

## **Implementing a Parenting Curriculum Using Implementation Science**

### **Preparing to Implement a Parenting Curriculum: Installation**

Shela Jooma: Welcome to today's webinar. This is the second webinar in the series Implementing a Parenting Curriculum Using Implementation Science. Today we're going to prepare to implement the parenting curriculum, looking at the installation stage. And just a reminder, this is the second in the series. A month ago in September, we talk about the exploration stage. Today, we're looking at installation, and then in November and December we've got two more webinars coming up. So, if you haven't already sign up, go ahead and do so. And I'd like to turn it over to our presenters to give some brief introduction of themselves. Cathy.

Cathy Ayoub: Thank you, Shela. Hello, everyone. Happy Friday. I'm Cathy Ayoub and I am one of the principal investigators at the National Center on Parent, Family, and Community Engagement. And we're really excited to talk to you today about parenting curricula and installation. Brandi.

Brandi Black Thacker: Good afternoon, everybody. It's so good to be with you today. I'm Brandi Black Thacker. And I'm the director of T/TA and Collaboration at the National Center on Parent, Family, and Community Engagement. And so thrilled to be with you on a webinar two of four. And I will turn it over to Oscar to say hello.

Oscar Fleming: Hello, everybody. I'm Oscar Fleming. I'm based at the National Implementation Research Network. And that is essentially means that I spent most of my waking hours helping folks learning human service program in [Inaudible] and early childhood and other sector. Think about it just as the kind of things you're thinking about. What kind of programs do we need? How do we prepare for them? How do we do them well over time? So, I'm looking forward to sharing with you and learning from you. Thanks for having me.

Shela: Skipped ahead and I forgot to introduce myself. My name is Shela Jooma, and I'm the -- I'm the project manager at the National Center on Parent, Family, and Community Engagement. And I have been working on this project with Brandi and Cathy and Oscar for some time now. So, I'm excited to hear what everyone has to say about their experiences and in selecting and delivering parenting curricula. So quickly, before we jump in to the meat of the content today, we just want to let you know the objective. So today, we're going to discuss how to use coaching plans, practice profiles, and communication protocols as you think about the process that you'll use for implementing a parenting curriculum. We'll talk about how you can identify fast and obtain training so that they can deliver the curriculum in your program or through your community partners. We'll talk about how you can engage program leadership and stakeholders to support the use of the curriculum in your program. And then finally, we'll be discussing recruitment and retention strategies. And with that, we'll turn it over to Brandi.

Brandi: Thanks so much, Shela. Well, you guys remember if you're with us last time, this is where we began the discussion. We have this four stages of implementation and last month we kicked it off with exploration. And today, we're gonna transition a little bit into installation stage. But, before we get very far into the installation. And then later in our subsequent month, the initial implementation pieces, we thought we'd pause for just a quick second to recap where we left off. So, just in case everybody was not able to with us the last time, we give a little bit of a summary so that we can go forward into the install. So, with explore we had a really rich conversation around how to cover each of the exploration

pieces and in service of making a decision about this all important parent curriculum. What are we gonna choose? What's gonna be the best fit? How do we convene our stakeholder and have long-term open communications that only in the research. Which so many of you brought up from that opening question. When you're preparing to do something different or insert something into your life that you wanna do in a meaningful way. So, it's all about the research.

All about exploring as the stage title would imply. And actually, in-terms of a Head Start context, given ourselves permission to stay there for a second to really look meaningfully at all of our options. Look at our data, talk to our family. You know, create the system and structure that really support where we wanna go over time. Because in Head Start we have the gift. And that's the way I really like to think about it. I hope you guys do, too. The gift of have your project period. And that's where all that really get to anchored. But what's worth is I've got a few of the quick task that talk about. And [Inaudible] couple of a little bullet here. Thinking about what are our strength? What are our need? What's gonna fit for us? What, for instance, stats capacity do we have? How many failing do we have? Do we need to set up place and stages of this curriculum? How long -- how many sessions are in the curriculum? Should we choose one that set us up for success? Some maybe that offers, you know eight sessions vs twelve. All these things we're talking about on explore, you can see a little bit about where we're gonna go today. And so, if you wanna look ahead here like something that Shela talk about around the services that yet being delivered, that we're developing all the support necessary for a kick-off, that we'll get in back a little bit, but in-terms of the four here's what we've spent time last go round. To get all of our memories bubbled up here -- I love this part of exploration because it's ultimately about making that decision. And we don't want to rush this one. Do you guys know how to do a Head Start? We are all about doing the great work of a family. And often time, in service of getting there, to be doing the great stuff, we accidentally rush through what we ought to give ourselves permission to take time to really think about. But simultaneously we don't want to get stuck here. This is what we really thinking about. Deciding what's gonna happen for us. You can see, during string of this assessment, looking at that instability; we talk a bit the last time about developing really the theory of change and the logic model, and then obstinately, once you have all of that foundation really grounded, you can actually start think about the selection. The actual curriculum itself. How to aligned it with the need you discover or confirm through your data, through your conversation.

