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Parent, Family and Community Engagement

Reaching Out to Families September 17, 2020

Presenters



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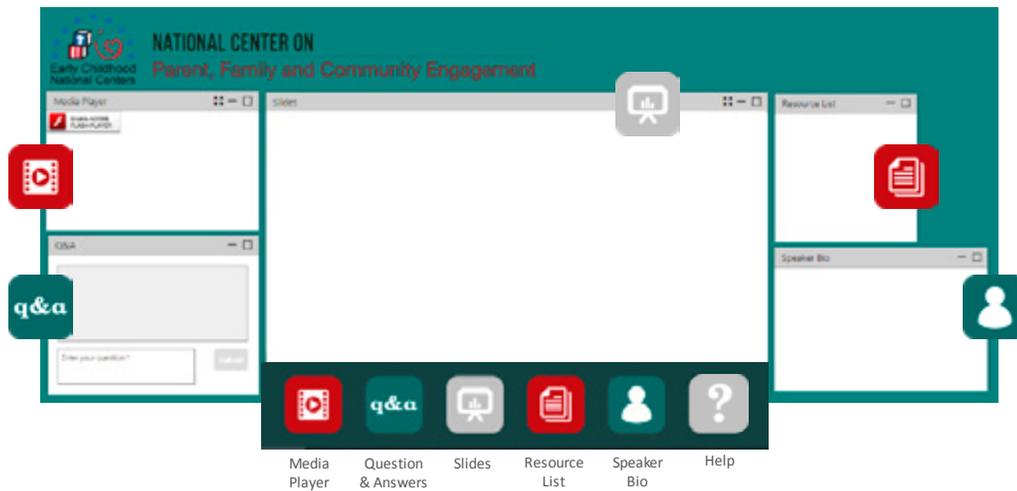


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ON24 Audience Console



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Poll: What Is Your Role?

- State, Territory, or Tribal CCDF administrator
- CCR&R state network staff
- Regional or local CCR&R staff
- TA center staff
- Other

Post-Survey

- SurveyMonkey link
- Value of the post session survey
- Who has access to this information?
- How is the information from the survey used?

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Learning Objectives

- Review the Family Outreach Series which includes:
 - Strategies for Outreach to All Families: Overview
 - Strategies for Outreach to Families Experiencing Homelessness
 - Strategies for Outreach to Families with Limited English Proficiency
 - Strategies for Outreach to Families Living in Remote or Rural Areas
- Learn strategies for reaching out to families in a virtual setting
- Learn strategies to support the development of strong relationships and effective family engagement



Family Outreach Series



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Family Outreach Series



Strategies for Outreach to All Families: Overview



Strategies for Outreach to Families Experiencing Homelessness



Strategies for Outreach to Families with Limited English Proficiency

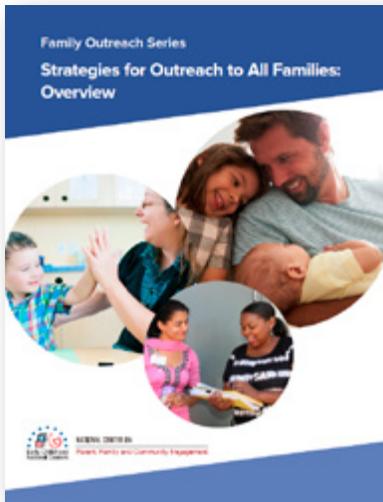


Strategies for Outreach to Families Living in Remote or Rural Areas

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Strategies for Outreach to All Families: Overview



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Outreach to Families



- Outreach tends to focus on increasing awareness of available services and promoting their use by families
- Early childhood and school-age professionals conduct outreach by intentionally seeking out families and ensuring that all families are included

Aspects of Outreach to Families

- Collecting and analyzing data with the purpose of identifying families that are not being reached and sharing relevant information within your agency and with community partners
- Promoting culturally and linguistically responsive activities that raise families' awareness of:
 - High-quality early childhood and school-age care and education services
 - Comprehensive supports for family well-being
 - Research-based practices to support child development and learning

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What the Research Says

- Many families (potential consumers) may perceive services as hard to reach because services seem to stigmatize or are not aligned with what families value or think they need (Katz, La Place, & Hunter, 2007; Sawrikar & Katz, 2008).
- Families also may choose not to access services that are not promoted or delivered in ways that are culturally and linguistically responsive.

1



Share Your Thoughts



Families Are Not “Hard to Reach.” It May Be That Our Services Are Hard to Reach.

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Prioritize outreach and work to build a shared understanding of outreach 1

- Adopt a definition of outreach. Share the information in this overview to inform your outreach efforts.
- Focus on data-informed, consistent (yet flexible), sustainable, creative, and holistic approaches (Boag-Munroe & Evangelou, 2010).
- Seek parent input and consult with cultural and community organizations that partner with families.

