

Session 3: Goal-Setting to Make Progress Toward Outcomes

Syrita Robinson: Hi, everyone, and welcome. We are so excited that you decided to join us today, and we hope that you are enjoying all of the webinars thus far. We're excited to get started on Session 3, "Goal-Setting to Make Progress Toward Outcomes." But before we get started, I have the wonderful privilege and opportunity to introduce to you someone who is one of my favorite people, and I'm certain she is one of your favorites too, Dr. Guylaine Richard.

Dr. Guylaine Richard: Thank you, Syrita. Thank you so much. You know – you know, you're one of my favorite too, and, you know, for the audience, I have such special love for you all. I know if you have been in previous session, you have seen me before, but I am so excited to be with you with this session. My name is Guylaine Richard, and I direct the Training and Technical Assistance Development at the National Center on Parent, Family, and Community Engagement. Thank you, Syrita.

Syrita: Thank you, Dr. Richard, and it is our honor to work with you today. My name is Syrita Robinson, and I am the Training and Technical Assistance Consultant for the National Center of Parent, Family, and Community Engagement. And so, now what I would like to do is to introduce you to the console. And I know that some of you have already received instructions on your console, but we just wanted to provide a refresher. So, if you look at the bottom of your screen, you will see a dark band of widgets, and they're right at your fingertips, and they're there to help you navigate through your console. So, if we click on the first widget, you will see at the top left of your screen. This is where we have our Media Player, and this is where if we are showing in videos, you're able to view those videos during our session, but you're also able to see the presenters, so you will see myself and Dr. Richard in this window. Then we also have another widget right underneath, the media player which is our Q&A, and this is our favorite part of the console because we get an opportunity to interact with you and to hear from you, hear your questions and any comments that you would like to share, but we just want to make certain that you are having a wonderful experience in this engagement.

And then, if we look in the center of your screen, this is where, today, we will have our slides. So, you'll be able to view our slides as we present to you during this session, in the center of your screen. If you go to the top right-hand corner of your console, you have the "Resource List" widget, and this is where we have housed all of our resources for PFCE for you. We've housed slides, and this is also where you will find the PowerPoint handouts. And so, you're able to also download those PowerPoint handouts. So, yay! I know that's your favorite part you want to hear. So, you will be able to download that for your convenience. And then underneath the "Resource List," we have the "Speaker's Bio," and here, if you want to learn a little more about me or a little more about Dr. Richard, just click in this area, and you'll be able to read and learn more about who we are, today as your presenters. Now, if we look back down at the bottom here, you will see a double arrow. This double arrow allows you to expand your console however you'd like to do it for your convenience, but we also have here at the very top, we also

have this tool here, where it is in each widget so you're able to minimize or maximize your widgets or your console. It's entirely up to you.

But wait, there's more. We have the "Knowledge Check" widget, and here at the "Knowledge Check" widget, at the end of each session, you have an opportunity to check your knowledge. This consists of three questions. So, once you answer the questions correctly, you can move to get your certificate. Yes! You'll get a certificate, and the certificate is right next to that widget, and it's your "Certificate of Completion" widget. Click on the widget, and you will be able to get a message that shows that you have completed the full credit for this particular certificate, and if you click on the certificate in the middle of the popup window, your certificate will appear. And if you would like to print your certificate, please feel free to do so, but you can also download your certificate, and I recommend that you download and save your certificate so that you will have access to it after this session. and then finally, of course, we have the "Help" widget. And that's there for you throughout the session. You can find additional answers to some common technical issues that you may have by clicking on the Help widget. So, I hope this was helpful to you, and you're now considered the driver of this console, okay? And you can navigate the console however you'd like. So, let's get started on this journey, and of course, Dr. Richard, every journey starts with a moment to reflect.

Dr. Richard: Thank you so much, Syrita. This was such a wonderful tool that you gave us. I know our friends are very acclimated now, but, you know, a little reminder is always a good thing. So, I'm talking about remembering and reminding, I would love to ask you, you know, ask this question to our friends here and invite you to use the Q&A widget to really engage with us. So, I am going to, you know, ask you to think with us. Think about a time when you shared your hope or your dreams with someone.

Syrita: Yes.

Dr. Richard: And I want you to answer that question to us. What made you feel you share your goal with that person? You see, intentionally, I started by telling you dream and hope, because usually it's better for us to start asking someone their dream or their hope instead of saying, "What's your goal?" Because a lot of times, it is very personal. So, Syrita, if you were asked this question, what would you say?

