



Supporting Authentic Family Engagement



When we actively ENGAGE with each other and families... ...*All Benefit.*

- **Children** will be healthier and more ready for kindergarten.
- **Families** will be healthier and more engaged in programs and schools.
- **Programs** will achieve higher levels of quality.
- **Communities** will provide stronger supports to the next generation.

Overview

- Narrowing the universe—What do we mean by family engagement?
 - ✓ Effective Family Engagement Principles
 - ✓ Research-Informed Outcomes and Approaches
 - ✓ Reauthorization Highlights
- Reflecting, Planning, and Action: Related Tools and Resources

Principles of Effective Family Engagement

Effective Family Engagement is. . .

- ✓ A shared responsibility that values equal partnerships between families and professionals.
- ✓ Shaped by genuine respect for the culture and linguistic diversity of families.
- ✓ Relationship-based, with relationships centering around the goal of supporting family well-being and children's development and learning.

Principles of Effective Family Engagement

Effective Family Engagement is. . .

- ✓ Supportive of children's needs for continuity across early learning settings and from school to home and home to school.
- ✓ Includes professional development that strengthens staff and teachers' ability to form strong relationships with families.
- ✓ Provides opportunities for families to build their capabilities and connections.

Principles of Effective Family Engagement

Effective Family Engagement is. . .

- ✓ Aware and respectful of families as capable, competent partners in their children's development and learning even when they are struggling with significant adversities.
- ✓ Systematically embedded in family engagement strategies within and across systems and programs.



CCDF Reauthorization – Partnering with Families and Other Sectors

Highlighting Family Engagement

- ✓ Added purpose of CCDF, “...to promote involvement by parents and family members in the development of their children in child care settings.” (658A(b)(3))
- ✓ Consumer education must include dissemination of information regarding early childhood development and “meaningful parent and family engagement.” (658E(c)(2)(E)(i)(VI))
- ✓ Quality funds for professional development should include, “providing training and outreach on engaging parents and families in culturally and linguistically appropriate ways...” (658G(b)(1)(E))

Coordination and Access to Services

- ✓ Addressing needs of families by coordinating with other programs and providing information as part of consumer education (e.g., TANF, Head Start, developmental screenings, IDEA services, etc.) (658(c)(2)(E)(i))

One-Way and Two-Way Interactions

Parent Involvement

- ✓ A one-way behavior: parents come to the Center;
- ✓ Or parents let the home visitor in.



Family Engagement

- ✓ A two-way interaction: parents and staff come toward each other.
- ✓ Parents and staff are both changed; both change each other through this interaction.



