

PARTICIPANT GUIDE



New Jersey Family Success Center

Acknowledgements

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New Jersey Family Success Center program staff on behalf of the
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Table of Contents

| | |
|--|----|
| Acknowledgements | 2 |
| Course Goal | 4 |
| Course Objectives | 4 |
| Icon Legend..... | 5 |
| Curriculum | 6 |
| Getting Started..... | 6 |
| Introducing the Family Success Centers | 7 |
| The Guiding Principles and Essential Functions..... | 15 |
| Service Activity: Welcome Tours | 19 |
| Service Activity: Information & Referral (I&R)..... | 23 |
| Service Activity: Volunteers..... | 26 |
| Service Activity: Programming | 29 |
| Service Activity: Advocacy..... | 32 |
| Service Activity: Outreach | 35 |
| Service Activity: Networking | 38 |
| Service Activity: Leadership..... | 41 |
| Service Activity: Community Context | 44 |
| Bringing it all Together | 46 |
| The New Jersey Family Success Center Program Manual..... | 53 |
| Closing..... | 56 |

Course Goal

The goal of this asynchronous course is to prepare new and existing Family Success Center (FSC) professionals to implement engaging and effective services for families and communities. Participants will be introduced to the FSC program activities and associated core competencies necessary to effectively implement the NJ Family Success Center program model. This training will support FSC staff in understanding what is expected of their role and building competency in working with children, families, and communities, ultimately resulting in consistency across all providers.

Course Objectives

By the end of this course, participants will be able to:

- Define the purpose of Family Success Centers.
- Outline the Guiding Principles that inform and influence how Family Success Centers support families and communities.
- Review the Family Success Centers core activities, associated competencies, and observable staff behaviors necessary for effective service delivery.
- Demonstrate how FSC team members support families and communities through strengths-based services and skill-building.

Icon Legend



Individual Activity

Indicates facilitation of an individual activity.



Knowledge Check

Indicates a knowledge check in self-paced exercises.



Read

Indicates information included in a scenario that should be read.



Self-Reflection

Indicates an opportunity to reflect on a question or the material presented.



Video

Indicates a point to access a URL/linked video.

Curriculum

Getting Started

Commonly Used Terms in This Course

Calendar: The Family Success Center Calendar refers to the monthly schedule of programs required to be published and distributed by each Family Success Center.

Essential Functions: Essential Functions are the behaviors and activities that are present daily, demonstrating that the NJ Family Success Center Practice Model is being followed.

FSC Acronym: Family Success Center(s): You will see both FSC(s) and Family Success Center(s) used interchangeably throughout the course.

Guiding Principles: Guiding Principles are the core values all Family Success Centers should represent in their work with families and communities.

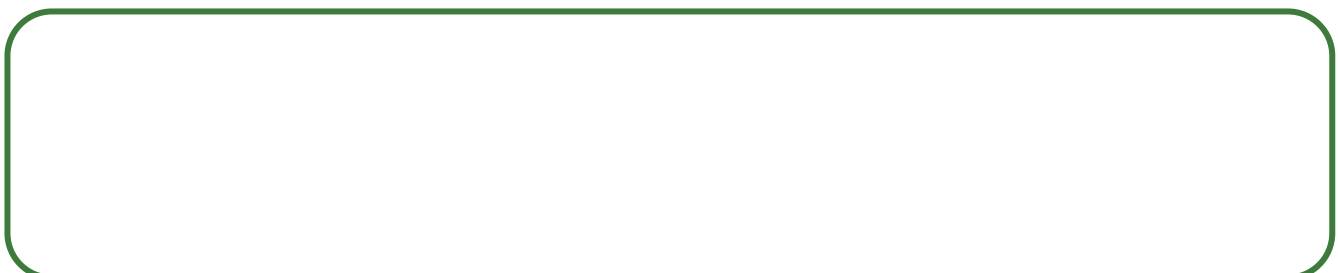
Logic Model: The Family Success Center Logic Model is a planning and evaluation tool that maps the intended outcomes of every activity conducted by the Family Success Center.

Parent Advisory Council (PAC): The Parent Advisory Council (or PAC) is a group of parent leaders who advise the Family Success Center and provide a voice for their community. This group is sometimes referred to as a Family Advisory Board or Parent Community Advisory Board.

Practice Model: The NJ Family Success Center Practice Model is a framework that outlines the key components of how all New Jersey Family Success Centers operate.

Service Activity: Service Activities are the daily actions that directly impact individuals and families, and they are the methods through which Family Success Centers are connected to the communities they serve.

Notes



Introducing the Family Success Centers

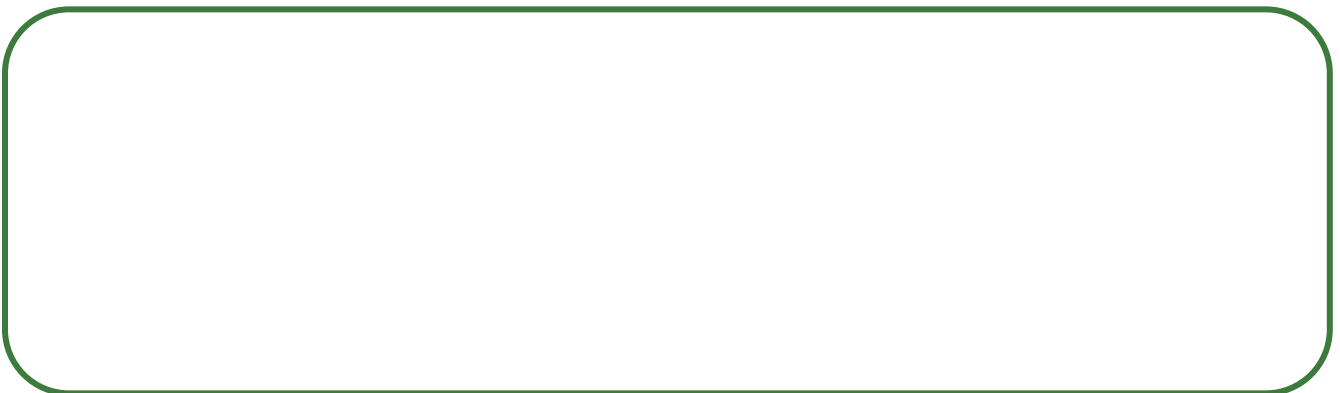
Introduction to Family Success Centers



Offices and Departments



History and Background of the Family Success Center Movement



Prevention Continuum



Family Success Center Purpose





Strengthening Families Protective Factors

The programming provided by Family Success Centers follows the Strengthening Families Protective Factors framework. The Protective Factors Framework emphasizes techniques that promote healthy caregiving and stronger childhood outcomes.



Examples of Family Service Center programs that fall under each factor include:

Knowledge of Parenting and Child Development

- Active Parenting series
- Behavioral expert presentations
- Developmental milestones workshops
- Parenting classes
- Parent support groups
- Teen Speak series

Social Connections

- Book clubs for parents
- Family days at the park
- Father's Day picnic
- Family ice cream socials
- Meal swap nights
- Parent networking activities

Parental Resilience

- Anger management courses
- Family exercise sessions
- Financial literacy workshops
- Mindfulness and meditation workshops
- Stress management seminars
- Yoga classes

Social and Emotional Competence

- Emotion regulation classes
- Parent-child activities
- Relationship improvement sessions
- Teen socialization events
- Toddler story time
- Youth mental health workshops

Concrete Support

- Distribution of diapers, menstrual care products, food, etc.
- Linkages to financial support services
- Tutoring
- Resource fairs

Notes



Family Success Center Expectations

Family Success Center Job Descriptions



Self-Reflection: Your Role

You just learned about the purpose of Family Success Centers. Reflect on how you see yourself supporting the purpose and goals of your Family Success Center.

Write down any questions you would like to review with your supervisor about what you have learned so far in the training.



Logic Model for Family Success Centers

The Logic Model for Family Success Centers is a planning and evaluation tool that maps the intended outcomes of every activity conducted by the Family Success Center. Every action taken by the Family Success Center is designed to lead to positive short-term, mid-term, and long-term results.

Let's look at the short-term outcomes. Families who engage in FSC Activities will expand their awareness, knowledge, attitudes, skills, opinions, aspirations, and motivations. What does this look like?

Beatriz attends Parent Education sessions at her local Family Success Center. After a few sessions, she shares with the FSC Family Partner that she has a better understanding of child development, and she feels like this will bring her closer to her daughter, Antonela. Beatriz is interested in volunteering and leading bilingual Parent Education sessions in English and Portuguese.

