

Seven-Step Process for Family Goal-Setting: Teaming Together
Birth to Three 2015

Brandi Black Thacker: Good afternoon. Welcome to the Family Goal Setting Teaming Together session. My name is Brandi Black Thacker, and I have the honor to direct the training and technical-assistance effort to the National Center on Parent, Family, and Community Engagement. It's also my honor to introduce to you guys one of my most favorite folks in the whole wide world. And if you've ever met her, I know she's yours, too. The one and only Dr. Guylaine Richard.

Dr. Guylaine Richard: Good afternoon, everyone. It's a pleasure for me to be with you this afternoon. And I am actually working as a program manager of the training and technical assistance at the National Center on Parent, Family, and Community Engagement, and we are delighted to present to you this afternoon a way to team with parents and to team together on goal setting.

Brandi: Well, one of the things that we are most excited about is this is brand-new content. We are bringing you guys the freshest and the hottest information right from our National Center, and we've been really excited to come and be with you in this exchange specifically.

So let's look a little bit at where we hope to go together today. By the end of this session, we hope that you can, with us, differentiate engaging families at the programmatic level, and when we have the honor to goal-set beside families through, for instance, the family-partnership agreement process. We also have this new opportunity for you to consider that we call seven steps that start with setting the goal. And springing from there, so we'll show you what that looks like. And then we have a couple of resources to share for your consideration.

So, if you are excited about what we've offered, you have a few things to integrate into your programming beside families to get started right away. And with that, we want to talk to you right from the beginning. And if you've ever been in person with us before, you know we really like to use this format. We call it KWLD. What you know, what you want to know, and then at the end, we'll touch base with you about what you've learned and what you might do with this knowledge.

So, we are going to chat with you through our friend Tara here. And tell us a little bit about where you are and what you already know about goal-setting beside families.

Tara: So, it takes a couple of minutes for folks to get their typing in. And hopefully, we'll start to see the responses going in the chat. Can you repeat your question, Brandi?

Brandi: We are really curious with the group that's with us today what you already know about goal-setting beside families, so we'll have a great foundation to spring from in our conversation, and then next, we'll ask a little bit about what you want to know. What do you already know about working beside families and goal setting?

Tara: To be patient until they are ready, to start where the family is currently. Goals need to be based on where the family is. It's really hard to get families to set meaningful goals. Parents often have goals, but may have -- may have never been asked before to approach the families in a strength-based manner. Goals are realistic. Build on their strengths. Be respectful. Parents come first. Relationships are key. Set smart goals. Goals need to be realistic, should be smart. Assess the family, family-driven. Find strengths and needs.

Brandi: This is excellent. This -- This gives us a great frame. And, not surprising, that of course you guys are right in line with what we do, what we know, what's organically rooted in the way that we partner right beside families. And it's a real honor and amazing to get to present after Dr. Gonzalez and Lyn, because we heard so many of their incredible words, and we resonated so deeply with things like we create solutions for each other. We have this shared vision. We share this power balance. So, we are going to go a little deeper there in our dialogue with you over the next hour.

But in addition to that, we also want to know what you are craving. What kinds of things did you hope to hear today when you registered for this session? What do you want to know about goal-setting beside families?

Tara: They were still responding to the first question, even after you started. [Laughter] So now they'll respond to your second question, if you want to repeat it again, Brandi.

Guylaine: What do you want to know?

Brandi: What would you like to know about goal-setting with families? See how excited we are? We just jump right to the next thing. [Laughter]

Tara: Family-partnership agreements belong to the parents. They're in the driver's seat. How to get parents and families involved? How far can we go with our families? How to establish a meaningful goal for the family? How do we help steer them and direct them? The best way is to talk to parents. Looking forward to learning more about any particular details that will help get parents motivated.

Head Start expectations for documentation. How to help them prioritize goals? How to get families to commit to goals? How do you track the goals? When would you suggest, how soon, should FPAs be established after the family has entered the program? What is the best way to assess the progress of a goal that has been set?

Brandi: Oh, that's a great one. Okay.

Tara: How to do more father involvement. How to motivate families.

Brandi: Okay. Wonderful. This is so exciting. Well, we are going to take you in so many of these places, but I'm also equally excited that we get some time with you afterward to hear more about these questions. So if you feel like there is anything we don't get to touch on this W, or this want list, in our hour, we know that we'll get to interact again for the Q&A part.

So, but so many of these things, I think we are going to be able to touch with you as we go forward. With that, what we'd like to do -- Thank you so much for engaging with us in that exercise. We are going to turn it to another exercise now and get a little bit of feedback, and Dr. Richard is going to lead you through that.

Guylaine: All right. I would like you to go with me in a time when you were sharing your hope, your dreams with someone. What made you feel you could share your goal with that person? Woman: Is that a question for the group?

Guylaine: Yep. Question for the group. What made you feel you could do that, you could share?

Tara: Trust.

Guylaine: Yes. Trust.

Tara: Trust. Trust. [Laughter] They listened. You felt safe, comfortable. Confidence. Safe relationship. Another is safety. They felt safe. That they listened without interruption -- active listening, supported. Having a trusting and open relationship with the person. Knowing that person. They were nonjudgmental. They really seemed to care about what you said. Building that rapport. I valued their opinion. They seemed interested. Support in how to develop the appropriate goals. Oh, okay. Let's see. They made you feel welcomed. They were focused. They were trustworthy.

Brandi: This is great.

Tara: They checked back with me to see how I'm doing.

Guylaine: Oh. That's an important one.

Tara: They felt motivated by them.

Guylaine: Good, good.

Tara: They respected my values and beliefs.

Brandi: Wow. This is great.

Guylaine: Okay. Those are so many great thoughts that you have. And this is actually the one we are going to be talking this afternoon. We are going to be seeing all this in the work that we are doing when we are partnering with families.

The same way you felt you needed to be safe is the same way the families need to be safe with you -- the same... the trust, that respect, the tracking of the goal. Did we make progress? Where are we? So all those things are going to be very important as we know, as we discuss goal-setting with families.

Brandi: With that, one of the questions we get the most around the country, especially as we've been thinking about the five-year project period, is how we honor families in our overall programmatic goal setting, and how does that differentiate from what we get to do right beside families and their own individual dreams and goals? So actually, G is going to walk you through some of that difference. We'll mention a resource for you to refer to if you want to know more, see more, and then we'll kind of speed on to some other good content from there.

Guylaine: Wonderful. Thanks, Brandi. And once we are talking about goal-setting, sometimes we go to what is the program doing with the families or group of families. And I would like to work with you, and let's look at what do we mean when we are talking about program planning and goal-setting with individual families. There is a difference. And the difference can be not only in how the program is going to do it, but how we, as staff, working with individual families, see it.

