



MEANINGFUL FAMILY ENGAGEMENT

PDG B-5 TA Center Staff

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FAMILY ENGAGEMENT



Including family voice and supporting family leadership in early childhood classrooms, programs, & systems.



FOUNDATIONAL CONCEPTS IN FAMILY ENGAGEMENT



- Including the systems and practices used by programs can enhance connections between families and communities.
- Systematic engagement is associated with positive outcomes for children (including early literacy, cognitive and language, social-emotional skills and academic achievement).
- Family-centered practices and services that support strong relationships with children and parents result in better family health and positive well-being as well as positive child outcomes.
- Families experiencing poverty face more barriers to participating and engaging frequently.
- Programs, providers, and systems should move from “fixing the families” to a strengths-based and reciprocal family engagement approach.

FOUNDATIONAL CONCEPTS IN FAMILY ENGAGEMENT (CONTINUED)



- Families across the nation are increasingly becoming superdiverse.
- Superdiverse families can experience a variety of stressors, including low income, low employment, low levels of education, and limited access to health care and healthy nutrition.
- Such stressors can result in children starting kindergarten behind and staying behind.
- Family engagement, in particular, is an essential strategy that supports DLLs.
- When families and staff partner closely to support home languages, and when they embrace families' cultures and traditions, young children can thrive.

NAEYC'S UPDATED FAMILY ENGAGEMENT STATEMENT



- Educators take responsibility for establishing respectful, reciprocal relationships with and among families.
- Educators work in collaborative partnerships with families, seeking and maintaining regular, frequent, two-way communication with them and recognizing that the forms of communication may differ for each family.
- Educators welcome family members in the setting and create multiple opportunities for family participation.
- Educators acknowledge a family's choices and goals for their child and respond with sensitivity and respect to those preferences and concerns.

NAEYC'S UPDATED FAMILY ENGAGEMENT STATEMENT (CONTINUED)



- Educators and the family share with each other their knowledge of the particular child and understanding of child development and learning as part of day-to-day and other forms of communication (e.g., family get-togethers, meetings, support groups).
- Educators involve families as a source of information about the child (before program entry and on an ongoing basis).
- Educators take care to learn about the community in which they work, and they use the community as a resource across all aspects of program delivery.

RESOURCES



- **Key Indicators of High-Quality Family Engagement**

<https://childcareta.acf.hhs.gov/sites/default/files/public/indicators-final-508.pdf>

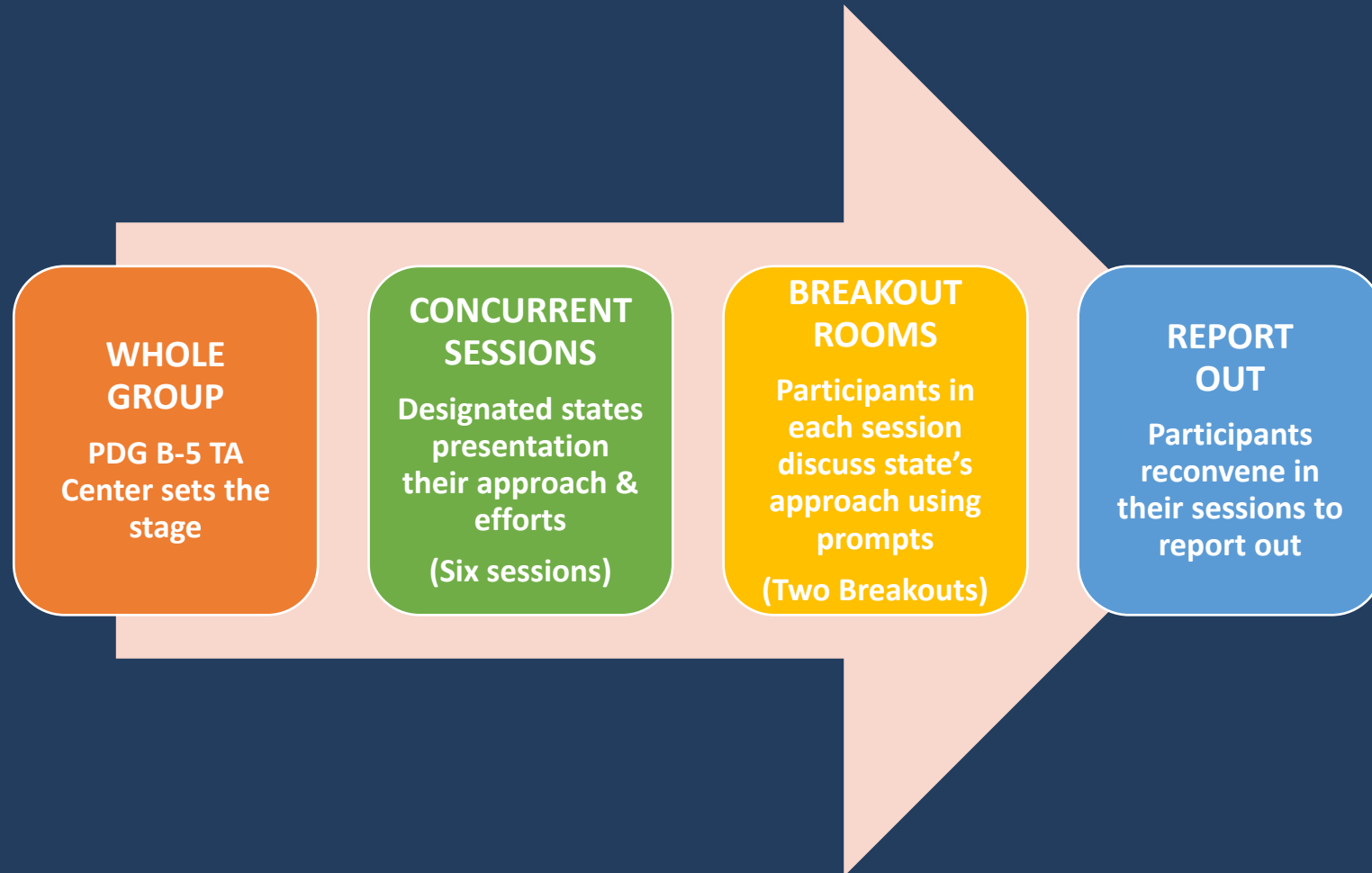
- **Strategies for Engaging Families**

https://childcareta.acf.hhs.gov/sites/default/files/public/strategies-for-consumer-engagement-508-final_0.pdf

- **Strategies for Implementing the Head Start Parent, Family, & Community Engagement Framework**

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/hs-strategies.pdf>

FLOW OF EVENTS



TRANSITION TO CONCURRENT SESSIONS



CONCURRENT SESSIONS



Developing a
Statewide Family
Engagement
Framework

Supporting Family
Leadership at the
State Level

Partnering with
Families at the
Classroom Level

Using the
Strengthening
Families
Framework in QRIS

Culturally &
Linguistically
Responsive Family
Partnerships

Partnering with
Families in the Era
of COVID-19

HOW TO ACCESS YOUR NEXT SESSION



- Go to your **My Schedule** tab
- Open the concurrent session you registered for in Strand 1
- Click the **Join Session** button in the middle of the banner

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