



Early Head Start – Child Care Partnerships

Engaging Families



Presenters



Kiersten Beigel
Office of Head Start



Katherine Falen
**Infant/Toddler Technical
Assistance Specialist**
**National Center on Child Care
Quality Improvement**



OFFICE OF HEAD START



Objectives

- To share information about family engagement standards in EHS and child care state systems.
- To understand comparable approaches to family engagement across EHS and Child Care.
- To identify resources for planning and implementing effective family engagement.



Effective Family & Community Engagement

...Depends on our ability to form positive, responsive, respectful relationships with parents, families, and community partners.



Family Engagement in EHS is....

- Developmental and crosses learning contexts
- Reciprocal, culturally responsive relationships
- Includes both involvement and engagement



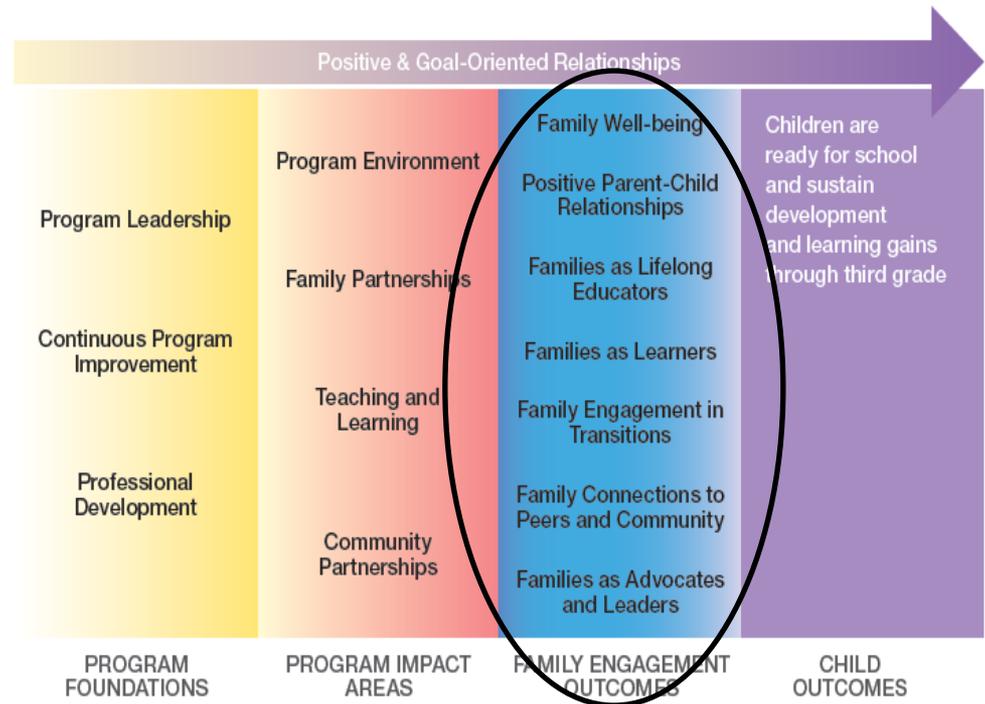
HSPS Example

1304.40 (a)(5) Meetings and interactions with families must be respectful of each family's diversity and cultural and ethnic background.



Head Start Performance Standards (HSPS)

- There are many family and family engagement related standards
- The Office of Head Start worked with the field (including parents!) to come up with a Framework for implementing all these standards
- These constructs are not New, and they are seen in NAEYC Standards, Strengthening Families, etc.





Family Wellbeing



- Family goal setting
- Support families in an ongoing way around their child and family goals
- Coordinate with community agencies to support families interests, needs and aspirations

Family well-being is a powerful predictor of positive child outcomes and directly impacts children's school readiness.

HSPS Example Related to Family Wellbeing

45 CFR 1304.40 (b)(2) Agencies must follow-up with each family to determine whether the kind, quality, and timeliness of the services received through referrals met the families' expectations and circumstances.