And then, I love this part. How to leverage our own strength and resources to wrap around this experience that you have. Because the true story is, we've been craving something like this for a long time. I mean, we've known for over 5 decades now, that what we do beside family and partnership with them is really successful. And that we all are better for it. So, this is given us the opportunity to really ground in something that not only implement allow family to practice this great skills and really be the beneficiary of this kind of a --sort of offering. But also, it help to improve what we're doing only within the program but ultimately the community, in service of -- of course the development of the littlest one. So, that's a little bit of where we left off last go round. And what we'd like to do today also as we transition from explore into installation, is to remind you about the Decision-Making Checklist. Now, many of you have found this, have loved this, have really been in interface to get deeply into this. And you may have already found it on ECLKC. But, just in case you don't wanna go digging over there, at this moment we have it actually for you in the web-links portions of your screen, it's up to your left. That midway down. You can actually go off and download that from the ECLKC.

That the really big take away here is in terms of your selection, the biggest question you have to ask yourself is what I'm considering a curriculum? And the characteristic that are part of this Decision-Making Checklist, help inform you about, "Oh, gosh. Okay, is it structured?" "Is there a manual? Is it available in the public?" That thing help you determine if what you're considering as your curriculum even brought up to the level of curriculum. So, this is something that we learn over time. We've been thinking about it with you guys, we wanted to reiterate that today, in case it's a good reminder or you hearing it for the first time. Also, want to turn it over to my favorite folks here to Dr. Cathy Ayoub to ground us in one of the tool that you can look at and explore but actually helpful to look at in a couple of the stages. Because she's gonna walk us through a little bit of this Hexagon tool. And do a transition right into install.

Cathy: Right. Thank you, Brandi. So, the Hexagon Tool is really kind of a neat way of trying to figure out what kind of parenting curriculum you might want to use. But it also really helps when you move in to thinking about install or beginning a process of actually implementing the parenting curriculum. And let's -- Let me just tell you about some of the pieces of the Hexagon Tool. First of all, as you might remember from explore. One of the first key things to look at is need. What is a need of your parents? What is a need of your community? What you need in your program at this time? And you wanna make sure to not only consider those really critically in the explore stage, but come back and revisit them as you begin to install. Because when you start to install a parenting curriculum, you are really thinking about, "Gee, how is this actually gonna work?" You know, I did all those plan, plan, plan thing. All of the kinds of thing that many of you just came up with. What do you when you wanna think of that -- you know, doing something new, starting something new. But then, when you start to do what you tested out again. So, need works for both. Fit. The issue with does this fit with what you need? Does this fit with your program? Does it fit with the timing of your program? Does it fit with the experience of the people who were going to implementing the curriculum for you? Do you have the resources?

If for example, your facilitators needs to know more? First of all, do they -- Do you have the resource just to send the to training? Do you have the resources to pay some of other fees so we can think about it financially, but the other resources are just as important. Things like -- Do we have the space for a large group of parents to get together? What can we do about making sure that we have things that will really attract them to this. Evidence. I think Brandi mention, you know. Is there really information about this curriculum? And as we begin, not only to figure out which one to use, but to start use the one we're interested in. Are we really able to have some sense that if we do all of this hard work, that we really going to get the outcomes that we're looking for as we partner with the parents in our program? Readiness. Are people ready? What other kinds of thing were on your plate? You know, this is only one of a number of Head Start standards. So, you know, how does it balance? Again, I think we talked about capacity in a number of ways. It's everything from "Do you have the space? Do you have the staff?" "Can you spare the staff now?" "What do you need to do about training when they come back from training?" "Are they ready or they're gonna need other thing?" "Do you need another people in you program to do this?"

So again, you can kinda go round and round using the Hexagon Tool to really answer a lot of these questions. So, some of the larger --kinda points here is that you can use this to think about your resources and to really use the Hexagon Tool or other tool like this to really honing on what's gonna work best for you. You don't have to answer every question. But let your deep knowledge of the work

that you each do in your own program really guide your expertise. So with that said, I'm gonna pass us back to Shela.

Shela: Thanks Cathy. With that bit of summary we wanted to see how far along folks on our webinar today are in the process of exploration. So, we'll have a poll come up in just a second. And the poll will ask you the questions that's on the slide. So, which of these activities have you completed? And we're asking that you check all of them if you've gotten that far. Or all of the ones you have completed. So, have you developed an implementation team? Have you developed a work plan? Have identified the strength and need of the families in your program? Have you gotten to the point where actually exploring possible parenting curricula? And finally, have you chosen the parenting curriculum that you want to implement?

So, if we can have the poll here -- there we go. So, we'll give it just a couple of minutes to see where the folks are. We see a lot of responses coming in very quickly. It looks like a lot of people have taken the steps to identify the strength and need of the family. And have explored some different parenting curricula. And fewer have developed an implementation team or work plan. But, still quite a number of you. See, a lot response are still coming in. So, we'll give a little bit more time. All right, it looks like some of the responses are slowing down. So, let's go ahead and share this. So, what we've got is kinda of an overwhelming majority. Still along the line of what I've mentioned. So, most of you have identified the strength and need of families. And explored possible parenting curricula. A lot of people have already chosen the parenting curricula, which is exciting to see. But, much smaller number have developed a work plan or developed an implementation team in the process of exploration. So, let's go back to our slide and think about how these steps in the exploration process get us the information that we're looking for to move us to the installation stage.

