



Module 2:

Family Engagement



Juntos 4-H Module 2: Family Engagement Information Sheet

Module 2 introduces the first component of the Juntos 4-H Program: Family Engagement. Family Engagement refers to the Juntos Family Workshop Series, Family Nights, and other family-focused events. This module includes access to PowerPoint slides that will engage audience members in a conversation about how this particular facet of the program can benefit their local community and/or state.

Please note that Module 2 does not include the middle school or high school curricula, which serve as the backbone of Juntos 4-H Family Engagement. Completing Module 2 does not certify participants to be a Family Workshop Facilitator; rather, participants will gain an understanding of the foundation of the Juntos 4-H Family Engagement component, what is needed to implement Family Engagement, and the role of a 4-H Agent and their community partners. Those interested in becoming a Family Workshop Facilitator should contact Diana Urieta (contact info below) to learn about the two-day Family Engagement training opportunities offered by NC State University.



Module 2 will cover four focus areas to support your success in implementing Juntos 4-H Family Engagement. These focus areas include:

- Understanding cultural considerations;
- Planning for Family Engagement;
- Implementing Family Engagement; and
- Retaining engaged families.

Supplies Needed:

Note cards, pens, paper, projector, computer, flip chart, markers, and access to WI-FI.

Handouts Needed:

Copies of Partner Meeting Checklist and resource list on Latino families to handout during slide 28 titled “Cultural Awareness and Assessment Resources” (optional)

For more information about Juntos 4-H and/or if you are interested in implementing the Juntos 4-H program in your state, please contact Diana Urieta.

Diana Urieta, MSW

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Slide 1

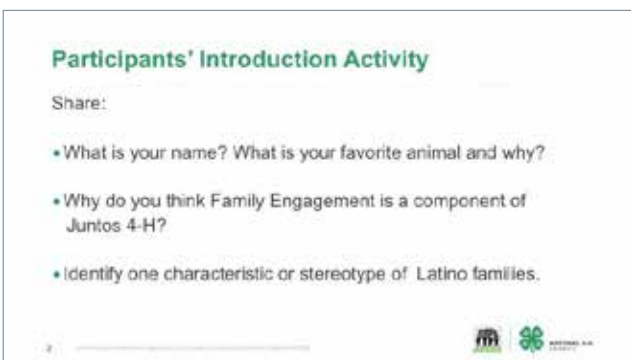


WHAT TO SAY: Welcome to Juntos 4-H Module 2 on Family Engagement. We are pleased to introduce to you the Family Engagement component of Juntos para una Mejor Educación Program (Together for a Better Education Program).

This module will inform FCS and 4-H educators, volunteers, and community partners about four key areas that will lead to the successful implementation of Juntos 4-H Family Workshops, Family Nights, and Family Events.

Module 2 is the second in a series of Juntos 4-H modules. All modules were made possible through National 4-H Council's partnership with NC State University and New York Life Foundation.

Slide 2



WHAT TO SAY: To get started, let's spend some time getting acquainted with one another and share some thoughts on the topic of this module. Please share the following:

Your name, favorite animal, and the reason why it's your favorite animal. Why you think Family Engagement is a component of Juntos 4-H. Identify one characteristic or stereotype of Latino families.

Before we explore Family Engagement in Juntos 4-H, let's review material from Module 1.

Note to Trainer: You should share first to model for the participants. Give participants at least one to two minutes to write down their responses before sharing with the larger group. Provide note card for participants to write their answers.

You will need to adapt this activity depending on the delivery of this training (face-to-face, webinar, virtual). Also, have fun with the first questions and use them to set the tone for a safe space to share experiences and knowledge during the rest of the module. You want participants to feel comfortable as you transition to the other two questions, which direct the participant to the topic covered in this module.

Close this introductory activity by using what you learn from your audience. Highlight some fun reasons why people liked certain animals. Follow this with some of the similarities in the responses or interesting facts learned from questions two and three. For instance, you can point out the number of similar and different Latino family characteristics identified. Alternatively, consider discussing the similarities and differences the audience list regarding why Family Engagement is a Juntos 4-H component.

Slide 3



WHAT TO SAY: The Juntos and 4-H partnership builds on the impact the Juntos 4-H program can have on:

- 1) engaging more Latino youth in 4-H; and
- 2) supporting youth and their parents on their path to academic success.

Slide 4



WHAT TO SAY: Juntos 4-H is a program that helps Latino youth and parents gain the knowledge and skills needed to bridge the gap from high school to higher education for 8th - 12th grade youth.

The word 'Juntos', meaning 'Together', affirms that collaborative work among students, families, Extension, community members, school, etc. makes educational success attainable.

Slide 5



WHAT TO SAY: The mission of the program is simple: To help students achieve high school graduation and attend higher education.

Slide 6

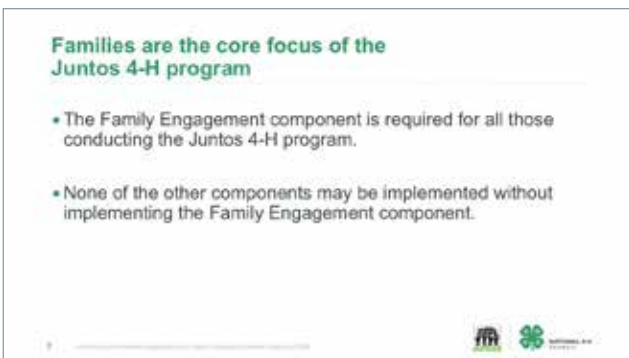


WHAT TO SAY: In Module 1 we learned that involved parents are the key to academic success

We also learned that:

- immigrant parents are new to the educational system in the US
- parents are the strongest support system for youth
- together parents and youth can take ownership of their educational dreams and goals

Slide 7



WHAT TO SAY: The Juntos 4-H program began with Family Engagement and is thus the core of the program. Without Family Engagement, Juntos 4-H cannot be implemented.

The program was created around research that supports the idea that when parents are part of their children's academic journey, students will do better in school.

If any of the other components are implemented without involving the parents in the process, Extension will miss out on empowering and supporting families and communities to make educational success a goal for Latino youth.

Slide 8



WHAT TO SAY: Today we will look at four key areas that make Juntos 4-H Family Engagement effective.

First, we will look at cultural considerations that are important for Family Engagement.

Second, we will discuss how to effectively plan for Family Engagement.

Third, we will talk about how to implement the Family Engagement component of the Juntos 4-H Program.