Barriers to Involvement and Engagement are Different

Examples of Barriers to Involvement

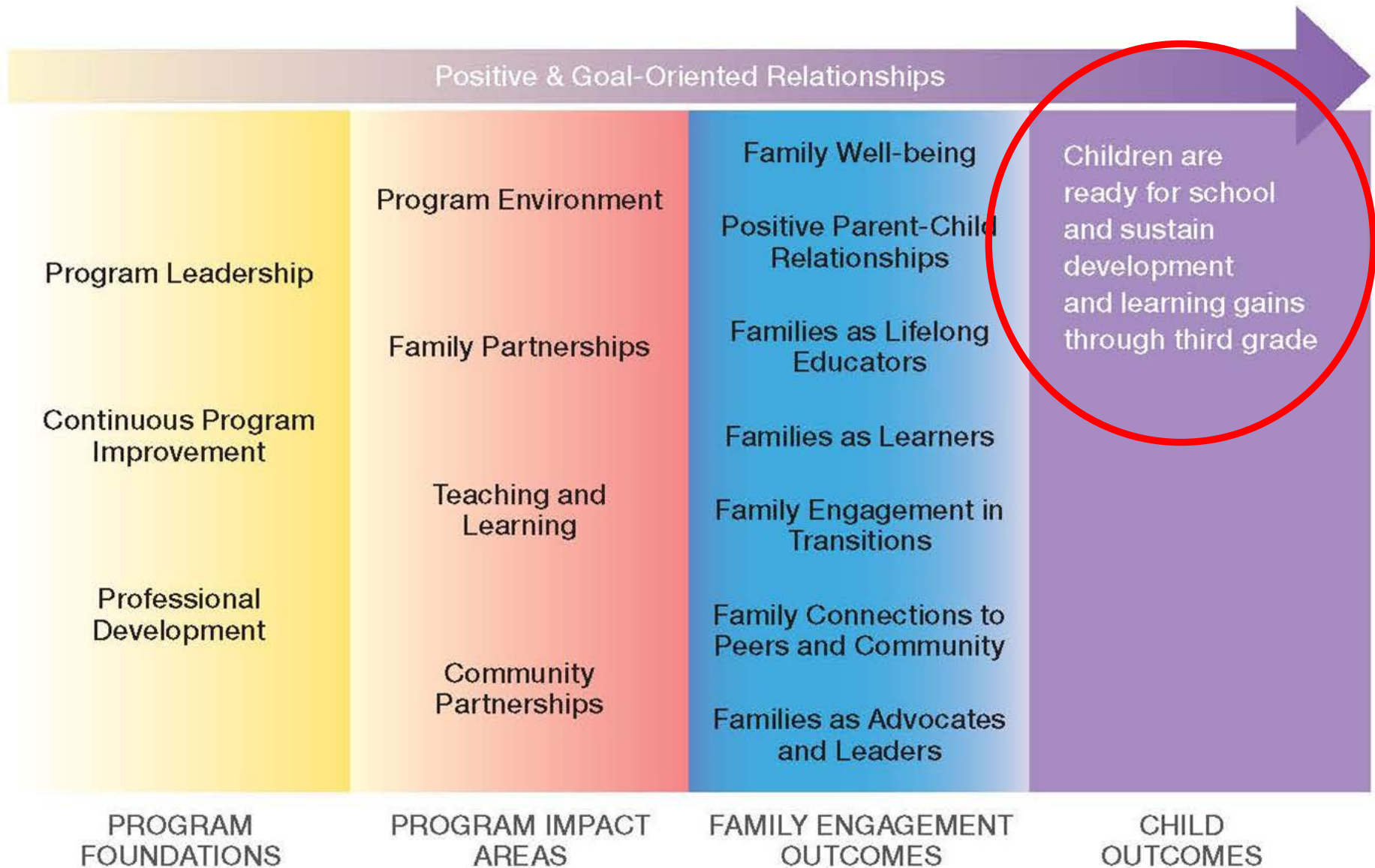
- ✓ Transportation
- ✓ Child care
- ✓ Work obligations
- ✓ Scheduling conflicts
- ✓ Bad weather

Examples of Barriers to Engagement

- ✓ Fear
- ✓ Suspicion
- ✓ Distrust
- ✓ Pride
- ✓ Cultural uniqueness
- ✓ Feelings of being unwelcome, disrespected, or overpowered
- ✓ Power imbalance
- ✓ Misunderstandings
- ✓ Beliefs about parent and teacher roles