Syrita: My hope and dreams, actually, I'm living my hope and dreams, actually, and that is just working with families. I love working with families. I think of it as sweet as pie, from the South, and I just enjoy seeing family's dreams become realized in their life and become real. So, that's pretty much my dream, and it makes me feel good when I'm able to share this with someone who is, you know, compassionate as I am, who's interested in our families, and who have the same type of goals and dreams with helping families, but whatever they want to do, I just feel very good about supporting them. So, I feel like I'm living my dream right now. What about you, Dr. Richard?

Dr. Richard: Thank you, Syrita. I'm actually, I love the way you said it. I have a dream and, you know, you shared your dream with us, but you also went by doing some characteristic of the

person that you would share that dream with and, you know, which is a person that is compassionate, someone that can listen and then ... So, you know, myself, you know, when I'm – whenever I'm about to share something or dream or hope with someone, I like to know that the person is really, that I can trust. And, you know, I'm looking at the – I'm looking at our friends now in the Q&A widget and giving us some of their comments. This is wonderful. Thank you, guys, for sharing so much with us. You have been sharing, you know, the thing that makes you feel valued, the thing that makes you feel that you can open up. Imagine our families coming to us with those same intentions. They have to be open; they have to be understanding that you can listen to them. Look at this, I see listening to them. I see somebody that, you know, is competent. I see a lot of those things that you're offering. Thank you so much. Keep them coming.

Syrita: Yes, yes.

Dr. Richard: That question, you can keep on going. So, with that, Syrita, I wanted to take the opportunity then to actually ... Before we came to this encounter with you, you know, we have been trying to think about what can we – what can we learn with us, because it's a question of teaching and learning together. So therefore, we may not have – we may have to go places that you want to take us. Don't worry, we are right there with you, we will follow you. However, we wanted to explore today the six phases and seven steps of goal setting with families, but we're going to do that in a very interesting way. We want to create a scenario, and we're going to walk in, you know, understand what the family is going through, and, you know, you'll have a chance to see how we are putting those six phases and seven steps into action. We would love to guide – for you to be able to guide your staff. As family managers, as coordinators, you're there to really see those which, you know, stories that the families are sharing with the family service, as a ... associate advocate or family service workers whatever their role, may be. But we want to guide them to understand the richness of those stories when those families share in the goal-setting process. So, we want also to recognize ways to support families based on their own priorities. This is very important.

As you could see, when we're going to look at this, the story of the Greene family is very – very interesting. Our mind may go somewhere where the family may not, but, you know, we want to really keep that in mind, that we want to be supporting them with their own priorities in mind. So, actually, I have a question for you, because, you know, like, I know, like Syrita started by saying she's from the south, and she likes sweet pie. And I know she's going to ask me that question is here for us, "Do you like pie?" And "We're going to bake one together." But contrary to Syrita, I want to make sure that I let you know that I am definitely not a sweet eater. I won't like anything that is too sweet and specifically, but I'm ready this afternoon to jump and eat that pie with you all because I think, you know, you're going to be interesting – interesting in ... You're going to be very interested in understanding what we mean when we said, "You like pie." So, if you like pie, tell us the one that you make, what you like; you can put that in the comment's section, that's OK. It's not that we're going to bake that one with you, but definitely bake one, that you would love to have.

So, actually, you know, we would love to take this opportunity to go to some key messages. Those key messages, I know, some of them are very familiar to you, and some of them may actually be the first time you're hearing about them, but, you know, like I want you to take it with what, you know, we have bought them for you. And I can tell you if I were ... You know, I love this. I'm going to say that, I love this slide so much, and I want to give credit to our wonderful designer, Jackie Munoz, for doing that slide while she is such – she is so talented, but, you know, we want to look at what is involvement and engagement. The reason we want to do that is because we want to make sure that you understand that this is not a better or, you know, better than, but it is a continuum. Parent involvement, our building relationship, you understood, like, you know, in the previous session, if you had the opportunity to attend, you saw the way, like building relationship, and how people could really build their capacity to support families in, you know, in achieving outcome. But sometimes, in building those relationship and supporting families, there are times where you're going to be doing for ... We call that the involvement time, where you do for the families, because they're sometimes in crisis or you're just starting a relationship, so the families need to really trust you. Remember, it's important in the goal setting for people to trust. So, parent involvement is, doing for ... But we know when we get to the parent engagement, parent engagement is where you take the time with your partner, who is the family – the families that you are like, you know, serving now, where you doing with the family. I love this dance, the with, because, you know, that gives you the opportunity to let the family tell you what is their hope, really, what is their dream and for you to follow. So, it's not that we're going to tell them what to do, it's that what we're going to do this with them.