Oscar: Good afternoon, everyone, again. This is Oscar. And it looks like the last bit I caught about it's just about 50 percent of you have actually chosen a curriculum. So, that's great. Today, we're gonna focus for the rest of the session on installation. Which you see on your slide there it's really the next stage in this model. It's probably said before, but I do want underlying it, that the stage are presented linearly in a linear way, simply because we have a two-dimensional way of presenting them to get the point across. But I find as Cathy suggested, you're moving back and forth in stages, and so what you learn in exploration you carry forward into installation. And really use that to preparing to use the curriculum with parents and family. There will be time -- and we'll talk about this. Where things will come up that you didn't get the answer for or something you thought you understood are exactly not the same as you get into installation until you're gonna go back. And after we consider your decision or at least inspect of what you're planning to do.

So, we're gonna talk through installation in some detail. Cathy and Brandi are gonna help ground the discussion in real-world Head Start practice and experience. But I just underlying and upfront it, in many of our social services or human services setting, whether it's early childhood or not, we often don't have the opportunity to do installation or we're not thinking very intentionally about it or explicitly about it. Which kinda the thing we rushed to -- to get to the action. And I wanna encourage -- If you take nothing else away from installation, that this is a chance to slow down and really thing about what need to be in place. We need to do the curricula that you choose, really well. Good decision here can really set you up with a thrust. So, as in the previous presentation, we're gonna use this format. We're gonna talk about key terms, key tasks, and key take-away messages. So, I wanted to share this terms with you as a way of

kinda introducing installation. And you've come out of that ideas, the implementation guide that you've seen. Most of the day, we're gonna be talking about implementation infrastructure. And infrastructure is a broad term really meant to reference both for tangible and sometimes intangible things that you need to have and place to do -- to deliver these curricula effectively. And so, things like hiring staff, training staff, coaching staff, are all things you're thinking a lot about during installation. But so are things about policy, and as Cathy said, stages. You're thinking about the timing of the curriculum introduction. So, really building a prophecy and guidance around the curriculum you picked. Practice guidance, this is where -- If you linked back to the Hexagon Tool and your careful consideration, that which curriculum you wanna chose. Ideally, you're looking for a curriculum with a lot of guidance about what it looks like when it's being delivered. And careful consideration to the Hexagon should get you to a place where you have some good concrete tool and resources to help you understand what that curriculum look like in practice. If you're not sure, stick with your developers, your TA providers. If you haven't shown them yet, go back and take a look at those resources. Finally, we're gonna talk a lot today about Data and Feedback Loops. And these are both for the data that you need to collect to ultimately know if the curriculum what the effect that you want.

But also the data that you want to collect so that each day or each week it should be going forward. You have enough information to know if you make the progress you need to make. So that you'll be ready at the date that you wanna start delivering that curriculum. So again, I want to underline in installation, you're not yet delivering any services under the new curriculum in this case. You are preparing to deliver. And the last two

term: Dosage and Fidelity, you're not actually delivering yet. So, you're not measuring dosage and you're not measuring fidelity. But if you want to do this curriculum well, those are the things you wanna understand about the curriculum. What's required and can you meet the standard, right? So, if it's a certain number of classes over certain period of time, this is where you looking carefully at your program resources. To figure out if you can deliver that dosage. And you want to be able to understand what fidelity is for this curriculum. And how will you be able to measure it and attain it. So, those are really guiding concept in this stage more than measurement. I don't know Cathy or Brandi if you wanted to add here.

Cathy: Hi, Oscar. This is Cathy. A couple of things specifically if I might to kinda build this out particularly around parenting curriculum. Let's think about infrastructure first. I mean, you really talked about characteristic capacity in skill and attitude of the people and the organization. This also include the individual skills. For example, of the facilitators that you are going to be choosing to really facilitate your parenting work. And one of the key thing is to chose those people very carefully. Again, you really need to look at your parenting curriculum and really try to understand something about it. For example, there are some curricula that are very educationally focused. And they're really primarily focus in many ways around nurturing and learning. You may have folks with a lot of really tough education experience as well as experience in working with people. And they may have a special expertise there. There are other curricula that really start with talking with parents about their stresses, their concern.