Fourth, we will discuss how to keep families engaged in the program over the long term.

Let's play some trivia and see what we know about Latino families.

Slide 9



WHAT TO SAY: The next four slides ask true/false questions regarding Latino families. First I'll read the statement on the screen aloud, after which I'll ask those who think the statement is true to raise their hand, followed by those of you who think it's false.

Note to Trainer: The next four slides ask the participant to consider true/false statements that indicate what they know about working with Latino families.

Make sure to show the question as you are reading it and give participants time to think through the answer (10-20 seconds). You can ask if everyone is ready to answer.

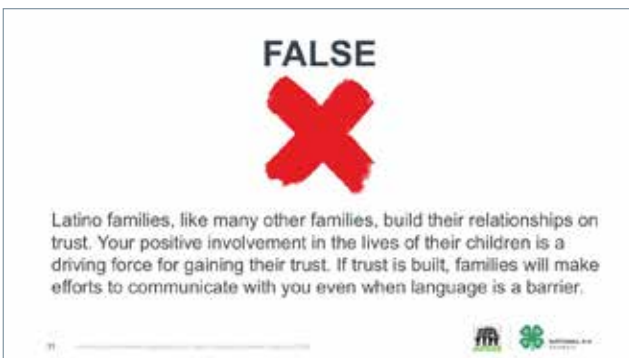
Get a feel for the participants; if you think that giving anonymous responses to the questions is best, you can give participants time to write their answers on a piece of paper before you reveal the answer on the following screen.

Slide 10



WHAT TO SAY: One needs to be Latino or bilingual to engage with Latinos.

Slide 11



WHAT TO SAY: False.

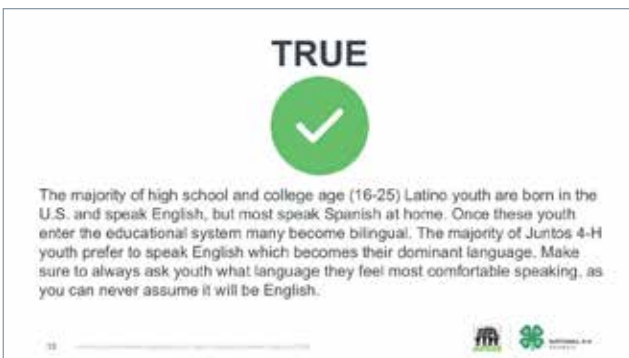
Latino families, like many families, build their relationships on trust. Your positive involvement in their children's lives is a driving force for gaining their trust. If trust is built, families will be engaged despite possible language barriers

Slide 12



WHAT TO SAY: Most Latino high school and college-age youth are bilingual.

Slide 13



WHAT TO SAY: True.

The majority of high school and college aged (16-25) Latino youth are born in the U.S. and speak English. Because most of these youth predominantly speak Spanish at home, they become bilingual upon entering the educational system. In North Carolina, the majority of the youth in the program prefer to speak English; English becomes their dominant language over time. Make sure to always ask youth what language they feel most comfortable speaking. Never assume the preferred language is English.

Note to Trainer: You can choose to add the following facts and resources to this slide's talking points:

Two-thirds of Hispanics ages 16 - 25 are native-born Americans. Just over one-third (36%) of Latinos aged 16 - 25 are English-dominant in their language patterns, while 41% are bilingual and 23% are Spanish-dominant.

<http://www.pewhispanic.org/2009/12/11/between-two-worlds-how-young-latinos-come-of-age-in-america/>

Slide 14



WHAT TO SAY: Latino families do not want to participate in Extension programs

Slide 15



WHAT TO SAY: False.

Latino families are very much interested in learning about the community resources around them, but relationship building and trust need to be part of Extension outreach strategies and methods in order to engage this population.

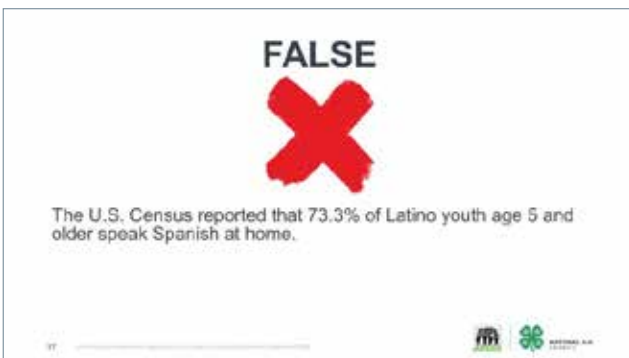
Slide 16



WHAT TO SAY: Last questions!

Latino youth age 5 and older do not speak Spanish

Slide 17



WHAT TO SAY: False. The U.S. Census reported that 73.3% of Latino youth aged 5 and older spoke Spanish at home in 2013.

Note to Trainer: You can choose to share the following link with participants if they are interested in learning more:

<https://www.census.gov/newsroom/facts-for-features/2015/cb15-ff18.html>

Slide 18



WHAT TO SAY: Were any of these true/false statements surprising to you? Did you learn anything new about the Latino community given the statements?

Note to Trainer: Allow time for participants to share any thoughts they may have and take the time to talk about what they do know about the Latino community in their area.

Slide 19



WHAT TO SAY: Now we'll focus on the cultural considerations that are important for Family Engagement. The following slides will cover cultural considerations that will support your work when implementing Juntos 4-H or any other Extension program where you intentionally reach out to the Latino community.

Slide 20



WHAT TO SAY: Has any one heard of the term Familismo? Familismo refers to a strong emphasis and connection to family members as a whole and reflects a willingness to put the needs of family members before individual needs.

Slide 21



WHAT TO SAY: What do you think of this definition?

Note to Trainer: Allow time for participants to share any thoughts they may have on the definition of familismo.


Let's break this term down by looking at an interesting fact.

Slide 22

Interesting Facts About Latino Families

The U.S. Census Bureau (2009) reported that of all the racial and ethnic groups in the United States, Latinos are **much more likely** than the others to be living in a **family setting**, and are least likely to have a household composed of a single person.

22 U.S. Census Bureau, Department of Commerce, Bureau of Economic Analysis, and Bureau of Economic Analysis (2009). Hispanic Population in the United States: 2009. Washington, DC: U.S. Census Bureau.



WHAT TO SAY: Interesting fact: the U.S. Census Bureau (2009) reported that out of all the racial and ethnic groups in the United States, Latinos are much more likely to live in a family-oriented setting and are least likely to have a household composed of a single person.