So, parent involvement is, doing for, and parent engagement, is, doing with. So, remember, as we were describing that, we said this is something that is important, that understanding of involvement to engagement. And if you did not understand, I'm going to actually put one of Syrita's secret out. And, you know, I want to honor one ... You know, I know the person who worked with us on this, Leslie Maxfield. She basically ... We're trying to think about the word, pie, and parent, P, involvement, I. E for word, engagement. So, parent involvement, taking you to engagement. So, what are we looking at? We're looking at relationship building being a process, where we honor the continuum of parent involvement to engagement, that continuum where you had I, where it was "You plus or I."

Now, we've given you an equation to think about "You, I, plus You, equal We." So, when we get to the WE phase, we are the engagement phase. So, I hope that, you know, as enlightening you, and giving you a little bit of how our mind, we're thinking, when we said the word, pie, in parent involvement, moving toward engagement, where the, I, plus the, You, become the, We. So, I would like to take one more thing. We are putting you to test, my friends, today asking you questions, as we can relate, and please engage with us in the Q&A widget. Now, one question, and this is like, you know, Syrita, just, you know, feel free to tell me and jump, I'm going to give it a time to tell me what – what do you think of the key ingredients of setting goals with families? If you were to set a goal for family right now, what could be the key ingredient? And I'm going to be like, you know, really watching my friends in the Q&A widget and look at the comments and try to do my best to answer as many as I can.

Syrita: All right. One of the ingredients I think of is, you know, being a good listener. That's a very important key ingredient to listen and to really allow the parents to share their information and concerns with you, to make certain that when you listen to them that you're also listening for their aspirations and their dreams, and what they really want to do with their families. But then also listening to where they are, and the needs that they may have. And then I think another ingredient Dr. Richard is building on family strengths, strengths-based approach. That we're not looking at our families, based on what they have need of, but that we're also looking at their strengths, and where they are and building on those strengths. And then allowing them to be able to tell us what their needs are, and that we are there to just provide another ingredient, support to the families, so that they can see that we are here for them and to build that trust, relationship and – and being confidential, and that they feel secure with sharing this information with you. So, those are just a few of what I call my key ingredients, in setting goals with families.

Dr. Richard: Thank you so much, Syrita. And, you know, our friends are really gifting us with so many things.

Syrita: Yeah, with their encouragement.

Dr. Richard: They have been seeing, they have been telling us, about, like, encouragement. And, you know, the strength base is something that blows my mind a lot of time, when the families come, we think they have needs, but they have strength. You may have to think that, so this is really wonderful. Thank you so much for offering that. And, you know, remember, my friends, we are here like, like, you know, keep on, keep on putting those comments because they are so good. Thank you so much for sharing feedback. We know we're learning from you. So, keep on teaching us. Thank you.

Syrita: Most definitely.

Dr. Richard: Thank you. So, Syrita, I wanted to just like, you know, as you all know, when we are talking about building relationship, when we're talking about engagement, the first thing that comes to mind, is the framework. Our HSPFCE framework, that framework is really the pathway to engagement. This is a theory of change. And really, all we would like you to – We're going to – I'm going to give you another equation to support this theory of change. Whenever you have the word "change," you have to be able to say, you know, "If that, then that. If This, then that." So, meaning like, you know, if program having strong system, which is what we will find in the yellow column, which are like, you know, program leadership, professional development, and continuous – continuous learning and improvement and quality improvement. So, all those thing are pillars. System plus ... Remember, another equation: system plus services will give you outcome. Outcome for children, outcome for families. And, you know, we are actually showing you those seven outcomes that whenever you work in families, you're going to find that. You're going to find that you are trying to achieve one or more of them. There is not anything that says that you're going to have to work with families and achieve all seven outcomes. Because the

outcomes are going to be dependent on the goals that the family has, and you're going to be working toward that. But along the way of you working together, even if you were focusing on one outcome, you may find that, you know, you are actually capturing some more. So, I want to make sure that you have that in mind, so those family outcomes.

But the thing that is important as the – as we know in the – in the framework is for us to be having our eyes on the prize, which is the arrow, the positive goal-oriented relationship, relationship with a purpose, relationship that are positive, whatever the family comes to you and say, "This is my hope," honor it, you know, otherwise you'll be feeling – you'll be finding yourself crushing some hopes or like, you know, giving them your own, but, you know, this ... We're going to discuss that later on, but the thing that is important, if you stay within the principle of equity, inclusiveness, and, you know, cultural and linguistic responsiveness, you are going to do it right, because a lot of times, the reason why parents don't share their hope, their dream because they are from a different culture, for example. Or the thing that you're telling me doesn't meet – doesn't look fair to me, equity, or, you know, you're just telling me to come, but you don't really want me to come. So, the principle of belonging and explicitness needs to be there. So, the framework in a nutshell, is telling us, you will get, as program staff, if you have sound system plus quality services, you will get results, you will make outcome, the families and the children will grow. So, with that, Syrita, with no further ado, I would love for you to unveil to us what are those seven, you know, six phases, seven steps, are we going to step? Come on. One, two. One, two.

