

Professional Development Guides for Implementing Parent, Family, and Community Engagement

Content Area:

Leadership and Program Practices

A quality program depends on a strong foundation. Leaders of Head Start, Early Head Start, and other early care programs can use this guide to explore how Program Foundations (Program Leadership, Professional Development, and Continuous Program Improvement) contribute to positive outcomes for children and families.

Guiding Questions

1. What is the role of Program Foundations in PFCE?
2. How can staff and leaders nurture Positive Goal-Oriented Relationships through the Program Foundations?
3. How can staff and leaders identify strengths, opportunities, and strategies to improve their program?



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

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

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Icon Key:

 Resources	 Visit Website
 Time	 Video
 Document	

Overview

Welcome to the Professional Development Guides for Implementing Parent, Family, and Community Engagement (PFCE). These guides offer resources, group experiences, and activities, which we call “learning extensions,” to support the Head Start/Early Head Start community and other early childhood professionals in implementing effective PFCE.

Use these resources and learning extensions to shape a systemic, integrated, and comprehensive approach to PFCE and to make progress toward positive outcomes for families and children. You may modify or adapt the learning extensions based on your group’s knowledge and experience. We encourage you to share your adaptations and ideas for new activities with us.

Follow the guides from beginning to end as part of a professional development plan. Or turn to the individual content areas that address your specific needs.

Content Areas

We have designed these professional development guides to cover the knowledge and skills needed to implement effective PFCE. Each content area responds to a different set of guiding questions. Review the guiding questions for this content area below:

Content Area	Guiding Questions
Leadership and Program Practices	<ul style="list-style-type: none">• What is the role of Program Foundations in PFCE?• How can staff and leaders nurture Positive Goal-Oriented Relationships through the Program Foundations?• How can staff and leaders identify strengths, opportunities, and strategies to improve their program?

Each content area has three sections:

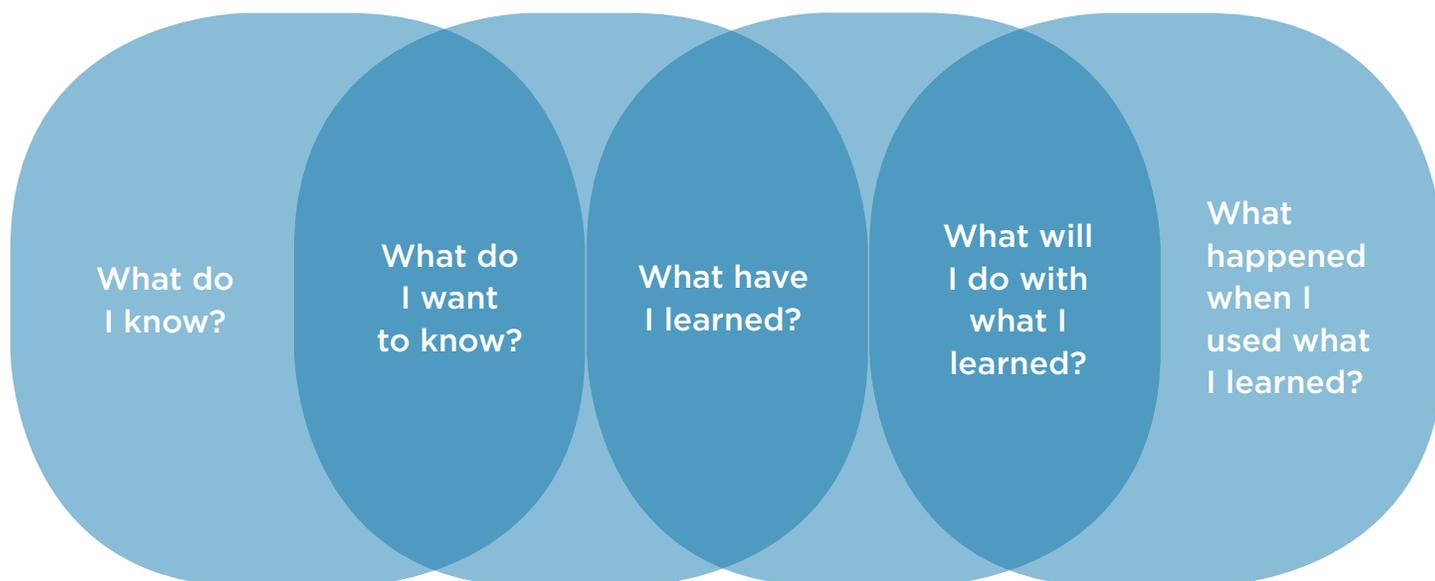
- The **Introduction** provides an overview of the content area.
- The **Learning Extensions** feature instructions for leading groups in professional development experiences using PFCE resources, including readings, presentations, videos, and activities. The Learning Extensions also offer tips for adapting the experiences for individuals.
- The **Resources** section lists all of the materials used in the content area, as well as additional resources to explore.

Working with Adult Learners

Learning a new approach, skill, or activity is a process. These guides use reflective practice to assist individual and group learning. Using this ongoing reflection approach, you will acknowledge your and your group's experiences, expertise, desires, and discoveries. We encourage you to support colleagues, coworkers, and supervisors to engage in reflective practice. Benefits of ongoing reflective practice include:

- Improved skills in engaging families and communities
- Strengthened relationships with others
- Greater awareness and understanding of how your experiences influence your implementation of PFCE

Reflective Practice Process



Media and Methods

The Professional Development Guides for Implementing PFCE use a variety of media and methods. These include real-life examples of PFCE in Head Start/Early Head Start programs, as well as readings and videos that highlight effective implementation of PFCE. As you explore the learning extensions, consider which formats and methods will work best with your group.

