

Bradford-Tioga Head Start, Inc. PARENT, FAMILY, and COMMUNITY ENGAGEMENT PLAN

The Parent, Family, and Community Engagement (PFCE) Plan is a road map for progress in achieving the outcomes that lead to positive and enduring change for children and families. The PFCE Plan was developed in partnership with staff, families, and partners to promote parent and family engagement and children's learning and development.

Parent and family engagement is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. This plan incorporates how Bradford-Tioga Head Start, Inc. works to promote parent and family engagement and children's learning and development.

There are seven (7) identified outcomes for staff, families, and partners. These include:



1. Family Well-Being
2. Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections to Peers and Community
7. Families as Advocates and Leaders



To assist staff, families, and partners in achieving outcomes, there are seven program foundations and impact areas that are integrated into the activities. These include:

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| >Program Leadership | >Continuous Program Involvement |
| >Professional Development | >Program Environment |
| >Family Partnerships | >Teaching and Learning |
| >Community Partnerships | |

Each outcome is listed and defined. Each outcome is supported by strategies aligning to program foundations and impact areas.

OUTCOME #1: FAMILY WELL-BEING: Family Well-Being transpires when parents and families are safe, healthy, and have increased financial security. Families participate in different program services and/or activities (meetings, trainings, family playgroups, classroom) and families begin to feel comfortable addressing any family specific needs and/or interests (transportation needs, health needs, mental health, budgeting, safety, housing, etc.).

STRATEGIES

Program Leadership

- Ensure that systems, supports, & resources are in place to address professional development, continuous improvement, & partnerships related to family well-being
- Share community and/or Head Start activities for families to participate in
- Establish Head Start activities such as trainings, meetings, class visits, family playgroups, activity days, etc.
- Continued funds to support trainings and resources for families
- Collect and aggregate data to better plan and support family needs to strengthen family well-being

Continuous Improvement

- Use information from parent questionnaires, information postcards, self-assessment & surveys to improve
- Use information from partners, (school districts, IU, Early Intervention) questionnaire, self-assessment & surveys to improve
- Analyze data to initiate goal setting to support continuous quality improvement

Professional Development

- Conduct Active Parenting Curriculum trainings for staff
- Conduct Active Parenting Trainings for families

Program Environment

- Welcome & engage families in transition planning
- Create a culture of supporting families
- Provide necessary listing of documents to support how and where to ask for help
- Information if needed on how to deal with difficult situations and issues

Family Partnerships

- Provide families w/information and education on S.M.A.R.T. goal setting around family well-being
- Assist with goal setting in areas such as how to deal with difficult situations and planning (i.e. transportation, budgeting, housing, etc.)

Teaching and Learning

- Provide families w/information and education on how to seek help, how to set goals and achieve, how to participate in the community, sharing employment opportunities and how to deal with difficult situations.
- Provide children practicing through the classroom environment, i.e., role play, acting out, social stories, goal setting
- Parent Meetings, Parent Activity Days, Evening Participation Event, etc.
- Provide Active Parenting lessons and information at meetings, visits and other methods appropriate
- Provide referrals to support the family around family well-being

• Provide Parent Resource Fair to learn and build community partnerships w/ outside agencies • Provide participation opportunities in advisory Meetings (Health, Early Childhood, Social Service, etc.)
<u>Community Partnerships</u> • Coordinate activities and provide support for families • Establish partnerships with local organizations and agencies • Provide advocacy training for families so they may use the skills to support their family's well-being • Participate in school-wide and/or community-wide programs, events, trainings • Provide Parent Resource Fair to learn and build community partnerships w/ outside agencies

OUTCOME #2: POSITIVE PARENT-CHILD RELATIONSHIPS: Positive Parent-Child Relationships transpire beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development. Families encourage their child's interest by using positive parenting practices (giving eye contact, hug, talk to, listen to, smile, redirect, PBIS etc.) and ensuring the health and safety of their child (doctor visits, eating nutritious meals, etc.).

