Guidelines for

Family Action Plans

FY2013

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Benefits of Using Family Action Plans

PARENTS/PRIMARY CAREGIVERS

- Feel empowered as a partner with the program staff in determining their goals and strategies to meet them;
- Appreciate the program is learner centered and individualized to their specific needs;
- Feel an investment in the program and are more motivated to stay in the program
- Learn how to set goals that are realistic with appropriate expectations; and how to apply these skills to every day life;
- Learn how to reflect and self-assess their progress and how they contribute to their own accomplishments and success; and
- Learn how they can approach decisions about life goals as learners, parents and community members.

CHILDREN

- Experience how to articulate their needs and interests as goals they set for themselves;
- Enhances their overall development and learn to link goals with activities in their daily lives;
- Practice self-evaluation at an early age which provides them skills for reflection and links goals with accomplishments; and
- Set the stage early on for the way they approach decisions and achieve results.

PROGRAMS/STAFF

- Enhances the working relationship with the parents as partners;
- Provides more clarity regarding the parents' goals to accurately reflect their real aspirations;
- Supports the retention of the family in the program;
- Better able to support the parents in achieving their goals;
- Provides regularly scheduled intervals for revisiting progress and developing new goals/objectives;
- Helps identify markers/milestones in parents' achievements;
- Helps tie in with the SMARTT goals for data collection and documenting achievement;
- Helps document meeting the Indicators of Program Quality for Family Literacy; and
- Provides rewards to staff and reinforces their commitment to their families as they achieve their goals.

PROGRAMS AND STATE

- **Local**
  - Provides marketing information ("*stories and statistics")* for "making the case" why your community would benefit by adopting/sustaining/replicating family literacy programming (i.e., to municipal officials, businesses, community agencies, local school districts, and others).
- **State**
  - Provides needed documentation to market to key policymakers, related state agencies, and legislators.

Family Action Plans

- Identify Family Strengths and Assess Family Needs
- Establish Goals
- Establish Objectives (i.e., more specific statements of what families intend to achieve in each goal area)
- Identify Strategies to Achieve the Objectives
- Create a Plan of Action
- Monitor Progress

Recommendations for Family Action Plans

- Work more effectively with families to set goals, plan services, and monitor the degree to which goals are met.
- Implement program rituals and ceremonies to mark transitions/milestones families make/achieve and help them create a future vision for themselves and their families.
- Continue to develop strong links to public school programs.
- Explore ways the program can assist families in the context of work.
- Expose families to as many ways as possible of interacting with their children.
- Assist families in fully understanding the roles they can assume in their children's education.
- Continue to make connections across program components.

Family Action Plan Checklist

Assessment
_____Standardized measures
_____Self-reports or self-assessments by the family
_____Staff ratings or informal assessments

Goal
_____Adult Literacy (GED, ESOL, ABE)
_____Early Care and Childhood Education (if applicable)
_____Parenting (if applicable)
_____Parent and Child Time (PACT)/Interactive Literacy Activities (ILA) (If applicable)
_____Home Visiting (if applicable)

Family Involvement
_____Family involved in setting goals
_____Family involved in developing implementation plan
_____Family involved in developing a monitoring plan

Type of Goal
_____Long Term Goal(s)
_____Short Term Goal(s) / Objective(s)

Level of Learning
_____Learning New Behaviors / Acquisition
_____Learning How to Do Something Better / Proficiency
_____Learning to Apply Skills to New Situation / Application

Implementation Strategy
_____An implementation plan or strategy
_____Staff responsible / timeline for helping the family to implement the plan

Monitoring
_____Date for evaluating and person responsible for monitoring the goal
_____Identify the strategy for monitoring progress

Family Action Plan Notes for Debriefing

1. THIS PLAN IS STRONG BECAUSE:

2. THIS PLAN NEEDS IMPROVEMENT BECAUSE:

Steps in Family Action Planning

Assess

- What strengths and experiences do families bring to the program?
- How can we use the strengths and experiences to help this family grow and develop?
- What are the most pressing needs?

Set Goals

Develop an Implementation Plan

- What will be accomplished?
- How will it be done?
- What are the roles of staff and parents in this plan?
- What are the timelines?
- How will progress be tracked?

Implement the Plan

- Document the Outcomes
- Review Periodically

Monitor the Plan

- Review the Outcomes, Positive and Negative
- Make Needed Changes

Goal Setting

What is Goal Setting?

What is the Purpose of Goal Setting?

How are Goals Determined?

How Does Goal Setting Work?

How Do I Write a Goal?

What is the Most Difficult Part of Goal Setting?

What is the Best Part of Goal Setting?

Goal Setting Considerations for Learners

Goals are the road map to success in your roles as family member, community member, and worker. In setting goals:

- Choose something that you really want to accomplish; not something that you think sounds good to others.