Note: You can find all the resources used in these guides on the Internet. Turn to page 35 for the full web addresses.

Getting Started

Incorporating these guides into your professional development plans will increase your potential for being successful in engaging parents, families, and the community. As you get started, use your responses to the questions below to help you determine which content areas and learning extensions to use. The content area guiding questions on page 1 may also help you select which learning extensions to begin with.

- Are you responding to a specific need?
- Are you creating a professional development plan for PFCE?
- What methods and media best meet your group's needs?

Reflective Practice

Reflective practice is a powerful process used by individuals and groups to examine and enhance practice. It can be used during professional development planning, at the beginning and conclusion of professional development experiences, and as an ongoing part of professional practice. To get started, follow the three steps below. Be sure to return to these steps and add additional reflections over time.

Resource you will need:

Reflective Practice Tool (see page 4)

Step 1:

Consider what you want to reflect about.

- a. Reflect on your needs and the needs of your group. Use your reflections to help decide which content areas and learning extensions to use.
- b. After you choose a content area, review what it covers. (This is summarized in the overview of each content area.) Conduct a short discussion with your group about which learning extensions you want to explore.

Step 2:

Write responses to questions 1 and 2 on the *Reflective Practice Tool*.

Step 3:

As you complete the content area learning extensions, return to the *Reflective Practice Tool* and add reflections by responding to questions 3, 4, and 5.

Tip: Provide each member of your group with a copy of the *Reflective Practice Tool* to complete. Ask members to share their individual reflections. Collect these reflections to create a combined group list.

Reflective Practice Tool

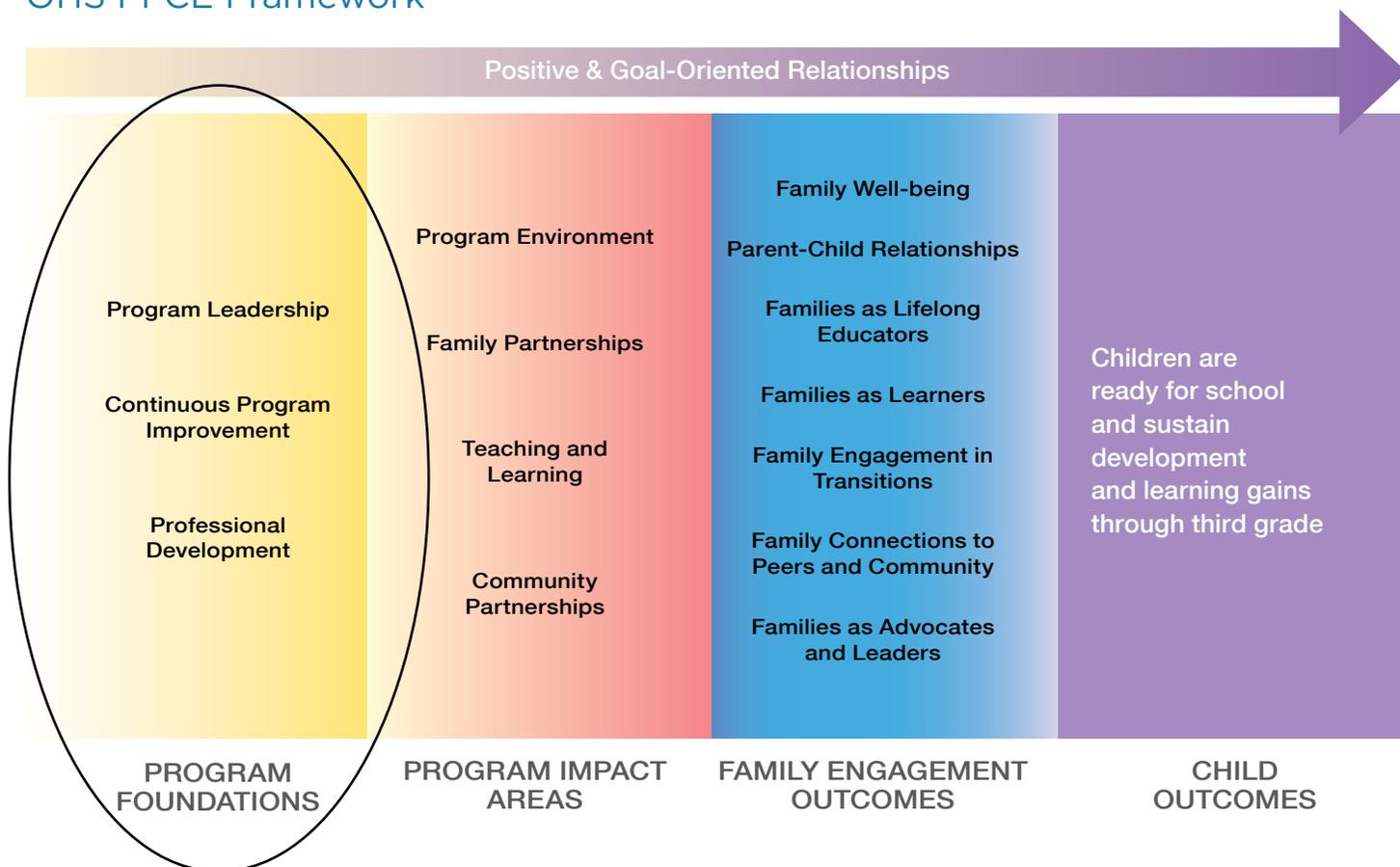
Use this tool to capture your reflections about your learning.

