



 NATIONAL CENTER ON  
Parent, Family and Community Engagement


# Goal-Setting to Make Progress Toward Outcomes

## Session 3




Family Services  
Manager Institute


# Welcome and Introductions



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# Session Audience Console

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# Reflection

Share Your Thoughts Using the Q & A Tool.

Think about a time when you shared your hopes or dreams with someone.

What made you feel you could share your goal with that person?

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## Learning Objectives

- Explore the 6 phases and 7 steps of goal-setting with families through a case scenario.
- Guide staff to understand the richness of stories families share in the goal-setting process.
- Recognize ways to support families based on their own priorities.



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## Do You Like Pie? Let's Bake One Together.



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## Key Messages

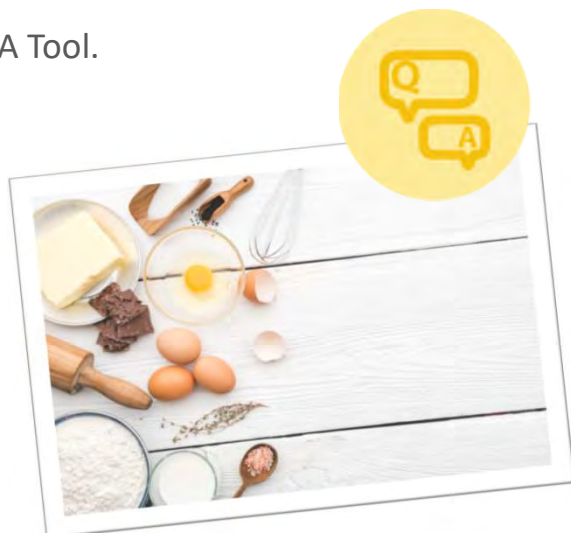


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## Reflection

Share Your Thoughts Using the Q & A Tool.

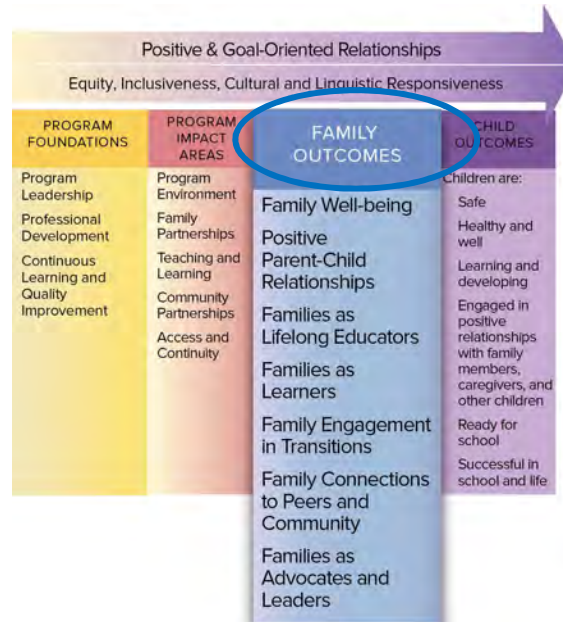
What are the key ingredients of setting goals with families?



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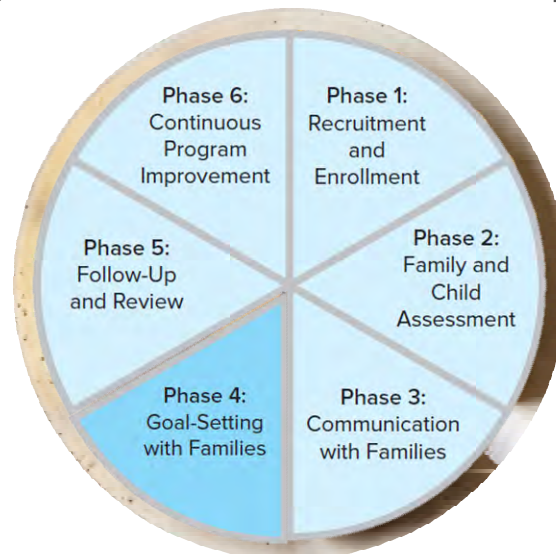
## Head Start Parent, Family, and Community Engagement Framework



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## Goal-setting with Families is Completed in Six Phases



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## Phase 1: Recruiting and Enrolling the Greene Family

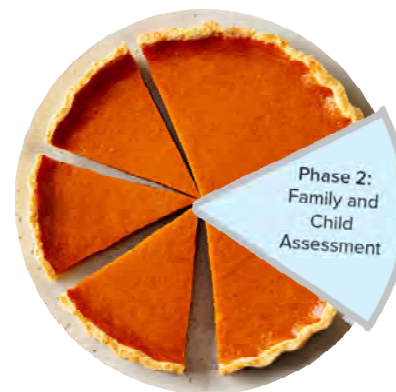
- Sacha Greene lives with her partner, John, and their three children, ages 1 year to 7 years old.
- The Greene family is bilingual.
- Sacha lost her job as a server due to the pandemic.
- John continues working as a cook at the same restaurant.



