

about children's progress accessible and understandable to parents. Programs and providers should support families as leaders and advocates in programs and schools, and intentionally support families as their children transition to new learning settings. Providers should offer families needed supports through formal or informal relationships with community partners, and conduct voluntary home visits to build relationships with children and families.

Establish workforce capacity building that supports family engagement. States and programs should support all staff to receive training and coaching in implementing family engagement practices. States should incorporate core competencies specific to family engagement into existing competency frameworks for providers and support these competencies through their professional development systems, training and technical assistance, and ongoing coaching and consultation efforts.

Develop and integrate family engagement data for continuous improvement in systems and programs.

States and programs should collect data, to the extent permissible under applicable privacy laws, about the extent to which early childhood systems and programs are engaging families, the strategies that they are using, and the effectiveness of those strategies. States and programs can use this data to better understand current policy and practice, and provide technical assistance as needed to local systems and program staff.

Conclusion

Families are children's first and most important teachers, advocates, and nurturers. As such, strong family engagement is central to the success of early childhood systems and programs that promote children's healthy development, learning, and wellness. Effective family engagement practices are a marker of quality early childhood programming. Together, States, LEAs, schools and early childhood programs have the responsibility to promote and implement effective family engagement to improve children's learning, development, and wellness.