And in those cases you really might want a facilitator who really has more social emotion or mental health kind of background or experience. You might have some really experienced family serviced folks who might be the best facilitator. You might wanna put two people together that really have complimentary skill so that they can work together. You also really might wanna think about what kind

of support are the facilitator going to need. Who can help them with difficult questions? If in the course of delivering a parenting curriculum, this may come up. There are other kinds of infrastructure things to think about. Things as simple as, "Do you have a private quiet room?" in which to deliver this if you're going -- If you're a center-based program and you're gonna deliver this to -- to a group of parents. Can you provide food? Are you gonna offer this at the time when you need to provide childcare? So, those are the other kind of things to think about. And these are all of the things that you really wanna include in practice guidance. So, these are the kinds of very concrete kinds of examples that you really might wanna think about. In terms of thinking about Data and Feedback Loops, it's really important to kinda have those short burst of information to be able to really help you with each step. And so it'll be really important to think about how will we gonna let parents know about our parenting curriculum? What is gonna attract them to coming and joining us? How will we really be able to keep them interested? So, those are two key pieces and there are number of strategy that I know many of you have use in doing parent night, and working on other parenting groups. And you really wanna think about all of those things. In terms of Dosage, it really is important to think about how often does the developer tell me that we really should be doing these groups? And how many groups really make up a series that parents complete? And do we have ways to really support parents in getting back to the this -- to each of the groups and being able to finish. For those of you doing home visiting, again, if you have a parenting curriculum that's embedded in your home visiting visits, you have a captive audience, so it's also thinking about how often do I need to really work on these particular parenting issues; and what should that look like in a context of the other work I need to do with families. And finally Fidelity fits into this. Because the way to really get the results and the really good outcomes as you partner with parents is to be able to really implement the parenting curriculum in a way that other folks have spent a long time testing. So, they kind of know what works So, thinking about what's that going to mean in terms of both recruiting parents and also helping them to continue to come to the parenting interventions. Back to you, Oscar.

Brandi: Cathy and Oscar, this is Brandi. I love this and I'm excited to see us segway over to the key tasks. Because one of the things that I wanted to collect is we've been here from so many of you across the country about what you're thinking about, what you're trying, what you've chosen and some strategy. Then I know one of the things that Oscar and Cathy that are gonna take us into, in terms of the key tasks are making sure that we did something what are we asking about. And I see several of you talking about this in the chat. Making sure that we get our families in the door and that we have the honor to work beside them over time. You got that they're often asking us how do we get 'em? How do we keep 'em? So, I wanted to offer if we transition over to key tasks and strategies that we did actually this past week, which I thought was so wonderful. The program that we're working had chosen a curriculum already. And their first order of business was to actually train their staff as participants.

So you know, their staff are actually parents. Because you guys remember. What we're doing here is for the parents. They are the beneficiary of the knowledge gain. It's not about parent activity for their children. This is where you have to be careful, when you're thinking about your choice of curriculum. It's not about activities for parents in service of their child development, it's activities and engagement with parent to practice their own skill. So, there's a distinction here that we need to be thinking about. And I thought these set of programs were so brilliant in this choice. Because they were training their staff as grown-up folks in the family, as the beneficiary of this information and given them the space to practice their skill. And then, not only that they have stuff buying, but they had an already made tool integrated

into the sort of what we're gonna talk about. Like their recruitment of family and the retention. Because they already have a group whose experienced. You know the business of this kind of a model and they do their children curriculum, and it really would already -- even in these initial -- you know, phases, work and -- So, just a couple of reminders there, remember that the family, the parents are the beneficiary of the knowledge, not in the service of their child. Although, what we know in science is that it absolutely impacts it over time, it's one of the many reason we're so excited about the standard. Well, the other thing is the research base, you have to be careful. There's a different between being researched and formed. Which is basing a curriculum on research versus research based which is what the standard calls for, which has descriptive studies connected to it. When you go download the Decision-Making Checklist, from the back you're gonna find a definition that we created alongside and with the guidance of OHS. For the purpose of the intended standard, you have to choose one that is research based and you have to be the one that determines if that base is part of the instrument or the curriculum that you choose. So, just a couple of nodes here as we transition over to the Key Tasks so that we can have that sort of as a bridge from when we were in explore to install. And sort of build from there. All right, take it away, Cathy and Oscar.

Oscar: Okay. So, the next two slide we're gonna focus on this task of activity that we're focusing on during installation. And I know that what we stand at the point when I was tracking who had developed an implementation team during the poll. It was about 50 percent. I don't know where we ended, but that's great. I think learn to form a team and effectively forming teams in the new practice can take a while. But I want to emphasize here that for some of you the team that is working on exploration, looking at different curricula, and making decisions, may be somewhat different than the team you take in to really preparing the ground to deliver that curriculum. That's fine. That's normal. It's possible that nearly all of the same people come forward and do that installation work. That's also fine. But I just want to give you the "OK" to stop and say, "Right. You've finished on stage for now." "Who needs to be on the team? Maybe we need some new skill." "Maybe we need some new perspective." "Maybe we couldn't get parents involved as much upfront." "And we wanna really bring them in now in a stronger way." Those are great questions to be having. So, here you're thinking about who is on the team and what kind of skills they need? To link in to the data point which I'll come up a little bit later, if you have someone who is particularly good with data. Not just the collection or the kinda evaluated perspective, but someone who is good at communicating with data. They be great on implementation team. Because you're gonna need to share your progress with your internal stakeholders, the directors, other staff, as well as with your families, and with your board, and your other communities stakeholders. So, thinking about creative and effective use of data is gonna be a critical skill for the team. That leads me forward into the system of high-quality communications. And I would encourage you to think of all the ways that you communicate to family, to your community, to your other stakeholders, and leverage as much of that work as you can.