Guiding Question	Your Reflections
<p>What do I know?</p> <p>What experiences have I had with this topic?</p> <p>What do these experiences mean and how might they impact my work?</p>	
<p>What do I want to know?</p> <p>What do I want to explore and learn about?</p>	
<p>What have I learned?</p> <p>What new ideas or perspectives have been confirmed or discovered?</p>	
<p>What will I do with what I learned?</p> <p>What idea, strategy, or activity will I try?</p>	
<p>What happened when I used what I learned?</p> <p>What happened when I tried a new idea, strategy, or activity?</p> <p>What discoveries did I make?</p>	

Leadership and Program Practices: Introduction

Head Start, Early Head Start, and other early care and education organizations need strong foundations to make the kind of progress that leads to lasting change for families and enduring progress for children. The Program Foundations of the Office of Head Start (OHS) PFCE Framework work hand-in-hand with the Program Impact Areas. These elements support systemic, integrated, and comprehensive approaches to family engagement. When PFCE is approached with this kind of unity, programs are more likely to make progress toward positive outcomes for families and children.

OHS PFCE Framework



PFCE Framework Program Foundations

- **Program Leadership** sets a clear vision and ambitious goals for PFCE. Program Leadership ensures that systems and services include practices that help PFCE flourish.
- **Continuous Program Improvement** begins with Program Leadership but is part of everyone's role. Together, staff, families, and partners create an environment in which everyone wants to learn and everyone works to engage families and children more effectively. For Continuous Program Improvement, programs use four data activities to inform the five-year planning process.¹ By identifying what is working, what isn't, and how to refine goals, objectives, and strategies, programs can continue to make progress toward outcomes for children and families.
- **Professional Development** embraces the idea that *family engagement is everybody's business*. PFCE is incorporated in professional growth opportunities for all staff. These opportunities include training, supervision, recognition, mentoring, coaching, and providing information about career options.

¹ For more information about the four data activities, see *Measuring What Matters: Using Data to Support Family Progress—Overview*. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>.

Family Engagement in Your Program

Begin with a general reflection on family engagement in your program. What does family engagement look like? Explore a time when your program successfully engaged families. What happened that made family engagement successful? What contributed to that success?

Guiding Question:

What is the role of Program Foundations in PFCE?

 30–45 minutes

Resources you will need:

-  *OHS PFCE Framework* (pages 1–5)
Flip-chart paper and markers
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review pages 1–5 of the *OHS PFCE Framework*.
- Print copies of pages 1–5 of the *OHS PFCE Framework* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

1. Introduce the OHS PFCE Framework to the group by briefly reviewing the Program Foundations, Program Impact Areas, Family Engagement Outcomes, and Child Outcomes. Explain that the PFCE Framework provides us a way to think about family engagement across all aspects of an organization. Refer the group to the definitions on pages 2–5 to use as a reference during discussions.
2. Ask group members to think of a time their program was successful with family engagement (i.e., where staff partnered with families and children to make progress toward goals) and answer these questions:
 - What does successful engagement look like?
 - How did you know that you were successful?
 - What was it about your program that contributed to this success?
3. Have group members share their stories in small groups or in pairs. Ask them to discuss:
 - What contributed to your program's success?
 - Which elements in the Program Foundations and the Program Impact Areas were used to achieve success?
 - What strategies related to these elements?
4. Ask group members to share their insights about successful engagement with the whole group. Use flip-chart paper and markers to take notes of the ideas and themes that emerge.
5. Lead a whole-group discussion by reviewing the notes and identifying connections between the ideas and themes. Pay particular attention to the role of Program Leadership, Continuous Program Improvement, and Professional Development. Use the following questions to begin the discussion:
 - If family engagement is successful because of strong family-staff relationships, how did Program Leadership support those relationships?
 - Did Program Leadership offer innovative professional development, reflective supervision, or access to resources through strong community partnerships?
 - How could adding another element contribute to success?
6. Conclude this learning extension by reviewing the PFCE Framework and tying the themes from the group's stories back to the Program Foundations and Program Impact Areas.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Review the definitions of the Program Foundations on pages 2-3 of the *OHS PFCE Framework*. Reflect with your leadership team about how the three Program Foundations work together in your program. What are your organization's strengths? Where might there be opportunities for improvement?

Exploring the Role of Program Leadership in Implementing PFCE

Explore the role of Program Leadership in creating opportunities for intentional, interconnected parent, family, and community engagement that supports family outcomes and children's school readiness. Learn about the role of leadership in systems and services that contribute to systemic, integrated, and comprehensive family engagement.

Guiding Question:

What is the role of Program Foundations in PFCE?

 30–45 minutes

Resources you will need:

 *The Role of Leadership: Strategies for Implementing and Sustaining Change* (minutes 0:00–18:29 and 18:30–38:09)

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the webinar *The Role of Leadership: Strategies for Implementing and Sustaining Change*.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

Part 1

1. Introduce the webinar to your group by explaining that you will be learning about the influence of Program Leadership on effective parent, family, and community engagement.
2. Watch the first section of the webinar (minutes 00:00–18:29).
3. Highlight the three leadership qualities that John Kotter identifies in the webinar. Discuss how they relate to implementing the PFCE Framework:
 - **Sets direction for change:** Leaders use the PFCE Framework as a guide to set goals, objectives, and strategies to make progress toward expected outcomes.
 - **Aligns people:** Leaders use Positive Goal-Oriented Relationships to connect to staff members and share a common vision for the program.
 - **Motivates:** Leaders recognize success and the value of everyone's contributions, and they embed this value in the program's professional development systems.
4. Divide the group into three smaller groups or pairs. Assign each group one of the following three questions to discuss:
 - How does (or how might) your leadership team use the PFCE Framework to set goals, objectives, and strategies for implementing PFCE?
 - How does your Program Leadership team build relationships among staff, family, and community partners that support a common vision for PFCE?
 - How do your program's professional development systems recognize success and value everyone's contributions?
5. Ask the small groups to identify two or three highlights to share with the whole group. Provide time for participants to comment and ask questions.
6. Summarize this activity by reviewing the three qualities of leadership and how leadership is essential for successful PFCE across program systems and services.