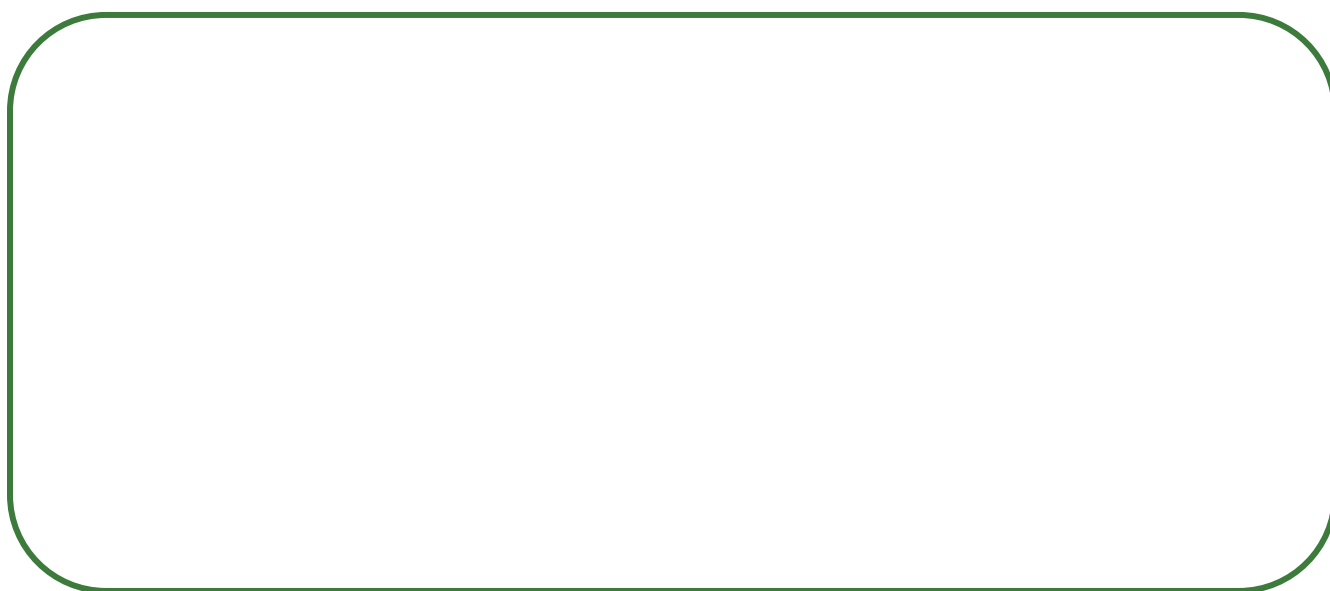
Now, let's explore the mid-term outcomes. Participants will experience positive effects stemming from the FSC Activities and short-term outcomes. This includes changes in behavior, practice, decision-making, policies, and social action.

Beatriz continues to visit the Family Success Center and lead the bilingual Parent Education sessions. A few of the parents stayed behind after the most recent session to thank her. They explain to Beatriz that they moved to New Jersey from São Paulo two years ago and their English is very limited. They have been feeling very isolated in their neighborhood due to the language barrier, until they started

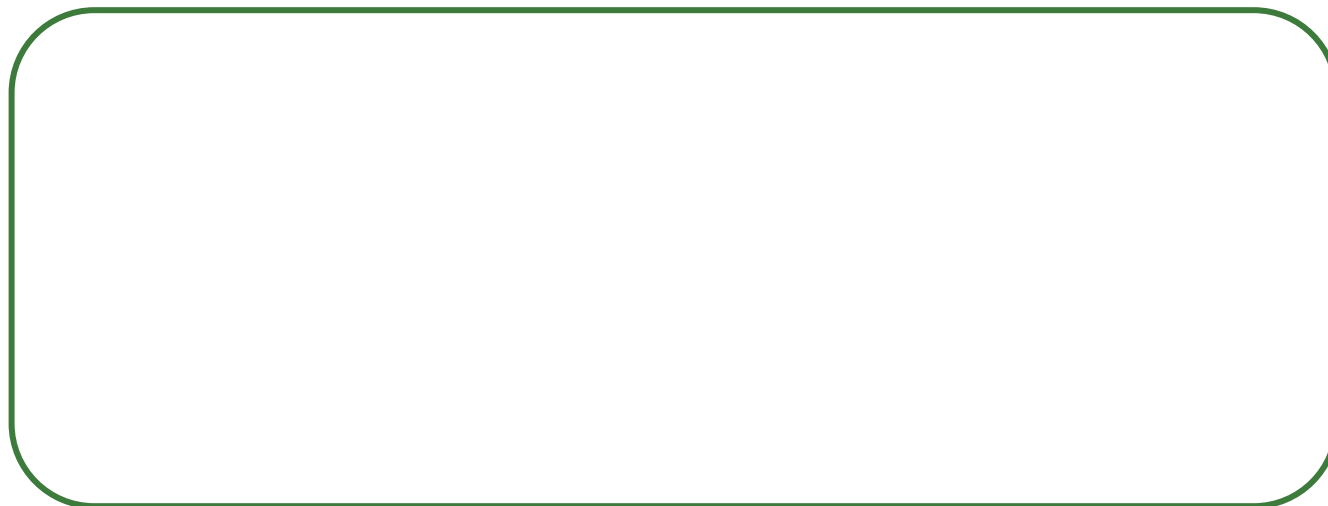
coming to the Family Success Center. Learning from Beatriz and meeting other parents who speak Portuguese and share their culture has strengthened their connection to the community.

Finally, let's explore the long-term outcomes. The FSC Activities will have an impact on social, economic, civic, and environmental conditions.

Several of the parents who attended Beatriz's Parent Education sessions are now volunteers themselves. One such parent, Gabriela, shared the Family Success Center calendar with families from her son's school. Gabriela was excited to see that a few of the parents brought their children to the Family Success Center for a pizza night and came with their own parents for Senior Bingo. The Family Success Center team is thrilled to have so many different voices become part of the center and to gather so many new ideas for future Family Success Center events.



New Jersey Family Success Center Service Activities





Knowledge Check: NJ Family Success Center Service Activities

Tasha is going to describe some of the Service Activities she completed. Write the correct Service Activity for each example.

1. The Salem family has just walked into Tasha's Family Success Center. Tasha is walking with them through the Family Success Center building.

2. Tasha is now speaking with Priya, a frequent visitor of the Family Success Center. They are discussing the possibility of her facilitating a new henna workshop.

3. After her conversation with Priya, Tasha is going to share copies of the Family Success Center Calendar with families at the local YMCA.

4. Now that Tasha is back from the YMCA, the FSC staff is having a meeting to review feedback surveys and determine community needs.

The Guiding Principles and Essential Functions

Defining The Guiding Principles

The Guiding Principles



Self-Reflection: Embodying the Guiding Principles

Consider your role in the Family Success Center. How do you envision incorporating three of the Guiding Principles into your work (or how you are currently doing so, or ways you can build on what you are already doing)?

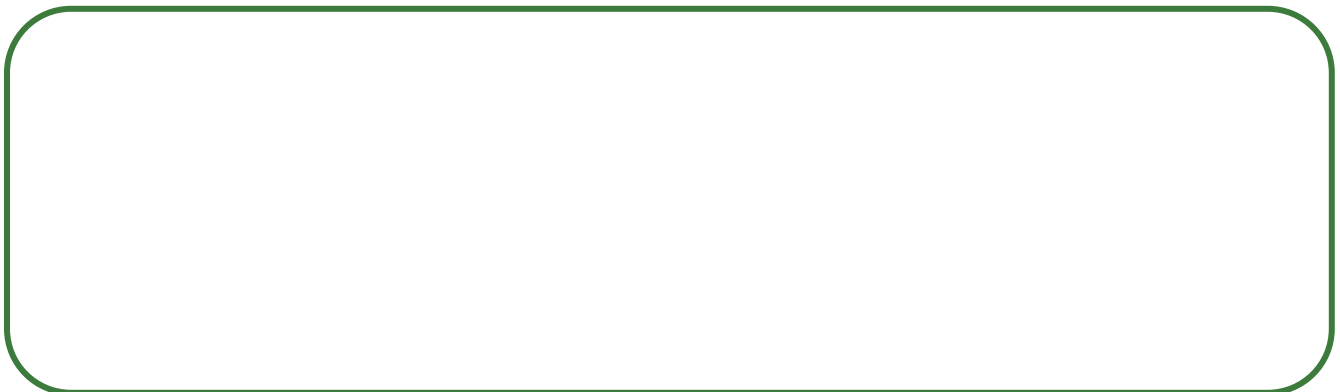
Write down any questions you would like to review with your supervisor about what you have learned so far in the training.