STRATEGIES

<u>Program Leadership</u> • Incorporate goals related to positive parent-child relationships into strategic planning • Ensure staff have appropriate training, supervision, & manageable caseloads • Promote cross training of staff • Continued funds to support trainings and resources for families • Collect and aggregate data to better plan and support family needs in order to strengthen parent-child relationships
<u>Continuous Improvement</u> • Use parent questionnaire, information postcard, self-assessments, surveys, & conversations w/families to identify areas for improvement • Use self-assessments and surveys to better understand parenting practices & use this information to improve parenting education & supports • Use DECA outcomes to better serve health needs • Use Community Assessment to analyze needs • Use annual data to assess where we can improve
<u>Professional Development</u> • Pre- and post-natal pregnant women & families • Needs of parents and those who are parenting a child w/a disability • Unique ways to engage fathers • A variety of parenting practices • Conduct Active Parenting Curriculum trainings for staff • Conduct Active Parenting Trainings for families
<u>Program Environment</u>

• Hold the child & family in high regard to support ongoing relationship building • Provide opportunities that support parents' needs to connect w/other parents for reflection, information, ideas & support • Support parent-child relationships in a way that values all families' cultures • Activities to support and promote parent child relations • Peer modeling (staff to parent/ parent to staff) to provide supportive and nurturing environments to families
<u>Family Partnerships</u> • S.M.A.R.T. Goal setting in areas of positive parenting • Provide information and guidance in knowledge and skills necessary on positive parenting using the Active Parenting Curriculum • Knowledge and skill sharing on keeping a family healthy and safe (doctor visits, eating nutritious, etc.) • Provide opportunities for parents to learn about expectant parent & prenatal health • Help families identify appropriate practices that complement the stages of their developing child • Support parents & families in the health & safety of their children through referrals to community agencies
<u>Teaching and Learning</u> • Support parents as the primary teacher • Talk w/families about how they can respond to their child's behavior using the Active Parenting Curriculum • Parent conferences/meetings to develop goals and activities to support child • Provide activities to complete with their child in the home • Provide referrals to support the family in building positive parent-child relationships
<u>Community Partnerships</u> • Engage community partners to help support needs & goals of families • Participate in school-wide and/or community-wide programs, events, trainings • Parent Resource Fair to learn and build community partnerships w/ outside agencies

Outcome #3: Families as Lifelong Educators: Families as Lifelong Educators transpire when parents and families observe, guide, promote and participate in the everyday learning of their children at home, school, and in their communities. Family promotes their child's development-and learning, teaches their child to care about themselves and others and encourages positive attitudes by telling stories, reading books and/or singing songs.

STRATEGIES

<u>Program Leadership</u> • Ensure that systems, support, & resources related to families as lifelong educators are in place • Incorporate goals related to families into Program Goals • Collaborate w/school districts to support families • Continued funds to support training and resources for families
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Collect and aggregate data to better plan and support family needs in order to strengthen families as lifelong educators
<u>Continuous Improvement</u> - Use parent questionnaire, information postcard, self-assessment & surveys to better understand and support to promote families as lifelong educators - Use parent questionnaire, information postcard, self-assessment & survey information to strengthen family literacy - Use PIR data to determine areas of improvement - Use Community Assessment to promote our resources - Use Child Outcomes data to identify areas to improve programmatically and individually
<u>Professional Development</u> - Include teaching staff in parent meetings so parents & teachers can share information re: child learning & development & program curriculum - Conducting Active Parenting Curriculum training for staff - Embed Active Parenting curriculum in parent meetings, parent activity days and evening events
<u>Program Environment</u> - Welcome families to classrooms & family play groups - Support & encourage parents to share everyday learning practices w/staff & other families - Peer modeling (staff to parent/ parent to staff) to provide supportive and nurturing environments to families
<u>Family Partnerships</u> - Support relationships between parents & their children - S.M.A.R.T. Goal setting in the area of helping a child with caring about themselves and others - Encouraging reading, singing, and talking with a child - Provide opportunities & support parents in working towards their own literacy goals
<u>Teaching and Learning</u> - Share information about children's social, emotional, and cognitive development & the importance of home language - Share child assessment data w/parents & talk about progress - Create individual S.M.A.R.T. goals with parents to work on together - Encourage families to participate in child learning during home visits and in the classroom - Provide referrals to support the family around lifelong learning
<u>Community Partnerships</u> - Support family experiences that support children's learning & development, such as libraries - Share information w/families about resources & disabilities for children w/disabilities

Outcome #4: Families as Learners: Families as Learners transpire when parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals. Families encourage overall health and development to support children in gaining healthy eating habits (nutrition) and learn about experiences that support parenting, career and/or life goals (attended training, took a class, learned about, etc.).