Syrita: We're going to step; we're going to slice. Yeah, we're going to talk about the goal-setting with families, and it's completed in six phases, and that's one of the reasons why I love the idea of the pie. It helps me to remember the phases, because it's like slicing the pie, and it's just going around each phase, and making certain that as you complete the first phase, you move on to the second phase.

So, when we look at the first phase, we have six phases here. When we look at the first phase, we're looking at recruitment and enrollment, and I'm just going to run through these because we have a beautiful story. And we're going to go through each phase with a family story. So, phase two, we're looking at family and child assessment. So, at that point, we're getting a lot more information than we received during the recruitment and enrollment. And then we have phase three where we take a deeper dive. Now, we have that trust, we have a beautiful relationship, you know, we're able to communicate and engage with one another. So, here in phase three, we have communication with families, and that's very – very important. Phase four, goal-setting with families. Dr. Richard is going to talk about all of the steps in goal-setting with families. But we want to make certain that that goal is the family's goal and not our goal. We may have some goals in mind, but it's important that we hear what the family's goals are. And then we move into phase five, follow-up and review, and we're going to talk a little bit about that, because follow-up is so important, because what happened in phase one, by the time you get to follow-up, things may have changed. And so, we want to make certain that we're constantly communicating with the family and we're following up with them and reviewing the progress of their goals.

And then we go to phase six, which is continuous program improvement. You will be amazed how working with these families truly does inform the program of how to better improve their quality services to children and families. And not only that family, but also for all of the other families. They all will be able to benefit all because we worked with that one family. So, I'm excited, Dr. Richard, and I think we need to just go ahead and get started with the story. So, we start with phase one, recruiting and enrolling the Greene family. Here we find that Sacha Greene lives with her partner, John, and their three children, and so, is from the ages of 1 year old to 7 years old. So, here we're getting some information. The Greene family is bilingual, okay? And so, again, you're getting more information from the family, even at the phase one stage with recruiting and enrolling a family. That's why it's so important that we listen, and that we try to really assess where they are from the very, very beginning. Sacha lost her job as a server due to the pandemic. OK, so, that gives us more information. So, here I know we're thinking, "Wow, what is it that we can do for this family during this process," and I know many of you – you receive a lot of information once you sit down with a parent, and you're out there recruiting families to be in your program, and then you're enrolling them in the program. And so, you may not get as much information at first, because, again, you're trying to build that relationship. And then we find out that her partner, John, he's working as a cook at the same restaurant. So, here we know that we have a story – a beautiful story of a beautiful family, that's bilingual, OK? And that someone in the house, is working. John is working, and then we also know that they have young children. When you get to phase two, which is the Greene family, and you're assessing the family, and you're assessing the child, this is when we take a deeper dive, OK? We built this relationship, they know who ... You know who they are, they know who you are. And so, you're going to get a little more information. So, now we know that she not only have children from ages 1 year old to 7, but now we know more about one of her sons who has asthma, he's 4 years old. So, she's very anxious about him returning to the Center, OK?

And so, now we have information on the child. Here Sacha wants to enroll in an online course to become a medical transcriber. This is where I've said, Dr. Richard, this is the key ingredient. We know that we have all of these needs, and we know that there are some concerns, but there's nothing like being able to really feed and encourage our families with their dreams and their aspirations and their goals. So I consider this like the key ingredient, because I want to make certain that we don't allow the needs to over – overlay or take over, whereby we forget about her aspirations and her dreams, OK? And then we're going to communicate with the Greene family. This is in phase three. So, you're constantly communicating with them, but now you have more information, you have more dialogue. They feel more comfortable to talk to you. And so, now we take another deeper dive with the Greene family, and we find that Sacha is afraid to leave her home because of COVID-19. So, immediately you're thinking about ... What are your thoughts? Maybe I should ask that question. What are your thoughts here? I know my thought is, "OK, but definitely center-based may not be helpful for her because she doesn't feel comfortable leaving her home."