Defining The Essential Functions



The Essential Functions





Knowledge Check: Guiding Principles, Service Activities, and Essential Functions

Fill in the correct term that completes the following definitions.

1. are the philosophies, values, or beliefs that programs have when working with families.
2. are the behaviors and activities that are present on a day-to-day basis which demonstrate that the NJ Family Success Center Practice Model is being followed.
3. are the daily actions that have a direct impact on individuals and families, and they are the methods through which Family Success Centers are connected to the communities they serve.

Essential Functions Across All Service Activities

Active Listening

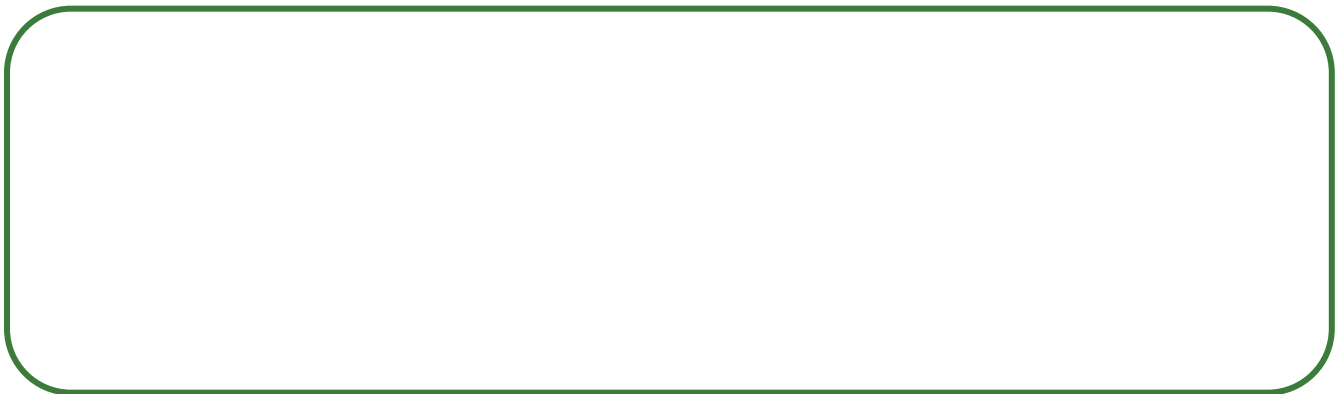
Continuous Improvement



Active Listening and Continuous Improvement in Practice



The Family Success Center Service Delivery Flow



Service Activity: Welcome Tours

Welcome Tours Narrative

Welcome Tours: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Welcome Tours are:

- Connecting (to community resources)
- Empathy
- Engagement



Welcome Tours in Practice

Roseline, an FSC staff member, is warmly greeting the Philippe family, who stopped in the Family Success Center for the first time. Roseline gives the family a tour of the Family Success Center, introducing the family members to the other FSC staff members on the premises. Mrs. Philippe admires the plants sitting on the windowsill and the cozy blanket on one of the armchairs. Roseline gives Mrs. Philippe the Welcome Package and asks open-ended questions to learn what she knows about the

Family Success Center and how she thinks the Family Success Center can be a part of their lives. Mrs. Philippe explains that their neighbor's son, Felix, is a homework help volunteer at the center, and they think their 9-year-old son Daryl could benefit from some mentoring and an activity club.

Mrs. Philippe: "My son needs some help with math. I know Felix helps with science homework here. Do you have any other volunteers who can help Daryl with his math homework?"

Roseline: "Yes! We have some homework helpers who would be happy to tutor Daryl. Daryl may also be interested in some of our other programs. Tell me about the kinds of activities your son enjoys."

Mrs. Philippe: "He recently learned how to play chess. He seems to really enjoy it."

Roseline: "That's great! Who taught Daryl to play chess?"

Mrs. Philippe: "His father, Gene, taught him how to play. He wanted an activity that they could do together that was special for the two of them."

Roseline: "If Daryl enjoys chess, maybe we could start a chess club...I wonder how many other kids might be interested in something like that and if that's something we could add to our calendar. Would Gene be interested in volunteering to lead the chess club?"

Roseline highlights upcoming youth programming on the events calendar, as well as events that may be of interest to the adults in the family based on the information they shared with her during the Welcome Tour. She asks Mrs. Philippe to write down her contact information on the Contact Form to receive more information on the next youth event. Roseline also explains that Family Success Centers see parents as leaders and partners in creating change for their families and communities. Roseline asks Mrs. Philippe if she would like to share any of her interests or skills with the other families at the Family Success Center.





Essential Functions Knowledge Check Notes



Self-Reflection: Welcome Tours

1. How did Roseline demonstrate Active Listening with Mrs. Philippe?

-
2. How can the Family Success Center use the conversation with Mrs. Philippe to Continuously Improve practices?

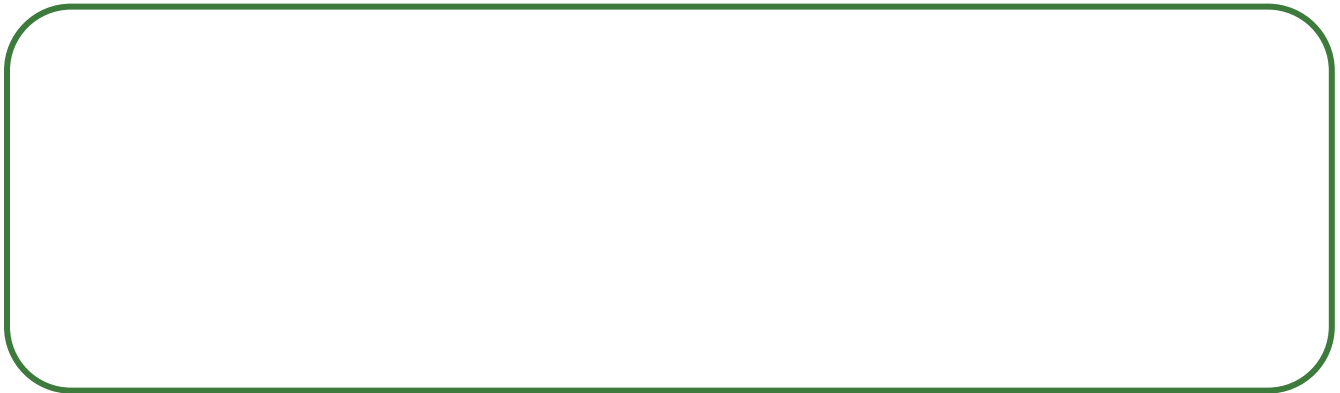


Service Activity: Information & Referral (I&R)

Information & Referral (I&R) Narrative



Linkages



Information & Referral (I&R): Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Information & Referral are:

- Advocacy
- Connecting (to community resources)
- Empathy





Information & Referral (I&R) in Practice

Jack is a Family Success Center Family Partner. Robin has just walked into Jack's Family Success Center. Robin tells Jack that they use they/them pronouns, and they just told their parents they are transgender. Robin's parents threatened to kick them out of the house. Robin has nowhere safe to go.

How should Jack respond to Robin?

☐

Option 1: Jack repeats what Robin said, acknowledging the difficult nature of the situation, and offering to sit with Robin to find out what resources they need.

☐

Option 2: Jack explains that he doesn't know of any resources for transgendered people and the staff doesn't either. Jack wishes Robin luck moving forward.

What actions can Jack take to support Robin after their meeting?

Jack can advocate for a support group or connect with a community workgroup to raise the concern of safety for the LGBTQIA+ population. He can also coordinate guest speakers from a local Pride center.



Essential Functions Knowledge Check Notes



Self-Reflection: Information & Referral (I&R)

What statements do you think Jack said to Robin to demonstrate that he was actively listening?