Directions, cont.:

Part 2 (Optional)

1. Watch the next section of the webinar (minutes 18:30–38:09), where two programs discuss their experiences implementing PFCE.
2. Ask the participants to consider the following questions in a whole-group discussion:
 - What strategies for effective Program Leadership did these programs use to support PFCE?
 - What resulted from using these strategies for staff, families, and community partners?
 - What strategies do you use in your programs, or what strategies would you like to use?
 - How are these strategies woven through the Program Foundations and Program Impact Areas?
 - How will you use strategies for effective Program Leadership to guide your program's efforts to make progress toward outcomes?

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Consider the three qualities of leadership discussed in this webinar. Which ones do you use? How might you strengthen your use of these leadership qualities in your work?

Organizational Culture and Successful PFCE

Explore an example of how Program Leadership contributes to developing an organizational culture that supports PFCE as well as ongoing improvement and staff development.

Guiding Question:

What is the role of Program Foundations in PFCE?

 20–30 minutes

Resources you will need:

 *OHS PFCE Framework* (pages 2–3)

 *Learning in Partnership: Using Data and Reflective Practice in Programs*

 *Improving Family Engagement: The Organizational Context and Its Influence on Partnering with Parents in Formal Child Care Settings*

Flip-chart paper and markers

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Learning in Partnership: Using Data and Reflective Practice in Programs*.
- Review the document *Improving Family Engagement*.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

Part 1

1. Share the definition of “organizational culture” with the group:
 - Organizational culture *refers to the shared norms, beliefs, and behavioral expectations that drive behavior and that communicate what is valued by the organization.*
2. Tell the participants that they will watch a video to see how organizational culture contributes to successful PFCE. The video also demonstrates how Program Leadership, Continuous Program Improvement, and Professional Development help shape organizational culture.
3. Divide the group into three smaller groups. Assign each small group one of the three following sets of questions to discuss:
 - **Group 1:** What Program Leadership strategies did you see? Did you see any opportunities to improve Program Leadership? What would you have done differently?
 - **Group 2:** What Continuous Program Improvement strategies did you see? Did you see any opportunities to improve Continuous Program Improvement? What would you have done differently?
 - **Group 3:** What Professional Development strategies did you see? Did you see any opportunities to improve Professional Development? What would you have done differently?
4. Watch the video.
5. Ask the small groups to discuss what they observed, using the questions above. Remind them to be prepared to share highlights from their discussions.
6. Lead a whole-group discussion by asking each of the smaller groups to share highlights of the strategies and opportunities they observed related to each of the Program Foundations.
Option: Write notes from these conversations on flip-chart paper.
7. After each small group has had an opportunity to share, ask participants the following questions, recording their answers on flip-chart paper:
 - What connections did you observe among the three Program Foundations?
 - What did you notice about the organizational culture of this program?

Tip: Introduce the group to the PFCE Framework Program Foundations, and review the definitions on pages 2–3 in the *OHS PFCE Framework* document.

Directions, cont.:

Part 2

1. Continue this exercise by sharing research about how organizational context influences the way we partner with families in early childhood programs. Review the five components of organizational culture identified by Anne Douglass in *Improving Family Engagement* that help staff be responsive to families:
 - Staff members reflect the cultures and languages of families served.
 - Power is democratic and participatory; staff, families, partners, and community stakeholders have opportunities to provide input and influence decisions.
 - There are systems that support the use of relationship-based competencies for caring, flexible, and responsive approaches to the individual needs of families.
 - Everyone (staff and parents) has opportunities to share knowledge, expertise, and power.
 - Staff relationships are caring, reciprocal, and respectful; leaders model this in their relationships with staff.

Option: Post these five components on flip-chart paper or on a PowerPoint slide for the group to reference.
2. Ask the group to review the flip charts created in Part 1. Lead a discussion by asking participants which of the five components they observed in the video.
3. Wrap up the discussion by summarizing the highlights and themes that emerged.

Reflective Practice Opportunities:

- ➡ Using the *Reflective Practice Tool*, review the last three questions and note your reflections in the space provided.
- ➡ Choose one of the strategies identified in Part 1 of this learning extension to try with your program. Try it and share with your team what happened, what you learned, and what you want to try next.
- ➡ Review the definition of organizational culture with your leadership team. What are your organization's shared norms, beliefs, and values? How do they shape your organization's work with families?

Program Scenario: Program Foundations in Action

Explore how Program Leadership, Continuous Program Improvement, and Professional Development contribute to one program's successful PFCE. Analyze how organizational culture and relationships among families, staff, and community partners contribute to their success in working with the local Special Supplemental Nutrition Program for Women, Infants, and Children (WIC).

Guiding Question:

What is the role of Program Foundations in PFCE?

 30 minutes

Resources you will need:

-  *Program Scenario* (see Appendix B)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the *Program Scenario*.
- Print copies of the *Program Scenario* and the *Reflective Practice Tool* as handouts for your group.