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Allocate resources and funding for outreach 2

- Identify existing funding sources that might have flexibility, such as Title I, Title III, and state and federal preschool grants (Gelatt, Adams, & Huerta, 2014).
- Explore opportunities for new funding—for example, by partnering with other agencies, organizations, and businesses when possible.

Create a data-informed outreach plan and embed into your agency's overall communications plan

3

- Use data to identify the families you want to reach.
- Then identify the outreach strategies that might be effective.
- Consider data when creating strategies that address both general audiences and specific, segmented (e.g., underrepresented) audiences.
- Look to community partners to help you identify and collect data.
- Explore data-sharing agreements.

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Develop or enhance “no wrong door” and “one-stop shop” policies, procedures, and processes

4

- Explore opportunities for multiagency teams or cross-agency staff roles.
- Consider opportunities to streamline referrals between services and enrollment processes.
- Equip partners with information and materials about your services.
- Tap into partners' existing relationships with families or groups of families.
- Collaborate with other agencies to set and work toward goals to more effectively connect families with the services they value.
- Use both technology and staff to reach both broad and specific audiences.

Dedicate and train staff to be family liaisons or parent ambassadors

5

- Or hire (or otherwise engage) parents to be liaisons or ambassadors to other parents and families.
- Assess whether partnering with and engaging a community leader as a family liaison will be helpful.
- Ensure that staff, liaisons, and ambassadors have strong listening and relationship-building skills.

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6

Learn what service features are important to families

- Collect and analyze data from the families you work with or hope to engage in order to discover what families value. Highlight those features when you promote your services.
- Consider creating messages that explain to families the value of applying for services even if there is a long wait list.

Example: Explain how their application (along with other families' applications on the wait list) can help accurately demonstrate the need for services in their community—and potentially result in more available funding for those services in the future.

7

Explore and respond to families' cultural perspectives

- Describe your agency's commitment to being inclusive. Highlight the cultures and languages of the families you serve.
- Pay attention to cultural messages conveyed through dress, etiquette, routines, and expectations.
- Consider how well the races and ethnicities of staff and families align.
- Explore how you might engage past program participants as staff or parent ambassadors.
- Ensure that all staff and ambassadors have strong listening and relationship-building skills.

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8

Create outreach messages that are positive and strengths-based

- Strengths-based messages can emphasize parents' roles as engaged consumers:
 - Decision-makers
 - Resourceful users of services
 - Trusted sources of information for family and friends
 - Leaders
- Use messages that affirm these consumer roles as well as the role of parents as their children's first and most important teachers.
- Train staff and liaisons or ambassadors in strengths-based attitudes and relationship-building skills.

9

Use consistent, plain language
in outreach messages

- Consult the Federal Plain Language Guidelines.
 - Be concise.
 - Be clear.
 - Write as you would speak.
- Consider literacy and reading level.
- Avoid using jargon.

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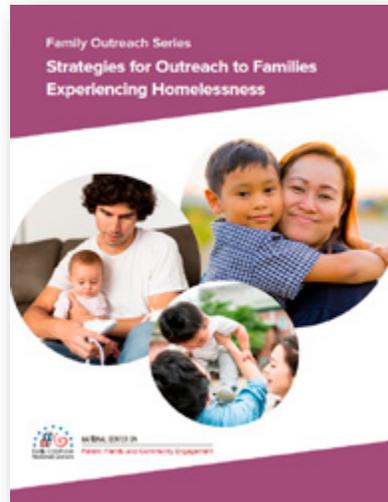


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Use a variety of
communications channels

- Select channels and media based on how effectively each connects with the families you hope to reach.
Examples:
 - Social media can be a cost-effective way to reach families.
 - In locations that lack ready access to a broadband connection, consider a texting system.
 - Print materials and paid (or earned) mass media (radio, television, and signage) are useful for reaching families with limited access to telephone or internet service.
- Go to places where families with young children gather.
- Connect with parents through employers.

Strategies for Outreach to Families Experiencing Homelessness



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Family Homelessness

- Is a circumstance that families may experience when they face such challenges as extreme poverty or lack of affordable housing
- Can also occur when a family's current living situation is unsafe or unstable
- Creates a state of vulnerability for children and families
- Exposes families—and especially children—to physical, mental, and developmental risks

Families Experiencing Homelessness May...