And what I would like to do this time is to go ahead and refer you to our framework. And we are going to look at the framework. We are going to look at it and begin with the end in mind. When I say begin with the end in mind, it is a way for me to ask you to really work with us and looking, what is the end of this table? When you look at the end of this table, we have that we have to do something with the children, and we have something with the families. What do we want? What do we want as a program? What do we want as families for those children?

The goals that the family have and the outcome that we want to achieve are the same -- children ready for school and able to sustain their development up to third grade. But also, the program has that for the children, but we know in Head Start we focus our services on the children, but we center them around the families.

So therefore, when we work with the children, we also want to work with the families. So therefore, we are looking at what outcome do we have for the families. So whether at the program level or at the

family level, we are looking at how do we get families to achieve some of those outcomes? And those outcomes are found on those seven outcomes that we have in the framework.

So, programs are going to be looking at what do we do as a program for all the families that we serve? Or it might be for a group of families that we know have a need that we want addressed at the program level, as a program. But that's going to be different when we are talking about the individual families. The individual families, we want to support their hope, their dream, what they want to accomplish for themselves or for their children.

Brandi: I love this, G. For those of you that have heard a little bit about our framework before or, as I say, you know it, love it, live it, have it memorized, like we do, because we get the pleasure to speak to it every day, the best way to think about this is -- is seeing school readiness over on sort of the right-hand side of our child outcomes column, that purple column, and working backwards. And that's what I love about what Dr. Richard offers is looking at the finish line and taking the steps backward to see how we get there together. And I think that's the most exciting part about what we want to offer you to consider in programming.

Guylaine: And, Brandi, you know, usually what we say to you after you look at this outcome and you look at how the program can do it, which are based on our foundation, our system and services, the glue that keeps it all is that arrow that we are focusing on at the top, which is positive, goal-oriented relationship.

Brandi: And so much of the connection that I felt when Dr. Gonzalez and Lyn were speaking earlier is I felt like they were giving us sort of the honoring of each other, honoring of families, and almost the "what." And what we want to do is give you the "how," at least to consider, because we know that you are already doing some incredible things. We hear from you all the time about the incredible practice that you are doing right beside families.

So we have a couple of new thoughts to offer. And in that, we are going to get into the arrow, as G said, that positive, goal-oriented relationships arrow. And in the handouts that you found associated with this session, there is one in particular that we hope you love that's really rooted in building relationships

beside families. And we'll talk about it in detail here again in a little bit, but the attitudes and practices we have to have in our own tool belts to really respond and effectively engage beside families.

Guylaine: So, again, I wanted to just bring your attention to those outcomes. Whether at the program level or at the individual level, we are going to focus on outcomes. Those are the outcomes that we are going to be, the seven family outcomes that we have in the framework. But I would love to bring your attention to a very, very important -- I call it important because there is a reason.

We have everything, really. When it comes to program planning, we have everything under, in that resource. And it's called Foundation for Excellence Planning in Head Start. Developed by our sister center, the National Center on Program Design, Management, and Fiscal Operations. In this resource, you will find some, you know, a section, the fifth section, the topic number five, which is program planning and parent, family, and community engagement, which was developed in collaboration with our center. So where we are differentiating, in a broader way for you, what we mean when we talk about program goals and individual family goals.

Okay. So let me go ahead and look at some -- Remember, you know, we are going to still be at the program -- at the program. We are going to look at the program for all families. What does a program mean when they say, "We are going to do goals for all families or a certain group of families" Those goals -- the goal is defined as broad. So the program, thinking about all the families are thinking about a broad, inspirational statement that describes what you seek to accomplish as a program, the target that you want to reach.

Remember again -- I'm repeating it because it's very important for you to understand that I'm talking about at the program level for all families and -- and also a group of families. Once the program is dreaming big, it's thinking about "This is what those families need." I know this, because I've looked at my community assessment. I've looked at my self-assessment. I've looked at what parents have been telling us in their surveys.

So therefore, we are going to develop some goals with them on their behalf. But a program can have those big, broad statements, and in order for them to make sense, in order for them to be looked at in ways that can definitely get to where you want to go, because remember, you have a target. You have

something. You have outcomes that you want to reach. The program can also design some objectives, develop some objectives. What is an objective? The objectives are support of goals. Really, mini-goals, let's say. Because they are specific, they're going to be measurable, attainable, realistic, and timely.

In a way, we are talking about smart objectives, so we do broad goals, and we do smart objectives now. But at the end, what we want is an expected outcome. What is an expected outcome? An expected outcome is nothing but something you expect to happen as a result of an activity or a process that you have put in place. And those expected outcomes are nothing but found in those seven outcomes that we have. Family well-being, parent-child relationship. all those seven outcomes that are in the framework.

Brandi: And I have to tell you guys, some of this has been more well received than others. [Laughter] In, of course, our family-service arena and our family-service colleagues, we have always said that goals are smart. So we want to make sure that you see and hear this really wonderful paradigm shift. We want to convince you that this is a good thing, that the goals are big and broad, and that the objectives allow us the specificity. We've had folks get a little grouchy about this. We have to be honest. We've had folks really grapple with. We've even shared with our families that goals are smart.

We want to get specific there. But when you apply this in the parallel process. And right now, as G said, we are thinking about the programmatic level. We are thinking about big, broad program goals that honor families, and we are going to tell you a little bit about that next. But when you apply this to our work right beside families, too, you are going to see that it just makes your job so much easier to think about it in this way, because when a family sets this incredible goal and then they make the specificity at the objective level, when you follow up beside them, that's where you do the work is at the objective level, and equally at the program.

So, we offer this to you here for a couple reasons for that, because we've had folks feel a little growly about the "smart" part. But on top of that, G's point about the expected outcomes, what we hope to happen, what we hope that we get to accomplish beside families, can really, for our perspective, be rooted in that blue column of the framework.

And by the way, those seven elements in that blue column are research-rooted. We know that that's what moves the dial for a family's progress and ultimately their child's progress. So that's why we always have known and it's organically woven into the fiber of what we've always done is get beside the family first and then work together toward, you know, their child's trajectory, toward school readiness.

Guylaine: Thanks, Brandi. Because we are talking about how programs can look at establishing goals, developing goals for their families, for the families they serve, I would like to just take a few minutes to explain to you ways that we see that program can really do that and honor those families in doing that program planning for families.

For example, the first way they can do that. The program could create program goals that are related to family outcome. So let me give you a simple example. For example, a program can say, "Our goal as a program is to build -- is to have all our families being well." Okay. So here I am saying, "Okay. As a program, all the families need to be well." What am I looking at now? I am looking at achieving the first outcome, which is family well-being, which is telling us that families are financially secure, families have health, mental health, and have financial stability.