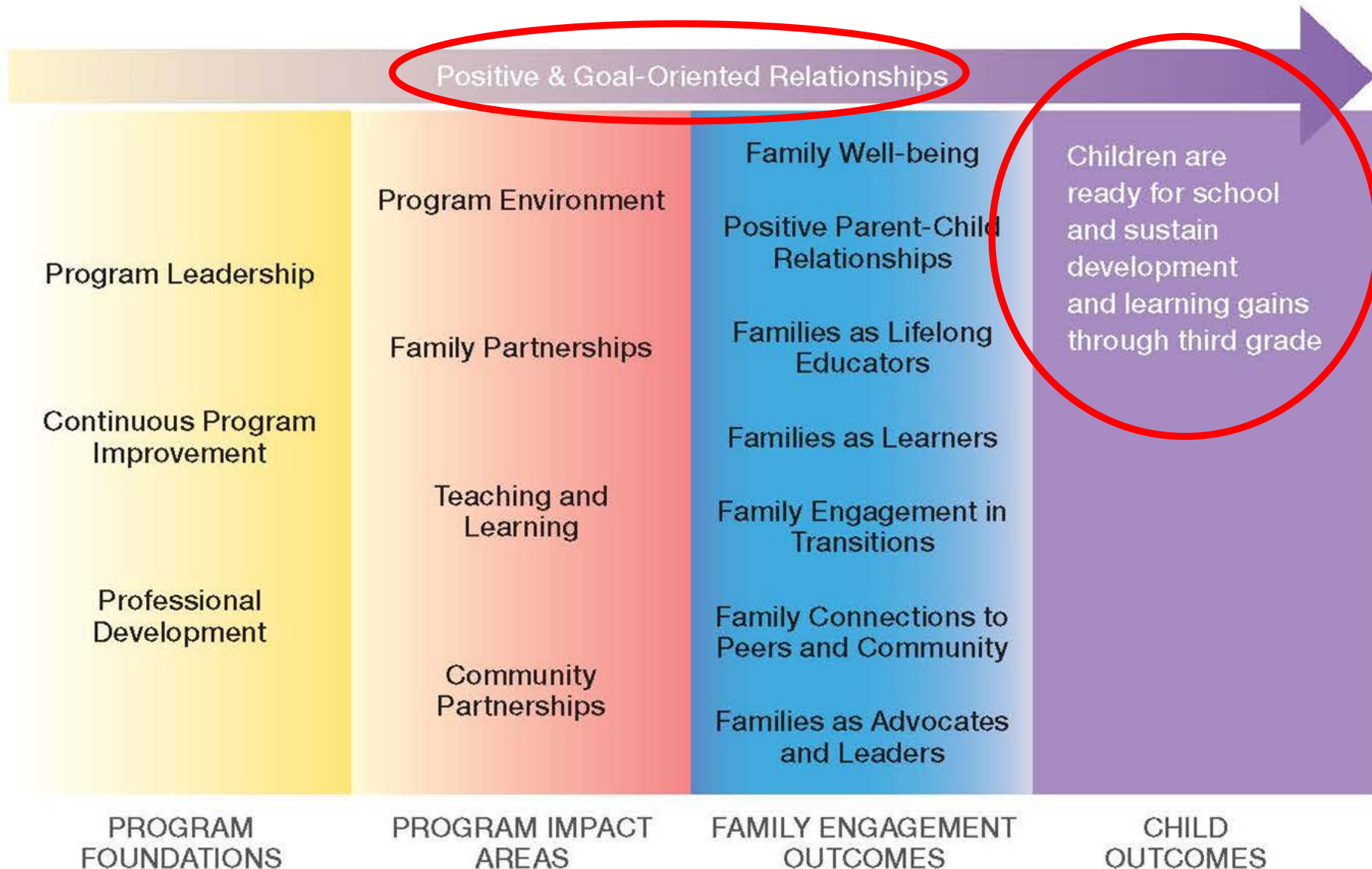
PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