Directions:

1. Introduce this exercise by telling participants they will be reading a story about Mountainside Head Start/Early Head Start and discussing the Program Foundations and organizational culture of the program.
2. Divide the group into three smaller groups. Assign each small group one of the following questions:
 - **All groups:** How were PFCE outcomes affected in this scenario?
 - **Group 1:** How did Program Leadership influence the outcomes in this scenario?
 - **Group 2:** How did relationships impact Continuous Program Improvement in this scenario?
 - **Group 3:** What did you notice about the organizational culture of the Head Start program in the scenario?
3. Read the scenario out loud, inviting participants to read along with the scenario script.
4. Ask each group to share what its members observed for the question they were assigned.
5. Wrap up the discussion by reflecting together on the following questions:
 - What discoveries did you make while listening to the scenario?
 - What is the most important thing you learned from this scenario?

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and note your reflections in the space provided.
- ➔ Review the sixth competency from the *Head Start and Early Head Start Relationship-Based Competencies*: Family Access to Community Resources (page 10). Identify the associated knowledge, skills, and actions. What opportunities are there in your community for representatives of community organizations to meet together? How might you use these opportunities to coordinate and work together to offer services to families?

Sharing Stories: Alecia and Joseph

Think more deeply about the PFCE Framework and the role of the Program Foundations. Explore how Program Leadership, Continuous Program Improvement, and Professional Development contribute to the successful implementation of PFCE and progress toward family and child outcomes.

Guiding Question:

What is the role of Program Foundations in PFCE?

 45–60 minutes

Resources you will need:

-  *Integrating Strategies for Program Progress (ISPP) Part II: The Story of Alecia and Joseph* (pages 7–8)
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review pages 7–8 of *ISPP, Part II*.
- Print copies of pages 7–8 of *ISPP, Part II* and the *Reflective Practice Tool* as handouts for your group.

Directions:

Option 1

1. Explain to your group members they are going to hear Alecia and Joseph's story. Tell them you will read the story out loud. Alternatively, ask group members to take on the roles of Joseph and Alecia and read the story together.
2. Ask group members to think about the following discussion questions as they listen to the story:
 - Which Family Engagement Outcomes are addressed in the story?
 - What strategies are used by the program in the story?
 - Which Program Foundation strategies do you see at work in the story?
3. Read the story with the group.
4. After listening to the story, have group members reflect about the discussion questions in pairs.
5. Lead a whole-group discussion, asking the pairs to share highlights from their conversations. Highlight examples of where Program Leadership, Continuous Program Improvement, and Professional Development connect to each other and the strategies that the group identifies.

Option 2

1. Explain to participants that they are going to have an opportunity to share their own stories about family and community engagement.
2. Ask each participant to think of a story about his or her work with PFCE. Remind participants to be considerate of the privacy of staff, families, and children in their programs.
3. Divide the group into pairs and ask participants to share their stories. Provide time for the pairs to share. Ask them to consider the following discussion questions as they listen to each other's stories:
 - Which Family Engagement Outcomes were addressed?
 - What strategies were used?
 - Which Program Foundation strategies did you see at work in the story?
4. Lead a whole-group discussion by asking the pairs to share highlights from their conversations. Highlight examples of where the Program Leadership, Continuous Program Improvement, and Professional Development connect to each other and the strategies that the group identifies.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and note your reflections in the space provided.
- ➔ Complete any of the Follow-Up Activities in the *ISPP, Part II* (pages 12–13). Incorporate the strategies you identify into your program plans.

Exploring Leadership and Staff Perspectives

Explore the expectations that leadership teams and staff have of one another. This exercise introduces how the practice of perspective-taking influences Positive Goal-Oriented Relationships among staff.

Guiding Question:

How can staff and leaders nurture Positive Goal-Oriented Relationships through the Program Foundations?

 30–60 minutes

Resources you will need:

Flip-chart paper and markers

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Prepare two flip-chart pages, labeling each with one of the following questions:
 - What do you as leaders expect from staff?
 - What do staff expect from program leaders?
- Post the flip charts around the room with the questions; be sure to cover the questions so participants can't see them as they arrive.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Option: Consider your participants for this activity. Depending on the situation, complete this activity with different groups. This might mean:

- Program leadership only
- Program leadership and front-line staff

Directions:

1. Introduce the activity and ask the group to divide into smaller groups of three to six people. Ask each small group to identify a note taker and a reporter. If you have a smaller group, do this activity together as a whole.
2. Ask the participants to think about their interactions with other staff. Uncover the first flip chart and ask them to discuss the question, “What do you, as leaders, expect of staff in your program?” Ask the note takers to record their groups’ conversations.
3. Ask the participants to review their responses and identify their two most important expectations to share in a whole-group discussion.
4. Uncover the second flip chart page for the participants to discuss the question, “What do staff expect of leaders?” Ask the note takers to record their groups’ conversations.
5. Ask the participants to review their responses and identify their two most important expectations to share.
6. Lead a discussion about the two questions, asking the reporters to share their groups’ insights. During this conversation, have participants clarify by asking, “What would that look like?” and “How would you know if that expectation was being met?” Write their responses and insights on the corresponding flip charts.
7. Ask the whole group to compare and reflect on the similarities and differences they see in the two lists. Guide a group discussion by asking:
 - What was confirming or surprising about this discussion?
 - How might this exercise influence your work with other staff in your programs?
 - How did this experience influence your thoughts about the Program Foundations?
 - How do expectations support or hinder the creation of an organizational culture that supports PFCE?
8. Wrap up by highlighting the following key points:
 - Leadership and staff both share one common value: concern for families and children.
 - Our expectations are part of our perspectives and influence how we view staff behaviors.
 - When leadership or staff do not meet our expectations, we often make assumptions about why they don’t.
 - These assumptions can affect our relationships with each other and how we respond and interact.
 - When our expectations are not met, challenges can arise in our relationships.
 - When we explore our expectations, we increase our understanding of our own perspectives (values, beliefs, assumptions, and interpretations of situations). This deeper understanding can be helpful in determining how best to engage with staff when challenges arise.