- Not see themselves as homeless
- Not see that their living situation qualifies them for a wide range of services and programs, especially early childhood care and education
- Have questions about how services address their needs
- Fear that their children may be removed from their custody if they reveal their housing situation or use their housing situation to access services
- Experience barriers such as wait lists for services and lack of transportation

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McKinney-Vento Definition of Homeless Children and Youths

(A) Individuals who lack a fixed, regular, and adequate nighttime residence and

(B) includes--

(i) Children and youths who who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;

McKinney-Vento Definition of Homeless Children and Youths (cont.)

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii) (42 U.S.C. §§ 11432–11433).

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Strategies for Outreach to Families Experiencing Homelessness

- 1 Work to build a shared understanding of outreach and the importance of outreach to families experiencing homelessness.
- 2 Compile community data to inform your outreach plan and guide policy.
- 3 Work with families and partners in your service area to identify meaningful outreach messages.
- 4 Coordinate and collaborate with new and existing partners serving families experiencing homelessness to expand outreach across systems.
- 5 Consider ways to ensure that staff at both system and program levels feel confident and prepared to be responsive to families.
- 6 Explore ways to coordinate services, and address potential barriers related to documentation.

1

Work to build a shared understanding of outreach and the importance of outreach to families experiencing homelessness.

- Promote awareness and understanding of the McKinney-Vento Homeless Assistance Act
- Implement or adapt existing training
- Consider these resources available on CCTA:
 - Supporting Children and Families Experiencing Homelessness: An Interactive Learning Series for Early Childhood Professionals (online modules)
 - Supporting Children and Families Experiencing Homelessness (set of briefs)

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2

Compile community data to inform your outreach plan and guide policy.

- Identify reliable data about children and families experiencing homelessness
- Ensure that professionals across sectors understand the widely varying ways that data are collected and reported
- Plan to collect data to track the progress of your outreach efforts over time
- Explore data-sharing agreements

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3

Work with families and partners in your service area to identify meaningful outreach messages.

- Seek input from families who are experiencing (or have experienced) homelessness
- Consult with community organizations that partner with families who experience homelessness

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4

Coordinate and collaborate with new and existing partners serving families experiencing homelessness to expand outreach across systems.

- Explore opportunities for multi-agency teams or cross-agency staff roles
- Tap into partners' existing relationships with families or groups of families
- Identify and reach out to partners at the state level and at the local level

5

Consider ways to ensure that staff at both system and program levels feel confident and prepared to be responsive to families.

- Strengthen the skills that staff need to have sensitive conversations with families
- Make the Decision-making Tool to Determine a Family's Homeless Situation readily available to staff (available on CCTA)
- Include training about the benefits and opportunities of partnerships with other staff and agencies

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6

Explore ways to coordinate services, and address potential barriers related to documentation.

- Meet families where they are—where they are staying temporarily and/or where they might go to meet other needs and interests
- Streamline application processes for families and professionals
- Consider how you and a partner agency might work together to minimize waitlists for services by prioritizing families and children who are experiencing homelessness

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Strategies for Outreach to Families with Limited English Proficiency



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Cultural and Linguistic Responsiveness is Key to Effective Outreach

- Culturally and linguistically responsive interactions with families are:
- Respectful We recognize and regard identities—those of families and our own—as multidimensional. We are all individuals and members of multiple social and cultural communities.
- Reciprocal We acknowledge that families have much to contribute. We work with families to find, share, and use information in support of families' well-being.
- Responsive We focus on connections between the experiences, perspectives, and behaviors of families and those of our own (Barrera & Kramer, 2007).

Strategies for Linguistically Responsive Outreach

- Hire bilingual staff who can provide oral interpretation or written translation, or providing access to interpreters through a phone language service
- Provide translated materials such as subsidy applications and websites pages
- Lead efforts to increase the supply of bilingual child care providers by providing trainings in languages spoken in the community

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Strategies for Linguistically Responsive Outreach(cont.)

- Hire bilingual technical assistance staff to assist providers who themselves have LEP, with the goal of improving the quality of care
- Use CCDF Quality Funds to train providers to work with families with limited English proficiency or to offset the cost of translations (U.S. Government Accountability Office, 2006)

Strategies for Outreach to Families with Limited English Proficiency

- 1 Compile community data to inform your outreach plan and to guide policy.
- 2 Create or enhance and use a Language Access Plan to share relevant policies and procedures with staff.
- 3 Translate program information into families' preferred languages, including eligibility applications, informational materials, and your website.
- 4 Provide outreach in the community—where families gather and live.
- 5 Minimize or avoid requests for social security numbers.
- 6 Promote program-eligibility policies that support parents' efforts to learn English.

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1 Compile community data to inform your outreach plan and to guide policy

- Identify reliable data on the number of families with young children in your community who primarily speak languages other than English.
- Plan to collect data to track the progress of your outreach efforts over time.
- Explore data-sharing agreements with agencies and programs that serve families with LEP.