And then, may be opportunities when you're near introducing a new practice as new curriculum to really develop a new ways of communicating. And I like what Cathy said earlier. I think that was Cathy. If you would've train your staff as participants first, and then train some of those staff as the actual deliverers of the curriculum, they're gonna be both able to communicate as the value out in the community, generally. And of course be effective teacher if you are the facilitator of that curriculum. And I want to point out to all of you who are directors or Chief decision maker in your Head Start program; what leaders do and what they emphasize and what they message, communicate what's

important. So, if you all decided on a parenting curriculum, and that no one ever hears you talk about it again, that sends a message. Probably not the message you want to send. But the more you're out there talking about it with your parents, with your staff, with other stakeholders, the more it comes across as the priority.

And finally, I've seen a few questions that I'll let Brandi respond. It's about recruitment. But, going back to the practice guidance, and thinking about both tangible skills and knowledge, and the intangible, the attitude, the knowledge of the community, just the ability to really engage other; those things hopefully you are exploring during exploration. And identifying, locating or recruiting during installation. And that is really -- this is where the rubber hits the road. And you have to be asking yourself, "Can we get the right kind of people to deliver this curriculum?" Hopefully, you thought you could in exploration, and you can in installation. But, the last thing I'll say there, we know that no matter how good a training is; it's typically insufficient for new practitioners to be really good at delivering a new curriculum or a new program. And this installation is a chance to step back and say, "How we will help those practitioners, those facilitators deliver this curriculum really effectively and get better over time." So, coaching plays in here. And I'll just end by saying, when you're thinking about a curriculum, ask the developers what kind of coaching supports do you have or have you seen that are needed and work? Those are great consumer questions for you as you're thinking about curriculum. Let me stop there. Cathy or Brandi do you want add on then?

Cathy: Thank you, Oscar. This is Cathy. Just a couple of things to elaborate on. I really love and share the idea that Brandi brought forward. That it might be really helpful to have the first set of sessions be delivered to staff. Your very best recruiters are your teachers. Or again, home visitors themselves who are actually doing the direct work with children and families. They're family service folks. And so often times we've seen this in a number of communities that have implementing parenting curricula. When they train their staff, you again, not only help people to learn the curriculum well, it also gives teachers more resources and family service staff more resources to be able to have conversations with families it gives you a framework around which you can really engage in conversations around parenting that really lead to children's improved learning and well-being. Another community that we were involved with really trained a mixed group first and they ask their advisory board folks. They asked those particular parents and leadership. If they would be willing to participate in what they called a Leadership Parents and Staff Training. So that they really had parent leaders as parents and staff in the same group really learning and talking about parenting at the same time. And in that particular program they had great response. Once they put those up and opened up for all the parents in their program. Because they have such good ambassadors. So, I can't say enough about -- thinking about those kinds of strategies that really can help you think about what to do. One other point that I wanted to make is that when you take a look at the standard, it really does reflect the understanding that all parents in the program are going to at least have the opportunity to participate. So, I know that there are a number of folks who really interested in parenting curricula that are targeted at either parents with particular needs. There are some. There's specific for mothers, specific for fathers. There's one -- for example, wonderful home visiting parenting curriculum that's really focused on one parent or one caregiver and that child and just dive at it, at intensive work.

So, you really do need to think about if you're considering a parenting curriculum that may serve only a segment of the parents that your program serves, what do you have for the other parents? And so we know that there are some grantees who were really thinking about, "Gee, you know this is what we're



gonna do for fathers and here's what we're gonna do for mothers or we're gonna offer what we called universal curriculum for parents." But then, we have this parents with really special interest, special needs or particular struggles where we wanna do something in addition. And all of those constellations may make sense. So, when -- but you really should think about all of them in terms of all the issues on the Hexagonal Model. And that's when you get into resources. And timing off in time and readiness. So again, I think Brandi has said it. That you should think about this whole process in the context of your 5-year goals. And you don't have to do everything at once as matter of fact. We really talking about a process of implementation here, that will allow you some times for reflection.

Brandi: Cathy, I know we're in transition to the next slide. Because we have a lot of folks who are thinking about recruitment and retention. And what we know about the parenting curricula is that a big part of the adventure. But we know that about the term of regular operation. We are always craving to be with family as often as we can. That we do hear their voice and then got it so deeply. So, I know Oscar is going to take us there. But I wanna to insert a couple of a Head Start point of interest here. Several of you mention our compendium. And we cast quite a few curricula or interventions I think what we called them in the title of that document. And we want to make sure that you hear us say again, that you're not bound by that compendium. We you look at that Decision-Making Checklist, then you review the difference between the research based, promising research based, and evidence based; you'll note that most of the curricula in the compendium are evidence based. So, it's a top tier and it will go well beyond the intent or the requirement of the standard. So, you're covered for sure. And they're amazing opportunities to explore, to see if they are good fit for you in your program with your families and your community. But, you're not bound to say what's in the construct of that book.