What do you think of this fact?

Note to Trainer: Allow time for participants to share any thoughts they may have of the interesting fact about Latino families.

Why do you think it is important to take Familismo into account when working with Latino youth?

Note to Trainer: After some participants have responded or to get them started in their responses, add some of the following points:

The parents and the youth are often very mindful of each other, so a family-centered approach rather than an individualistic approach is often more effective.

To be successful with Latino youth, connecting with their families is essential. The idea is to empower the entire family and not just the youth.


Close by stating that working with Latino families will mean understanding and respecting their core focus on family and values.

Slide 23

Familismo is Embraced by Juntos 4-H

Juntos 4-H sees Familismo as an asset-based approach to achieving academic success among Latino youth.

23 U.S. Census Bureau, Department of Commerce, Bureau of Economic Analysis, and Bureau of Economic Analysis (2009). Hispanic Population in the United States: 2009. Washington, DC: U.S. Census Bureau.



WHAT TO SAY: So how is Familismo connected to Juntos 4-H? Juntos 4-H sees Familismo as a strong asset that supports the program's main mission.


Let's look at some real examples!

Slide 24

Familismo is an Asset

1. Families come first.
2. Families are given the tools and space to focus on academic goals.
3. Family members become responsible and active participants in achieving academic success for youth.

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WHAT TO SAY: Let's look at three key parts of how Juntos 4-H embraces Familismo:

1. Families come first

The program starts and ends with Family Engagement. Ideally, the program starts with the Family Workshops. Family Nights and events continue after completing the workshops.

We will discuss the workshops, Family Nights and events in detail later in this module.

2. Families come together with a mutual goal of reaching academic success for Latino youth

The workshops, Family Nights and activities are built on collective learning, which leads to a collective agreement for making education

3. Families become active participants in achieving academic success

Various activities during workshop sessions allow for discussions about specific tasks parents and students can undertake to reach their educational goals. Family Engagement ultimately provides an environment of Familismo, which supports cultural tendencies towards the communal.

Let's spend some time talking about the culture created within the Juntos 4-H program.

Slide 25

**Juntos 4-H
Program Culture
(expected behaviors
and beliefs)**

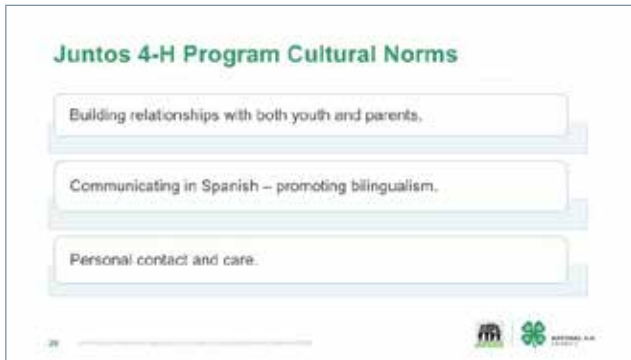


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WHAT TO SAY: When thinking of starting Juntos 4-H, it's important to create and foster cultural norms with which families can easily identify.

Slide 26

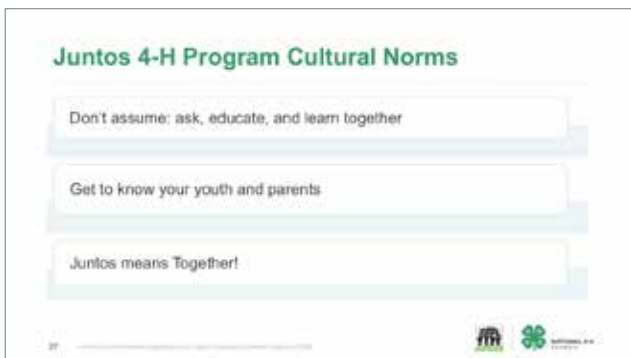


WHAT TO SAY:

Take the extra steps to build relationships with both the parents and the youth. This can include:

- Communicating in Spanish is very important to Juntos 4-H families, many of which are monolingual Spanish speakers. Foster an environment where two languages are spoken; parents and youth should feel comfortable hearing (and speaking) both English and Spanish; and
- This may mean making personal calls to parents, perhaps even visiting families, and encouraging their involvement. These actions will lead to stronger relationships with parents and later lead to empowering them to take their own steps towards educational success.

Slide 27



WHAT TO SAY:

- Learn from the families. Don't assume they don't know the educational system; instead, take the time to learn what they do know and help them process new information provided to them. For example, if you're unsure what they think about what Extension is, ask them and talk about it for a moment.
- Get to know both the youth and parents. Ask yourself: "Do I know as much about the youth as I know about their parents?"
- Remember, 'Juntos' means 'Together'. The program depends on a genuine two-way relationship between you and the parents/families. Together, the impact in your community and/or state will be greater!

Slide 28



WHAT TO SAY: You may be interested in doing a self-assessment of your cultural awareness.

Note to Trainer: Invite participants to take a cultural awareness assessment at a later time and provide them with the following link. <http://highered.mheducation.com/sites/dl/free/0072563974/87090/ch02.html>

Give them the following questions to ask themselves after completing the assessment :

- Did your score surprise you? Why?
- Was there a question that highlighted an area of cultural awareness on which you would like to work?
- What will you do with this information?

Note to Trainer: As the trainer you can model the process by completing the assessment prior to the training and sharing your answer to the three questions with the participants. Feel free to add any other self-reflection that adds to the conversation around cultural awareness.

Other resources on immigrant families

WHAT TO SAY: If you are interested in learning more about immigrant families, here is a handout with a few resources to get started:

Cultural Values of Latino Patients and families
<http://www.dimensionsofculture.com/2011/03/cultural-values-of-latino-patients-and-families/>

Latino Children: A Majority Are U.S.-born Offspring of Immigrants
<http://www.pewhispanic.org/2009/05/28/latino-children-a-majority-are-us-born-offspring-of-immigrants/>

U.S. Census Bureau, 2013 American Community Survey, Table B16006
http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_13_1YR_B16006&prodType=table

Falicov C. (2007). Working with transnational immigrants: Expanding meanings of family, community, and culture. *Family Process*, 46(2), 157-171. <http://kean.edu/~psych/doc/Working%20with%20transitional%20immigrants.pdf>

Schvaneveldt, P. L., & Behnke, A.O. (2012). Family Life Education with Latino Immigrant Auyes thdiences. In S. M. Ballard, & A. Taylor (Eds.), *Family Life Education with Diverse Populations*. Mahwah, NJ: Lawrence Erlbaum Associates.