So, then you just start thinking about other program options for this family. She just found out that John lost his job. OK? So that's why I say that communicating with your families is very,

very important, and it's very important that is ongoing, because what happens, some of the information that you had at the recruiting, in phase one, things may change, OK? And now that we're in phase three, John, who had a job, now does not have a job. So, now that's very important information, and we will only get that information if we're constantly communicating with our families. And they can't afford to pay the rent, and so, now they're facing eviction. So, now it's beginning to be a little more serious. We really got to look at some resources for the family, but once again, do not forget about that key ingredient while we're doing so. So, we're going to move into phase four. And in phase four, I'm going to have, Dr. Richard, if you could just walk us through phase four, where we're now setting the goals with the Greene family.

Dr. Richard: Thank you, Syrita. I'm sorry. Because, you know, I'm sure that a lot of you now are having like, you know, thinking, "What can we do? What can we do? What is the goal?" The goals, you know, now we're going to continue the process. There are definitely multiple issues. There are definitely a lot of things that we want to do together. So, this is a phase where we want you to really sit with your partner, sit with the family and – and go together to prioritize the thing that will be done. Remember, Syrita said something very important. Do not impose. For example, right now, I could see, "OK, eviction, forget everything else. We're gonna get a house." All those things are coming to my mind, but is it what your partner is more anxious about? So, that opportunity that you have, to talk with each other on the phone, see each other, and prioritize the goal, set the goal, and remember, it doesn't matter if the goal is, you know, in your – in your own opinion, "Oh, this is too big." For example, this parent told me that she's going to be a nurse, and she doesn't have a GED. OK, but she wants to be a nurse, but now what you're going to do, is really bringing those mini-goals, those what we call this objective, mini-goals that the families can work on.

So, first of all, you're going to be sitting with the family, the seven steps come and tell you ... And the reason why we say seven steps because we were using the word "S" to help you keep on knowing exactly what to do for partner into a story again. You will define what are the skills that this parent has, what are the skills that I have, myself as staff. What is this? What are the strengths that I'm bringing to this, and what is the strength that the family brings? So, as a family – as a family – as a family manager, my role then would be like, you know, to ensure that there is that time for my – for the family service staff which I lead, have the time to not only, and this is a little, not only get a summary of what had happened during the recruitment process. During the enrollment process, have all this information, summarize it, summarize also the information that they have gotten through the family assessment and the child assessment process, and the communication before you start goal-setting. You cannot goal-set if you don't have – if you don't take advantage of those information, of those jewels, I call them jewels, that have been shared with you.

So, after that, you look at the stressors. I am like, you know, "Now, look at this." Like, you know, just listening to this, if I was a family service staff, I would say, "My God. I'm stressed by the fact that this family doesn't want to get out. She doesn't want to start to go to the Center. Now we got to look at things." So, the stressors, and you can say, "You know what stressing your family right now. She is afraid of going out because of COVID-19." So, all those things are very

important for us to know and to be doing the balance between you and them. It's not just them telling you, "What is your stress? What is this?" No, I have to examine with my partner what is it that – what all those "Ss," those seven steps. Let's look at me, and let's look at my partner. So, we call it the staff partner and the family partner. And in the resource that we offer to you, you're going to find a wonderful rundown of everything that we're talking now about how it is done and how we even included in that resource format that is not necessarily how you're going to put it. Don't be – don't be bothered by the format itself, but you can take what the essence of what we want, that communication, that partnering with each other that happen.

So, determine support. One of the things that I want to make sure that you understand because it's important. The seven step – the seventh step is – is the last but not least, sometimes you see success as something, and the family sees success as something else. So, we need to make sure that, you know, we both see what success look like, so we can say, "Oh, was it different to me?" Because you may think, I may say I want to buy a house, and you may see the house with the four walls and the roof over your head. Myself, I can even only see if I can step my foot into a bank and fill out an application, that will be success. And every little success that we make along the way needs to be celebrated. You know, do you have anything that you would add, Syrita? Or can I move forward with, you know, the next ...

Syrita: You can move forward. I just want to just make certain that I love your last statement, that even making progress, you celebrate – you celebrate those moments. We don't wait until the very end to have that celebration, you know, just having a family to move forward and take the first step, needs to be celebrated. So, I really appreciate you mentioning that. Dr.

Dr. Richard: All right, so now guess what? We're going to be figuring out. So, let's take a little time ourselves to go into the – into the Q&A widget, and just tell us, what do you think, the Greene family goals? And we're going to unveil some of the thinking that we had, after we also look at this. And Syrita, I think, you know what I'm going to ... What I would do now in making sure that I got the family outcome in mind, because at the end, what you're going to be having ... And there is nothing – and I'm going to say that, and I'm going to take full responsibility for what I'm saying – there is nothing a family will need that you won't be able to tie to one of the outcomes. Nothing, nothing. I'm telling – I'm putting some money on this, and, you know, I'm not going to lose my money. All right.