- Be sure that the goals you set work together.

- Think about what resources (e.g., people, materials, time) can help you achieve your goals.

Goal Setting Considerations for Staff

Goals are the road map to program improvement and refinement. In setting goals:

- Participants should set goals when entering the program.
- Goals should be reviewed on a regular basis (e.g., weekly, monthly, upon completion).
- New goals are set when old ones have been met.
- Staff should help learners identify goals.

Tips for Writing Goals

- Choose goals that you want to achieve.
- Write your goals in the positive. For example, “I will get my driver’s license.”
- Write your goals in complete sentences. For example, “I am going to get a GED, attend classes at the community college, and become a dental assistant.”
- Add reasons to your goal. For example, “I will improve my English speaking skills so that I can talk with my children’s teachers.”
- Staff should help with writing the goals.
- Be realistic but do not undervalue yourself.
- Realize that it takes time to reach goals. Setting a goal is only the first step – a big step – but just the first.

Goals Checklist

Month: _____

Short Term Goals / Objectives for this Month:

Short Term Goals / Objectives Completed. ☐

Progressing Toward Goal. ☐

What I Need to Do Next:

Goal Setting

Name:_____Date:_____

These are our most important goals:

_____

_____

_____

We will get there by first reaching these goals:

_____

_____

_____

We know we are on our way because we can already:

_____

_____

_____

We can help ourselves reach our goals if we:

_____

_____

_____

These things stand in our way:

_____

_____

_____

This is what we can do to get help:

_____

_____

_____

Goal Sheet

Name:_____Date:_____

One short term goal I would like to accomplish in the next month is:

_____

_____

_____

Steps needed to achieve this goal are:

_____

_____

_____

Another short term goal I would like to reach is:

_____

_____

_____

Steps need to reach this goal are:

_____

_____

_____

How I feel about my progress toward my goals at this time:

_____

_____

_____

Using Journals and Self-Reflection as Monitoring Strategies

- Allot a few minutes daily/weekly for learners to reflect on the work they've completed.

- Encourage learners to note questions/concerns they have about the materials and assignments in a journal or portfolio.

- Prepare a sample log and share it with the class.

- Use the log to monitor progress.

The Week in Review

Name:_____Date:_____

Goals / Objectives to Address This Week:

Status:

- ☐ All Goals / Objectives Met
- ☐ Some Goals / Objectives Met
- ☐ No Goals / Objectives Met

Describe the goals you met.

Describe the problems that kept you from meeting your goals.

Describe your plan for continuing to meet your goals and objectives.

Checklist for Monitoring Expressive Language

(Adapted from Equipped for the Future Assessment Report)

Name:_____Date:_____

Standard	Excellent	Good	Developing
Identifies purpose for speaking.			
Uses correct grammar.			
Manages communication anxiety.			
Comments are clear.			
Pronunciation is comprehensible.			
Expresses views and opinions in English.			
Uses new vocabulary.			
Looks at the audience and makes eye contact.			
Faces the audience.			

Ways I have explored different careers/jobs:

Developing a Career Plan

Short Term Goal

- My immediate job goal is:

Long Term Goals

- Five years from now I will be:

Planning Tasks

☐ Made a Resume

☐ Have letters of reference

☐ Completed an application

☐ Participated in a mock interview

☐ Have the necessary clothing for an interview

☐ Have identified possible places to work

Actions

☐ Used the newspaper to look for jobs

☐ Used the Career Center to find job leads

☐ Telephoned for information on jobs

☐ Filled out application and cover letters

☐ Kept a job contact log

☐ Interviewed for a job

Monitoring Parenting Education and Interactive Literacy

(Adapted from RMC Guide to Local Evaluation, 1998)

V **IDEOTAPE PARENTS DURING INTERACTIVE LITERACY AT THREE MONTH INTERVALS AND COMPARE STRATEGIES USED BY PARENTS OVER TIME.**

P **ARENTS DESCRIBE IN THEIR PARENTING JOURNAL THEIR OWN REACTIONS TO THEIR CHILDREN'S BEHAVIORS. STAFF REVIEW CONTENTS OF JOURNAL WITH PARENT TO LOOK AT CHANGES IN REACTIONS AND STRATEGIES.**

S **TAFF COMPLETE OBSERVATION RECORDS IMMEDIATELY FOLLOWING A HOME VISIT TO NOTE THE TONE AND CONTENT OF PARENTS' INTERACTIONS WITH THEIR CHILDREN DURING LEARNING ACTIVITIES.**

Working Groups to Examine and Improve Current Family Planning Process

- What family action planning procedures do we have in place?

- What are the strengths of our current family action planning process?

- What can we do to strengthen the process?

- What is our plan of action?