Service Activity: Volunteers

Volunteers Narrative



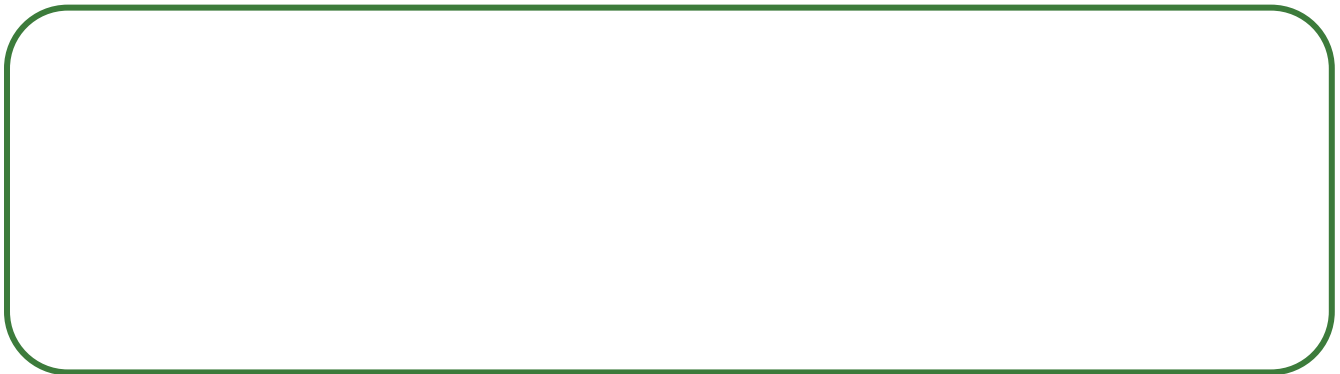
Encouraging Volunteer Leadership



Volunteers: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Volunteers are:

- Coordination (of volunteer opportunities)
- Engagement
- Leadership (activities for families)





Volunteers in Practice

Taylor is a Family Partner and is onboarding Jaslene, a community member who is a new volunteer with the center's ESL (English as a Second Language) club.

Taylor: "I'm excited that you're interested in becoming more involved at our center!"

Jaslene: "Me too! I talked with a friend of mine who is a volunteer from another center. She does ESL tutoring, and we talked about how this could be a great way for me to give back some of the support I got when I was learning English. I'm a little nervous about volunteering, though, to be honest."

Taylor: "Can you tell me more about why you're feeling nervous?"

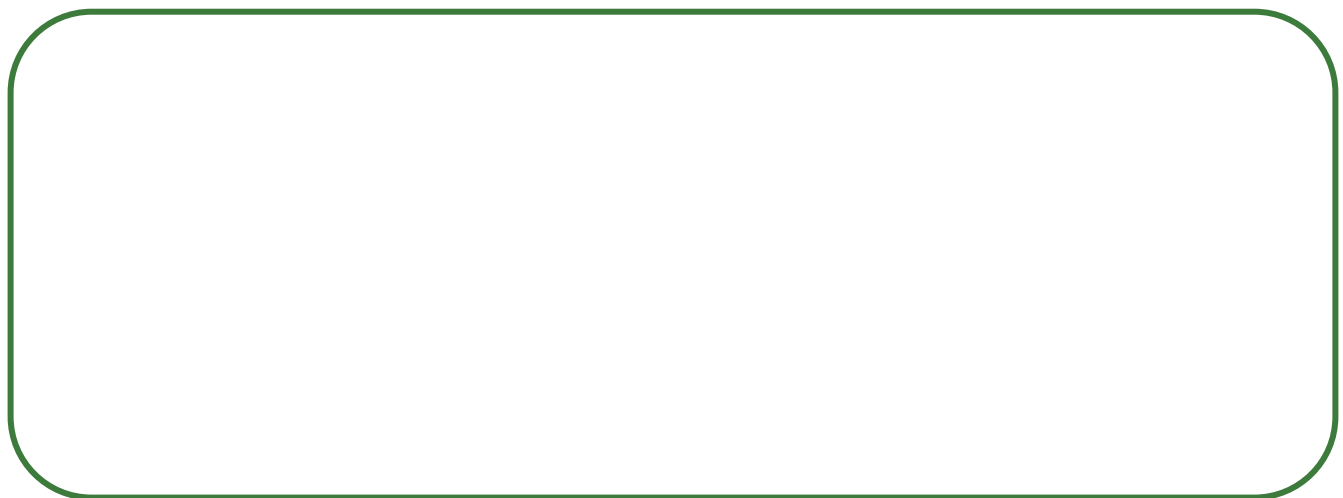
Jaslene: "I get really shy in front of big groups of people."

Taylor: "There are many ways you can be involved without speaking in front of a crowd. Maybe you would be interested in planning some ESL workshops, or you could reach out to some of our community partners to see if they have any meeting spaces available. You could also come to an event and sign participants in."

Jaslene: "That all sounds great. I'd love to help plan some workshops."

Taylor: "Excellent! And if at any point you decide you would like to become an ESL tutor or lead an ESL event, we will make sure you get all the training and support you need. You could also co-facilitate so you would have someone running the event with you. We will work with your skills, comfort, and availability every step of the way."

Jaslene: "Thank you so much. I feel like you're all really working with me and my schedule to make this happen. I appreciate it."





Essential Functions Knowledge Check Notes

Service Activity: Programming

Programming Narrative



Programming Service Areas



Programming: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Programming are:

- Coordination (of volunteer opportunities)
- Empathy
- Engagement
- Leadership (activities for families)
- Skill Building





Programming in Practice

FSC staff members are meeting with Spanish-speaking community members who are sharing their frustration with employment opportunities. The FSC staff members and participants are brainstorming ways to create programming for job readiness. The participants say they want resumé writing and interviewing techniques to be part of the program. Staff and participants work together to create a list of community career development programs that may be interested in leading employment readiness information sessions. The Volunteer and Community Partnership Coordinator (VCPC) plans to reach out to a local employment program to facilitate a workshop in Spanish on resume building.



Essential Functions Knowledge Check Notes



Self-Reflection: Programming

How does this scenario demonstrate Continuous Improvement?

Service Activity: Advocacy

Advocacy Narrative



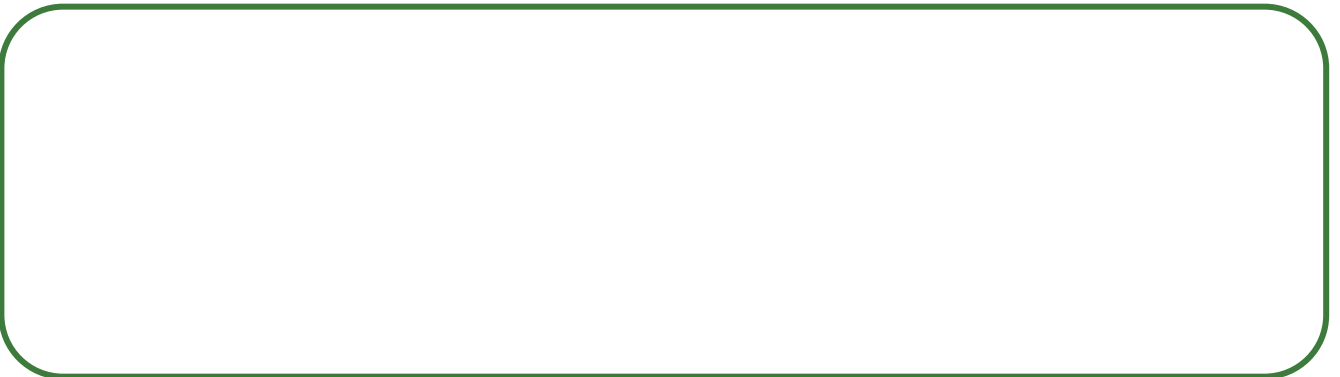
Transformational Engagement



Advocacy: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Advocacy are:

- Advocacy
- Empathy





Advocacy in Practice

Sara is an FSC staff member who is bilingual in Arabic. She is meeting with the Karim family, who come from Syria with refugee status. Bushra is the mother of the Karim family. Her son, Saleh, is in elementary school. Bushra is expressing her frustration to Sara. Bushra shares that there is one person from her child's school who speaks Arabic, but this person only ever asks to speak to Mr. Karim. Bushra tells Sara she has always been involved with Saleh's education. She wants to make sure the school communicates with her as well as her husband.

Sara wonders to herself if the school is making assumptions about family roles, or if Mr. Karim is listed as the primary contact in their child's paperwork. Sara commends Bushra for being so supportive of her son. She exclaims that Bushra and her husband's involvement in Saleh's education is a wonderful strength of their family. Sara explains that the school might have a policy for contacting parents that Bushra is unaware of. She encourages Bushra to contact the school and learn more about their communication policies.