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## Phase 2: Greene Family and Child Assessment

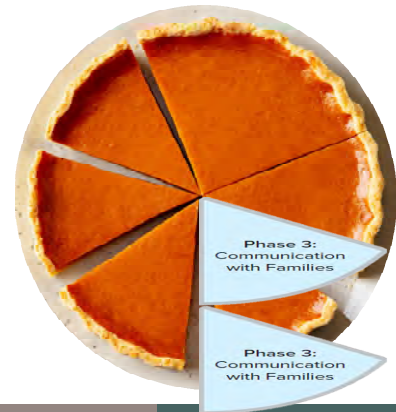
- Sacha Greene lives with her partner, John, and their three children, ages 1 year to 7 years old.
- The Greene family is bilingual.
- Sacha lost her job as a server due to the pandemic.
- John, continues working as a cook at the same restaurant.
- Sacha's 4-year old son has asthma. She is anxious about him returning to a center.
- Sacha wants to enroll in an online course to become a medical transcriber.



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## Phase 3: Communicating with the Greene Family

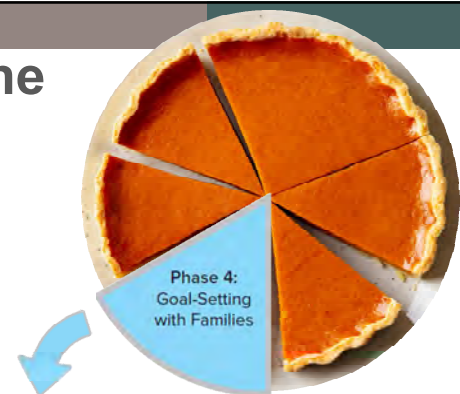
- Sacha Greene lives with her partner, John, and their three children, ages 1 year to 7 years old.
- The Greene family is bilingual.
- Sacha lost her job as a server due to the pandemic.
- John, continues working as a cook at the same restaurant.
- Sacha's 4-year old son has asthma. She is anxious about him returning to a center.
- Sacha wants to enroll in an online course to become a medical transcriber.
- Sacha is afraid to leave her home because of COVID-19.
- She just found out that John lost his job.
- They can't afford to pay the rent and are facing eviction.



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## Phase 4: Goal-setting with the Greene Family

- Sacha Greene lives with her partner, John, and their three children, ages 1 year to 7 years old.
- The Greene family is bilingual.
- Sacha lost her job as a server due to the pandemic.
- John, continues working as a cook at the same restaurant.
- Sacha's 4-year old son has asthma. She is anxious about him returning to a center.
- Sacha wants to enroll in an online course to become a medical transcriber.
- Sacha is afraid to leave her home because of COVID-19.
- She just found out that John lost his job.
- They can't afford to pay the rent and are facing eviction.



- Step 1** Set a Goal
- Step 2** Identify Skills
- Step 3** Assess Strengths
- Step 4** Examine Stressors
- Step 5** Explore Strategies
- Step 6** Determine Support
- Step 7** Track Progress and Celebrate Successes

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## Phase 4: What is the Greene Family's Goal(s)?

### Let's Explore Goals

**Family Well-being**

**Goal 1.** To register Sacha for an online medical transcription program.

**Family Connections to Peers and Community**

**Goal 2.** To get housing assistance from the Department of Human Services (DHS).

**Goal 3.** To find John another job while he applies for unemployment.

**Families as Lifelong Educators**

**Goal 4.** To explore enrollment in the home-based program.

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Head Start Parent, Family, and Community Engagement Framework

The diagram shows a flow from Program Foundations (Leadership, Professional Development, etc.) through Program Impact Areas (Environment, Partnerships, etc.) to Family Outcomes (Well-being, Relationships, etc.) and finally to Child Outcomes (Safe, Healthy, etc.).