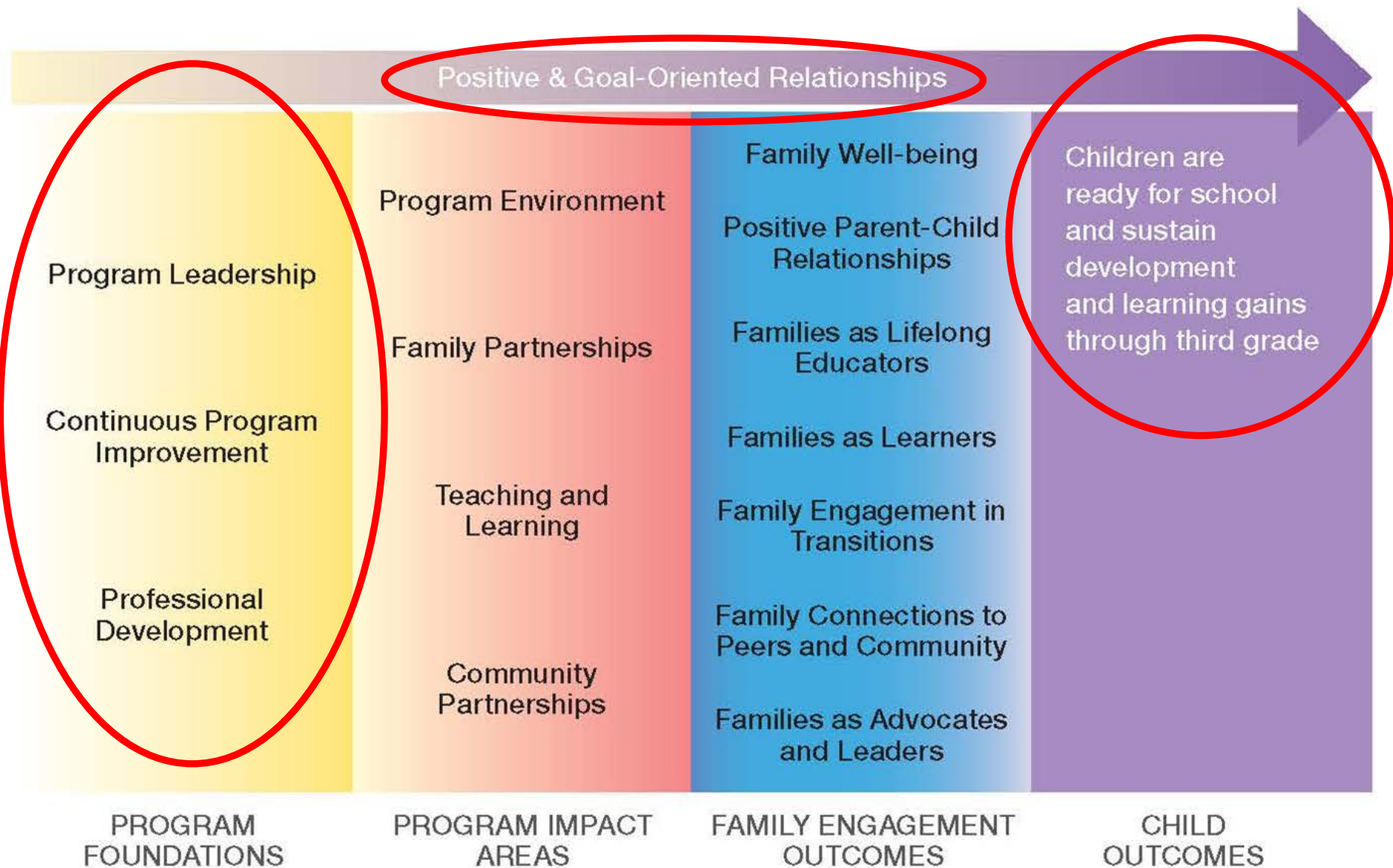
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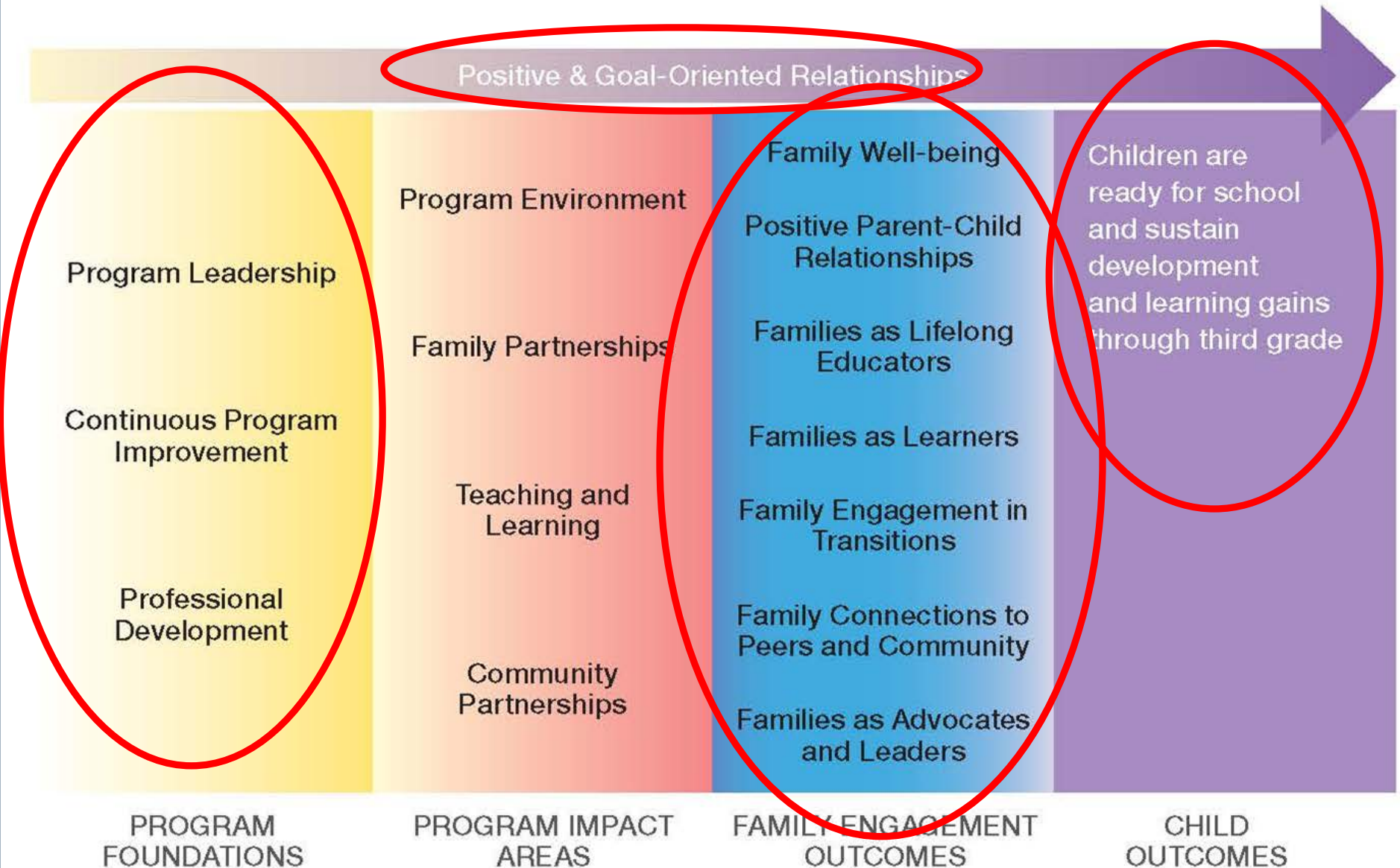
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Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING

Parents and families are safe, healthy, and have increased financial security.

2. POSITIVE PARENT-CHILD RELATIONSHIPS

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.

3. FAMILIES AS LIFELONG EDUCATORS

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

4. FAMILIES AS LEARNERS

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

5. FAMILY ENGAGEMENT IN TRANSITIONS

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

7. FAMILIES AS ADVOCATES AND LEADERS

Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Family Engagement Tools and Resources:

Where are you and where would you like to go?




Plan and Prioritize.

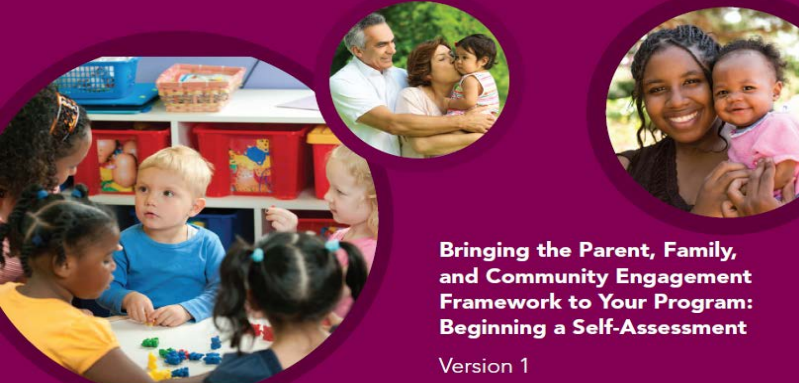


EARLY CHILDHOOD

STRENGTHENING FAMILIES™ SELF-ASSESSMENT TOOL FOR CENTER-BASED EARLY CARE AND EDUCATION PROGRAMS



THE NATIONAL CENTER ON Parent, Family, and Community Engagement



Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a Self-Assessment

Version 1



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Using the Head Start Parent, Family, and Community Engagement Framework in Your Program:

Markers of Progress



Build awareness and create messaging/communications.