How can Sara advocate for Bushra?

☐

Option 1: Sara tells Bushra not to worry and that she will call the school on Bushra's behalf to get everything sorted out.

☐

Option 2: Sara offers to call the school with Bushra or to role-play with Bushra to practice that conversation.

What actions can Sara take to support Bushra?

Sara and Bushra can continue to role-play conversations with Saleh's school until Bushra feels empowered enough to communicate with the school without assistance.



Essential Functions Knowledge Check Notes

Service Activity: Outreach

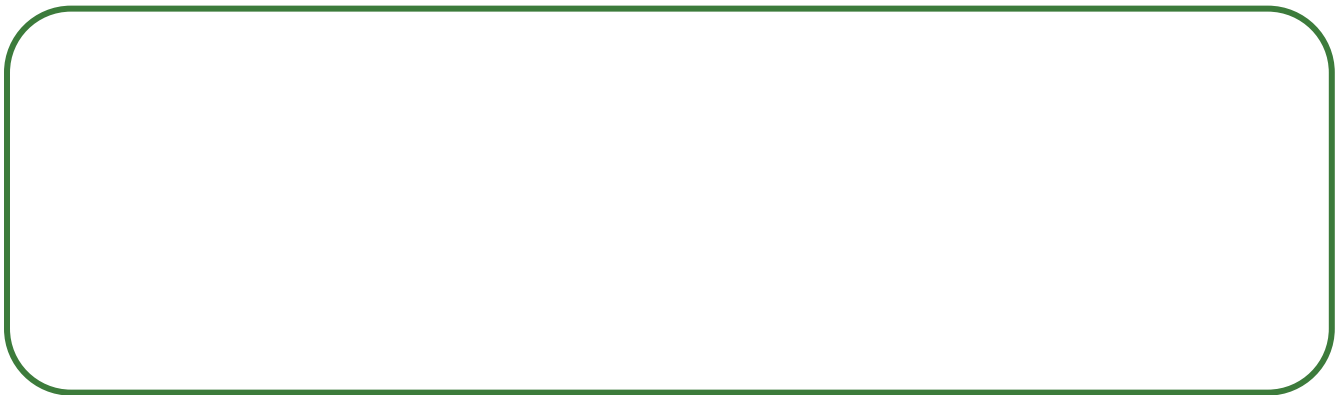
Outreach Narrative



Outreach: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Outreach are:

- Connecting (to community resources)
- Coordination (of volunteer opportunities)
- Engagement
- Leadership (activities for families)





Outreach in Practice

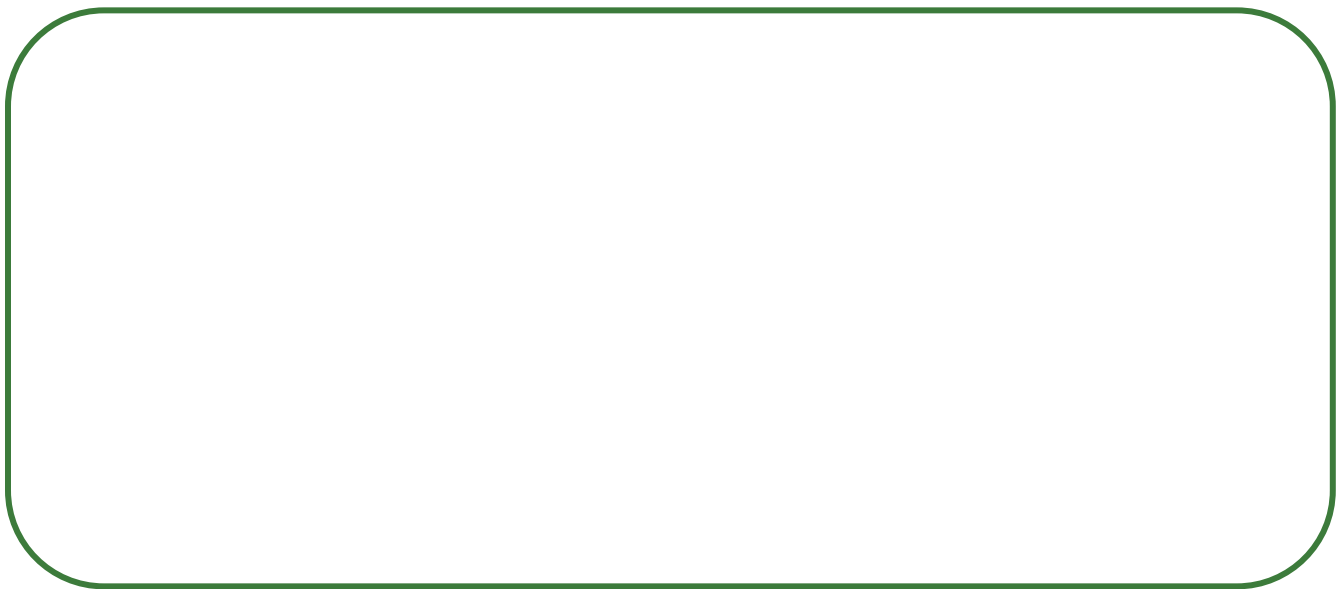
Sandra, an FSC team member, has noticed that lately, more grandparents are coming into the Family Success Center to visit the baby pantry because they are watching their grandchildren while the parents are at work. Sandra has been getting to know the seniors and many of them share that they want to become more physically active so they can keep up with their grandchildren.

One senior, Heinley, tells Sandra he wishes his assisted living residence would offer more fun exercise classes, like chair yoga. Sandra tells Heinley she thinks chair yoga is a great idea for an exercise class, and she thinks it would be very popular with the other seniors. They could even offer lunch afterward!

After her conversation with Heinley, Sandra starts brainstorming community spaces where they could conduct the class. She remembers that at a recent township meeting, she introduced herself to Gwen, the Executive Director of the nearby YMCA. She calls Gwen to ask if they have any space available for a senior exercise class, and Gwen tells Sandra they are more than welcome to use their fitness center on Saturday mornings.

Sandra then goes to visit Heinley's assisted living residence. Sandra and Heinley meet with the assisted living coordinator and share that they are planning a chair yoga and brown bag lunch event at the YMCA. They encourage the coordinator to share the details of the event with the residents.

After the meeting, Sandra and Heinley decide that they will open the program to community members outside of the assisted living residence as well.





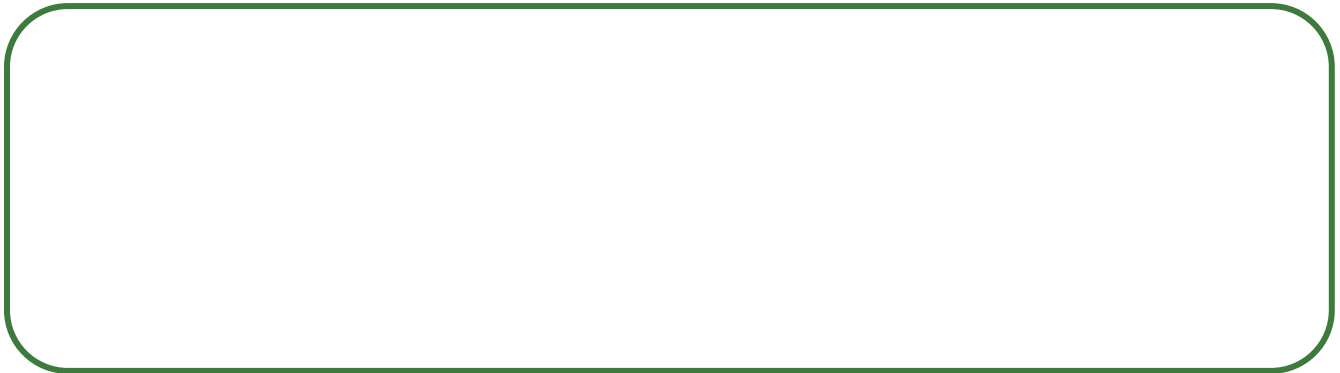
Essential Functions Knowledge Check Notes

Service Activity: Networking

Networking Narrative



Connecting Service Activities



Networking: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Networking are:

- Connecting (to community resources)
- Coordination (of volunteer opportunities)
- Engagement





Networking in Practice

Cal, a Family Success Center Director, has been to several networking events this month.