See link to purchase access below:
<http://www.learningace.com/doc/7745297/df4fbdf64bc81d859283775fba948e4e/references>

Slide 29



WHAT TO SAY: Now let's talk about planning for Family Engagement.

Successful planning for Family Engagement should build on strong partnerships, which can lead to sustainable programing for years to come. Here are four important steps to ensure success:


- Identifying school and community partners.
- Holding a partners meeting and delegating tasks.
- Scheduling the workshops and Family Nights.
- Understanding the costs.

Slide 30

Schools and Community Partners

Do your homework:

- Take a look at census and state Department of Education data.
- Go to the communities who are invested.
- Get the commitment of Extension staff.
- Get community buy-in.



WHAT TO SAY: To identify schools and community partners, consider the following:

Examine the U.S. Census and your state's Department of Education data

Ask yourself: Where is the Latino population growing in your community? What kind of growth is there? What is their median age? How are Latino students performing?

Use this information to analyze what the community's greatest needs are. Having this data and knowledge will help get buy-in from the community as you share facts with them on why the program is needed locally.

Go to the communities who are invested in the mission of Juntos 4-H

Work with schools that show an interest in improving their communication with Latino families and with communities that see a need and benefit for Juntos 4-H. Make sure to have the support of school administrators, Extension faculty and staff, and other community partners.

For Example: Many Corporations can partner with you through their employee engagement programs by volunteering to lead clubs or mentor youth.

Secure the commitment of Extension staff

Make sure to communicate the plan to implement Juntos 4-H with state Extension faculty and local county Extension directors and staff to get their buy-in and support.

For Example: Local Extension leadership can support by providing space, use of vans, or using their networks to speak to potential donors or county officials about the program.

Ensure community buy-in

Reach out to potential partners (both non-profit and for-profit) who may be interested in investing in Juntos 4-H. Investing may mean sharing resources, volunteering time, or providing funding.

These resources might be sought out to help start the program, with the hopes of a long term relationship with the partner. Work with community partners who are interested in the Latino community and who are willing to make a sustained commitment.

Although your focus may start with providing the Juntos 4-H Family Workshop Series, share the complete program with potential partners who may also wish to support the program's other components in the future.

Slide 31

**Who are your partners?
Who needs to be at your table?**



WHAT TO SAY: Who are your partners?
Who needs to be at your table?

Slide 32

Juntos 4-H Key Partners

- School system
- Cooperative Extension
- Universities and community colleges
- Faith community
- Local businesses
- Non-profit organizations
- Latino and non-Latino community leaders
- Parent leaders



WHAT TO SAY: Here is a list of partners to consider as you plan to bring Juntos 4-H to your state and community:

- School superintendent's office (e.g. school superintendent or assigned individual).
- Identified school principal, ESL teacher, Spanish teacher, counselor, teachers, and/or administrators who are passionate about the work Juntos 4-H provides.
- State and local Extension faculty and staff.
- Local non-profit organizations working with Latino communities.
- Businesses interested in reaching out to and supporting the Latino community.
- Supportive faith communities (Latino and non-Latino).
- Latino community leader (e.g. Director of a local Latino center).
- Parent leaders.

What other partners might we engage? Think about your specific communities.

Note to Trainer: Guide participants to come up with partners who are specific to their communities. Make sure to add partners identified by participants on a flip chart for them to see.

WHAT TO SAY: This is a great list we've started. Keep in mind that this is a never-ending list, as partners will always be added as the program grows in the community.

Slide 33

Invest in individual and group partner meetings



WHAT TO SAY: Once partners are identified, schedule individual conversations with each partner to discuss the program and your plan to implement it in the community. Ask if they know of any funding available to support this program.

Once you have your list of committed partners, organize a partners meeting with the goals of introducing your implementation plans, listening to their feedback, and discussing who will take on specific tasks to implement the Family Workshop series.

Slide 34



Partners meeting to plan the Family Workshop series

34



WHAT TO SAY: Holding a partner meeting before starting with Family Engagement will lead to a well-planned out Family Workshop Series. It will also ensure that the work doesn't end up being one person's responsibility; all partners should come together to support the families on their journey to academic success.

Let's look at a simple partners meeting checklist, which provides a guide for the different roles that need to be filled. Feel free to add to this checklist according to your needs.

Slide 35



Partner Meeting Checklist

Partners in attendance: _____

Schedule and logistics for sessions. Who: _____

- What day of the week will sessions be held?
- What time will they start?
- Who from the school will join us?
- Where will they be held? (locations and rooms)
- Who will open the building?
- What signage needs to be put up to help parents find their way?
- Will there be projectors, smart boards, white boards, and/or screens available? (circle them)

35



WHAT TO SAY: During your partners meetings you should discuss your ideas for a schedule and logistics for sessions.

Make sure to identify the person or people responsible for each area on this checklist.

Schedule the dates and times that work best for all involved parties

Slide 36



Partner Meeting Checklist

Meals or refreshments. Who: _____

- How many meals will be provided?
- Are there school or grant funds to help with the meals/refreshments?
- Who or what other groups could help provide meals?
- Who can help find partners and funds to provide meals?
- Who can help set up the food at the beginning of the sessions?

Recruitment (Aim for 10-50 attending). Who: _____

- Who will lead the recruitment team?
- What methods will we use to recruit families?
- Can we do an assembly or event during school to introduce students to the program? Who could help us pull this off?
- Who will make home visits and phone calls. Automated Calls? (More than one person. Decide how to divide up list.)

19 _____   EXTENSION 4-H

WHAT TO SAY: Discuss how and who will be providing meals. Is there a local restaurant or business that would sponsor the meals? (Try connecting with local culinary instructors at high schools or community colleges, or local restaurants.)

Discuss who will lead the recruitment effort and how it will take place. We will talk more about recruitment in the next few slides.



Slide 37

Partner Meeting Checklist

- Should we plan a Kick-Off Meeting or Family Night to introduce the program? Who could help lead this?
- Who will lead reminder calls?
- What else would be effective?

Child care/ Child learning experiences. Who: _____

- Who will lead the child care team?
- Who can we recruit to help with child care?
- What activities will be done with the children?
- Approximately how many children will be coming?