There are also some other ones that are out there that have been successful for folks and what we've been offering all along, as you make your choice for you -- like looking at the choices that you make and making sure it has a good fit through your 5-year project period. It's -- just take a step back and really go through that Decision-Making Checklist and make sure that you get to be the decider of -- you know, all of those characteristic that's really in line for you in the way that you hoped. So, part of that is the recruitment and retention in like, how much -- like what kind of things can you offer based on the -- your choice that really resonate with your family as Cathy said. In a way that we know about what your data tell you. Let's transition a little bit to thinking about recruitment and retention. And I know Oscar will give us some insight and gotten around those things.

Oscar: Thank you, Cathy and Brandi. Okay, it's the last slide on Key Tasks. I touched on a few of these, so I won't go back into most of these. I think I will talk if you wanna talk about recruitment and retention strategy. So again, if you're still in exploration and you haven't really asked about the experience of recruitment and retention, rather than to the curricula you're looking at; go ahead and do so. Try to get some concrete experience from either the developer or other people who support that curriculum. And certainly if you can, from those who have used it, right? So, this is your chance to find out in advance what it looks like. And then as you move into installation, be thinking really carefully about what's realistic for you. And where you might have a stretch hold that's possible but you might need to try some new things out.

And so, what I like about installation, that if you allow yourself some time to try and learn and improve, you don't need to start too big first, right? You wanna start with something manageable. Something you can try out and if it fails you're not gonna be really too stressed out to change it. So, if there's a program

site where you could try some new recruitment and retention strategy or at least explore with other parents; how they might respond to this strategy, I would recommend that and use installation as a time to some quick Q&A and problem solving or some troubleshooting in advance. And I -- we talked this morning about including retention here. Because it's too late if at the 3rd meeting of parents only a few of the original group shows up. Then, you begin to think about retention. And you all probably know that. So, retention needs to be on your mind from the very beginning. And to be a concrete strategy in your work. So, while someone is doing facilitation on this session, others are doing the work of recruitment and retention and really keeping an eye on that. And again, everything comes back to a data. And how will you know that you could do a retention well? Those are questions you should be asking in installation before you actually have to retain parents. Finally, the last thing I would say on the slide. It's not on the slide. In installation I want you to be thinking about what are some early wins, some early success that we would want to be able to celebrate? And these aren't necessarily, probably not, in fact, gonna be things like "x" number of parents made it through a series of classes. They're gonna be things like establishing an effective new way to collect data. They're gonna be things like getting the word out to families. So that they know about the curriculum change.

And those kinds of early successes that are perhaps mundane in the grand scheme, but there's small important steps that you want to live up and celebrate. And that will they you that you're making progress. So again, in installation you're thinking about what will success look like if we move forward? And some of those things gonna be important to you to lift up. If they -- it happens and then lift them up. So let me stop there, and Cathy or Brandi?

Cathy: Oscar, let me further comment if I could. And I know a number of you are sharing information about ways that you've been successful with recruitment and retention. And just to really bringing some of those up and really thinking about them. Again I think, some of the basics are things like food, childcare. Again, people talked about incentives often times gifts. And some people have mixed feelings about do I have to someone something to get them to come? But, what we do know is that really makes a difference. If there are some programs that gives some small token that represent each session that you've attended. There are other groups that gives parents guest card with the understanding that -- that's how they're gonna get there. We had one program that actually provided transportation and went around, and picked families up. Also, we saw another community where teachers were advocates for the parenting program. And the first night, the teachers came with the parents from their classrooms; and introduce them, and really let them know how important this was. There's some other kinds of things wanted. One is getting messages out to parent from the very beginning, from the time of enrollment. I know several of you have suggested that. Another is that you can't just send one message home. You really need to use multiple ways of communicating with parents. There is one program that actually sent parents; with their permission of course, text messages to remind them, and even phone calls beforehand. So, this sounds fairly intensive.

But often times, once you can get parents interested, you can really start kind of a way of going in in your entire center. One other thing to think about or two other things to think about around recruitment and retention, one is -- are you going to have open or closed group? And part of this depends on what your developer really advises. There's some of this curricula that are flexible. So, if a parent comes to a first group and they can't make the second and third, can they come to the fourth? Do you want to invite people back? Often times, inviting people back and getting them to reconnect is helpful. And if you're doing a series and a parent only came to a half of them, maybe they don't get a

certificate, but they're invited to come back to the ones that they missed. But you always have to think about that -- What the conversation are like? And whether or not you want closed group that build relationship with each other.

And some way can build trust and share more deeply or you want open groups? So, that's another thing to think about. And finally, there are a number of programs who actually do as I mention, have graduation celebration. They really have quite of an event to celebrate parents who have successfully completed sessions. Often asking parents, what their favorite sessions are. Some times to offer a sneak preview for parents. So that you can thing about all of these kinds of recruitment and retention strategy. And it never works with just one, I have to say. Different folks have put together different kind of clusters or combination of practices, so they feel can be helpful for them. Many programs tell us, once they've gotten parents involved; that again, parents also are incredible recruiter and advocate for the groups, for other parents. We've also seen this work in home visiting. Particularly if you're gonna talk about some of the curricula work in socialization times, that parents can really extend some of the individual work, if these are home-based parenting curricula that are being delivered by individual home visitors. That you can extend that by actually extending the information to a socialization group. And it's another great way to recruit parents in the context of their interest about parenting.