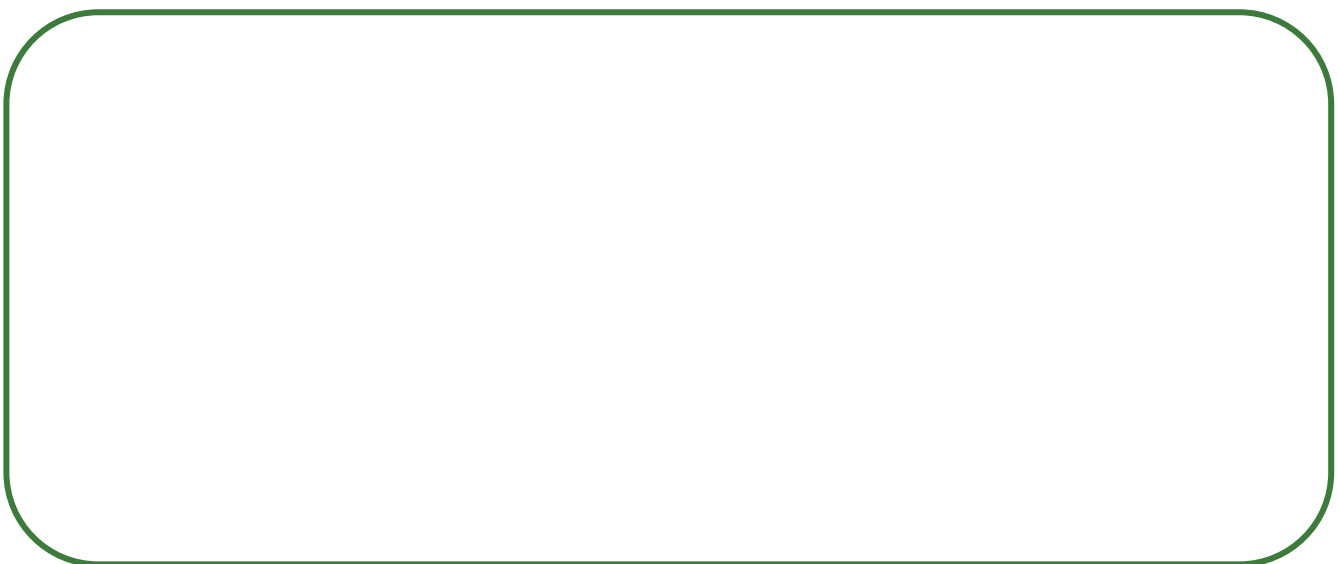
Cal represented their Family Success Center at the local high school's Back to School Night. Cal spoke with many parents that night, as well as the school nurse, who has always been curious about the Family Success Center. Cal listened to parents in the community as they shared that there should be more education about health and wellness that is specific to teenagers. The nurse offers to come to the Family Success Center and volunteer at any healthcare-related events.

Cal and several other FSC staff members attended the National Night Out, an annual event that promotes community in the neighborhood. Cal visited a table hosted by the local hospital where hospital staff were handing out cancer screening brochures. They are excited to tell Cal all about their new health van, which allows them to bring medical services, such as skin cancer screenings, directly to families in the neighborhood.

Cal saw an opportunity to partner with the school nurse and the hospital staff and host a health and wellness event for the community.

The Cornelia Street Family Success Center reached out to partner with a large health system to explore ways to support women's health in their community. They held planning meetings and coordinated efforts to bring a state-of-the-art mobile screening unit to their Family Success Center! A board-certified clinician and technologist will be providing onsite 3D mammograms, pap tests, and other cancer screenings. There will also be a guest speaker who will talk about the importance of health education for teenagers.

Cal created a flyer to advertise the event and shared it on the Family Success Center's social media page.





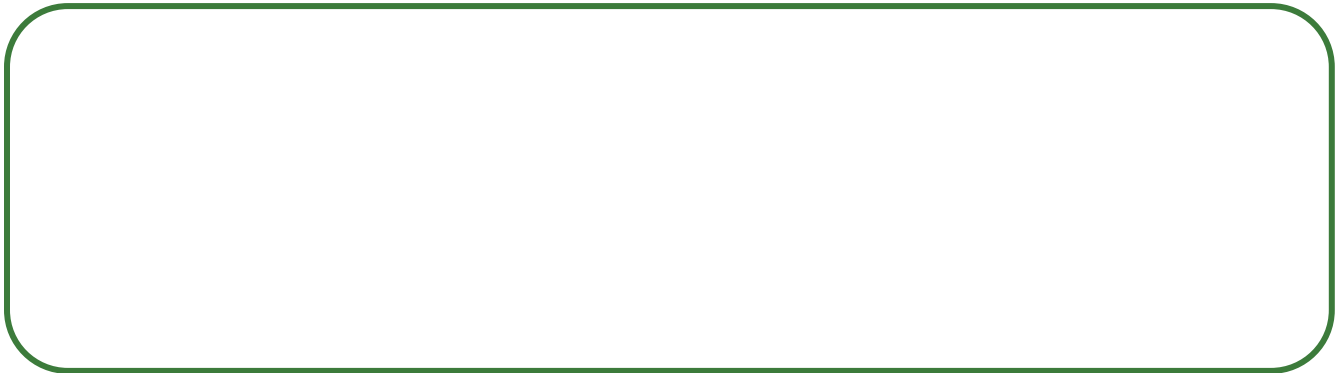
Essential Functions Knowledge Check Notes

Service Activity: Leadership

Leadership Narrative



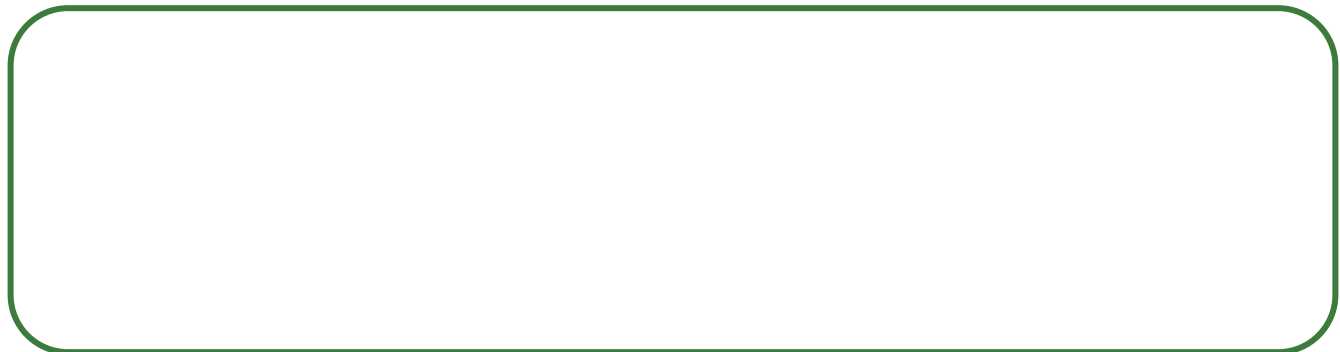
Parent Advisory Council (PAC)



Leadership: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Leadership are:

- Coordination (of volunteer opportunities)
- Leadership (activities for families)
- Skill Building





Leadership in Practice

1. **Mario and Connor's First Day:** Mario is at his first day at the Family Success Center, attending a program with his young son, Connor. A Family Success Center staff member is shaking his hand.
2. **Neighborhood Block Party:** Mario is in the community talking with other fathers and encouraging them to attend an event at the Family Success Center.
3. **Mario and Connor's Award:** A Family Success Center staff member is giving Mario a Certificate of Appreciation for starting a Father-Son Lego group.
4. **Mario's First Parent Advisory Council (PAC) Meeting:** Parent Advisory Council members are greeting Mario at his first PAC meeting.
5. **Family Success Center Meeting:** Mario and another father are sitting with Family Success Center staff, collaborating and brainstorming agenda items for the next meeting.



Essential Functions Knowledge Check Notes



Self-Reflection: Leadership

Imagine how participation in a Parent Advisory Council positively impacts the skills of the parent. How could parent involvement lead to Continuous Improvement for the Family Success Center?