Parent-Child Relationships



- All things center around supporting the parent-child relationship
- Provide opportunities for parents to further develop parenting skills
- Encourage and support parents as they foster the growth and development of their children



HSPS Example Related to Parent-Child Relationships

1304.24(a)(ii) Sharing staff observations of their child and discussing and anticipating with parents their child's behavior and development, including separation and attachment issues;



Families As Lifelong Educators



Families are our partners. They are:

- Welcomed during all program hours
- Encouraged to observe and participate with infants and toddlers in the classroom
- Engaged in home visits and staff-parent conferences (2 by 2)
- Invited to volunteer in the program and given preference for employment when they are qualified



Families As Lifelong Educators

We ask families for their input on:

- ✓ Individualizing for their infants and toddlers
- ✓ Their thoughts about their babies' progress
- ✓ Planning and services related to early intervention
- ✓ Choosing and using a program curriculum
- ✓ Decisions about developing school readiness goals

HSPS Example Related to Families as Lifelong Educators

1307.3(b)(2)(ii) Analyzing individual ongoing, child-level assessment data for all children birth to age five participating in the program and using that data in combination with input from parents and families to determine each child's status and progress with regard to, at a minimum, language and literacy development, cognition and general knowledge, approaches toward learning, physical well-being and motor development, and social and emotional development and to individualize the experiences, instructional strategies, and services to best support each child.



Families As Learners



Family literacy services support:

- Adult literacy
- Parent-child interactions and emergent literacy in the families home language
- Family access to materials and activities essential to language development and emergent literacy

HSPS Example related to Families As Learners

1304. 40(d)(1) ...Provide parent involvement and education activities that are responsive to the ongoing and expressed needs of the parents, both as individuals and as members of a group.

Family Engagement & Children's Health



We work alongside families to support the comprehensive needs of infants and toddlers.

- Nutrition
- Health and Oral Health
- Establishing a Medical Home
- Mental Health
- Health Education (all of these topics)



HSPS Example related to Family Engagement and Children's Health

1304.20 (c) (1)...establish a system of ongoing communication with the parents of children with identified health needs to facilitate the implementation of the follow-up plan.



Family Engagement Transitions/Continuity

- Hold staff –parent meetings about transitions
- Provide education and training and coordinate with other child care agencies and schools
- Transfer records when it will support continuity
- Conduct joint transition-related training for staff across agencies
- Support classroom continuity that is ideal for development

HSPS Example related to Family Engagement and Transitions

1304.40 (h)(2) Staff must work to prepare parents to become their children's advocate through transition periods by providing that, at a minimum, a staff-parent meeting is held toward the end of the child's participation in the program to enable parents to understand the child's progress while enrolled in Early Head Start or Head Start.





Family Leadership and Advocacy

Parent participation in program governance-

- Policy Councils
- Parent Committees
- Transitions



HSPS Example related to Family Engagement and Children's Health

1304.50 (b) (2) Policy Councils and Policy Committees must be comprised of two types of representatives: parents of currently enrolled children and community representatives. At least 51 percent of the members of these policy groups must be the parents of currently enrolled children.



Community Engagement

- Ongoing collaborative relationships
- Promote access to services that are responsive
- Be a partner in community planning



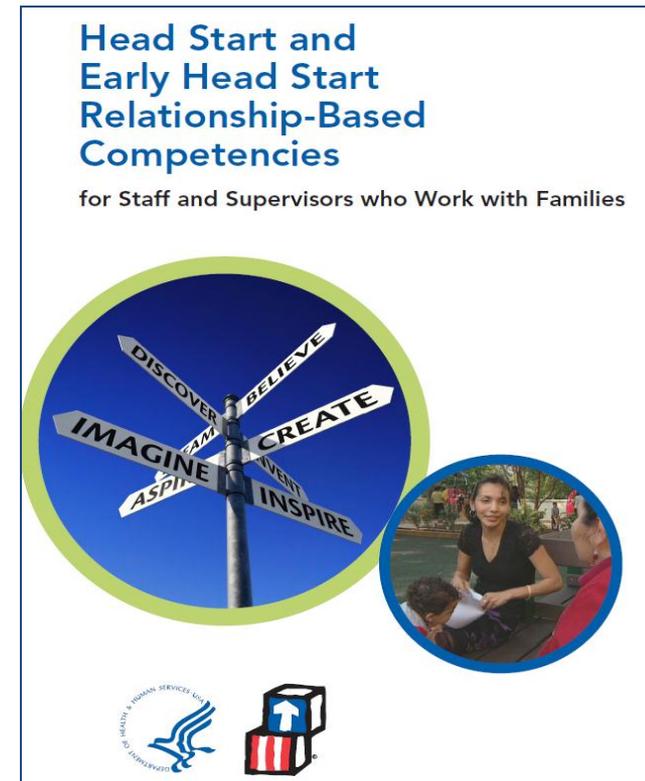
HSPS Example related to Community Engagement