So, this is a way for the program, the program can say, "Based on what I've seen in this community, the program, the -- the families are struggling with their financing. The families are struggling with health issues." The program -- so the program makes a decision. The program said, "We are going to develop a goal to work with the families on this."

So that's one way. But another way programs can do that. Programming instead of doing -- designing program goals, they can go ahead and say, "Okay. We are going to have a goal that may not be related to family outcome," but they are going to take one of their objectives that they have for another goal they may have. And they say, "Okay. I'm going to do...I'm going to have another big goal, but I am going to show that I am going to support families through the objective that I have."

For example, a program can say, "We want to create facilities that are welcoming to everyone -- family, children, community partners, everything." But -- so that program had decided to do something regarding their facilities. But an objective that they have may be phrased that way. "We will build a room where breastfeeding parents can come and breastfeed their children."

So, within the facility goal, I am creating something for a specific group of families because I understand the need of those families to have something to support their babies. So, you see, this is not -- this is a facility goal, but we have an objective, specific objective. One of the things that we will do is create room for breastfeeding families. So that's the second one.

Brandi: Dr. Richard, I love this one in particular. So many of you that we've gotten, you know, the opportunity to meet lately has been through the Early Head Start Child Care Partnership piece in the orientations. What Dr. Richard just described was the second one, how a program can have an overall goal that uplifts, for instance, facilities safe and comfortable for everyone. Your objective -- Remember the "smart" part.

The specificity is I'm going to create nursing space for that new programming that I may have so that we can honor that there are probably breastfeeding mamas who will come in and need a safe, comfortable space for their babies. Guess what happens. You are going to establish that. You give yourself some time. You -- You integrate it in your program planning. You are probably not going to need that next year, 'cause you are going to accomplish that objective. So what you can do -- this is where I said the work comes -- at the objective level.

The next time, you look at all your data, you go through your annual programmatic planning piece, you say, "Well, we don't need the nursing rooms anymore, but our playgrounds probably need to be enhanced." And our goal was big and broad, right? 'Cause G said it encompasses everybody. We want all folks to use our space to feel safe and comfortable, and that includes the little-bitties -- the children, the families, the community partners, our colleagues.

So you can make the tinker at the objective level. And this has really worked for programs, because, you know, folks felt that, "Gosh, you know, this feels a little clunky." Like -- There's school-readiness goals. There's programmatic goals. Where does family engagement fit in? These three options have really offered programs a way to get to a space that feels like a rhythm that is more in line with their data and what they've been hoping to do, sort of in that one-to-one connection.

Guylaine: Wonderful. Wonderful. And another he third way, then, is we can support -- he program can, because we know the required goals. Really, we are going to have program goals and school-readiness

goals. So, you know, a program can decide to also create family objectives that support school readiness, that support school-readiness goals. But, you know, you can't think about any of the school readiness.

Like, for example, if you are going to support social, emotional development of, you know, of the babies in your program, and, you know, you are going to say, "Okay. How do we support?" You are going to do, you know, school readiness. You are going to -- You are going to support basic skills, like, you know, reading, cognition, all those. You'll need to be, then, supporting with a specific family objective how you are going to get the families to participate into this, into what you are doing.

So it can be, for example, if I am going to be sending some -- If the child is a child that needs to have -- I'm -- I'm focusing on the reading. And I'm telling the parents, "You see? He is interested in touching the books. Let him touch the book. Don't worry about him tearing up the book. This is part of his development." So you are letting the parent, making sure that the parent understands. So you will put in your objective, "support parent into doing the same thing that we are doing at home with the child."

That can be a way for you to support, to do an objective that is specific, but you are taking a school-readiness goal and you are including the parent in it. So that's the way programs can do this. Programs can do this in three ways. But the main concern is how the program engages parents in the work that they do, in those planning that they do.

Brandi: And this is the one where you guys have had the most fireworks. Because for, you know, the last four-ish years, you've wondered how to make those strong connections -- Like, "Oh, gosh. We have these school-readiness goals, and we say 'children will,' but we don't feel right about saying 'families will.'" And then we say, "Yeah. You will offer families the opportunity to." [Laughter] Though what this has really done is allowed programs to say, "Oh, here's the beautiful connection for our families.

Here's where our families would fit in a really solid way, again, to that rhythm where we could really integrate and honor, not only learning from our families about what's happening at home, but what we might offer to them in partnership in these school-readiness goals." So this one in particular, number three, has been pretty illuminating for all of us and quite a gift in how to, you know, make these connections.

Guylaine: And, Brandi, one thing that I would like to make sure that that to support what we had said about even at the program, which supports this outcome, any of the examples that we gave, we see how. For example, the third one. When you are -- when you are engaging families in supporting your own school readiness, what you are doing, you are working with the parent on the family outcome, family as lifelong educators, for example.

Brandi: Mm-hmm. Good point.

Guylaine: Families as lifelong educators. This is what you are doing. You are trying to achieve the pattern for families to support their lifelong their children for a lifetime. But I have, I think, an important disclaimer to make.

Brandi: You do? I'm going to get an "ah-ha!" [Laughter]

Guylaine: Okay. The conversation we were so excited to present this afternoon with you is, really, we have to put a disclaimer. We are not talking about -- we are not going to be talking any more about program planning, program level, setting goals with all families. We are going to focus this afternoon on goal-setting with individual families.

Brandi: Well, the exciting part is we really want around the bend quickly, 'cause we want to get you to this incredible content. Now, what we've learned over time is it's critical to establish our conversation in the programmatic piece so that for those of you who get to do the direct-practitioner work right beside families and you get to get into this goal-setting process, you have to know how critical your role is in informing what we just talked about.

The great part is, there are so many wonderful parallels there we can share that you can integrate into your already-incredible work. So that's why we spend the time up front, so you can sort of have the global view. One of our colleagues calls it "starting in the stars to get to the weeds." [Laughter] Although we sometimes change it to say "to the flowers." [Laughter]

All right. So let's do that together. Let's look. As Dr. Richard mentioned, this is, you know, my favorite part of the framework, probably yours, too. The glue, as, Dr. Richard calls it, the goal, the arrow that's

rooted in positive and goal-oriented relationships. And this is the way we really define it in the framework. I learned this from my federal leaders a long time ago. When I see this definition, it makes me want to unpack it word for word. You know, building building. What does that mean? That's some work. That's some elbow grease. You have to get in right beside families and really create and co-construct together those ongoing, lasting, over-time, goal-directed relationships for the purpose of applying a collective vision.