STRATEGIES

Program Leadership

- Ensure that systems, supports, & resources are in place to support families in setting and achieving goals for themselves
- Incorporate goals related to family learning into BTHS strategic plans
- Align parents w/educational opportunities, i.e., local colleges, GED
- Continued funds to support trainings and resources for families
- Collect and aggregate data to better plan and support family needs in order to strengthen families as learners

Continuous Improvement

- Use community & self-assessments, parent questionnaire, information postcard, FPA's & surveys to understand opportunities & challenges
- Use parent questionnaire, information postcard, PIR, Child Outcomes, and Family Outcomes to identify areas to strengthen
- Analyze data to initiate goal setting to support continuous quality improvement

Professional Development

- Develop staff skills to support families in meeting their goals
- Develop knowledge about different educational & training opportunities for parents
- Conduct Active Parenting Curriculum trainings for staff
- Conduct Active Parenting Trainings for families

Program Environment

- Welcome & support families as learners
- Ensure that parent meetings & trainings are announced routinely and are inviting
- Peer modeling (staff to parent/ parent to staff) to provide supportive and nurturing environments to families

Family Partnerships

- Use S.M.A.R.T. goals to assist families with their educational & training interests
- Follow up w/parents to ensure they have the necessary supports to complete their education &/or training
- Invite families to volunteer & apply for jobs in program

Teaching and Learning

- Support family literacy activities between parents & children
- Encourage families to observe & participate in child learning during home visits & in classrooms
- Create Individual Plans w/parents and teachers
- Encourage parent-to-community supports
- Encourage parent-to-staff supports
- Encourage parent-to-parent supports
- Provide referrals to support the family around learning and expanding their interests

Community Partnerships

- Link families to community resources for internships, volunteer activities
- Form partnerships w/educational resources in the community, i.e., colleges, high schools

Outcome #5: Family Engagement in Transitions: Family Engagement in Transitions transpires when 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. Families engage in problem solving and decision-making with others (work with others to come up with ideas), understand the importance to experience the personal value of relationships (getting to know others and building relationships), and participating and/or volunteering in a program or community-based organization (EHS, HS, church, school, sports team, library, etc.).

STRATEGIES

Program Leadership

- Ensure that systems, support, & resources are in place to address professional development, continuous improvement, & partnerships related to child & family transitions
- Establish ongoing communications and MOUs between HS & local educational agencies
- Establish a transition plan to assist w/all types of transitions
- Continued funds to support training and resources for families
- Collect and aggregate data to better plan and support family needs in order to strengthen family's engagement in transitions

Continuous Improvement

- Use information from parent questionnaire, information postcard self-assessment, PIR, and surveys to improve transition practices w/families & community partners
- Use information from partners (i.e., school districts, IU, Early Intervention) parent questionnaire, information postcard, to improve transition practices
- Analyze data to initiate goal setting to support continuous quality improvement

Professional Development

- Conduct Active Parenting Curriculum trainings for staff
- Conduct Active Parenting Trainings for families

Program Environment

- Welcome & engage families in transition planning
- Create a culture of supporting families during transitions
- Help families to visit new environments
- Provide necessary listing of documents needed to create a smooth transition

Family Partnerships

- Provide families w/information on new educational settings
- Ensure families know their rights under federal & state laws re: IDEA & ADA

Teaching and Learning

- Provide families w/information about child development & the importance of a smooth transition process using the Active Parenting Curriculum
- Provide children w/transition practicing through the classroom environment, i.e., carry try, loading on school bus, classroom environment)
- Encourage parent-to-community supports
- Encourage parent-to-parent supports
- Provide referrals to support the family around transitions between programs

Community Partnerships

- Coordinate services for children & families leaving EHS/HS through program-school partnerships
- Provide advocacy training for families so they may use the skills to support their child's lifelong learning

Outcome #6: Family Connections to Peers and Community: Family Connections to Peers and Community transpires when 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. Families engage in problem-solving skills and decision-making with others as well as experiencing the personal value of relationships, connections and experiences through volunteering and/or attending community-based organizations functions.