Brandi: You know, Cathy, this is so exciting, I have to say. We have collected based on what you and Oscar have shared and certainly what else is going on in chat. So a couple of raw strategies that could potentially in addition to everything that you just offered the help that the grantee have actually tried out. So for instance, in service of building the relationship, some many of you over there are singing our song. That it is all about the relationship. It is all about how we get the family ahead of times. To really you know, have that connection that we offer in this kind of a long-term opportunity. Well, we have our program, but do you know what we did? We sent out like a little survey and we say, how many families would be interested in --you know, having a chance to come to be together? Like we asked the question, like -- have you ever had a time where you've been you know, dealing with a challenging behavior with your child? Now, I wanna know how many of you parents, are out there? But I'm a momma. I have a 5 year old boy, and I will tell you I'll be first in line to come and talk a little bit about what do you do when you get hurt? So, they're asking a provocative question of their family first to garner their interest. And then they actually capture the interest for a written survey.

Here's what they did in-terms of their relationship. They sent those parents that were interested a thank you note with their child picture attached from the classroom of the home-based model to say, "Hey, we're glad that you excited about this." "We too, you know shared winning and your excitement," and the interest about doing this together." "And basically in service of your little ones." So, it was this exchange. And they never laid-off the same way. This one all like, you know, digital kind of interaction. Like who would be interested just to check the poll? So all of that is free. All that didn't have to track anybody down in person. But it was really a huge set of strategy that culminated in that, you know, like handout and thank you note with the child picture which really went a long way. So, that's one piece. And then say all of you I see, asking about money. and just different kind of ways that we pay for this things and the cost but one of the strategies that has worked over time and not just in, you know, connected to the parenting curriculum, but any of the meetings that we offered. It's that we've always, for all these years, done childcare, transportation, food, bribes.

Haha, just to see if you're paying attention. To get the families with us but what we've found is that if give them at least a small responsibility, like would you mind a couple minutes early to help with the chairs? Or to be the greeter or to -- you know, offer a smile as other family coming. Because we have some new ones this year. It made a huge difference. because just as we all crave we feel needed, we feel respected, we feel honored to have something to contribute. Give us a better chance of really connecting with families in that relationship way that we believed in deeply. And then allow them to share their expertise. And then they start to build, and one of you mentioned a parent to parent power can't be measured. I mean I'm saying that it's a huge catapult forward in your numbers, in the excitement, in the interest. So, we you get that kind of personal experience and sort of quote unquote advertisement from you families, it just skyrockets You know, everything that happens around that. So, and then we need to wrap up. Let me just say quickly. We're gonna be hanging out in chat as we do. Because we've been through this before. You know that we stayed on and after the top of the hours, so that we can continue to take question and talk a little bit with you. So, feel free to hang out. But I know that Oscar is gonna try to coach us out a little bit and then we'll transition over to the chat. So, hang out if you still have time.

Oscar: Yeah, so we agreed, I think. So, we can get to the question. Again, this is really reigned the foundation for success here. And many of you are gonna leveraging those things that work well for you, have worked well for you in the past. So, you're building on your strength, and building some new opportunity for yourself and for your community. So, take the time if you can. Really slow it down and look carefully at your assumptions at the thing that you are trying to accomplish. And make sure that the technical detail that you learned about in exploration can really be translated into practices and concrete policies and resources before you really do the new curriculum. That is what installation is about. It can take 3-6 months, it's not a recommendation. It's generally what we see for a well-defined programs that you're able to get the training on time, get the policies adapted and so froth. So, build that into your thinking. Develop accurate, ambitious, but realistic timelines. The staff are gonna need time to do the work. And some things will not work instantaneously And you'll need time to kind of figure out your solution. If it's true in any change effort. I think that's all I say right now. But just know that you know, investing upfront is gonna payoff later for you. You'll missed some things, and you'll learned about those in the next stage, in initial implementation. But more time spent here is generally gonna be better for everybody. So, thank you.

Shela: Thank you, Oscar. And thank you so much Cathy and Brandi as well. And to all of our participant, you guys have been so active and chat. I feel like we don't even need to ask you more question because you've been sending us so many. But before we close, and as we move to the extra 15 min that we have together; we're wondering, now that you've heard every cap of exploration, and all this great information about how to progress through the installation stage? And considering where you are in the process, what is your next best step? You can think about that and let us know in chat. We're excited to respond during the extra time that we have together. Don't forget we've got two more webinar in this series, coming up the November 10, and we'll talk about delivering the parenting curriculum, and that's the initial implementation phase. And Brandi mention, join us after the chat. And real quick, well, you'll get an email within the hour. It's a thank you notice and it's also .got a link to an online survey and once you fill-out the survey you'll be able to download and print a certificate to show that you spent your time here with us today. And with that, we'd like to thank you for joining it. And once again, stay on for 10 more minutes. We've got some extra time to share with you.