And that's so much about where we want to go with you today, you know, based on even what Dr. Gonzalez and Lyn shared right before us with this power balance, this sharing of a collective vision together. And we are creating a format for us to go even deeper than where we've been prior. So there are a few ingredients for engagement success that you need to know about.

First and foremost, that we have to get beside families and those goal-directed relationships. And our family-partnership agreement process or that sort of dialogue that we get to have with families organically really lives and is rooted there. We have to look at the set of beliefs, attitudes, behaviors, and activities. And that's really our own, what we bring to the interaction, what we bring to the dialogue, and how that looks, feels, and can be absorbed or heard by and with families. A shared responsibility.

You've heard a little bit about that. And then what we know in the research is when we are able to cross contexts. You guys know about this in the classroom, right? When we get information into the hands, ears, and minds of our littlest ones in the same way that their families are doing it at home, it gets to them quicker and it stays with them longer. As grown folk, we are not so different. [Laughter] So this crossing-contexts piece, we know that when we can approach in partnership beside families the way other community entities are or if we can offer ideas for them to do, like, you know, we do, it really makes an impact for families and communities.

With that, a lot of times, when we put this slide up, I want to touch these attitudes and practices specifically. So you'll have a frame, and sort of some of the more recent language that we are using around something that's very time-tested for us in the Head Start and Early Head Start community. A lot of times when folks see this slide, right away, they say, "Attitude? Hmm. That's a negative connotation."

And so what we say is, "No, not really. This is the frame of mind that you bring and take toward someone."

We have four of them at the National Center on Parent, Family, and Community Engagement that we really uplift that are so organic and embedded in what we've always done in Head Start and Early Head Start, that they seem almost simple. We know that, of course, families are the first and forever and most important teachers of their little ones, that they're our partners in supporting their child's development, that they have a confidence and competence. They're experts, right, on behalf of their children and play a critical role.

And last but not least, they of course have something valuable to contribute. These are core, foundational attitudes that you have to have integrated, embedded in all the work that you get to do beside families. Again, not anything new and shiny, right? But sometimes it's great to take a step back and really root ourselves in these again and think, "Are we really doing this?" When the rubber hits the road, is this a practice that we are actually living beside our families? Now, earlier, I said to you that I felt like the session before us was kind of like the "what" and we wanted to offer you the "how." This is part of the "how."

The document that you found online that's associated with this session, I said we'd touch a little bit more as we went along together, has all of these attitudes and the practices we are going to show you listed in one place. And the thing I love about this document is it gives you different places and parts in your program about how you can evidence these and put these into play right beside families. And they make a huge, huge impact. I'm going to go through each one with you, but we are going to only spend some time on one. And this first one is my favorite. Well, one of my favorites. How could you choose, really?

The first one talks about really describing through observation a child's behavior to open the door in communication with the family. And for those of you that may have crossed paths with me before, you know I have an amazing 2-year-old little man.

I could remember when I first took him out on the road to do some training. He doesn't get to go often. But he was probably about 6 months old, and we were doing, of course, a Head Start, Early Head Start

training somewhere close by locally. And I'd been away from him for at least three hours. It was hideous. [Laughter] And at the end of the session, his dad brings him in in the stroller, and it was like one of those slow-motion moments where I'm running through the wheat fields to get to him and I scoop him up in my arms and twirl him around, just so excited to be reunited.

And one of the family workers from a local program in Virginia came to me right after that and she said, "Brandi, that was the most beautiful thing I have ever seen. Did you see how Colton's eyes lit up when he saw your face? Did you see how comfortable that he was in your embrace? It looks like you two are probably pretty connected."

She, through her own observation, described exactly what she saw. She didn't put any judgment in it. And I have to tell y'all, at that point in time, as a new mom who really had no idea what she was doing, if she had on matching shoes, you know, if anything was right about what was going on in the world, you would have thought I hit the lottery.

I still tell this story. He's almost 3 years old. [Laughter] So it is valuable. Something so small that you might offer that's a genuine sharing with a family can really get you down that spectrum from involvement to engagement and really make an impact on how effective you get to be beside a family by just taking the time to share what you see in a genuine and, you know, reflective way that is rooted in the evidence.

So that's the one I always like to uplift. But because we have so many other good things to share with you. Well, let's look at the others, and then we'll get on to some great content around our phases and steps. That's your tease. [Laughter]

The second one is reflect on the family's perspective, support parental competence, focus on the family/child relationship, value a family's passion. This is my other favorite. Dr. Richard knows. This for us is. And passion can look smiley or it can look growly, but we get beside families, because ultimately what they are offering us is information that we need to know about their child and their passion for that child.

And then again, we can't emphasize enough we have to know what we bring to the interaction. So reflecting on our own perspective, on our own journey, and on our own sort of dialogue here. So, all of these pieces and parts of the attitudes and practices that we mentioned are in the PDF document you have associated with this session. And what's great is it gives you a sample script to pull from.

So, if you get to interact with a family in a home visit, it shows you, you know, how you might uplift one of these practices. So you are really going to love it if you haven't discovered it yet. I think you'll find it super, super useful. And this is what it looks like. This is the cover of it. So you'll know when you find it that you are in the right spot. All right. Without further ado, the goal-setting phases.

Guylaine: All right! Actually, we are excited. Now we are going to try to work you through something that you already know. And we want -- we want you to walk with us on that journey, because that journey, as you know, starts the first day that the families meet with you. And so we are going to look at the phases.

We are going to look at -- We have six phases that usually guide us in the work that we do when we enter the process of goal-setting with families. But through those phases -- And I want you to really follow -- follow with me, because we are going to highlight, when we get to the Phase four, you are going to see me making a switch and taking you to a place where we are going to be talking about a way, an innovative way to really get with families and talk to them in order for you to motivate them, in order for you to document what you have, in order for you to do the work and feel like, "Okay. I've really addressed this outcome."

So, the first phase -- And let's go through the journey. When you meet a family, the first time you meet the family is at the recruitment and enrollment phase. This is at the time you start the communication. The families start unveiling that story to you. They are telling -- they are telling you about their need, about the need to get their children to a safe environment, the need to get their children to be in a -- to develop. And you start hearing about their own journey.

So, this is the Phase one, recruitment and enrollment. But throughout, after you -- as you recruit them and enroll them, you have the opportunity -- and I know you are doing that already -- you have the opportunity to assess. You had the opportunity to find out some information about that family, some

information about that child. And we call it very often, we call it the family assessment and the child assessment.

So, this is another source of information, the other source of data that you are going to have to assist you with setting goals with the family. But as you are doing this, as you are doing this assessment, you are collecting information. You have information on the child, information on the family. The families are also communicating some other -- Continuing the story with you.