So, let's explore then some goals that the family that may come up, like, if we wanted because, because of all the things that we learn from the family well-being, outcome that, you know, is more like, you know, we say, "Okay, we need to do something to support the family well-being, to support family well-being as an outcome." So, one of the things then would be like, you know, the goal that we may have, may be to really register Sacha in that medical transcriber. And, you know, register her, but then all – she has all the means herself to register, to register something herself – to register herself. I may not go do it for her, but I may give an opportunity to know which college or whatever is doing that. So, you know, I want ... You know, this is ... When she become medical transcriber, let's say that, registering the medical transcriber, not only will help her get the job, get the thing that she wants, but I also would love to tease you a

little bit. When she learned to be a medical transcriber, don't you see another outcome right there? That would come up with there, is, family as learners? See? So, this is what I was telling you. You may want to go after one, and you pick up two and pick up three.

So, those are – those are really interesting. So, now another one, family connection to peers and community. Family connection to peers and community may be like something that is highlighted by the goal, but another goal that we may, like, you know, and I'm talking about the smaller goal 'cause I know, Syrita, I know you're about to jump on me and say, "Dr. Richard, you're talking about goal, goal, goal for her. I'm talking about the mini-goals that can happen." OK?

Syrita: That's OK.

Dr. Richard: For example, to get, you know, the family to – to get to connect them with the Department of Health and Human Services in order for them to get some type of support with housing.

Syrita: That's right.

Dr. Richard: So, all those things are so important, but they are secondary goals to find them another job. You know, I'm going to find out through the conversation that I'm having with the family. "John, do you have anybody that, you know, is in the restaurant industry or the friends that you have?" Or like, you know, "Do we know as a program, another restaurant who is hiring or another – another agency that is hiring, even if it's not the restaurant, you know, industry, but John wants to take advantage of?" So, now you see out of this story, I'm able to really look at family well-being, family – family as a learner, family connections to peers and community and guess another one that I could look at. Family as lifelong educators. If I were thinking, for example, as that goal, explore enrolment in the home-based program. Remember, because I know the family – the family; Mrs. Greene is really worried about having the child in the center. So, that's thinking about a home-based may give me more what to look at something different, so for them, offer something different. So, now what I'm going to do, I'm going to let Syrita take us to that fifth phase. Remember, we finished with the steps. We're going to go we got the goal now. We are looking at the fifth phase.

Syrita: Yes, yes. And so, as I mentioned earlier, Dr. Richard, that this is the stage where that's very important because a lot of times we set goals, and then we just set the goals, and that's it, but we have to ensure that we follow up and review, because we want to encourage the families to make progress, to help them along their journey, to help them along their dreams, and also to help them to get the resources that they need, so that they can move to the next goal that they're inspired to do. So, with the first goal, to register Sacha for the online medical transcription program. You as a Family Engagement Worker or as a Family Engagement Manager, you know, here the program provided her with a laptop, OK? To assist her when she enrolls in the online class. OK? To introduction of medical transcription. So, we realize that "Wow, what is it that we can do to help her, to support her, to meet her first goal?" OK? That she's inspiring to – to take on that journey and to move forward. And so, we realized that "Huh,

she would not be able to do this without a laptop." So, then the program provided her with the resources that she needed to just take that first step and that's to register to get online. It also encourages her to continue and to move forward. With our second goal, the family's goal to get housing assistance from DHS, we sent a letter, OK? 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. OK? So, we realize that we have, the program, you may have some connections in the community. And I think we saw that earlier, where you'll be able to help the family to connect to this resource to get them started, to get them on their way to getting housing and being able to assist them with housing. And they may not be able to because they're bilingual or because they don't feel comfortable writing. You may be able to assist them with that letter and help them assist them with writing that letter to their rental office, letting them know that these are the goals and the steps that the family is putting, not you but the family is putting in place so that they can get assistance with housing.

Then John, to find another job for John while he applies for unemployment. So, going out and using his resources. Maybe he has family members who have resources, or maybe you, the manager, or your program have resources. And so, finding him a part-time job, may not be a full-time job, but at least it is a job, and he has the skill. So, you're looking at his skill set, again, building on his strengths, OK? To help him find a job. And so, now he is part-time at a restaurant that has reopened to provide curbside food deliveries, so that's very unique. So, you have to get out of your ... Be creative when we're supporting our families, because the bottom line, what we really want to do is just to encourage them to keep taking that next step, and that next step to success. And then, the fourth goal is to explore enrollment in home-based programs. So, we know that the family is home-based, bilingual, and so, we don't ... We wanted to make certain that they felt comfortable with whom they were working with in our program. So, as a manager, you will ensure that, you know, you assigned a bilingual home visitor or a staff person to the family, so that they can feel comfortable and work with that family in providing comprehensive services.