19 _____   EXTENSION 4-H

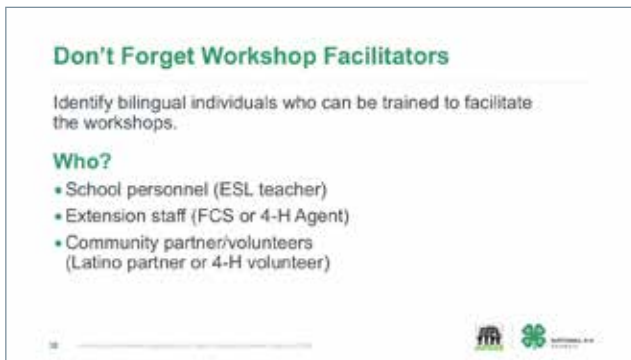
WHAT TO SAY: Finally, discuss childcare needs and expectations. Be creative and use Extension volunteers to provide age appropriate 4-H curriculum, or have older 4-H members provide childcare for community service hours.

Your program partners can later become a leadership committee for the sustainability of the 4-H program.

Continue to engage partners by assess the need for a Juntos 4-H partner's committee with the goal of building program sustainability.

Note to Trainer: Provide participants with a copy of the checklist provided to you in the resource section.

Slide 38




Don't Forget Workshop Facilitators

Identify bilingual individuals who can be trained to facilitate the workshops.

Who?

- School personnel (ESL teacher)
- Extension staff (FCS or 4-H Agent)
- Community partner/volunteers (Latino partner or 4-H volunteer)

38



WHAT TO SAY: It's very important that you identify two bilingual facilitators who can lead the workshops series.

Some sites have been able to make accommodations with one bilingual and one non-bilingual facilitator, but it does put an extra load on the bilingual facilitator when running sessions completely in Spanish.

Here are three examples of potential facilitators in the community: school personnel, Extension staff, and community partners/volunteers. Who else could facilitate the workshop series?

Note to Trainer: Take some time to allow participants to name actual individuals in the community who can become facilitators.

Let's discuss recruitment of families.

Slide 39



Family Recruitment

What are some strategies you would use to recruit families?

39



WHAT TO SAY: Let's spend the next three minutes brainstorming a list of recruitment strategies we could use.

Note to Trainer: Have a flip chart and marker available to record the list that participants develop.

Let's look at what's recommended.

Slide 40

Family Recruitment

1. Identify who is the best person to make contact with the families

Bilingual person known by the parents

- School personnel
- Community leader
- Extension Agent with a history of serving Latino families

40

WHAT TO SAY: During the partners meeting, place special focus and time on planning for recruitment via the following effective action steps:

Identify the person(s) who families know and trust

- Identify a bilingual person to contact the families personally:
- ESL teacher, counselor or other school personnel
- Trusted community leader (e.g. religious leader, parent leader)
- FCS or 4-H Agent with a history of serving the families

Keep in mind that the best person to make the first call is someone who families may know already. If it's a school staff member that does not have time to make individual calls, ask them to send an automated call letting the families know about an exciting new program available for their child to support their academic success, and that someone from the program will be calling them soon.

Slide 41

Family Recruitment

2. How, when, and who will be recruited

How? Call, home visits, automated calls from school

When? Frequent, consistent, and ongoing

Who? Interested families and/or families identified by school and partners

41

WHAT TO SAY: Discuss how, when, and who the identified person(s) will recruit

How: Personal phone calls, home visits, and/or automated call messages by a trusted school staff member. If creating an automated message from the school, the message should be recorded by someone with whom families are familiar.

When: Make phone calls a month before the start of the workshops. Follow up phone calls should then be made two weeks before and one week before the first session. Continue making short but individualized phone calls before each session following the first session and Family Nights. This is essential, as it gives families a strong indication that the focus is on building relationships.

Who: Begin by reaching out to those families who have expressed an interest in Juntos 4-H and families identified by schools and partners. School personnel have the best access to these families.

It pays to make personal reminder calls to families before each session. In addition, it provides an attendance list to help with the planning of the workshop.


Once trust and relationships within the group is established, a parent volunteer can take the role of contacting parents for future family events. Many groups also decide to start a group-text system to communicate.

Slide 42

First Phone Call Example

“Good evening, my name is _____. I’m calling on behalf of the Juntos 4-H program at _____ (school name) _____. Am I speaking with the parent of _____? How are you?”

**Introduce yourself, and title and reference the name of any partner and/or school staff known to the parent who is supporting this program.*



42

WHAT TO SAY: Here is a basic script example for the initial call.


“Good evening, my name is _____. I’m calling on behalf of the Juntos 4-H (Together for a Better Education) program at (School) _____. Am I speaking with the parent of _____? How are you?”

Slide 43

First Phone Call Example

“I wanted to let you know about the Juntos 4-H program, which focuses on academic success for Latino students. Do you have a moment so that I may tell you a little bit about the program?”

**Tell them about the program*

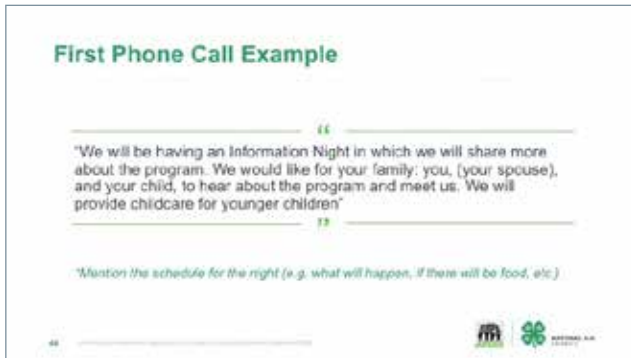


43

WHAT TO SAY: “I wanted to let you know about the Juntos 4-H program, which focuses on academic success for Latino students. Do you have a moment so that I may tell you a little bit about the program?”

*Tell them about the program.

Slide 44



WHAT TO SAY: “We will be having an Information Night during which we will share more about the program. We would like for your family: you, (your spouse), and your child, to come and meet us and learn about the program. We will provide childcare for younger children.”

*Mention the schedule for the night (e.g. what will happen, if there will be food, etc.)

If a parent states that they are not interested, thank them for their time and let them know that if they change their mind they are welcome to join the group of other parents at the information night or to contact you. Provide them with your contact information.

Slide 45



WHAT TO SAY: As previously stated, the core of Juntos 4-H has been the Family Workshop Series, therefore it is highly recommended that the implementation of the program start with this component first.