The family is telling you, "Okay. Now, this is what I would like for myself. This is, you know, I didn't finish school. I would love to finish school. I don't have a safe place now." And you start knowing more. And this is that communication, that ongoing communication that you have with families that is going to support that engagement, because the family is giving you their story. They're talking to you, so you need to be yourself, saying, "Hmm. What are they saying here?" And so those are the -- those three phases. But there is -- you see, it looks like a pie.

And I know Brandi usually tells me this is a pie now, because, you know, she has -- she tells me she loves food. But I see the moon, I see the stars with everything myself. So this Phase four is where we are going to take you a little deeper this afternoon. We are going to look at it with you and to show you how wonderful it is to really get to partner with a family. That's what engagement means. Engagement is building trusting, respectful, ongoing, ongoing relationship, positive relationship with families in order to support the collective vision.

So what do we both want? We are partners now. So what do we both want? So we are going to through the Phase four, which is the goal-setting with families. And after that, we are going to be looking pretty much at the Phase five, the follow-up and the review. I like when one of you said, "Oh, how do I track?" Because if you are setting goals for a person, you need to make sure that this is -- this is going the way we both wanted it to go.

It cannot be like, you know, "Okay. You do not do this anymore, because you know that that's it," so the goal will not be achieved, so we will not get to that outcome. So that follow-up and review is very important, not only into tracking the progress, but into the documentation that we know is so important.

And the final phase is the Phase six, where we look at how does the continuous improvement, program improvement, how did -- This is when you are evaluating. You are saying, "How did the work that we did with the family? Was there a difference made? How did that contribute to the overall benefit of the families, each family? Then all the benefits in the program. What have we learned? Do we have to change? All those. So, this is the sixth phase.

So we are going to be, as we are moving, going through those phases again. But, you know, I would let Brandi move me forward, because, you know, as I get excited when I talk about the seven steps. Okay. Now focus with me. Remember I said you had four phases? I want -- I'm going to take that piece of that pie which is the fourth -- the fourth phase, which is the goal-setting with families, and we are going to look at it together in a way where we are going to apply seven steps.

And they are going to guide us into getting those families through -- through that goal-setting and setting goals with them ourself in a way where we say we are doing it in true partnership. And for your information, and I want to unveil everything starts with an "S." That was a way for you to not forget. So the first one you do is set the goal. How do we set a goal with the families? How do I know what are priorities for the families?

Remember, they're talking about to me about their hope, their dream, what they want to accomplish. And I have to, as their partner, work on that with them. Setting the goal. The step will be set the goal. Identify. The second step, the second "S" is identify the skills, the skills that I have and the skills that the family has. It's not me only anymore, because I don't do it for them. I do it with them.

The third one is assess the strength, strengths that I have and strengths that the family have. The fourth -- and the fourth one is the stressors. Sometimes the family tells you something, and you go, "Oh, my God. It's never going to happen! Oh, it's not going to happen. I'm stressed by it." Let your partner know. So the stressors the families are going to share, what their stressors are, and compare -- as related to that goal, you, yourself, do need to share that with them.

Finally, you need to let the family know, "Okay. We may have all the stressors. That may frighten us. We may not know as partners what we are doing, but we got support." And that's that other -- that other "S." We got support. We got other people to support us in doing that. As we determine this, we are

going to be able to come together and say, "Okay. This is how we are going to do it. Those are the strategies, the actions that we are going to take together in order to achieve that goal."

And last but not least, this is when you are going to measure and celebrate the successes that you had, both of you. But before you do that, you've got to know what is success for you, Brandi. What is success for me, Guylaine? Because we need to know.

Brandi: The wonderful thing about this process is the opportunity to have the dialogue together. And we want to walk you through in a little bit more of a real way, with some real live thinking, things that we've heard and collected from our own programs that, you know, we've run over time and what we hear most recently from you in the field that are coming up for you right in your own program.

So, knowing that we only have, you know, a little over 10 to 12 minutes left, we want to show you sort of how to think through the process. This is exciting! So many of you guys -- and some of you uplifted it at the front -- say, "Listen, our families get so stressed out when we use the word 'goal.' They don't want to think about a goal, don't want to be around a goal, don't want to breathe around a goal, don't want to think about a goal." You know, how do we get there? How do we get beside families? This offers us such an incredible way.

Now watch this, okay? You have these three phases, right? Dr. Richard said ERSEA, the recruitment/enrollment part, you have the child and the family, the strengths and needs assessment, for instance, for the family. And we know all the wonderful things that we get to do to make sure we know where the child is starting, so you have that period in time. And then lastly, in terms of the third phase, you have that ongoing communication, where you get more of the story, where you have more of the conversation and the dialogue.

We've created a couple of forms for you to capture this journey. And what I love about this next part is this -- You create the space to have a discussion with the family to say, "What's your reflection on those first three phases?" And you might hear things. We hear this from you, G. And I have this from our own program and TA experience where we say, "Well..." The family might say, "During that piece of paper, that strengths and needs thing that you all gave me, I had no idea that you could teach me how to do healthy meals on a budget. That's great." Or, "I've always wanted to stop smoking.

I didn't know that, along with, you know, this Early Head Start service, that maybe I could have that opportunity for --" oh, excuse me -- "for myself." So you are allowing the family to reflect on their own journey through those first three phases. Sometimes we don't take the opportunity to look back from the beginning. I mean, we get a lot of time with families, and so it's helpful to -- to do that.

The other part that's awesome is from our perspective as staff folk. You all know we take a whole different tack toward this journey. We are thinking, "Ooh, I saw the allergy. That child has an allergy." That means we've got to have the cook on board. We've got to have the transportation staff on board on field trips. We've got to make sure our substitute folks are, you know, in the know. So, we are already picking up things that apply to our real-life work in supporting that child and that family, so we might have that reflection.

Interestingly enough, when we talk to you guys out in the field, we hear things like, "What are the goals that families are looking to set these days?" 'Cause for the longest time, if you guys have been around for a little bit, you've heard things like, "All families perhaps want to go back to school, explore their own professional development. All families, you know, want to build a house." All of that is still happening and is very exciting. However, we are hearing more things around wellness for families. Like, several of you over the last months have said families are saying they want to lose weight, for instance.

Look what just happened, guys. We take the combination of the family's experience through those first three pathways, through the first three phases, and start lining up where there might be trends and patterns. "Oh. Well, mama, you said you might want to lose weight. We saw that in some of the, like, strengths and needs assessment. It sounds like you are interested in healthy meals, and we know that your son has an allergy, so we can even think about that together.