Brandi: Hey, guys. You know I get so excited. This is Brandi. So you know, you thought fly by on the screen and I'm just really inspired about all of the things that you're thinking about in terms of training. And I think it was -- let me scroll back up, was it Jennifer? Yes, Jennifer. Thanks. You said, "Take a little more time to develop the action plan. I feel like we may have jumped ahead too quickly." That's one of things that Oscar and Cathy taught me. That it's, you know, it's great. It's gonna be messy. And that's okay. And I was thinking that you know, for those of us who've grown up in Head Start, it just occurred to me like, it's developmentally appropriate. Like we're trying this out. You know, we're thinking around, we're setting up our system, we're gonna be messy, we're gonna take two steps forward and maybe one step back. And all that is okay. And yet, the even better news is under the umbrella of the 5-year project period, we have that gift. We're in constant communications you know, with your program specialist. Then you watch and see how this works and what happens. Then if you're feeling like it's effective, if it's not, how to cross correct? And if you made the right choice, and you know, all of you talking about money in your investment. Not only in the dollar but in the time that you're, you know you're a little human resources. At the given time, we've brought these people. So, I think it's a great advice to just tall and not sort of you know, be in a panic mode about the choice or if you're already chosen, like confirming that it feels right, now that we know more about what we know. So, just a couple of thoughts there.

Oscar: And I might chime in if I can to say one skill that I find it helpful in implementation team. And it should be skill that we all cultivate. It's the ability to maybe challenge the status quo or to encourage folks But not to just go along, but to be that person who said, "Really? Is that true?" "Are we making an assumption here?" So, really cultivate the teams ability to respectfully and critically think through the decision that are being made. So, if you can have someone look at the plan and wasn't involved in its making, and ask, and to really you know, try to find the wholes in it, find the gaps. It's a nice way to check that you're really covering all your basis, you're not making some pretty big assumption. And that's the skill that has to be learned. Because most of us want to be a good collaborator. And many of us don't feel comfortable always challenging others.

Brandi: You know, I want you guys to also know that you're not in this alone. One of the great parts about this whole experience is, if have you been previously working to do your research as many of you mentioned at the top of the hour in the webinar. We have been too, and we're gonna be developing some additional resources for you to have to consider. So that you can sort of look and see what's out there. And I should, Cathy let you speak sort of the process we've been going through the National Center and what we hoped that -- that accommodating for everybody out there who's still looking and explore in service of -- Again, given yourself permission at time to really explore and then move to installation. Cathy, I know you'd be happy to share with the folks all the incredible work the team has been doing over here.

Cathy: Sure. Thanks, Brandi. We've really been busy at the National Center and we've really have been taking the decision list that in the resources on the parenting curriculum really seriously. So, we have been getting from all of you the list of the curricula, all the curriculum that you are -- each curriculum that you're interested in. And we really been trying to evaluated based on each of the items on the Decision-Making Checklist. And we hoped by 2018, that we will have a database to which we can add with basic information about those curricula that at least prior assessment to me, these criteria. So, we've been very busy trying to do that. And have learned a lot about you know, what we can learn on the web, what we can learn from developers, and where we really need to go beyond. And do some

independent looking so that we can really understand how a curriculum might meet all -- all the criteria. So, I hoped we'll have that soon. Because I know a number of you have wondered about a lot of the curricula that are not in the compendium. And there certainly are a number of additional interest in parenting curricula out there. So, that's really the hope.

There was another question that I saw. I think from Anne, if I might. And she's talking about adjusting you know, 13 chapter curriculum to 10 sessions and modifying curriculum. This is kind of a tricky business. And the standard really says that if you're gonna make adaptation, you really should think about some consultation. And the first line of consultation is with the developer. All communities, all programs makes some small changes. But, core changes or what we call adaptations; and those really change your ability to get the outcomes that you're looking at. So, that's where it's really important to consult with someone. And probably eliminating a lot of sessions. In some curricula, they give you a choice. You can do, you know I want their 29 different session you can choose from. And you can order them after you do an obligatory number. For others, you really need to deliver the in certain order. You need to deliver them all. So, it's one of the other things to consider for those of you who are still in exploration stage. Because you may want to really decide how much flexibility you want. But if you're gonna change a curriculum in any of it's core elements, then that really is an adaptation that makes it quite different. So, the advice is to get some expert consultation.

Brandi: Thank you, Cathy. I know that we're getting really close to our time. But I just want to say to you guys, I -- Man, I'm a Head Start like believer. And I know so many of you are, too. And it doesn't go past me very easily. That the passion, the excitement, the commitment, the question and everything that you guys brought today, just continue to prove how committed we are to this really good work. And how committed we are, that we're really telling a story of what we've always known about the growth of our families and their children. And you're doing the incredible stuff every single day. And make sure that we're honoring all of that. So, before you left I just want to say, thank you so much for everything that you're doing every day. To do this hard work, to dig and to make sure all of this was a match. And that only, of course, that it make for the standard, but more importantly that it made for -- you wanna go beside your family and your community. So, we just appreciate you guys and we're so glad to spend the afternoon, this little bit of time with you. We hope to see you again next month. Come back and see us. Look, if you need anything let us know. And we'll look forward to being together again soon. Thank you guys.