1304.41(a)(1) ...take an active role in community planning to encourage strong communication, cooperation, and the sharing of information among agencies and their community partners and to improve the delivery of community services to children and families in accordance with the agency's confidentiality policies...

– Center for the Developing Child
http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change/

Family Engagement and Staff Qualifications

- Family Services staff and consultants must have training and experience in the field(s) related to social, human, or family services
- Child development specialists (FCC) must have knowledge and experience around family support
- EHS Staff (or FCC providers) have a minimum of an infant toddler CDA which includes competencies for supporting families





EHS and Child Care Family Engagement Connections



Strategies that Support Family Engagement

- Regulatory approaches
 - Licensing and Health and Safety requirements
- Quality Improvement efforts such as QRIS
- Professional Development and Workforce Initiatives
- Race to the Top Early Learning Challenge Fund

Comparable

- Licensing requirements are comparable to EHS standards
 - Parent participation, daily communication
- QRIS standards are comparable to EHS
 - Program input, parent/teacher conferences, family activities, parent education opportunities

Not Comparable

- Head Start Performance Standards not comparable to licensing or QRIS
 - Parent participation on program or governance committees
 - Identification, referral, and coordination of additional family support services
 - Home visits

National Program Standards Crosswalk Tool

<https://occqrisguide.icfwebservices.com/index.cfm?do=crosswalk>



OFFICE OF HEAD START

 **Office of Child Care**



Family Involvement in the Classroom/Program

State Program Standards About Family Involvement in the Classroom/Program	Number of States with Standards	
	Licensing (N=50)	QRIS (N=36)
Invite parents to volunteer in the classroom and/or other aspects of the program	28	19
Invite parent input in curricula, education approaches, and/or nutrition for infants and toddlers	8	22
Offer a variety of opportunities for interaction with parents throughout the year	2	20
Invite parents to serve on program committees and contribute to policy making and other decisions	3	11

N = Number of States with statewide standards.



Family Communication and Education

State Program Standards About Family Communication and Education	Number of States with Standards	
	Licensing (N=50)	QRIS (N=36)
Hold parent/teacher conferences for parents of infants and toddlers	15	28
Conduct regular, ongoing and/or written communication with parents of infants and toddlers on topics such as, learning and development, feeding and nutrition, and/or behavior and mental health	27	4
Provide educational opportunities on a variety of topics for the parents of infants and toddlers	4	24

N = Number of States with statewide standards.





Family Support and Resources

State Program Standards About Family Support and Resources	Number of States with Standards	
	Licensing (N=50)	QRIS (N=36)
Support parents in coordinating any additional services in the community	0	15
Conduct home visits with parents of infants and toddlers	0	1
Use the Strengthening Families Self-Assessment Tool or Strengthening Families training	0	10

N = Number of States with statewide standards.

Family Engagement

Common Principles of Quality

Here are just a few....

- Knowledge about learning and development happens in the context of relationships with parents!
- Engaging in relationship based practice with families
- Providing family support in times of need
- Supporting families economic wellbeing
- Communicating with families to promote learning, development and school readiness
- Etc!!!!