And then you mentioned that you'd like to stop smoking. Does anything out of there bubble up to you? Like, something that you'd really like to uplift as a dream or goal for your family? 'Cause it sounds like we might be able to think about something around well-being." Big, broad. You guys remember? The big, broad part.

That's why we started there. So, you get the opportunity through this form to each have a turn to reflect on the first three phases, capture what you've each been thinking, and then see what some shared or

sort of matching priorities that might pop up. This is the precursor to the first "S," which is the setting of that goal.

Once you offer this to the family in reflection, you can have such a light-bulb moment together. 'Cause oftentimes, when we are in the midst of thinking about this together, and even if we've changed the language, as a lot of programs have, to like dreams or visions that you want to accomplish, this process not only models that side-by-side partnership, but really uplifts the family's voice in a way that's meaningful based on their own words, and we get to supplement a little bit based on what we've observed, and then we make a plan together, and the family gets to prioritize based on that initial discussion.

And what I'm thinking, Dr. Richard, knowing that we have limited time, is perhaps we could look at the last two, maybe, strategies and successes. Those seem to be where folks resonate most quickly. And certainly, you guys will have an updated version of the PowerPoint. We did a little beautification just last week.

This is such fresh and hot information that our graphic is brand-new, as Dr. Richard alluded, and we really wanted to make it a meaningful experience for you, so we'll be uploading this version for you as well, and you'll have it all on your hands, so don't worry that you might miss something good. But we are going to jump down to the last couple here that really seem to resonate with folks, and those are the strategies and then the successes.

Guylaine: Sure. And as Brandi said, you see the conversation is not one way anymore. The conversation is not, "What can I do for you?" It's, "What can we do together?" Because the family's saying, "Oh, I had those priorities. Now, this is what I would love for us to work on." And now you are starting developing some strategies. You say, "Okay." And the families would say, "What are the ways I want to do this?" So, you listen to the family's ways, because they're going to have weight in what you are going to do.

And how can I go from where I am now to where I want to go? And the staff member is saying the same thing. The staff member is saying, "What option are valuable to me to support this family's goal? What are the steps that I need to take in order for us -- for us to reach this goal?" So, but the thing that is very, very important is the success. When we get to the success phase, sometimes we are feeling very, very disappointed or very frustrated, because from the beginning, we didn't have the conversation.

What is success for you? For example, if I want to buy a house. You know, I said I want to buy a house. You are stressed because I don't have a job and my partner doesn't have a job. And she wants her house. How are we going to do that? But my partner may be just interested in knowing how to get to the bank and talk to someone, fill out the paperwork. That can be success.

So when we get there, we need to take the time to celebrate, because, you know, the thing that we want to really emphasize -- What would make you proud? What would make you proud? What would make both of us know that we accomplished something? So I think this is where we are going.

Brandi: And what does success look like to you? I mean, I love Dr. Richard sort of alluding to this. If we think success, if the family wants a house and we determine that success is that brick-and-mortar structure but the family is at a place like, "Listen, I just want to know about this application process and the money. Because I might continue to rent. That's a lot of hassle." [Laughter] And it is a lot of hassle.

If we stay in that brick-and-mortar place and the family says, "I just want to know about the funding, the lending, what that's like," we could accomplish that in a pretty short amount of time. We miss a huge opportunity. If the family is defining success in this way and we are over here at the brick-and-mortar place to one of your questions right at the beginning, what and how do we measure? And that's a critical piece that we haven't always been able to carve out time to talk about. "What does this success look like to you, family?"

Here's what I'm thinking, but if we don't match here, I'm going to miss an opportunity to really uplift and celebrate where you've gone and are, you know, traveling on this journey." And I want to make sure our blues match here, because if I am over here in the brick-and-mortar structure and you are in a different place, then, you know, we haven't really gotten to that same space and we miss opportunities internally to track, measure, and celebrate that success. But then the family is frustrated, because we plant the seed. We may never see the bloom. You guys know.

Even when we get the honor to serve Early Head Start families, then we may have them for a longer period of time, often, they set these incredible goals that we may not ever get to see come to fruition. But we get the phone calls later. [Laughter] They say, "Guess what! I got that house we talked about."

But if we are able to define it together in this way, then we have so many more rich opportunities to not only uplift with each other, but to report out, because we know what we've been doing beside families is pretty incredible, and this gives us a whole another chance.

Guylaine: And I think, you know, what is important for us to understand. You may say, "Oh, my. This is a long process." But as you are doing this process, you see the reflection, you see the need, the -- what you are doing, really, is documenting that journey that you had, that communication, that -- that all the things that are happening, that planning that you did together.

And finally, when you get to that phase where you are going to evaluate and -- and see the progress that had been accomplished, you are going to be able to say, "This is where we started, this is where we went, and this is where we are now." And is there an opportunity to change? Is there other goals, other objectives that could be now needed, that we would need to be focusing on, instead of continuing that way? And this is okay, because you have documented, you have studied, showing the way you partner is in true communication, genuine communication, and genuine way of planning together and engaging.

Brandi: The other part here that's so important, I think, for the leaders in programs is that continuous improvement piece in Phase 6. Guess what, guys. This is what we started to hear, too. Everything that you capture in this dialogue can be used and uplifted for programmatic planning. We could look at your caseload alone and say, "Guess what. So, many percent of this family expert's caseload really are looking at housing or different housing or different neighborhoods." We can find our own trends and patterns.

So that goal that Dr. Richard talked about, that overall programmatic goal, may touch that part, because we've noticed through the data and the dialogue that you've shared beside families that it's a trend and a pattern that we can uplift and aggregate on a bigger level. So that's why we wanted to start you there, so you could see sort of the cyclical process of how it all ties, how critical your role is in so many ways than you probably think about in the day-to-day and sort of springing from there.

Guylaine: And because I know we don't have a lot of time and I'm going to be looking at short ways for you to look at this process. This process can also be a nice process for you to be working as a supervisor, even with your supervisor, if you are not -- if you are the supervisee, as a way to -- to engage into reflective supervision. "This is what is going on. This is the case. This is this family that I have."

What is it? This process can really help you as a supervisor or a supervisee to open up and see what is happening to this family and for you to get additional support. And when I look at professional development, professional development can be accomplished there by the fact that hey, this family is wanting to know about this.

This is the goal of the family. Instead of being frustrated, why don't I put that in my professional-development plan? This is something that the family doesn't -- I don't know anything about and the families -- most of my families are interested in. That could be part of my professional-development plan and say, "I need to have more training. I need to have more, you know, support, mentoring about this."

Finally, I think this process also helps you into engaging other staff and community partners. The...We know that family engagement is everybody's business, so sometimes what, you know, we can have a goal. The families have set up a priority, and we may not have -- They may have set a priority for their child and we may not have all the know, because, you know, for example, I'm the family service staff, and I don't know anything about, you know, child development. But my teacher knows. So, I have the opportunity to tell my partner, "Oh, I know there is another person that knows about it, and they can support us." Same thing with community partners.