Service Activity: Community Context

Community Context Narrative

Community Context: Essential Functions

Observable staff behaviors of the Essential Functions that should be demonstrated in practice for Community Context are:

- Advocacy
- Connecting (to community resources)
- Engagement

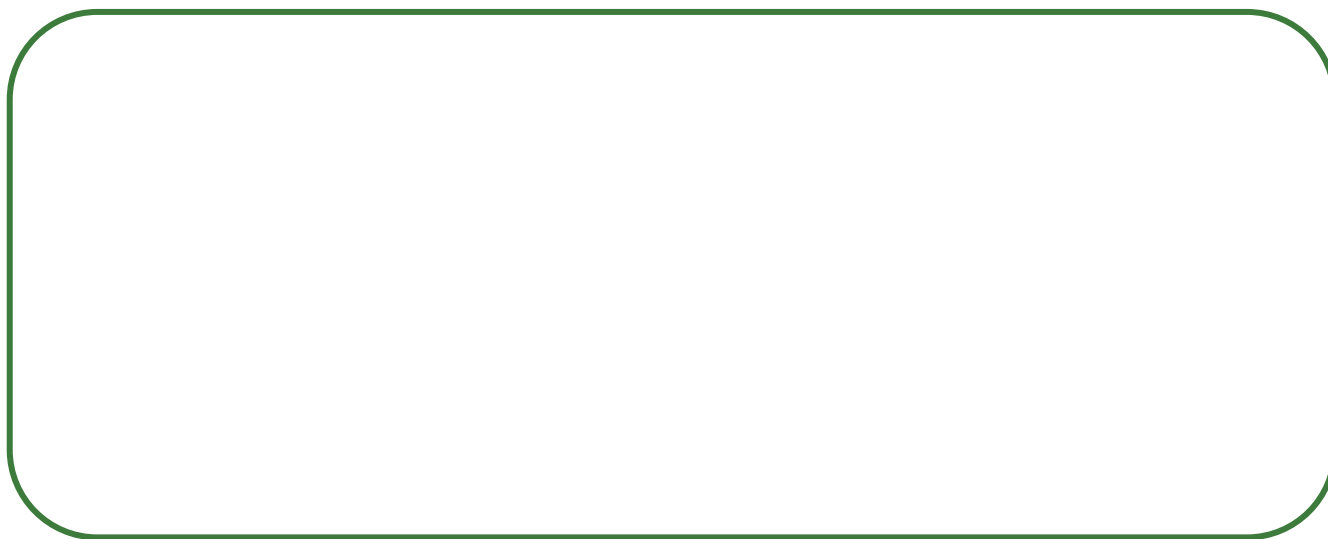


Community Context in Practice

Hidaly is attending an FSC meeting. This meeting is being held in response to feedback surveys and suggestions from FSC members. The FSC members shared that in the neighborhood, middle-school-aged children are getting into trouble during summer vacation because they don't have activities to participate in while their parents are at work.

FSC staff, local parents, and representatives from the school board and the Department of Recreation have all been invited to the meeting to discuss the topic and hopefully come up with a solution.

Hidaly shares that her sons, ages 9 and 11, love playing basketball. During the school year, they both play on the town's recreation basketball teams, and many of their friends are on the teams as well. Some of the other parents agree that basketball is very popular with their kids, too. After brainstorming, the group comes up with the idea to install basketball hoops at a local park. The Department of Recreation shares that this is feasible and commits to putting up two hoops before summer vacation.



Essential Functions Knowledge Check Notes



Bringing it All Together



Self-Reflection: Active Listening and Continuous Improvement

Why are Active Listening and Continuous Improvement the two Essential Functions that are present in every Service Activity?



Active Listening

Throughout this course, you have seen many staff members demonstrate the Essential Function of Active Listening with FSC families and community members.

Welcome Tours: How did Roseline use Active Listening during the Welcome Tour she conducted with Mrs. Philippe and Daryl?

Programming: How did FSC staff use Active Listening when brainstorming Programming ideas with Spanish-speaking community members?



Outreach: How did Sandra use Active Listening to plan her Outreach efforts for a senior fitness program?





Continuous Improvement

Let's look closer at two examples of what Continuous Improvement looks like in the day-to-day operations of Family Success Centers.

Information & Referral: Let's revisit the scenario where Jack provided Information & Referrals for Robin. Here is what has been happening at his Family Success Center over the last six months.

Jack's FSC has identified I&R gaps for the LGBTQIA+ community. Jack has had several I&R requests related to LGBTQIA+ resources and there does not seem to be sufficient support to respond to the requests. He has also heard similar feedback from community partners.

Jack addresses this gap at a Parent Advisory Council Meeting. Jack collaborates with parent leaders to reach out to a local Pride Center and collect supportive resources that can be shared with FSC visitors.

Jack brainstorms with Robin. Jack asks Robin during a visit to the FSC if they have any ideas for LGBTQIA+ inclusive Programming that could be added to the Calendar. Robin suggests offering sessions on allyship. They also suggest offering a monthly "Paint with Pride" event that would be open to LGBTQIA+ community members and their families.

Jack brings these ideas back to the Family Success Center team. During a quarterly program planning meeting, Jack meets with other FSC staff to see how they can incorporate Robin's suggestions into upcoming Calendars.



Leadership:

1. **Reviewing Attendance:** Attendance at the Father-Son Lego class that Mario started is high for the first six sessions. Over time, Mario and FSC staff notice that fewer attendees are coming to the class. They review the sign-in sheets from the last few classes and confirm that attendance has been declining.
2. **Discussing the Class Among the Team:** FSC staff discuss the class and input they've received from families. They also share observations about factors that might impact attendance. For example, attendance started dipping in August, so it might be possible that families were busy getting ready for the school year.
3. **Addressing the Issue at a Parent Advisory Council (PAC) Meeting:** The Family Success Center staff raise the issue at the next Parent Advisory Council meeting to get insight from Mario and the other parent leaders.
4. **Sending Surveys:** As the next step, FSC staff send out an anonymous survey to the former participants to learn more about why they have stopped attending the Father-Son Lego class. Using the responses from this survey, the staff can find ways to adjust the program to better accommodate families.





Meet the Santiago Family

Meet the Santiago Family: Mom, Natalia, Dad, Manuel, their preschool-aged twins, Lucia and Damian, and Manuel's father, Eduardo. The Santiagos just moved to New Jersey and are still adjusting to life in their new community. A neighbor told them that the Family Success Center is a welcoming place for all families. They decide to visit together.

The Santiagos are greeted by Monica, who approaches them with a smile. She asks if they are new to the neighborhood since she doesn't recognize them from the last few community events she attended. She welcomes the family, asking them where they live and how they came to live in their new neighborhood.

Monica asks the Santiagos if they would like to start with a tour of the center. She walks them to the family room and points to toys that Lucia and Damian can play with while they meet.

Manuel says that his father speaks limited English. Monica asks what language Eduardo speaks and if any other family members present speak that language as well. Manuel thanks Monica for asking and tells her that they speak Spanish at home. From working in the area, Monica has learned a few phrases in Spanish and is able to greet Eduardo in his native language. She tells them that the center's bilingual staff are with other families. She asks if Natalia or Manuel would be comfortable interpreting for Eduardo.

Monica gives Lucia and Damian a high-five as they continue their tour of the center.

While Monica provides an overview of Family Success Centers, she also asks Natalia and Manuel more about their family. She points out the center's calendar of events and asks about their special interests. As she explains the upcoming activities, she also asks about any experience they may have participating in these types of events.

Natalia asks about childcare centers that have openings right now. Monica asks Natalia to tell her about what's happening that makes this an immediate need. When Natalia tells her how difficult it has been caring for two active children, Monica tells her about a parent group where other mothers have expressed the same frustration.

She also asks Natalia what's important to her family in choosing a childcare provider. Based on her responses, Monica then offers names, websites, and phone numbers for family care and center-based childcare programs close to their home, as well as contact information for the facilitator of the center's parenting group.

Manuel asks about available jobs in the area, so Monica asks him about his skills, education, and work history. She asks about the type of employment he is looking for and what resources may be useful.