Understanding Family Engagement Outcomes: Research to Practice Series

Man plays hide and seek with

Family Engagement and School Readiness

The National Center on Parent, Family and Community Engagement has created a Research to Practice Series on the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework. One in the series, this resource addresses how family engagement contributes to young children's school readiness.

Aligned with related Head Start Performance Standards, this resource presents a summary of selected research and program strategies intended to be useful for the Head Start (HS) and Early Head Start (EHS) community.

Introduction

Family engagement: The family is the primary force in preparing children for school and life, and children benefit when all of the adults who care for them work together (Bronfenbrenner, 2004). When program staff and families are engaged as partners, they commit to working together on children's behalf. When family members take the lead and make decisions about their children's learning, they are truly engaged. Positive goal-directed relationships between families and program staff are key to engagement and children's school readiness (HHS/ACF/OHS/NCFCE, 2011).

School readiness: is the process of early learning and development, from infancy to school age, when children gain the skills and attitudes they need to succeed in school. With developmentally appropriate programming, infants, toddlers, and preschoolers make advances that prepare them for school.

Early childhood experts describe school readiness in various ways, but typically refer to five areas of readiness: health and physical development; social and emotional development; approaches to learning; language development and communication; and cognition and knowledge. The OHS Child Development and Early Learning Framework (CDEL) (HHS/ACF/OHS, 2012) addresses each of these domains.

Others use the term school readiness to describe a school's ability to provide children with an education (Raver & Knitzer, 2002). It also refers to families' readiness for the transition to school. School readiness is a shared responsibility among schools, programs, and families.

The OHS PFCE Framework is a research-based approach to program change that shows how HSEHS programs can work together as a whole – across systems and service areas – to promote family engagement and children's learning and development.

THE NATIONAL CENTER ON Parent, Family, and Community Engagement

This document was prepared under Grant #93432003 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family, and Community Engagement.

Understanding Family Engagement Outcomes: Research to Practice Series

Positive Parent-Child Relationships

The National Center on Parent, Family and Community Engagement (NCFCE) has created a Research to Practice Series on the Family Engagement Outcomes of the Office of Head Start (OHS) Parent, Family, and Community Engagement (PFCE) Framework. One in the series, this resource addresses the "Positive Parent-Child Relationships" Outcome: "Beginning with the transition to parent-hood, parents and families develop warm relationships that nurture their child's learning and development."

Aligned with related Head Start Performance Standards, this resource presents a selected summary of research, proven interventions, and program strategies intended to be useful for the Head Start (HS) and Early Head Start (EHS) community.

Introduction

Positive parent-child relationships provide the foundation for children's learning. With parents' sensitive, responsive, and predictable care, young children develop the skills they need to succeed in life. Early parent-child relationships have powerful effects on children's emotional well-being (Dawson & Ashman, 2000), their basic coping and problem-solving abilities, and future capacity for relationships (Lerner & Castellino, 2002). Through these interactions, children learn skills they need to engage with others and to succeed in different environments (Rogoff, 2003). They learn how to manage their emotions and behaviors and establish healthy relationships with adults and peers. They also learn how to adjust to new situations and to resolve conflicts.

When parents have warm, trusting, and reliable relationships with peers, family, community members, and service providers, they are more likely to have positive relationships with their children. To work toward the PFCE Positive Parent-Child Relationships Outcome, providers and programs can:

- provide emotional and concrete support to parents,
- respect diverse parenting styles,
- value cultural differences and home languages,
- reinforce the importance of fathers and other co-parents,
- help parents connect with other parents and community members and resources, and
- model warm, responsive relationships by engaging in those relationships with parents and other family members.

The PFCE Framework is a research-based approach to program change that shows how HSEHS programs can work together as a whole – across systems and service areas – to promote family engagement and children's learning and development.