Brandi: I think that's a great point. To wrap up, before we get to take your questions, which we are so excited about, we know this to be true. This is something that's also really ingrained in the work that we've always done. When we get to work hand-in-hand with families to build exactly what you guys did right up front, those trusting relationships, you not only help the families themselves, but what this says in particular, that families support their children to reach their fullest potential. And isn't that why we all spring out of bed every morning?

Now, here's our caveat. Several of you have said to us over time, "Brandi, this feels like a lot. This feels like taking a drink out of an open fire hydrant." [Laughter] "This feels like a whole lot of digesting. By the way, do you know how big my caseload is?" I may not have the time to get that deep, as deeply as I want to, with all the families.

Here's our offering for your consideration. Start small. Do exactly what we would offer for the families. Set yourselves up for success. You know your families better than anybody else, just like those families

know their kids better than anybody else. Take a step back, look at those caseloads, and see where you can start small. Look at maybe just the families that you feel like need you the most, the ones that might be in crisis, the ones that you know you need to get beside in a meaningful way for an extended period of time.

Once you find your rhythm and your stride with this process, then you can replicate out further. And we offer that same thinking to the leadership of a program, too. If you like this idea, you like the back-and-forth, you can try for, you know, a classroom. You know, for family worker folks and for teachers, this is something that we all get to inform together. So, we would submit for your consideration -- Don't be stressed out about how big this feels.

Set yourselves up for success, start small, look at your data, build into what you already know about the great things you are doing, and let's go from there. So with that, let's take questions, Ms. Tara, "ah-ha" moments. You know, we can talk about the "L" and the "D." We are ready. [Laughter]

Tara: Okay. They're ready for you. So, can you share any stories where it was initially difficult for a home visitor to build rapport and set goals with the family and what the person did or what support he or she received in order to form a positive, productive relationship with the family?

Brandi: Oh, my goodness. I have two stories that come to mind. Do you have one? Oh. Well, one of the things that I haven't admitted to you guys is before I found love in Head Start and Early Head Start, I did a lot of mental-health work, and I did a lot of home visiting back in my home state of West Virginia.

And there was a family in particular that... Have you ever had that family where you know you are doing the double Dutch? Like you know you are getting close, and you just want to jump in with them, but they're holding you back, because they've had other experiences before where they're like, "I don't know you. I don't know if I can trust you."

I've had other human-service agencies in here that haven't done either what they've promised or in a way that they've, you know, said that they would honor my family." There was this family that I worked for -- no lie, guys -- and with for four months, and they never once would let me in their house. We did home visits on the porch. And we did that for four straight months. And it was -- I don't even know what

the magic was that eventually unlocked it, and I didn't know at the time until later, when I went to reflect with the family,-- but it was the persistence of my not giving up and honoring exactly what they asked of me for however long they asked of it.

That probably sounds so simple and so, you know, elementary to say, but that family, they didn't even know it at the time, but they were testing me. They were saying, "Okay. Let's see if you are as grounded in, you know, being beside us as you say. Let's see if you are going to, you know, walk through this dialogue with us on the porch, in the middle of rainstorms, with all the critters from town, you know, coming by."

And in that fourth month, they invited me in, and it -- it changed the whole trajectory of our relationship. Sometimes, I think because of the hard discussions we get to have beside families, we can tend to make it a bit more difficult than we need to.

Sometimes, it's just following the family's lead and doing what the speakers before us said and what we all say, which is meet the family where they are and really get beside them in a way that their own familial culture dictates. I actually still stay in touch with that family today. And it really changed the way I do my work and changed our relationship.

Guylaine: And what I heard -- you say, Brandi, it is something that, you know, when -- It's so important for us to build that trust, and that trust doesn't have a time, the time factor. And that's when you know when that question of family-partnership agreement, it is going to take time. Building trust with someone takes time.

Brandi: So don't be deterred. You stick it. Stick with it. [Laughter] Stick with it. It will pay off in the long run.

Tara: Wonderful advice. So, we have a question that was submitted in Spanish, so our expert here is going to read it.

Brandi: Okay.

Interpreter: [Speaking Spanish] How frequently do you suggest we should meet with the families to reflect on the seven steps, the seven S's?

Guyline: Okay. You know, I would love to say this is -- Look at the family as your partner. And I would love to ask, how many times do you want to talk to your partner to support what you want to accomplish? This is how you are going to have to think about it.

This is my partner, and how do I set when we set the goal and we are going to be doing it. If this is a phone call, make that phone call, because you want to know. If this is a visit, go do that visit. So don't make it a time. As long as you are working with your partner hand-in-hand, you are going to get to achieve that outcome.

Brandi: And the other thing for programs who -- who really like to quantify this time, these are a couple of things that we've heard over time that have worked for folks. There are some tools out there that allow you to actually look at a family in a snapshot of time, let's say during intake, and rate with the family where they fall on a range based on some sort of basic needs and concepts, like housing, finances, transportation, well-being, any special needs in the family. And once you get the range of where that family falls, the higher the number, the more the need.

So, we've had programs say to us, "Wow! We follow up with our families based on where they fall in that quantified range." So if they're a level five family, which is the highest, then we know we've got to get beside them every single week. That's our process, because we know that at least for that amount of time, for families who have a lot of, you know, stressors or really are allowing us to get beside them in a meaningful way, we do it every week.

For families that fall in, you know, the next range down, maybe we do once every two or three weeks. So we've had folks across the country really take a very scientific approach to what their programmatic process would be. And just something for you to consider based on what you know in your communities and your own workloads and, you know, what your families would want to engage, too. I think, you know, what Dr. Richard said is very important.

Tara: Very nice. Thank you. So if a family sets a goal that may not seem realistic, how can we redirect them without discouraging them?

Brandi: Oh, that's a great one.

Guylaine: That's a good one. I actually... You know, this is a personal, and I'm going to have to be vulnerable here. There is no goal that is unrealistic, because when someone -- Just picture yourself as someone saying, "This is what I want. This is what I dream of." So this is not unrealistic to you. It maybe not going to be -- It's going to take more time for you to get there. But in the long run, it's going to get there if you have the strength, if you are having that partner going with you.

But what I would love to say to you, it's not redirecting them, but be mindful that you are in this partnership with a shared responsibility. Therefore, it's okay for you to let them know, "You know what? Is there anything that we could do toward -- It's going to take us long to get there. So, is there something that we could prioritize in order for us to be making it?" But the fact of thinking that is unrealistic -- there is no dream, unrealistic dream.

