contact us:

PCFE@ecetta.info | 1-866-763-6481