HEAD START

An Office of the Administration for Children and Families
Early Childhood Learning & Knowledge Center (ECLKC)

- Head Start
- School Readiness
- Policy & Regulation
- Monitoring & Reports
- Training & Technical Assistance
- States
- Español



National Center on Parent, Family, and Community Engagement

- Cultural and Linguistic Responsiveness
- Early Head Start
- Health
- Parent, Family, and Community Engagement
 - National Center on Parent, Family, and Community Engagement
 - For Families
- Program Management and Fiscal Operations
- Quality Teaching and Learning

ECLKC Home > Training & Technical Assistance > Parent, Family, and Community Engagement

SHARE

-
- Using the PFCE Framework
- Relationship-Based Practice
- Assessing Progress
- School Readiness



Welcome to PFCE: Family Engagement is Everybody's Business!

Was this page helpful?

YES NO



- 1
- 2
- 3
- 4
- 5
- 6

OHS PFCE Framework

Resources and Guides

Events and Conferences





Resource Examples

- **Head Start Program Performance Standards**
<https://eclkc.ohs.acf.hhs.gov/hslc/standards/Head%20Start%20Requirements>
- **ECLKC: Parent, Family and Community Engagement Landing Page**
<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center>
- **Strengthening Families™ Self-Assessment Tool**
<http://www.cssp.org/reform/strengthening-families/resources/changing-programmatic-practice>
- **How Strengthening Families™ Aligns with the Head Start Parent, Family and Community Engagement Framework** <http://www.cssp.org/reform/strengthening-families/2014/HOW-STRENGTHENING-FAMILIES-ALIGNS-WITH-THE-HEAD-START-PARENT-FAMILY-AND-COMMUNITY-ENGAGEMENT-FRAMEWORK.pdf>
- **State Approaches to Integrating Strengthening Families™ into Quality Rating and Improvement Systems**
<http://www.cssp.org/reform/strengthening-families/resources/systems-and-policy-changes>
- **National Program Standards Crosswalk Tool**
<https://occqrisguide.icfwebsiteservices.com/index.cfm?do=crosswalk>



References

Bryk, A.S., Sebring, P.S., Allensworth, E., Luppescu, S., & Easton, J.Q. (2009). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press.

Curby, T.W., Rimm-Kaufman, S.E., & Ponitz, C. C. (2009). Teacher-child interactions and children's achievement trajectories across kindergarten and first grade. *Journal of Educational Psychology*, 101(4), 912-925.

Moll, L.C., Amanti, Cl., Neff, D., & Gonzalez, N. (1992). Funds of knowledge for teaching: Using a a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132-141.

NICHD Early Child Care Research Network (2006). Child-care effect sizes for the NICHD study of early child care and youth development. *American Psychologist*, 61(2), 99-116.

Ryu, J., & Bartfield, J.S. (2012). Household food insecurity during childhood and subsequent health status: The Early Childhood Longitudinal Study—Kindergarten Cohort. *Journal of Public Health*, 102(11), e50-e55.



Where To Go for More Information and Resources

<https://childcareta.acf.hhs.gov>

<http://eclkc.ohs.acf.hhs.gov/hslc/hs/grants/ehs-ccp>



OFFICE OF HEAD START

 **Office of Child Care**

Are You Planning To Apply?

- **Register with Grants.gov**
 - Only the *Applicant organization* needs to register
 - The registration process can take one to three weeks depending on your organization, so start now!
 - You will receive notifications based on Funding Opportunity Number (FON)
A FON is a number that a federal agency assigns to each specific grant announcement
- **Obtain Data Universal Numbering System (DUNS) Number**
- **Register in System for Award Management (SAM) Eligibility Requirements**
- **Visit: <http://www.acf.hhs.gov/grants/register-and-get-ready>**





Email Questions To:

ehs.ccpartnerships@acf.hhs.gov



OFFICE OF HEAD START

 **Office of Child Care**



STAY TUNED

Maximizing Resources in Early Head Start-Child Care Partnerships/Role of Governance in Early Head Start-Child Care Partnerships

**Monday, March 31, 2014
2 – 3 p.m. EDT**



OFFICE OF HEAD START

 **Office of Child Care**



THANK YOU



OFFICE OF HEAD START

 **Office of Child Care**