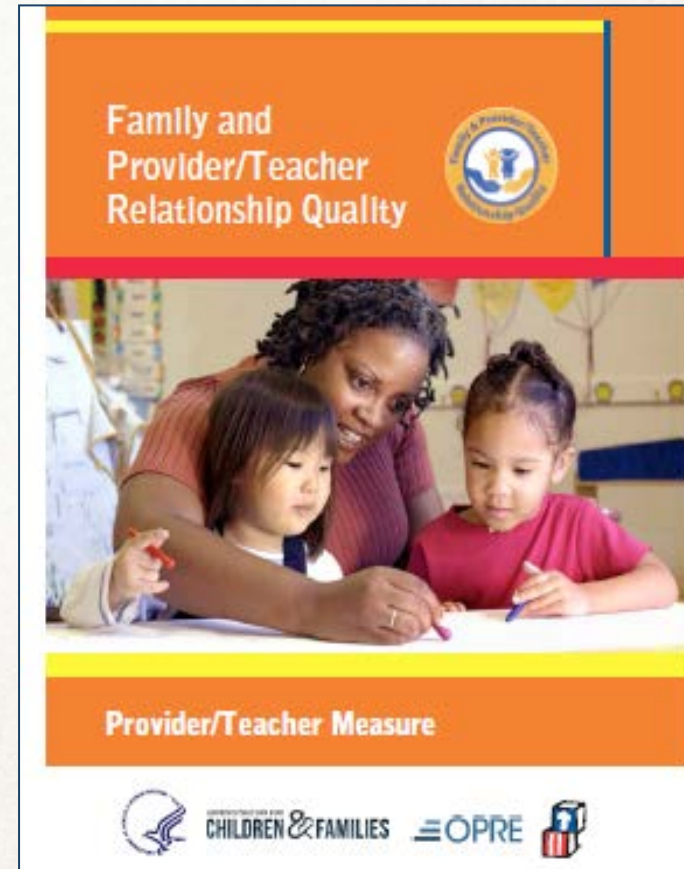
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Establish workforce capacity building that supports family engagement.

Validated measures for QRIS.



FPTRQ Constructs and Elements Indicative of Positive Family and Provider/Teacher Relationships

Attitudes	Knowledge	Practices	Environment
<ul style="list-style-type: none"> • Respect • Commitment • Openness to change • Understanding context 	<ul style="list-style-type: none"> • Family-specific knowledge 	<ul style="list-style-type: none"> • Communication • Responsiveness • Collaboration • Family-focused concern 	<ul style="list-style-type: none"> • Welcoming • Communication systems • Culturally-diverse materials • Information about resources • Peer-to-peer parent activities

Establish workforce capacity building that supports family engagement.

Establish family engagement competencies.

Head Start and Early Head Start Relationship-Based Competencies
for Staff and Supervisors Who Work with Families

Relationship-Based Competencies (RBCs)

COMPETENCY	RESULT
1: POSITIVE, GOAL-ORIENTED RELATIONSHIPS	Engages in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
2: SELF AWARE AND CULTURALLY RESPONSIVE RELATIONSHIPS	Respects and responds appropriately to the culture, language, values, and family structures of each family served.
3: FAMILY WELL-BEING AND FAMILIES AS LEARNERS	Supports families' safety, health, financial stability, life goals, and aspirations.
4: PARENT-CHILD RELATIONSHIPS AND FAMILIES AS LIFELONG EDUCATORS	Enhances parent-child relationship and supports parents' role as the first and lifelong educators of their children.
5: FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Facilitates networks and group activities that support families' strengths, interests, and needs.
6: FAMILY ACCESS TO COMMUNITY RESOURCES	Supports families in using community resources that enhance family well-being and children's learning and development.
7: COORDINATED, INTEGRATED AND COMPREHENSIVE SERVICES	Acts as a member of a comprehensive services team so that family service activities are coordinated and integrated throughout the program.
8: DATA DRIVEN SERVICES AND CONTINUOUS IMPROVEMENT	Collects and analyzes information to find new solutions to challenges as part of ongoing monitoring in order to continuously improve services.
9: FOUNDATIONS FOR PROFESSIONAL GROWTH	Participates actively in opportunities for continuous professional development.

Establish workforce capacity building that supports family engagement.

Prioritize relationship-based skill-building opportunities.

Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series

What you do and say matters! Explore and practice everyday strategies to develop positive goal-oriented relationships with a family. These relationships are key to our work with children and families, including the journey toward school readiness. Simulation 1 allows you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of developing and implementing goals with families.

1. Engaging Families from the Start

[Begin the Simulation](#)

2. Goal Setting with Families

[Begin the Simulation](#)



Prioritize skill-building around relationship-based attitudes and practices.

- ✓ Observe and describe behavior
- ✓ Reflect on family perspective
- ✓ Support family competence
- ✓ Focus on the family-child relationship
- ✓ Value a family's passion
- ✓ Reflect on your own perspective

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Community Engagement

Building Partnerships: Guide to Developing Relationships with Families

Home Getting Started Tools Reflective Strategies Resources

Building Partnerships: Guide to Developing Relationships with Families



The Importance of Home Language Series

ES Español



School readiness and school success for children who are dual language learners are tied directly to mastery of their home language. This series of handouts is designed to provide staff and families with basic information on topics related to children learning two or more languages. They emphasize the benefits of being bilingual, the importance of maintaining home language, and the value of becoming fully bilingual. These easy-to-read resources highlight important information

Prioritize skills in communicating about children’s learning and development.

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Family Engagement and Ongoing Child Assessment

The partnership between parents and Head Start staff is fundamental to children’s current and future success and their readiness for school. This relationship ensures success when staff understand the value of information and how to share such information effectively, and when they have the attitudes and skills that support genuine partnerships. This set of documents outlines how information that programs collect about children’s learning and development can be used with families. These documents identify specific strategies that support the development of staff-parent relationships, and provide specific guidance to staff on sharing information with families.

This document was prepared under Grant #90HC0003 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family and Community Engagement.

Tools and Resources Web Links

Assessment Tools

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/assessing/assess.html>

<http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assesments>

Research to Practice

Communicating About Children's School Readiness

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html>

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/school-readiness/engage-readiness.html>

Family Provider/Teacher Relationship Quality

<http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>

Tools and Resources Web Links

Relationship-based Competencies

Building Partnerships: Guide to Developing Relationships with Families

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/practice.html>

Simulations

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/multimedia.html>

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- **Families** will be healthier and more engaged in programs and schools.
- **Programs** will achieve higher levels of quality.
- **Communities** will provide stronger supports to the next generation.

Family Engagement Resources

- MN QRIS Parent Aware www.parentaware.org
- AR QRIS Better Beginnings <http://arbetterbeginnings.com/>
- Link to Parent Voices: www.parentvoices.org
- Resources on the work in Tennessee:
 - <http://www.clasp.org/babiesinchildcare/state/tennessee-the-strengthening-families-initiative>
- Literature review (which contains a conceptual model) from the Family-Provider Relationship measurement project: http://www.acf.hhs.gov/sites/default/files/opre/fprq_literature_review.pdf
- More about the project, and developed tools are here: <http://www.acf.hhs.gov/programs/opre/research/project/development-of-a-measure-of-family-and-provider-teacher-relationship-quality-fptrq>
- Delaware Resource Toolkit: <http://www.greatstartsdelaware.com/resources/DE-IHE-TOOLKIT-2014-04.pdf>
- Strengthening Families™ Framework Resources: <http://www.cssp.org/reform/strengtheningfamilies>
- Strengthening Families™ Program Assessment:
 - <http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assesments>
- Strengthening Families™ and QRIS: <http://www.cssp.org/reform/strengthening-families/resources/gris/Strengthening-Families-in-QRIS.pdf>
- Family Engagement Equitable and Everywhere: <http://pdk.sagepub.com/content/96/7/14.full>
- Harvard Family Research Project Resources: <http://www/hfrp.org/>
- A brief on cross cutting themes on strengthening family engagement – NAEYC Program Standards and Accreditation Criteria and Strengthening Families Program Strategies
 - <http://www.naeyc.org/academy/files/academy/file/TrendBriefsStrengtheningFamilyEngagement.pdf>
- NAEYC program self-assessment checklist: <http://www.naeyc.org/familyengagement/resources/self-assessment-checklist>
- NAEYC family checklist: <http://www.naeyc.org/familyengagement/resources/family-checklist>