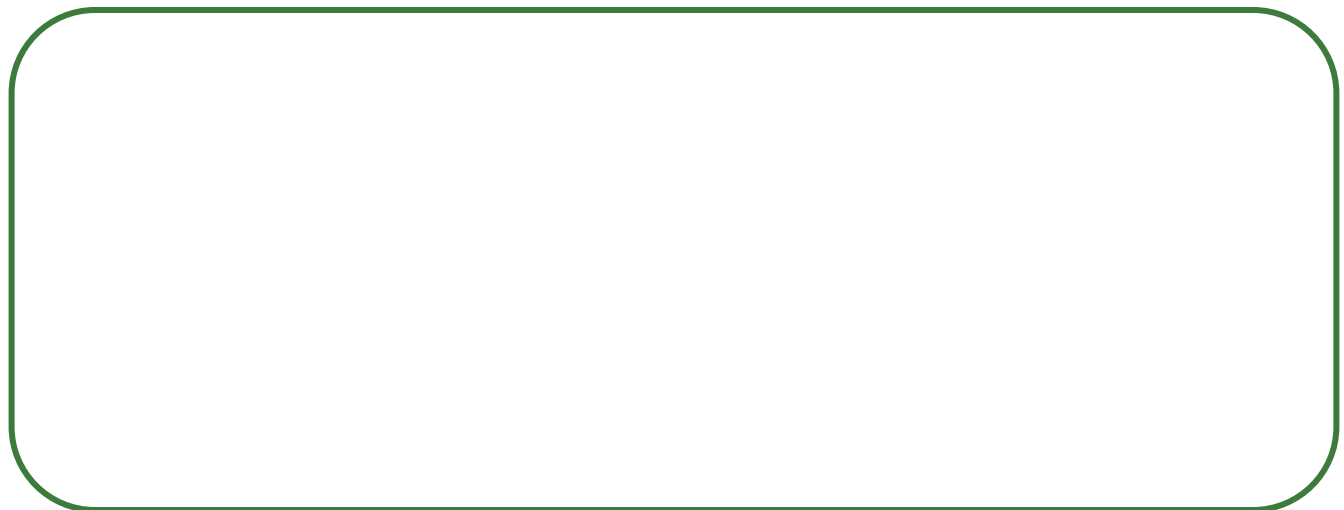
Monica shares that there is a career center close by, explains how it can help, and hands him the brochure.

She also gives Manuel a flyer for a job fair in town. She tells him she will be there and can introduce him to some employers or coach him through the application process. She also asks Natalia and Eduardo if they are currently working or looking for employment.

Manuel says that his father is retired but was a chef back home. Monica asks if Eduardo still enjoys cooking for others and would be interested in leading a cooking class at the center. She asks Natalia and Manuel about their interest in getting involved as well. Monica shares examples of how parents and families choose and lead the types of activities the center offers. She says it's also a great way to meet other families. Natalia tells Monica that she can help with tutoring at the center because she used to be a teacher. Manuel says that his father wants to learn English. Monica suggests that Eduardo listen to English language audio books with Lucia and Damian so he can learn English while the children learn to read.

She also hands Eduardo a Spanish language flyer for a free ESL class at the community college and explains how to enroll. Before they leave, Monica gives Natalia, Manuel, and Eduardo a bilingual map of the community and circles the locations of different resources in town. Monica says she will check on Lucia and Damian in the family room while she goes to grab a bilingual Contact Form for the Santiagos to complete. She explains that this information helps to identify useful events and resources for families.

Monica asks if there is anything the Santiagos hope to learn from the center that they didn't get to discuss. Monica shares that their thoughts and feedback are always welcome. She thanks them for coming and welcomes them again to their new neighborhood. Monica says they can stop by at any time and tells Manuel she will see him next week at the job fair. The visit to the Family Success Center offered them great community connections.





Self-Reflection: Bringing it all Together

In the video, Monica introduces the Santiago family to the Family Success Center. In the Participant Guide, reflect on how Monica incorporated the Service Activities during her time with the Santiago family.

Write down any questions you would like to review with your supervisor about what you saw in the video.

The New Jersey Family Success Center Program Manual

Purpose of the New Jersey Family Success Center Program Manual



Manual Scavenger Hunt

The New Jersey Family Success Center Program Manual contains everything new Family Success Center team members need to know to successfully perform their jobs in alignment with the Family Success Center Program Model. Complete the Family Success Center Manual Scavenger Hunt to explore and become more familiar with the Program Manual.

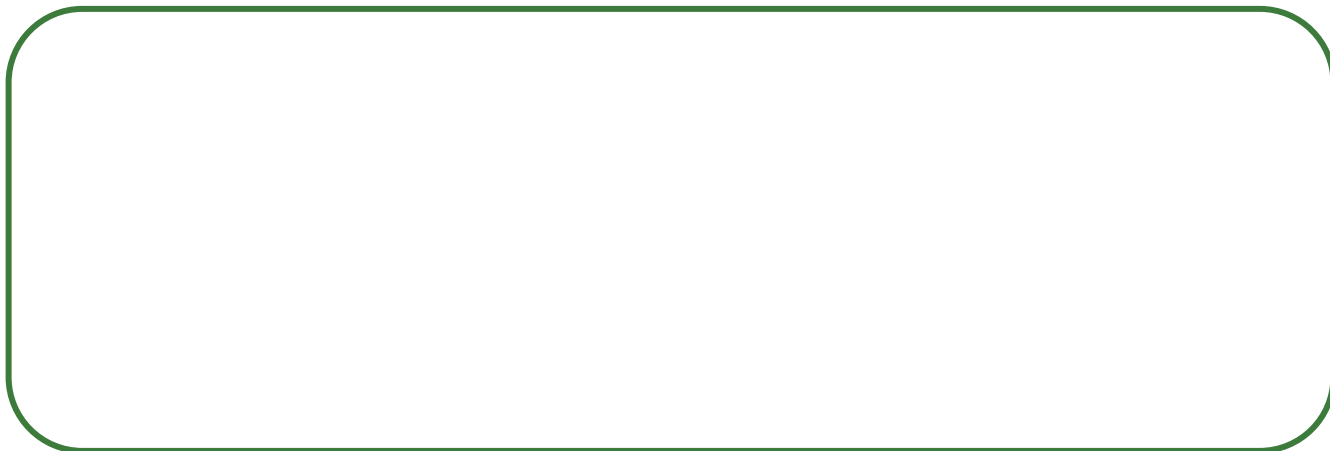
Find the page number of the item listed below and respond to the following questions:

1. **The Definition of Transformational Parent Engagement:** What is the role of the service provider in Transformational Parent Engagement?

Page #: _____

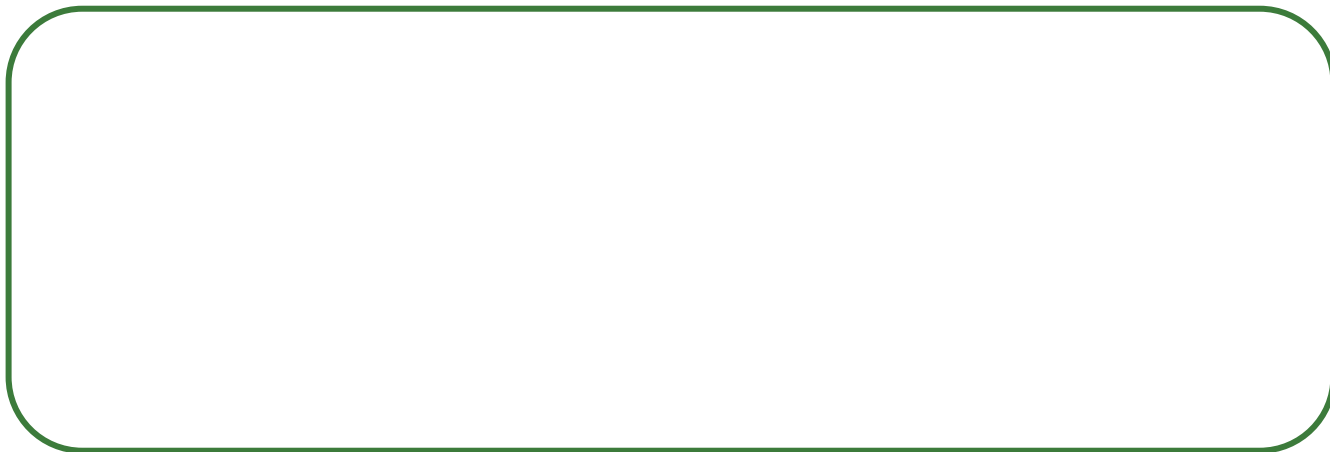
2. **The Family Success Center Calendars:** Where can a family find the monthly calendar?

Page #: _____



3. **Volunteer Vetting information:** What do FSC staff take into consideration when matching someone with a volunteer opportunity?

Page #: _____



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4. **Overview of the Parent Advisory Council:** What are the responsibilities of the Parent Advisory Council?

Page #: _____



5. **Guidance on the Resource Directory:** What services should be included in the Resource Directory?

Page #: _____



Closing

Course Review



Your Family Success Center

Be sure to familiarize yourself with the website for your Family Success Center. Find your center here:

<https://www.nj.gov/dcf/families/support/success/>

Notes