Workshops should be implemented early in the school year (Fall semester) since the workshops build community, friendships, ownership of program, and bonds that foster the program's growth.

The end of the workshop series means the beginning of Family Nights.

Slide 46



WHAT TO SAY: Here is an ideal timeline for the Family Workshop Series, Family Nights (which take place after the workshop series), and other family events during any given school year.

Note to Trainer: The timeline begins with a start-up Summer period, but starting the planning process before summer can result to more support and clearer implementation steps leading to success.

Start-up Summer: Focus on building relationships with schools and partners. Start planning a schedule that works for all involved parties. Work on gathering contact information and plan ahead for when families will be contacted.

Fall: The Workshop Series start in September or October, however you may have a holiday Family Night in November or December. After your second or third year of successful Family Engagement, think about adding a Fall field trip to a local community college or university, where families can get a first-hand experience at a college campus.

Spring: Continue with Family Nights and create opportunities for parents to plan, organize and lead them. Make sure the topics are focused on supporting academic success.

Following Summers: Take time to discuss the successes and challenges of year one. Focus on what's next with your partners, include them in the 4-H volunteers' training schedule, and invite new partners to join.

Note to Trainer: Provide a copy of this timeline for each participant.

Slide 47



WHAT TO SAY: Let's focus on the Middle and High School Workshop Series.

Slide 48



Let's Focus on the Middle and High School Workshop Series

Held once a week:

- Usually during a weeknight and on consecutive weeks.

Evenings sessions: 5:30 to 8:00pm

- 30 minutes social meal time.
- Sessions begin at 6:00pm sharp.

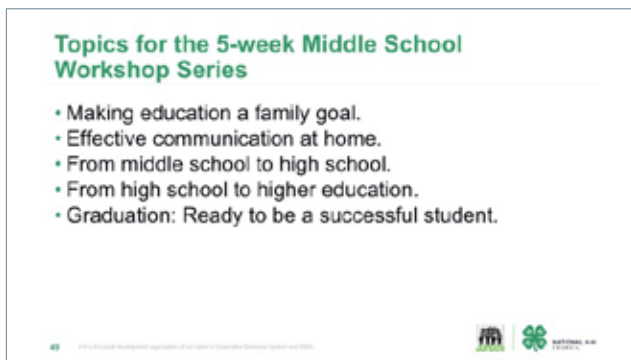
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WHAT TO SAY: The Family Workshop Series is held once a week for five or six consecutive weeks, depending on whether it is the Middle School or High School curriculum. Workshops are usually held during a weeknight that is preferred by the school and families, and take place from 5:30pm to 8:00pm. They begin with 30 minutes of socializing and meal time, and the session starts promptly at 6pm.

It is recommended that groups not be smaller than five families or larger than 30 families.

Let's look at a brief description of the topics covered at each session of the Middle School Family Workshop Series and the High School Family Workshop Series. Keep in mind that each session contains interactive and relevant activities focused on helping parents and youth learn and have fun together.

Slide 49



Topics for the 5-week Middle School Workshop Series

- Making education a family goal.
- Effective communication at home.
- From middle school to high school.
- From high school to higher education.
- Graduation: Ready to be a successful student.

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WHAT TO SAY: It is recommended that the 5-week Middle School Family Workshop Series be introduced in the beginning of the Fall semester of the students' 8th grade year.

Eighth grade has been identified as a critical time; implementation of the workshops during this grade year helps with the successful transition from middle school to high school.

Some sites have implemented the workshops in their Spring semester, but have had a clear plan to continue serving families in high school and serving the youth through 4-H Summer programming in order to continue building relationships.

Middle School Family Workshop Series Outline

The following topics are covered:

Making education a family goal – This gives participants an opportunity to express their educational dreams, note their concerns, share positive experiences about education, talk about parental involvement in education, and discuss what high school and higher education success means for each family. Participants also identify barriers and resources to support the transition between Middle School and High School.

Effective communication at home – This focuses on how to improve communication as a family. Participants gain skills and knowledge about effective family time, and better understand how effective communication at home can have a positive impact on academics.

From Middle School to High School – This looks at similarities and differences between Middle School and High School. It provides tools for parents to support their youth's success in high school, teaches the staff structure in high school, and discusses how to have effective communication with school staff.

From High School to higher education – This shares the long- and short-term benefits to higher education, while also providing families with important knowledge regarding higher educational options (including financial options) and what the college application process involves.

Graduation: Ready to be a successful student – This gives families an opportunity to create an education plan together, discusses what's next with Juntos 4-H, and celebrates family participation in the workshop series.


Note to Trainer: If a new site follows the recommended order of program components, 4-H clubs and Success Coaching/Mentoring will take place after the workshop series have been completed.

Slide 50

Topics for the 6-week High School Workshop Series

- Making education a family goal
- Family and school communication
- Requirements for graduation and more
- How to finance higher education
- Applying for college and more
- Creating a plan of action

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WHAT TO SAY: The High School Family Workshop Series is administered with youth in Grades 9 to 12 and their families. We have heard from many 12th Grade youth and parents who have attended the sessions that they regret not gaining the knowledge and tools from the workshops earlier in High School.

For this reason, the workshop series' focus grade is generally on 9th and 11th graders and their families but program does not exclude 12th graders.

The following topics are covered during the High School Family Workshop Series:

Making education a family goal - Building group goals around education dreams for the youth, discussing education goals, discussing parental involvement in education, and making high school graduation a family goal.

Family and school communication - Understanding school structures and roles of school personnel, learning about key staff and their role in supporting students, and increasing knowledge for effective communication methods with schools.

Requirements for graduation and more - Understanding state's graduation requirements, creating course schedules that fit each student, and identifying strategies for students to score at or above grade level.

How to finance higher education - Understanding the long-term cost-benefit of obtaining a college degree and learning about financial aid sources (including the FAFSA).

Applying for college and more - Learning about standardized tests and how to be competitive in the college application, and exploring tips for essays, scholarship and college application writing.

Creating a Plan of Action - Completing an education action plan and discussing the options available for the group to continue to meet.

Slide 51



WHAT TO SAY: In addition to celebrating the completion of the workshops at the last session, time should be allocated to discuss the next steps for meeting throughout the year. This is a very important time to share the other Juntos 4-H components you plan to offer the community.

The goal is to get families excited about the next stage of Juntos 4-H and to schedule the first Family Night with the group. It is recommended that this meeting is scheduled no more than a month after the last workshop session.