2

Create or enhance and use a Language Access Plan to share relevant policies and procedures with staff

- A Language Access Plan typically includes guidance about:
 - Assessment of families' needs for language assistance
 - Assessment of the agency's capacity to meet families' language assistance needs
 - Oral interpretations
 - Written translations
 - Policies and procedures
 - Availability of language assistance at no cost
 - Staff training
 - Stakeholder consultations
 - Digital information
 - Quality assurance and compliance

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3

Translate program information into families' preferred languages, including eligibility applications, informational materials, and your website

- Offer alternatives to a written application. For example, provide the application in the family's preferred language:
 - Over the phone
 - In person at an agency office with the help of an interpreter or bilingual staff
 - Online through a voice-translation feature (Gennetian, Mendez, & Hill, 2019)
- As you translate program materials, use plain language translations to support a range of reading levels. Always consider how you will reach families with low literacy and reading levels.

4

Provide outreach in the community—where families gather and live

- Partner with local community-based organizations
- Partner with family leaders
- Equip partners with information and materials about your program
- Partner with community or neighborhood ambassadors or leaders

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5

Minimize or avoid requests for social security numbers

- If you are requesting a Social Security Number, consider providing a clear explanation for why the information is being collected and how it will be used. Or offer other options, such as unique identifying numbers (Gennetian, Mendez, & Hill, 2019).
- Federal policy does not require a SSN in order for families to receive CCDF child care assistance (CCDF Final Rule).

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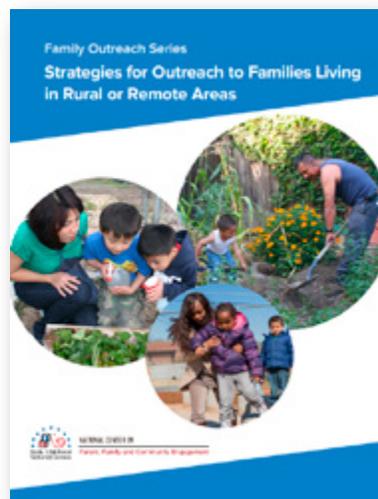
Promote program-eligibility policies that support parents' efforts to learn English.

- Consider including in program eligibility requirements a family member's participation in English as a second language classes
- Also consider paying particular attention to families who have been living in the United States for a short period of time (Gennetian, Mendez, & Hill, 2019)

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Strategies for Outreach to Families Living in Remote or Rural Areas



Strategies for Outreach to Families Living in Rural or Remote Areas



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1 Compile community data to inform your outreach plan and to guide policy.

- Identify reliable data about families and providers living in remote and rural areas of your state or community. Use the data collected about families and providers to inform:
 - Resource allocation
 - Evaluations of your effort in order to show which strategies are effective
 - Provider recruitment efforts in areas with a low supply of quality child care
 - Professional development efforts and technical assistance (U.S. Department of Health and Human Services & U.S. Department of Education, 2016)
- Plan to collect data to track the progress of your outreach effort over time

2

Learn about the primary outlets that families in rural communities use to receive important information. Tailor your efforts with those outlets in mind.

- Ask families about their preferences. How and where do they prefer to receive information about services?
 - print resources
 - email correspondence
 - text
 - social media
 - online discussion boards

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3

Appeal to and include parents, grandparents, and other family members

- Be inclusive of families' cultural structures, decision-making processes, and ways of being (Torres, Guerra, Caal, & Li, 2016).
- Matriarchs and patriarchs (respected family leaders) often serve as gatekeepers and guardians for the entire family.
- Family leaders can give voice to the unique needs of a particular community and share important details about how cultural backgrounds can affect parents' experiences and decisions.

4

Build partnerships with local community leaders

- Consider partnerships with faith-based organizations
- Partner with child care providers
- Assess your agency's image in the community

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5

Travel to communities for outreach, and participate in community events.

- Consider partnerships with faith-based organizations
- Partner with child care providers
- Assess your agency's image in the community
- Consider telecommunication strategies. Telecommunications strategies may help when it is not feasible for you or your outreach team members to travel for community gatherings – e.g.,
 - video calls
 - virtual meetings or
 - broadcasts

6

Address family child care and family, friend, and neighbor care with specialized messages.

- Prioritize family child care
- Partner with state and other local child care resource and referral agencies

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Thoughts and Questions



Related Resources

Explore these resources available on the Child Care Technical Assistance (CCTA) website:

- The Family Outreach Series
- Relationship-Based Competencies to Support Family Engagement Series



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CCTA today!

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For more information, please contact us:
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THANK YOU



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