Tip: If you have more time, have all of the groups share their expectations after each question.

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- Encourage your group members to consider how they might use perspective-taking in their ongoing work with other staff.
- Review the third competency from the *Head Start and Early Head Start Relationship-Based Competencies: Self-Aware and Culturally Responsive Relationships* (page 6). Review the actions for the supervisor. How can you use perspective-taking to help you build culturally responsive relationships with staff that contribute to a strong organizational culture?

Exploring Our and Community Leaders' Perspectives

Consider the expectations that program leaders and community partners have for one another. This exercise introduces how the practice of perspective-taking can enhance Positive Goal-Oriented Relationships between program leaders and community partners.

Guiding Question:

How can staff and leaders nurture Positive Goal-Oriented Relationships through the Program Foundations?

 30–60 minutes

Resources you will need:

Flip-chart paper and markers

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Prepare two flip-chart pages, labeling each with one of the following questions:
 - What do you expect of your community partners?
 - What do community partners expect from you?
- Post the flip charts around the room; be sure to cover the questions so participants can't see them as they arrive.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Option: Consider your participants for this activity. Depending on the situation, complete it with different audiences. This might mean:

- Program leadership and staff
- Program leadership, staff, and community partners

Directions:

1. Introduce the activity and ask the participants to form small groups of three to six people. Ask each small group to identify a note taker and a reporter. If you have a smaller group, do this activity together.
2. Uncover the first flip chart and ask participants to discuss the question, “What does your Head Start program expect of your community partners?” Ask the note takers to record their groups’ conversation.
3. Ask the participants to review their responses and identify their two most important expectations to share with the whole group.
4. Uncover the second flip chart and ask the participants to discuss the question, “What do community partners expect of your Head Start program?” Ask the note takers to record their groups’ conversations.
5. Ask the participants to review their responses and share their two most important expectations with the group.
6. Lead a discussion by asking each reporter to share the most important insights from their group’s conversation. During this discussion, have group members clarify or expand by asking, “What would that look like?” and “How would you know if that expectation was being met?” Write their responses on the corresponding flip charts.
7. Ask the whole group to compare and reflect on the similarities and differences they see in the two lists. Guide a group discussion by asking what was affirming or surprising about this exercise. Invite everyone to reflect and share how this exercise might influence their work with community partners in the future.
8. Wrap up by highlighting the following key points:
 - A common value we share with community partners is concern for families and children.
 - Our expectations are part of our perspective and influence how we view community partners’ behaviors and how we approach building partnerships with them.
 - When community partners do not meet our expectations, we often make assumptions about why they don’t.
 - These assumptions affect our relationships with community partners and how we respond to them.
 - When expectations are not met, challenges can arise in our relationships with community partners.
 - When we explore our expectations, we increase our understanding of our own perspectives (values, biases, assumptions, and hot buttons). This deepened understanding can then be used to help determine how best to engage with community partners when challenges do arise.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Encourage your group members to consider how they might use perspective-taking in their ongoing work with community partners.
- ➔ Consider adding time to reflect on the perspectives that community partners bring to partner meetings.
- ➔ Review the sixth competency from the *Head Start and Early Head Start Relationship-Based Competencies: Family Access to Community Resources* (page 10). Review the actions. How might working with perspectives build and maintain internal and external professional relationships with community, state, or national groups? What are some ways you can provide opportunities for representatives of community organizations to meet and discuss services for families?

Relationship-Based Competencies for Supervisors

Explore the Relationship-Based Competencies and how they can help identify the skills needed to navigate challenges that occur when working with families, staff, program leaders, and community partners. This process can support your program's strengths and professional development needs and inform your professional development plans.

Guiding Question:

How can staff and leaders nurture Positive Goal-Oriented Relationships through the Program Foundations?

 30–45 Minutes

Resources you will need:

 *Head Start and Early Head Start Relationship-Based Competencies*

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Print copies of the document *Head Start and Early Head Start Relationship-based Competencies* as a handout for your group of supervisors. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Note: This learning extension is designed specifically for supervisors.

Directions:

1. Introduce the activity by reviewing the nine Relationship-Based Competencies (RBCs) with the participants. Explain to them that the document outlines the necessary knowledge, skills, and actions for supervisors and staff working with families. Remind participants that each competency includes information specifically for staff and specifically for supervisors. Let them know we will be focusing on the knowledge, skills, and actions for supervisors.
2. Divide the whole group into smaller groups of two to five people. If your entire group is small, do this activity together.
3. Review the following instructions with the group before starting:
 - Identify a challenge around building Positive Goal-Oriented Relationships. This challenge could be between program leadership and staff or between program staff and community partners. Focus on challenges that occur within the Program Foundations areas. This could be a current or past challenge.
 - Review the knowledge and skills for supervisors from the first RBC on page 5: Positive Goal-Oriented Relationships.
 - Identify one knowledge and/or skill from the first RBC and discuss how you would use it to help navigate your challenge.
 - Designate a reporter for each small group who will share with the whole group the challenge and the knowledge or skill you identified.
4. Give each group time its members to discuss and record their insights.
5. When the participants are finished, ask the reporters to share a summary of their discussions.
6. Lead a whole-group discussion by identifying the themes that emerged from the participants' insights.
7. Review the following key points with the group:
 - In order to have a relationship-based organizational culture, you have to have competent staff who embrace PFCE.
 - The RBCs help define the knowledge and skills needed by staff in an organization that embraces PFCE.
8. Ask participant to reflect individually on how they can use the RBCs to support their professional development, particularly in the area of leadership. Have them write down their next steps and share with another person.
9. Provide an opportunity for participants to share their next steps with the whole group. Conclude the discussion by summarizing the strategies discovered during this activity and how they might be used to inform professional development plans for individuals and for programs.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Review the first competency from the *Head Start and Early Head Start Relationship-Based Competencies: Positive Goal-Oriented Relationships* (page 5). Identify one knowledge or skill you would like to strengthen. Start a journal to document what you experience and what you want to do next to develop the knowledge or skill you have chosen. Consider using the *Relationship-Based Competencies Self-Assessment Tool for Supervisors* to assess how well you are strengthening your knowledge, skills, and actions to enhance this competency.