As you will recall from Module 1, the other components are 4-H clubs, Success Coaching/Mentoring, and Summer Academy. In order to implement Juntos 4-H you are required to do the first two components, which are Family Engagement and 4-H clubs, so at this Family Night you will at least talk about 4-H clubs.

Slide 52



WHAT TO SAY: After the workshops are over, Family Nights and special family events should be organized and supported by all who are part of Juntos 4-H. This includes parents, youth, partners, and Extension staff.

Slide 53



WHAT TO SAY: At this first Family Night meeting, present Juntos 4-H clubs and explain how they function. If the 4-H Agent has not been introduced to the group already, make sure the agent is present; he/she should talk about his/her role and discuss what 4-H has to offer. Module 3 will cover Juntos 4-H clubs and best practices on engaging Latino families in 4-H.

Your FCS Agent can also talk about specific resources available. It's important that all Extension staff discuss how they will each play a role in the group's development. Since the goal should be to continue with Family Engagement, discuss goals and schedules for Family Nights together.

Bi-monthly meetings are recommended, although families may meet more frequently upon request and if resources are available.

Take the time to ask families what topics they are interested in learning more about with the goal of supporting their youth's education.

Give parents and youth an opportunity to volunteer and take on different leadership roles needed to develop the program in their community.

Roles can include: volunteering to call families to remind them of meetings; contacting a special speaker to cover a topic of interest; or helping coordinate the meals for Family Nights.

Remember to always give space for parents and youth to share how they would like to volunteer and take on leadership roles. Their ideas will help gain a better understanding of what they would like to do and/or learn from the Family Nights.

Slide 54

Family Nights

Family Nights are an opportunity to:

- Inform parents about 4-H;
- Tell them what's happening in their child's school;
- Get them to bring resources from their community;
- Identify parent leaders and/or volunteers;
- Watch their youth take on leadership responsibilities; and
- Build parent and youth leadership.

54

WHAT TO SAY:

Family nights are an opportunity to:

- Engage families in 4-H by starting with the pledge at each meeting,
-
- Develop youth leadership by giving them the role to update parents on what's happening at club meetings and presenting the 4-H experience in a creative and fun way.
-
- Provide opportunities for parents to engage in their youth's education. For example: invite the counselor to show parents the process to access student's grades in their smartphone.

As the group becomes more establish, make sure to identify parent volunteers and provide space for youth and parent to take on leadership roles.

Slide 55

Frist Family Nights Goals

- Introduce 4-H clubs and any other Juntos 4-H components you will be providing.
- Introduce the role of 4-H and FCS Agents.
- Hear from families what they would like to get out of Family Nights (what topics they would like to discuss).
- Identify parent leaders and/or volunteers.

55

WHAT TO SAY: The first family night takes place a month or two after completing the workshop series:

- introduce 4-H clubs and any other Juntos 4-H components you will be providing;
- introduce the roles of 4-H and FCS Agents;
- hear from families what they would like to get out of Family Nights (what topics they would like to discuss); and
- identify parent leaders and/or volunteers.

Let's talk about family events now.

Slide 56

Optional Family Events

- Visits to local colleges.
- Attend already scheduled community events as a group.
- College fairs, extension events, etc.
- Plan special celebrations (end of school year).

Be creative!



WHAT TO SAY: If resources, time, and volunteers are available, think about planning one or two family events within the school year. Sites may need to grow into these optional events after showing success at year three of implementation.

When planning, think about how the event can support the families in reaching the mission of the program; the event should consider special interests of the group and should be a fun and educational opportunity.

Events could include:

- a visit to a local college;
- a community event; and/or
- an end-of-school-year celebration field trip.

Slide 57



WHAT TO SAY: Let's take a look at one of the special events that North Carolina plans each Fall for their families.

Family Day is a one-day event that brings Juntos 4-H families from all across NC to visit NC State University to learn about college life. This is a great experience for parents and youth, as it motivates and inspires them to visualize college as an attainable goal. Let's watch a video on what parents and youth had to say about Family Day at a university:

If video doesn't play, please copy link below into your browser
<https://vimeo.com/152027901>

Slide 58



WHAT TO SAY: Let's take a look at one of the special events that North Carolina plans each Fall for their families.

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<https://vimeo.com/152027901>

Slide 59



WHAT TO SAY: During our conversation of cultural considerations, planning, and implementing Family Engagement, we discussed many actions that will lead to family retention.

Let's summarize the key strategies for retaining families.

Slide 60



WHAT TO SAY: These are some key strategies for family retention:

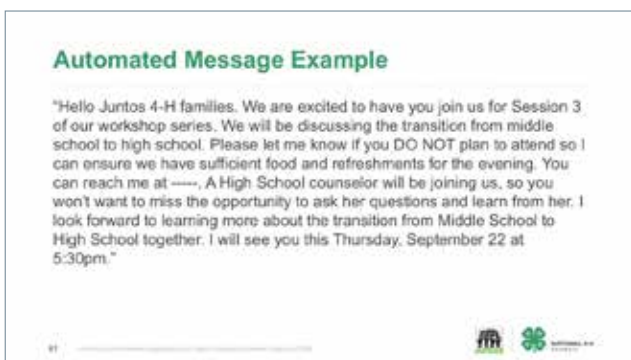
Making childcare arrangements – Idea: Engage older 4-H participants in the community to lead fun activities with the young children in a separate space and/or help elementary age children with their homework.

Location is key – Idea: Use the school cafeteria for meal time (easy clean up!) and the media center for the workshops and Family Nights (projection system, comfortable chairs and tables). We have found schools to be the best locations for the workshops and Family Nights, as the families know and trust the schools more than other locations.

Provide the meal – Idea: Keep in mind that most families work until at least 5pm. Providing a meal at the beginning of the night will allow families to focus on attendance without worrying about how they will feed their family. Also, make sure to ask and/or research the types of food this community will enjoy. We generally suggest that extra food is purchased during the first week of the workshop series, to prepare for the possible participation of a large number of families.

Make personal contact – Personal phone calls will make a huge difference in the connection made with families.

Slide 61



WHAT TO SAY:

Let's look at an example of an automated message inviting parents to Session 3: The goal of this message is to get parents excited about attending the workshop by providing the title and visitors attending. Asking parent to call if they are not attending gives you an opportunity to find out why they can not attend.

