

Priority Area: Family Involvement and Home Visitation

Goal: Systematically embed family engagement and parent leadership in the early care and education system.

Strategies	Activities/Actions	Deliverables/Accomplishments	Status
<p>Educate professionals on the importance of parents as partners.</p> <p>“Professionals” are identified as being among the following groups:</p> <ul style="list-style-type: none"> • Early childhood field and kindergarten–first-grade teachers; • School leadership/board of education; • Health care professionals (mental and physical), pediatricians, nurses, mental health; • Community leaders • Community Based Organizations. 	<p>Research and gather information:</p> <ul style="list-style-type: none"> • Conduct review of the current research on benefits of “Parents as Assets/Partners.” • Conduct scan of existing “parents as partners” training models and resources in Connecticut and nationally. 	<p>Training:</p> <ul style="list-style-type: none"> • Trainings provided for combinations of professionals: e.g., to early childhood/health care professionals and school leadership. • Trainings provided to each category of professionals. <p>Change the institutionalized culture to positive view of parents as partners and assets.</p>	<p>Year 1 Review research and existing training models</p>
	<p>Garner input from identified “professional” groups on the challenges they face in partnering with parents.</p>	<p>Fact sheets developed for professionals.</p>	<p>Year 1 Q2: Convene individual groups and combination of groups to garner input and assess needs.</p>
	<p>Convene representatives from all groups to discuss common goals for parents as partners</p>	<p>Adoption of common messaging, using the resources we have (“walk the talk”).</p>	<p>Year 1 Q3: Garner input from professional groups, convene individual groups and combination of groups.</p>

	In partnership with the SAC Workforce Workgroup, develop and design training for each group/and for combination of groups.		<p>Year 2 Q1, Q2, Q3,Q4: Based on research and findings, develop and deliver training and gather feedback.</p> <p>Year 3 Q2: Assessment of impact of training based on analysis of feedback</p>
Provide a comprehensive system of parenting education.	<p>Appoint a Steering Committee.</p> <p>Develop a matrix to identify approaches and models of education and training, including the following categories: who delivers the training, the manner of delivery, and the funding sources.</p>	<p>Matrix of models, programs and services.</p> <p>Identification of the gaps.</p>	<p>Year 1 Q1: Appoint Steering Committee. Q3: Develop matrix of models.</p>
	Develop a communication campaign on the value of parenting education.	Increased awareness, access and parent participation in education.	<p>Year 2 Q1: Communication campaign</p>
	Social media – develop a universal message that will be widely spread.	Increased awareness, access and parent participation in education.	<p>Year 2 Q1: Social media campaign. Q2: Develop common listing of training.</p>
Promote parent leadership	<p>Research and gather information:</p> <ul style="list-style-type: none"> • Scan proven parent leadership initiatives in Connecticut. • Identify and convene groups delivering parent leadership training such as PLTI, PEP, Aspira, Fatherhood Initiative, Lee Y Seras, Family Support Council, etc. 	<p>Create a coherent integrated system of parent leadership.</p> <p>Parents in Connecticut have the civic skills to improve outcomes for children. Parents see themselves as valuable assets.</p>	<p>Year 1 Q1:Review research and existing training models.</p>
		Fact sheets developed for effective parent leadership.	<p>Year 1 Q2: (Garner input from parent groups , convene individual groups and combination of groups).</p>

			(Implement training). Year 3 Q1: Assessment of impact of training based on analysis of feedback.
	Leverage funding dollars for existing parent leadership training to bring to scale.	Develop a standard for parent engagement and leadership in early care and education.	Year 2 Q2: Make recommendations on funding and standards for parent leadership in early care and education.
	Establish system of early contact with expectant and new parents with ongoing follow-up outreach efforts to connect with parents when they are available and interested.	Deliver a continuum of parent leadership training that is flexible based on parent availability and interest.	Year 3 Implement recommendations
Create a system/continuum of home visitation services.	Work in coordination and partnership with the Home Visitation Group at DPH working on federal opportunities and plan Appoint a Steering Committee for this work. Utilize DPH needs assessment to develop a matrix of existing services, including the categories of age range, targeted groups, geographic distribution, demographics, models, goals, training required, and funding sources.	Matrix that exhibits a continuum of Home Visitation programs and services for children ages prenatal to 5. Identified gaps in service.	Year 1 Q1: Appoint Steering Committee. Q2; Begin to develop matrix of services. Q3: Complete matrix of services. Q4: Complete identification of gaps in services.
	Literature review of best practices and research.	Best practices document.	Year 2 Q1: Complete report of best practices and research.
	Define competencies and credentials for home visitors.	Skilled workforce. Quality standards.	Year 2 Q1: Define competencies Q2: Define quality standards

	<p>Define quality standards for all home visitation programs/services.</p> <p>Ongoing training for home visitors.</p>	<p>Improved outcomes for children and families.</p>	<p>Year 3 Q1: Develop training program Q2: Deliver training</p>
	<p>Develop a forum for legislature and exec branch on home visitation</p>	<p>Greater awareness among policy leaders, working across silo</p>	<p>Year 1 Forum on Home visitation with executive branch and legislature</p>
<p>Promote father engagement with children</p>	<p>Link fatherhood initiative with home visitation</p> <p>Expand use of fatherhood audit</p>	<p>More engaged fathers</p> <p>Increased use of Fatherhood Audit to highlight how the system unintentionally leaves fathers out.</p>	