Brandi: There are two examples that come to my mind straightaway. And the first, you know, really honors what Dr. Richard said. It's like, you know, if my son runs to me today and says, "Mama, I want to be president of the United States of America." I'm going to say, "Uh-huh, baby. What are we going to do to get there?" [Laughter] And somewhere along the line, we lose that.

So, when an adult will come to me and say, "Brandi, I want to be president of the United States of America," I should say, "Okay, baby. What are we going to do to get there?" [Laughter] So that comes to mind first. But the real is this, and this is a real example. Over time, we've had the honor to walk beside a lot of programs.

And there was a family worker that came to us with this exact question and said, you know, kind of in laughter, "I had this family come to me and say that their goal was to make a petting zoo in their backyard. Ha ha ha." This was real, so in my mind, I'm going, "This is a teachable moment." And I was like, "Well, what were the objectives?" And she said, "Objectives? Like get a llama?" "Okay." [Laughter]

What happened was this. That family did get the petting zoo. And guess what. They did get the llama. They got a pig. They got a cow. They got some goats. And that Head Start program still goes there today for field trips. So to G's point, we can't constrain what may seem way ridiculous to our own selves, and, you know, however, I do know that I've heard, you know, from you guys that there are some -- that you could use help in redirecting.

And I think, G, about your seven S's and the stressor S. It's okay to say to a family, "Whoa! I'm thinking about this new house. I'm getting stressed for you." [Laughter] Because, you know, my -- my sister did it. She just came through it. And the loan process is real.

So, I have to be honest and -- and vulnerable. As G just said, I'm going to kind of go out on a limb here. I'm nervous about that part, 'cause it -- it is more than a notion. And it's okay to show that with a family. And oftentimes, it gives a human element that even deepens the relationship, you know, that you've already established, so, it's a good idea. That's a great question. Thank you.

Tara: Okay. So we have a question from Melissa. She says, "Is it required that every family set a goal? And how do you document when there are many who set goals with many steps of achievement?"

Guylaine: I would like to take that one and say is it that every family has a set goal? I would like to say, is there any family that doesn't have a dream? Is there any family that doesn't have a hope? If they don't have the dream for themselves right now, but they should have a dream for their children.

So, going there sometimes is what is going to really support us in setting a goal with them anyway. So, not having a goal may not be for me. I don't -- I may not have anything for me right now. But I certainly - - you can certainly ask me what do I dream for my child. And we can start there and take that goal and work on it together.

Brandi: I'll tell you guys why you saw my face pause. [Laughter] I know what the regulation says today, but as you probably heard, there is a new proposed rule out for what our standards might look like in -- in the future. And hopefully you've weighed in on what you love and what you'd tinker with.

But the great thing that I love about what Dr. Richard -- and I call her the birth mama of this process, 'cause a lot of what you just experienced, she wrote, she crafted. She utilized her own, you know, Head Start experience and Early Head Start in sort of, you know, over this amazing journey that she's had to gift this to us.

And one of the things that occurred to my mind is in the proposed rule, it's really more about the process, the process of engaging families in this kind of a dialogue. And that's kind of my own understanding, and I certainly would lean to my federal leaders to, you know, quantify that a bit more properly, perhaps. But that's what I really loved about, you know, what Dr. Richard has proposed for us here is that it gets to the process. So it makes potentially -- potentially questions like that less of a focus and more about how can we engage them in that process.

And remember ERSEA, remember, you know, child and family strengths and needs assessments or screening and assessments for kids, and remember, like, ongoing conversations. So there are multiple ways and fashions to engage in those places that we might not have taken the opportunity to do as much as we could have in the past.

Tara: So, we are getting close to the end of our time together.

Brandi: That was so fast! [Laughter]

Tara: One last question. For families -- for some families and cultures, goals feel very directive. Do you have any examples of working with families to ensure that their culture is reflective in their overall goals?

Brandi: That's a great one.

Guylaine: Yes. Actually, if I can offer one quick thing, I almost would like to ask, when I'm talking to a family, not, "What do you have as a goal?" Because culturally, that may be frightening to me. For example, I'm from a different culture, and if you tell me "What's my goal?" I'm going to shut up. But if you tell me, "What are you dreaming about? What do you hope?" Because coming from a different culture, I can see how frightening it can be, because I don't know you.

Before, if you come to me, and you say, "What is your goal?" I'm going to say, "Oh, probably she wants to know something so she can report me." But if you say, "What are you dreaming?" If I came to America, I came with a dream. So do you want to know about it? Ask me, and I will share that, and I will share what I left from my culture, what I came after.

So I think, you know, culturally, that cultural sensitivity that we need to know when we are talking to someone, and I would -- I would really encourage every one of you to no longer say, "What is your goal? Because that gives me the Eek! Ooh! What do you want to know?" But if you tell me, "I know you have a lot of things on your mind. What do you want? What are you hoping? What would be tomorrow? Talk to me about tomorrow. Talk to me about a month from now. What do you see? What do you see? Where are you going?" So I think, you know, this is that kind of conversation that opens up whatever culture you, whichever culture, whatever barriers you have, you are going to be talking.

Brandi: And the other thing is we hope this process that we've offered for you to consider models what would be, you know, more of the partnership, models, what would be uplifting the voice of the family, and, you know, honoring where we could come and what we could offer so it doesn't feel so directive. The other piece of that is -- I was saying this earlier in the week to somebody.

I'm going to go country on you for a second. And some of you have heard me say this before. But it makes me think of my maw maw, who always said, "You you can lead the horse to water, but you can't make him drink." You guys have heard that, yeah? "But you can find the salt to make him thirsty." That's the addition she always added, which is very deep. Think about that for a minute. Very deep. But it's individualized. It's individualized beside each family.

And from where I'm from, for instance, there are places in the state where, for instance, it's a very male-driven place. So, we had to know, going in culturally, that we had to get beside the fathers, the males, the granddaddies, the uncles, the male folk, to be able to set goals, because mama was going to shut the door. She was going to, -- you know, when we knocked, she was going to go under the table or tell the kids, "Shh! You know, don't answer the door." But it wasn't because she didn't want to engage in it. It was because, in their familial culture and in the culture of the region, that dad needed to be there.

And until we could understand and get there with "find the salt," we were running into those barriers. So I just offer that as, you know, my own personal kind of example of hopefully the process sets it up to feel less directive, and hopefully, you know, we have some dialogue in those first three phases to learn very important things culturally about our families, their regions, and their home countries so that we can honor that, you know, throughout the process.

Tara: Wonderful. Thank you both so very much.

Guyline: Thank you. It has been a great process. Thank you very much. Thank you.