PFCE Markers of Progress

Explore the PFCE Markers of Progress for implementing family engagement. Identify strategies you can use to deepen PFCE across your program's systems and services.

Guiding Question:

How can staff and leaders identify strengths, opportunities, and strategies to improve their program?

 30–45 minutes

Resources you will need:

-  *Using the Head Start PFCE Framework in Your Program: Markers of Progress (MOP)*
-  *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the *MOP*. Choose one of the following Program Foundations to focus on with your group:
 - Program Leadership (pages 29–33)
 - Continuous Improvement (pages 35–37)
 - Professional Development (pages 39–44)
- Print copies of the document sections you plan to use as handouts for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, considering using the *Digital Markers of Progress* at <http://eclkc.ohs.acf.hhs.gov/dmop/en-us/>.

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- ➔ Use the process in Part 2 of the directions at staff meetings. Ask staff to reflect on their own about their program. Then ask them to reflect as a group on where their program is on the continuum and how they might move their program to the next level.

Beginning a PFCE Assessment

Think about the PFCE Framework and where your program is in the process of implementing systemic, integrated, and comprehensive approaches to family engagement. Consider what your program data mean and how that data can help improve and strengthen your Program Foundations.

Guiding Question:

How can staff and leaders identify strengths, opportunities, and strategies to improve their program?

 30–60 minutes

Resources you will need:

 *Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment*

 *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *Beginning a PFCE Assessment*. Choose between one and three Program Foundations to focus on with the group:
 - Program Leadership (pages 11–13)
 - Continuous Program Improvement (pages 15–16)
 - Professional Development (pages 17–19)
- Print copies of the document sections you plan to use as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: Consider your participants for this activity. You may want to do this activity with different stakeholder groups, including program leadership, staff, and community partners.

Directions:

1. Explain to your group how the document *Beginning a PFCE Assessment* is organized:
 - The document is designed to help you think strategically about how to implement the PFCE Framework in a systemic, integrated, and comprehensive way throughout your program's work with families.
 - You have the opportunity to take a close look at each Program Foundation and Program Impact Area from the PFCE Framework.
 - The document provides examples of where a program might start its PFCE efforts and how it might develop as its efforts become more systemic, integrated and comprehensive.
 - The "Take a Moment to Think" questions throughout the document help to guide your assessment and think about how to strengthen and improve your program's work.
2. Share which Program Foundation you will be discussing with the group.
3. Ask each participant to review the sections by themselves and write their responses to the "Take a Moment to Think" questions in the space provided.
4. Divide into pairs or small groups of three to five people. Remind the groups to be prepared to share two or three discoveries or things they are wondering with the whole group.
5. Ask participants to share their responses to the "Take a Moment to Think" questions with each other.
6. Ask each small group to share what they discovered and what they are wondering with the whole group.
7. If you choose to work with more than one Program Foundation during this session, repeat the steps above for the other Program Foundations.
8. Wrap up by summarizing the themes that emerge from the small-group conversations.
9. Ask participants to reflect on how they might use the document *Beginning a PFCE Assessment* in their own program. Then ask them to write their next steps and share with a partner.
10. Provide time for the group members who want to share to discuss their next steps with the whole group.

Tip: For more information on assessing PFCE, refer to *Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment* (page 7).

Directions, cont.:

Reflective Practice Opportunities:

- ➔ Using the *Reflective Practice Tool*, review the last three questions and note your reflections in the space provided.
- ➔ Consider using the document *Beginning a PFCE Assessment* in board meetings, with Policy Councils, and during staff meetings to reflect on your program's progress implementing PFCE. Document the discussions and use the results to inform your program planning.

Leadership and Program Practices: Resources

Resources used in this content area:

-  OHS PFCE Framework
<http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf>
-  The Role of Leadership: Strategies for Implementing and Sustaining Change
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/webinar/webinar-2-archive.html>
-  Learning in Partnership: Using Data and Reflective Practice in Programs
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html>
-  Douglass, A. (2011). Improving family engagement: The organizational context and its influence on partnering with parents in formal child care settings. *Early Childhood Research and Practice*, 13(2).
<http://ecrp.uiuc.edu/v13n2/douglass.html>
-  Head Start and Early Head Start Relationship-Based Competencies
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>
-  Relationship-Based Competency Self-Assessment Tool for Supervisors
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-professional-growth-assessment-supervisors.pdf>
-  Integrating Strategies for Program Progress (ISPP) Part II
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/integrating-strategies-for-program-progress-ispp-part02.pdf>
-  Using the Head Start PFCE Framework in Your Program: Markers of Progress
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-markers-of-progress.pdf>
-  Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-assessment-101411.pdf>

Additional resources to explore:

-  PFCE Framework Family Outcomes: References Summary
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/PFCEFrameworkFa.html>
-  Relationship-Based Competency Self-Assessment Tool for Staff
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-professional-growth-assessment-staff.pdf>
-  Strengthening Connections Across the Parent, Family, and Community Engagement (PFCE) Framework's Program Foundations
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/webinar/FrameworkWebinar.htm>
-  Understanding Family Engagement Outcomes: Research to Practice Series
<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/rtp-series.html>

Appendix A: Reflective Practice Tool

Use this tool to capture your reflections about your learning.

