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

Ciao
Hallå
Hallo
Merhaba
Bonjour
Hello
Hola
ПРИВЕТ
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
Orientation to The NEW
PFCE Framework:
A Theory of Change
## Head Start Parent, Family, and Community Engagement Framework

### Positive & Goal-Oriented Relationships

<table>
<thead>
<tr>
<th>PROGRAM FOUNDATIONS</th>
<th>PROGRAM IMPACT AREAS</th>
<th>FAMILY OUTCOMES</th>
<th>CHILD OUTCOMES</th>
</tr>
</thead>
<tbody>
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<td>Healthy and well</td>
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<td>Families as Advocates and Leaders</td>
<td>Ready for school</td>
</tr>
</tbody>
</table>

### Equity, Inclusiveness, Cultural and Linguistic Responsiveness
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?
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?
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 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

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<td>Children are:</td>
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<tr>
<td>Professional</td>
<td>Family Partnerships</td>
<td>Positive</td>
<td>Safe</td>
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<tr>
<td>Development</td>
<td>Teaching and Learning</td>
<td>Parent-Child</td>
<td>Healthy and</td>
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<tr>
<td>Continuous</td>
<td>Community Partnerships</td>
<td>Relationships</td>
<td>well</td>
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<tr>
<td>Learning and</td>
<td>Access and Continuity</td>
<td>Families as</td>
<td>Learning</td>
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<td>Quality Improvement</td>
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<td>Lifelong</td>
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<td>to Peers and</td>
<td>caregivers,</td>
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<td>and other</td>
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<td>Advocates and</td>
<td>school</td>
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<td>Successful in</td>
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The Head Start Early Learning Outcomes Framework: Ages Birth to Five describes the skills, behaviors, and knowledge programs must foster in all children.
## Goals and Objectives

### Positive & Goal-Oriented Relationships

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

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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
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.
Who needs to be connected in supporting Lucy?

- Family
- Family Service Worker
- Teacher
- Health Staff
- Mental Health Staff
- Leadership Staff
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.
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?

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 PFE 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.

<table>
<thead>
<tr>
<th>Goal/Dream/Hope</th>
<th>Family Outcome (s)</th>
<th>Impact on School Readiness</th>
<th>Connection to Overall Program Planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Mother wants to become a cook</td>
<td>Family Well-Being</td>
<td>Mother is able to get a job, is less stressed and prepares nutritious meals for her family, child’s health, socio/emotional health is improved.</td>
<td>Program wants to build Financial and Economic Mobility of families</td>
</tr>
</tbody>
</table>
Making Connections...again!

<table>
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Questions and Reflections
Measuring What Matters: Using Data to Measure Family Progress
The Four Data Activities

Prepare
Collect
Use and Share
Aggregate and Analyze

Measuring What Matters
Making Progress Toward Expected Family Outcomes
Goals for the provision of Family and Community Engagement program services: Tracking Progress over Five Years

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2-5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Actual Outcomes</strong></td>
</tr>
<tr>
<td>What does the program want to accomplish?</td>
<td>What were the program results?</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td><strong>Expected Outcomes</strong></td>
</tr>
<tr>
<td>What does the program plan to do to meet the goal?</td>
<td>What does the program expect the results will be?</td>
</tr>
</tbody>
</table>
Four Data Activities

Measuring What Matters

- **Prepare**: What does the program want to accomplish?
- **Collect**: What does the program plan to do to meet the goal?
- **Aggregate and Share**: What does the program expect the results will be? What data will the program know how they are doing?
- **Analyze**: What were the program results? What was progress made? How does the data explain the outcome/results? Is the program satisfied with the progress made?
- **Continuous Improvement**: What needs to happen next? Course corrections or keep going?
<table>
<thead>
<tr>
<th>Program Planning Term</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Goals</strong></td>
<td>To ensure that all HS/EMS families have the knowledge and skills to effectively parent their children beginning in the pre-natal period through age 5.</td>
</tr>
</tbody>
</table>
| **2. Objectives**     | 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. |
| **3. Expected Outcomes** | Participating family members will form meaningful connections with other parents and increase their parenting knowledge and skills. |
| **4. Data Tools and Methods for Tracking Progress** | 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. |
| **5. Outcomes**       | • 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. |
| **6. Analyzing Progress** | • 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. |
| **7. Continuous Improvement** | • 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. |
Discovering the data…

- Involvement
- FOR
- YOU + (Me)
- Quantitative
- Effort
- Engagement
- WITH
- = WE
- Qualitative
- Effect
MEASURING WHAT MATTERS:

TOOLS FOR TRACKING PROGRESS WITH FAMILIES

CONFERENCE VERSION
Skills/Knowledge Learned in Family Budgeting: Beyond the Basics

- Developing a budget
  - Using the budget to make decisions
  - Updating the budget
  - Talking with children about the budget
- Claiming state and federal tax credit
- Finding/working with a free tax preparer
- Keeping the necessary records

- Credit Scores
  - Not opening accounts that aren’t needed
  - Talking with a consumer credit counselor
- Reviewing credit report regularly
  - Recognizing impact of paying bills on time

- Ways to Save
  - Setting up a banking account to cash checks and avoid payday loans
  - Paying off debt
  - Stretching SNAP dollars
  - Looking for bargains/free items

- Taxes/EITC
  - Keeping the necessary records
COLLECT
PREPARE
USE & SHARE
AGGREGATE & ANALYZE
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)
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

Family Services Professionals
A Guide for Early Childhood Professionals Who Work with Families

Teachers and Child Care Providers
A Guide for Early Childhood Professionals Who Work with Children in Group Settings

Home Visitors
A Guide for Early Childhood Professionals Who Make Home Visits
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.
## Taking a Closer Look at Selected Examples

### RELATIONSHIP-BASED COMPETENCIES TO SUPPORT FAMILY ENGAGEMENT

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>PROFESSIONAL PRACTICE</th>
<th>SELECTED EXAMPLES—SEE ROLE-SPECIFIC RESOURCES FOR MORE EXAMPLES</th>
</tr>
</thead>
</table>
| 2. Self-Aware and Culturally Responsive Relationships | Respects and responds to the cultures, languages, values, and family structures of each family | **K** Understands that each family has unique strengths and resilience  
**S** Reflects on one’s own beliefs, values, experiences, ethics, and biases to enhance self-awareness  
**P** 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 can 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.
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.
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
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.
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

Collaborative Coaching Partnerships

- Effective Teaching Practices
- Focused Observation
- Shared Goals and Action Planning
- Reflection and Feedback
PBC to support Family Service Professionals RBCs

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
Questions or Reactions?

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

- [Upcoming Events Calendar](#) on ECLKC
- Subscribe to receive OHS Updates & News

Subscribe Today!
Be the first to receive OHS updates & news!

• MyPeers Central Community: Community Calendar
  o Members of the MyPeers Central community can find a schedule of MyPeers Orientations in the community calendar
Wrap-up
Evaluation
Adjourn