But, as Dr. Richard mentioned earlier, you know, these are not the ultimate goal, but as you can see, they are definitely making progress, and we are supporting them in that effort to make progress, and you can get all of that. I mean, look at this. We got all of that, Dr. Richard, just following up and reviewing the goals, and helping them to progress and move along to meet those goals. And then finally, phase six, making continuous program improvements. I love this. I will tell you what I love about this. Not only is the family reaching their goals, but now you have the program reaching their goals. Isn't that awesome? So, we're all making progress simultaneously at the same time, and it all came from this one beautiful family and their story, and everyone is going to be able to benefit from this. So, as a program manager, one improvement is implementing an online workforce development program to provide online training and continuing education programs. And it all started with Sacha wanting – having this dream to take – to register for online class and get her certification, and now look at what she's doing. Other parents will be able to benefit from this. The program improvement number two that they develop a laptop and tablet library to provide access to families. That's a wonderful opportunity for our families. And it all came out of that one family, the Greene family, and

really providing that support to them so that they can meet their goal. But at the same time, as you can see, the program based on this information, they are improving their services, and they are reaching their programmatic goals as well.

Program improvement number three: establish a partnership with DHS Housing Agency. So, now we have new relationships, wonderful relationships, productive relationships that are establishing and we are continuing to work together on behalf of families, all out of this one family's goal. And then program improvement number four, they are implementing new policies and procedures according to the CDC guidelines, and new child care regulations to help staff and families feel safe when enrolling their children in the program. Remember, she didn't feel safe going out because of COVID. So, what is it, that we, as a manager, as a program – as a program, a quality program, what is it that we need to do based on this information, to ensure that our families feel safe in our environment and with our staff, and our staff feel safe as well? So, a lot came out of this.

So, the six phases, you know, they're not just for our families. Actually, our families are the contributors of helping programs to improve their goals. And so, out of this, I think I've said it already, you know, we've gone through the six phases, and Dr. Richard went through the seven steps for goal-setting. So, out of all of this, this pie is just so good. It's a good pie, you know, and we're benefiting from it. I mean, we're strengthening partnerships and relationships. We have new shared experiences. We're making progress, and we're frequently recognizing our progress, and celebrating in that moment, working with our families, and supporting our families, and making progress toward their goals. And not only their goals but also making progress toward their dreams. So, I love the goal-setting process. It's just so beneficial, and it's just so, "Mmm-mmm-mmm good." I'm sorry you don't like pie, Dr. Richard, but you know.

Dr. Richard: Now, Syrita, I have to tell you that, now, whether I wanted it or not, I want some pie. And I know some of our, you know, most of, you know, our friends here, are going to be bake one. But they're not going to bake a real one because we made them probably hungry, and everybody thinking about, "What is the next pie?" So, you want to bake a pecan pie, I'm taking it virtually because, you know, I think I want a pecan pie, for some reason. I don't know what, I don't know what it is, but you gave me that taste. Thank you so much for really that rich, you know, journey that, you know, walk with us, understanding how we could – we could like, you know, based on one family's goal and everything, the program can be thinking, "Are there more families, with those kind of need?" And how could this benefit for the families, other families? And put that in their planning process, and, you know, adjusting even the goals or the objectives that they had, to best support the families. I really love this. Thank you very much, Syrita.

I wanted to point out because we didn't have time really to go in depth in those, in the resources, but this resource is actually one that you would be having, you know, some joy on exploring so we're inviting you to look at it, it's called the "Family Partnership Process: Engaging and Goal-Setting with Families." You know, it's available on the ECLKC. And, you know, please feel free to go ahead and just dive into it, because we have expanded some of those steps. And,

you know, and the phases for you. Another handout that we would love to bring your attention to, is the handout called "Reflect and Plan." I know you have probably filled some out again, but we're reminding you that, you know, it's very important for you to look at this and, you know, share, share like, some of those questions, because we have some question about what inspired you, for example. So, you know, I would love for you to take advantage of this and fill it out. And this is going to be something that is very important for you to fill out. So, it is in the ... Actually, both of them in the resource. So, get there, download them, and you'll be able to have them at your fingertips.