Guiding Question	Your Reflections
<p>What do I know?</p> <p>What experiences have I had with this topic?</p> <p>What do these experiences mean and how might they impact my work?</p>	
<p>What do I want to know?</p> <p>What do I want to explore and learn about?</p>	
<p>What have I learned?</p> <p>What new ideas or perspectives have been confirmed or discovered?</p>	
<p>What will I do with what I learned?</p> <p>What idea, strategy, or activity will I try?</p>	
<p>What happened when I used what I learned?</p> <p>What happened when I tried a new idea, strategy, or activity?</p> <p>What discoveries did I make?</p>	

Appendix B: Program Scenario

This scenario explores the roles of Program Leadership and Continuous Program Improvement in a community partnership between the Mountainside Head Start/Early Head Start program and the WIC program at the Health Department.

Characters:

- **Suzanne:** Head Start/Early Head Start Executive Director
- **Kris:** Health Coordinator
- **Tony:** Head Start Parent
- **Mary:** Early Head Start Parent
- **Carolynn:** Nurse at the Health Department

Suzanne: I'm the executive director for Mountainside Head Start/Early Head Start. We just completed our annual self-assessment. While there are many things we are doing well, we've identified a few areas for improvement. For example, we reviewed the data on referrals given to families for our local Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). We confirmed that family services staff refer many families to the WIC program at the local Health Department. Only about 40 percent of these referrals result in families accessing WIC services. I was very concerned that families are missing an important resource.

I began talking with the family services staff, who assured me that when a referral is made to WIC, they provide families with the contact information for the WIC program. In some cases, they even give families the name of a contact person at the Health Department.

Next, I went to my program's Policy Council and shared an update about this data, specifically about the gap between the number of referrals given and the number of families receiving WIC services. The parents on the Policy Council shared this information with parent committees to learn more about what happens after families are given information about WIC services. At the same time, I referred this issue to our Health Services Advisory Committee (HSAC) to investigate and come up with recommendations on how to increase the number of families accessing the WIC services.

Kris: I'm the health coordinator at Mountainside Head Start/Early Head Start. When I learned that families who might be eligible for WIC weren't accessing the services, I was concerned. I shared the data on the number of referrals we make and the actual number of families accessing WIC. I also talked to our family services staff at our HSAC meeting about the process they use to make referrals. We decided to form a workgroup to determine what is happening and what we can do to increase the number of families accessing WIC services.

Tony: I'm a single dad with a 4-year-old son who goes to Mountainside. I was given a referral to WIC, but when I went to the Health Department it was very confusing. I wasn't sure what door to enter. When I found the right place, the person at the counter gave me a lot of paperwork to complete. By the time I finished all the forms and waited for my name to be called, I was late for work and had to leave. It was frustrating. The whole time I was there, my son was running around bored. I was worried that he was disrupting the people working there.

Appendix B: Program Scenario, cont.

Mary: I'm a teen mom with a 6-month-old baby. I've been trying to get more involved in Mountainside Early Head Start and recently joined the Policy Council. I wasn't surprised to hear that families weren't signing up for WIC. I've had a lot of experience with Health Department programs. It is confusing. When I enrolled in Early Head Start the family services person gave me the contact information for the WIC program. When I finally found the WIC office, they told me that I didn't have the right information with me to apply. I'm so frustrated. Everyone tells me what to do, but it's never the same information from one person to the next. I never know who to listen to! Sometimes I just give up.

Carolynn: I work at the Health Department. I was excited to join the Head Start/Early Head Start HSAC. I really want to build our partnership with Mountainside. We see many families who are referred from Head Start and Early Head Start, and sometimes it is challenging. Families miss appointments, come late, or don't have the paperwork we need to enroll them in the program. I am frustrated and worried that families aren't benefiting from our services.

When I heard about the WIC referral data at the HSAC meeting, I suggested that we form a small workgroup to see what we might do about this. Kris suggested that this group include families, Head Start and Early Head Start staff, and Health Department staff.

We met several times to talk about what wasn't working. We found that:

- Families have trouble finding the right building and entrance for the WIC program.
- Head Start staff do a good job providing information about the WIC program, but they are using old brochures with the wrong information.
- The Health Department staff serve a lot of people; when families miss appointments, it is difficult to reschedule.
- It is time consuming for the Health Department staff to follow up with families about missing information to complete the application process for WIC.

Tony: I was a little scared to be on this workgroup about WIC. However, Kris suggested it and I told her that I'd give it a try. I was able to talk with other parents—like Mary—about their frustrations. Once our workgroup identified what was going on, we talked about what to do. It was helpful that one of our meetings was held at the Health Department. That way we could all become more familiar with what it's like over there.

We decided to invite WIC staff to host a booth at Head Start and Early Head Start events. WIC staff can talk with families and even help them with signing up for WIC. The Health Department staff worked with the county to get better signs posted for families on the outside of the building, making it easier to locate the WIC offices. Suzanne helped us talk to the local Kiwanis Club about the waiting area. The Kiwanis raised funds and spent a day setting up a play area in the Health Department waiting room for the kids. The family services staff designated one person who would check with the Health Department each year to make sure that the WIC information they give parents is accurate. Mary and I created a list of items we now know will be helpful when applying for various programs. The Head Start program printed our list on a large envelope that can hold all of the forms and information that families need to gather before applying for WIC.

Kris: I'm really excited about our work with the Health Department! I've added it to our HSAC meeting calendar to check in next quarter and monitor how this is going.



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