"Hello Juntos 4-H families. We are excited to have you join us for Session 3 of our workshop series. We will be discussing the transition from middle school to high school. Please let me know if you DO NOT plan to attend so I can ensure we have sufficient food and refreshments for the evening. You can reach me at -----. A High School counselor will be joining us, so you won't want to miss the opportunity to ask her questions and learn from her. I look forward to learning more about the transition from Middle School to High School together. I will see you this Thursday, September 22 at 5:30pm."

Slide 62



WHAT TO SAY: Here are more strategies to engage families.

Create a welcoming space – Idea: Invite bilingual volunteers to greet families at the school entrance to show families the way to the meeting space. Designate another volunteer to welcome them and guide them to sign-in and get their meal. Ensure that volunteers and facilitators sit with families during the meal time.

Learn families' names – If the facilitator does a poor job with remembering names, he/she should try instead to remember something about each family. Workshop activities will give the facilitator plenty of material to get to know the families.

Don't end family meetings after the workshop series. Continue with Family Night meetings. Empower the group to take leadership of future family nights and their structure with the support of extension and/or other community partners.

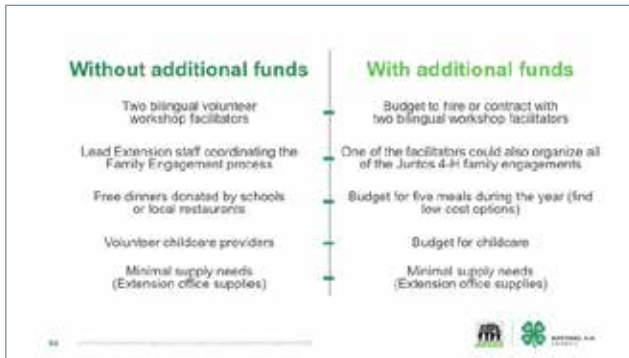
Encourage families to take ownership of the group. Together, create the purpose and agenda for each Family Night once workshops are completed.

Slide 63



WHAT TO SAY: There are basic costs to consider when executing the Juntos 4-H Family Workshop Series. These costs can differ slightly depending on whether you have funding or not.

Slide 64



WHAT TO SAY: The Juntos 4-H Family Workshop Series has some potential costs to consider as you plan.

Without additional funding it is possible to do the workshops with:

- volunteer facilitators;
- volunteer or Extension staff coordinating all of Family Engagement;
- donated meals or families provide a dish at Family Nights;
- volunteers to support with childcare; and
- supplies for workshops provided by Extension office.

If you have some small funding opportunities, you can:

- pay for facilitators;
- budget to pay for childcare;
- budget for at least five meals; and
- budget for supplies.

Keep in mind that the costs for facilitators can be as little as \$60-\$100 per workshop per person. This covers the facilitators' time preparing the sessions and delivering them to families. Costs for meals depend on the size of the group attending.

Slide 65



WHAT TO SAY: Let's look at the breakdown of costs from North Carolina when funding is available. Keep in mind that this is a budget based on North Carolina costs.

Slide 66

Without additional funds	With additional funds
Two bilingual workshop facilitators	\$20/hr (3 hours for session plus 1 hour for planning for each session)
Childcare	Volunteer childcare providers
Dinners	\$200 for each meal (last session meal is a family potluck)
Location	Free (Extension center or school)
Supplies	\$50 for all sessions, plus use of some Extension office supplies




WHAT TO SAY:

- Bilingual facilitators are paid \$20 an hour after fully being trained on the curriculum. For each session a facilitator is paid for four hours in total, which includes three hours of session time and one hour of planning and preparation.
- There is no cost for childcare as volunteers are used.
- Dinner is budgeted at \$200 per session to feed 50 to 70 people. The last session always sees families bringing a cultural dish to share with group. You will also need to plan to have funding for Family Nights after finishing the workshop sessions, or continue to have potlucks or food donations.
- The location is provided by a school, Extension center, or other community partner.
- A total of \$50 is budgeted for supplies for all sessions.

Slide 67

Benefits of Family Engagement

- Watching youth (including younger siblings) benefit from the knowledge, resources, and skills given to their parents.
- Getting the whole family more involved in 4-H and FCS programs.



WHAT TO SAY: Ultimately, Juntos 4-H Family Engagement implementation can lead to great benefits for the families served, Extension, and community partners.

These include:

- Latino youth in our communities (including younger siblings) benefit academically from the knowledge, resources, and skills offered to their parents; and
- Families get more involved in 4-H and FCS programs. For example: 4-H Agents will not only gain the Juntos 4-H'er in programming, but can also engage their younger siblings into 4-H. FCS Agents can also connect families to their local programming.

Slide 68

Benefits of Family Engagement

- Community partners coming together and seeing the impact made on the families first hand.
- Holistic community organizing and leadership development amongst both the parents and the youth.



WHAT TO SAY:

Other benefits include:

- Community partners coming together and seeing the impact made in the families first hand. This program sets the stage for 4-H and FCS Agents to partner and build community collaborations; and
- Holistic community organizing and leadership development in both the parents and youth. Examples include:
 - developing volunteerism in both the youth and their parents;
 - watching families (both the youth and their parents) gain the confidence to advocate for themselves; and
 - building partnerships that support families in achieving academic success.

We have now come to the end of Module 2.

Slide 69

Conclusion

Family Engagement will always be the core of Juntos 4-H; without it, *Juntos 4-H just isn't Juntos.*



WHAT TO SAY: Family Engagement will always be the core of Juntos 4-H; without it, Juntos loses its meaning. This module provided a clear vision of the family-focused components and the knowledge needed to engage with Latino families around the idea of achieving academic success for their youth.

Slide 70

A Special Thank You To:

- National 4-H for leading the way in believing in Juntos 4-H, supporting the work, and engaging with partners to ensure that more states benefit from the program;
- New York Life Foundation for their commitment to youth and Latino families.
- The families and youth that make up Juntos 4-H.



WHAT TO SAY: The developers of the program would like to give a special thank you to:

- National 4-H Council for leading the way in believing in Juntos 4-H, supporting the work, and engaging with partners to ensure more states benefit from the program;
- New York Life Foundation for their commitment to youth and Latino families; and
- The families and youth that make up Juntos 4-H.

Slide 71

Thank you for taking the time to learn about Juntos 4-H!



WHAT TO SAY: Thank you for taking the time to participate in Module 2 Juntos 4-H Family Engagement! Module 3 follows this module and covers Juntos 4-H clubs.