## Phase 5: Following Up and Reviewing Family Goals

Progress Made

<p><b>Goal 1.</b> To register Sacha for an online medical transcription program</p>	<p>The EHS program provided Sacha with a laptop to assist her when she enrolls in the online class, "Introduction to Medical Transcription."</p>
<p><b>Goal 2.</b> To get housing assistance from the Department of Human Services (DHS).</p>	<p>The program sent a letter to the rental office describing arrangements made with DHS on behalf of the Greene family, who are waiting to get housing assistance.</p>
<p><b>Goal 3.</b> To find John another job while he applies for unemployment.</p>	<p>John is working part-time at a restaurant that has re-opened to provide curbside food deliveries.</p>
<p><b>Goal 4.</b> To explore enrollment in the home-based program.</p>	<p>A bilingual home visitor has been assigned to the Greene family to provide comprehensive services.</p>

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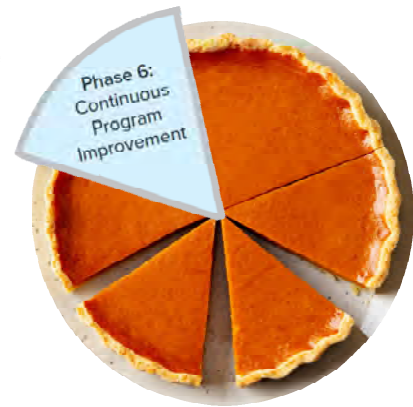
## Phase 6: Making Continuous Program Improvements

**Program Improvement 1.** Implemented an online workforce development program to provide online training and continuing education programs.

**Program Improvement 2.** Developed a laptop/tablet library to provide access to families.

**Program Improvement 3.** Established a partnership with DHS Housing Agency.

**Program Improvement 4.** Implemented new policies and procedures according to CDC guidelines and new child care regulations to help staff and families feel safe when enrolling their children in the program.



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## Family Partnership Process: Six Phases and Seven Steps for Goal-Setting

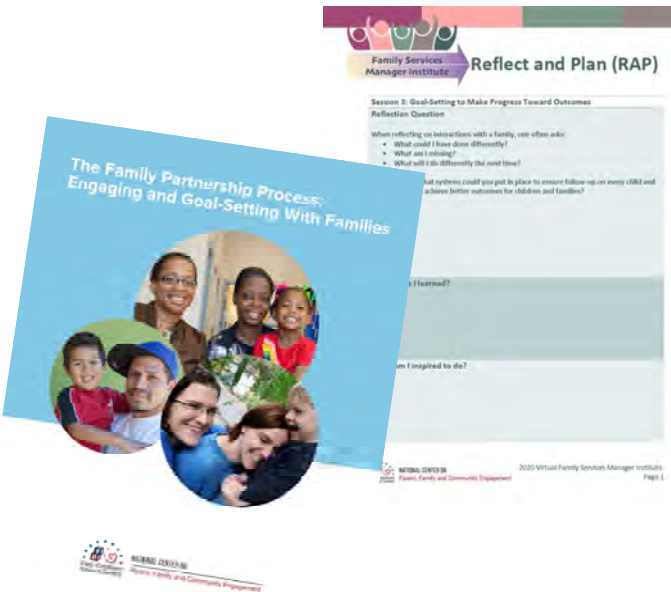
*Strong, strengths-based partnerships, shared experiences, and frequent recognition of small and large successes can support families as they make progress toward their goals and dreams for their children and their family.*



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# Resources

- The Family Partnership Process: Engaging and Goal-Setting with Families
- Reflect and Plan Handout



**Family Services Manager Institute** **Reflect and Plan (RAP)**

**Session 3: Goal-Setting to Make Progress Toward Outcomes**

**Reflection Questions**

When reflecting on interactions with a family, ask others who:

- What could I have done differently?
- What am I missing?
- What will I do differently the next time?

Let systems could you put in place to ensure follow-up on every child and achieve better outcomes for children and families?

I learned?

am I inspired to do?

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2020 Virtual Family Services Manager Institute  
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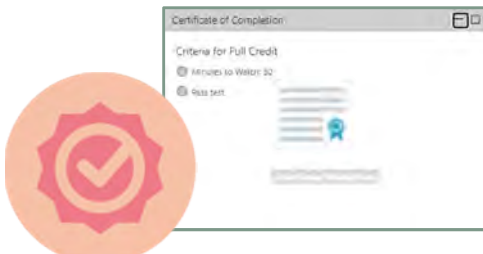
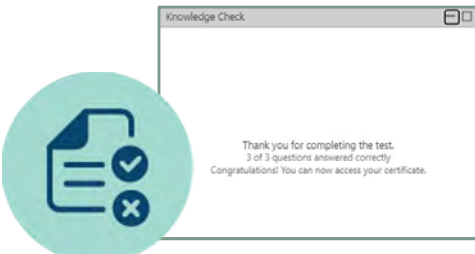
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# Knowledge Check and Certificate of Completion



Media Player Slides Question & Answers Speaker Bios Resource List Call to Action Knowledge Check Certificate of Completion Help



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## Reflection

Share Your Thoughts Using the Q & A Tool.

- When reflecting on interactions with a family, one often asks:
  - What could I have done differently?
  - What am I missing?
  - What will I do differently the next time?
- As a manager, what systems could you put in place to ensure follow-up on every child and family's goals to achieve better outcomes for children and families?



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