So, one more thing, Syrita, as, you know, we're going to do, before we leave our friends, is getting, you know, time flies so fast when you're having fun. So, remember, Syrita, at the beginning, was sharing with us the like, you know, some of those widgets. So, I would love to bring your attention to the "Knowledge Check" widget in your console. That one is the one where, basically, don't worry, this is not a heavy test. We have some – we have about, a couple testing questions for you. You go ahead answer them, but, you know, as you finish answering them, you also remember your "Certificate" widget. That, you cannot go home without. So, you go ahead and click on that widget, and you will be having a pop-up, like you know, where you will be, that will be telling you that you have – you have met all the requirements so at that time, you're going to be ready to grab your certificate. But remember, we said, "OK." We're going to be able to also make sure that we keep it so we can download it for, you know, downloading it so we can use it for future use.

So, with that, guess what, we're going to give you a little minute to complete your test. And, you know, we're not going to stay silent, because we can't stay silent. So, guess what I'm going to do? As you are doing it, for the ones who have done it, we have finished first, we would love for you to keep on thinking, to keep on reflecting. So, I have, you know, we have some reflection question, that would continue the dialogue with you. So, if you're done with your test, please continue dialoguing with us in the Q&A. In the Q&A widget where you could find ... We would benefit from answers that you're coming in with those. So, I'm going to stay a little silent, and Syrita is going to stay silent for a minute. And, you know, a few will come and say goodbye, in about one or two minutes. Thank you, guys. Syrita, thank you.

Syrita: Thank you.

Dr. Richard: All right. You know, silence is not our ... We are relationship people. We cannot stay silent too long, but, again, I would love for you to take advantage of these reflection questions. And, you know, keep on thinking about them, and bring them back to your program, and even you can really, you know, do them, explore them with your staff. So, with that, Syrita, guess what? We're going to say, it's time to say goodbye.

Syrita: Yes, unfortunately.

Dr. Richard: Thank you for the pie. Thank you for enjoying the pie with us. And if bake some, make sure that you let us know. Thank you.

Syrita: Thank you.

Dr. Richard: All right. So, let's ... Now as we are finished saying goodbye for session three, believe it or not, guess what? Session three was the last session of the day, but we are not sad, because we get the opportunity to have you back with us tomorrow. And, you know, I wanted to take just a quick minute to explain to you what we're doing. Tomorrow, we are starting again with some sessions. We have several, you know, planned for you, but the one other thing, that we want for you to do, remember, you need to go to, actually back to your hub and pick out the session that, you know, you want to attend. Doesn't mean that you cannot attend all of them, but if there are sessions that you feel are going to be more important for you to follow, or you don't have the time please go do that. So, you will have the time to select your session or you can come to all but let me tell you the good thing that we are unveiling to you now. This session that Syrita and I had an opportunity to do, was a session for all.

Tomorrow morning, we're going to start with some sessions that are also for all. So, we are going to actually go to some case scenarios, and those case scenarios are going to give us the opportunity to deepen practice in support of family well-being. We have like two sessions on case scenarios that we have, two case scenarios. So, you – you know, please come and join us to reflect on those, you know, to help us find out some solutions, some goals of goal-setting, building relationship, all those things that we have talked about, you know, today, but to also we would love for you to understand there is another session. After those two sessions, we will have a panel discussion, where you get the opportunity to find some of those presenters that were on the, you know, that are going to be exploring those scenarios with us for you to just ask questions, and to be with us, and to ask anything that, you know, either have been related to previous session or question, that you may still have this panel, the panel of our panel of presenters will be there for you. So, we will have the opportunity to go on the rest, we have session 4a and 4b, you know, that are also going to be highlighted tomorrow with you, and session 5 and 5a.

And please, there is one, we are going to have a plenary session with our one and only, if Brandi was there, she was say the one and only Dr. Sparrow, who is going to take us, you know, have some more exploration of, you know, changing models. So, you know, with that, I would love to say thank you to all of you. Thank you for staying with us the entire day. Some of you were not able, and we understand. So, we're waiting for you tomorrow. We're going to be having another day of excitement. And please bring all the questions that have kept you from sleeping. Don't tell us that we gave you pie, and, you know, that's why the sugar rush that you had couldn't get you to sleep, but we definitely will take responsibility for anything that we have said or forgot to say, I'm sorry, forgot to say about, you know, some of the questions that you have. And really, as you are leaving us, please take the time to visit the "Engagement" hub. This is where we have like, you know, all, you know, what we're going to do, how you can, you know, select, all the things that are important. We have resources, we have all the things that are there. So, with that, I would love to say, see you tomorrow. Thank you so much for giving us this opportunity to enter your virtual house, your virtual center, and have the opportunity to teach and learn together. Thank you, guys.