STRATEGIES

Program Leadership

- Ensure that opportunities are available for parents to develop relationships w/their peers through meetings, trainings, support groups
- Incorporate goals related to family connections into BTHS strategic planning
- Continued funds to support trainings and resources for families
- Collect and aggregate data to better plan and support family needs in order to strengthen family connections to peers and community

Continuous Improvement

- Use the parent questionnaire, information postcard community and self-assessments, surveys to understand the opportunities & challenges related to parent connections
- Use parent questionnaire, information postcard, PIR, and Family Outcomes to identify areas to strengthen
- Analyze data to initiate goal setting to support continuous quality improvement

Professional Development

Conduct staff training on facilitating parent activities that will:

- Enhance parent-child relationships
- Enhance parent-parent relationships
- Enhance child-child relationships
- Learn about transitions

• Encourage parent leadership & advocacy • Conduct Active Parenting Curriculum trainings for staff • Conduct Active Parenting Trainings for families
<u>Program Environment</u> • Create safe & respectful environments where parents can learn from each other • Provide space & resources for parent events/activities • Peer modeling (staff to parent/ parent to staff) to provide supportive and nurturing environments to families
<u>Family Partnerships</u> • Facilitate parental educational groups where they can share their concerns • Talk w/parents about formal & informal social networks • Create S.M.A.R.T. Family Partnership Goals pertaining to this topic if appropriate
<u>Teaching and Learning</u> • Encourage parent-to-parent supports • Encourage parent-to-community supports • Encourage parent-to-staff support • Encourage families to participate in Parent meetings and trainings. • Provide referrals to support the family around connecting to their peers and their community
<u>Community Partnerships</u> • Collaborate w/community organizations that share parents' concerns & interests • Link families w/support networks and volunteer opportunities

Outcome #7: Families as Advocates and Leaders: Families as Advocates & Leaders transpires when families participate in leadership development, decision-making, policy development, or community and organizing activities to improve children's development and learning experiences. Families engage children to support their everyday learning at home, school and in their community, by setting and achieving goals such as obtaining a bank account, a driver's license, health insurance, etc. as well as advocating for their child's well-being.

STRATEGIES

<u>Program Leadership</u> • Ensure parents' opinions are heard and included in program planning • Ensure systems are in place to engage families as advocates/leaders • Ensure parents are part of program meetings, planning meetings, training, etc. • Continued funds to support training and resources for families • Collect and aggregate data to better plan and support family needs to strengthen families advocates and leaders
<u>Continuous Improvement</u> • Conduct regular assessments on parent leadership & advocacy through surveys • Complete parent questionnaires to support parents on setting and achieving goals

Analyze data to initiate goal setting to support continuous quality improvement
<u>Professional Development</u> - Provide training on multi-cultural principles, leadership development & advocacy for staff & families - Provide opportunities to attend State or National Head Start trainings - Conduct Active Parenting Curriculum trainings for staff - Conduct Active Parenting Trainings for families
<u>Program Environment</u> - Create a welcoming environment - Work w/parents on how to work with other parents - Peer modeling (staff to parent/ parent to staff) to provide supportive and nurturing environments to families
<u>Family Partnerships</u> - Provide opportunities for parents to identify their strengths - Share information re: existing networks & school-community efforts - Set goals to develop and achieve personal goals - Create S.M.A.R.T. Family Partnership Goals pertaining to this topic if appropriate
<u>Teaching and Learning</u> - Provide families w/opportunities to get involved w/their children's programs/schools - Encourage parent-to-community supports - Encourage parent-to-staff supports - Provide referrals to support the family around expanding their leadership development
<u>Community Partnerships</u> - Provide parenting mentoring opportunities - Tell parents about opportunities in school settings

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