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.
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.

Program Leadership
- Program Environment
- Family Partnerships
- Teaching and Learning
- Community Partnerships

Continuous Program Improvement
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community

Professional Development
- Families as Advocates and Leaders

Positive & Goal-Oriented Relationships

CHILD OUTCOMES
Children are ready for school and sustain development and learning gains through third grade
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Children are ready for school and sustain development and learning gains through third grade.
### Head Start Parent and Family Engagement Outcomes

<table>
<thead>
<tr>
<th>1. FAMILY WELL-BEING</th>
<th>Parents and families are safe, healthy, and have increased financial security.</th>
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<tbody>
<tr>
<td>2. POSITIVE PARENT-CHILD RELATIONSHIPS</td>
<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</td>
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<tr>
<td>3. FAMILIES AS LIFELONG EDUCATORS</td>
<td>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</td>
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<tr>
<td>4. FAMILIES AS LEARNERS</td>
<td>Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</td>
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<tr>
<td>5. FAMILY ENGAGEMENT IN TRANSITIONS</td>
<td>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.</td>
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<tr>
<td>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</td>
<td>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.</td>
</tr>
<tr>
<td>7. FAMILIES AS ADVOCATES AND LEADERS</td>
<td>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.</td>
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</table>
Family Engagement Tools and Resources:

Where are you and where would you like to go?
Plan and Prioritize.

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

Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a Self-Assessment
Version 1

Using the Head Start Parent, Family, and Community Engagement Framework in Your Program:
Markers of Progress
Build awareness and create messaging/communications.
Establish workforce capacity building that supports family engagement.

Validated measures for QRIS.
### FPTRQ Constructs and Elements Indicative of Positive Family and Provider/Teacher Relationships

<table>
<thead>
<tr>
<th>Attitudes</th>
<th>Knowledge</th>
<th>Practices</th>
<th>Environment</th>
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<tr>
<td>Respect</td>
<td>Family-specific knowledge</td>
<td>Communication</td>
<td>Welcoming</td>
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<td>Commitment</td>
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<td>Responsiveness</td>
<td>Communication systems</td>
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<td>Openness to change</td>
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<td>Collaboration</td>
<td>Culturally-diverse materials</td>
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<td>Understanding context</td>
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<td>Family-focused concern</td>
<td>Information about resources</td>
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<td>Peer-to-peer parent activities</td>
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Establish workforce capacity building that supports family engagement.

Establish family engagement competencies.
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
Prioritize skills in communicating about children’s learning and development.
Tools and Resources Web Links

Assessment Tools
http://www.cssp.org/reform/strengtheningfamilies/practice#program-self-assessments

Research to Practice
Communicating About Children’s School Readiness

Family Provider/Teacher Relationship Quality
Tools and Resources Web Links

Relationship-based Competencies
Building Partnerships: Guide to Developing Relationships with Families

Simulations
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Family Engagement Resources

- MN QRIS Parent Aware [www.parentaware.org](http://www.parentaware.org)
- Link to Parent Voices: [www.parentvoices.org](http://www.parentvoices.org)
- Resources on the work in Tennessee:
  - 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](http://www.acf.hhs.gov/sites/default/files/opre/fprq_literature_review.pdf)
- Strengthening Families™ Program Assessment:
- Family Engagement Equitable and Everywhere: [http://pdk.sagepub.com/content/96/7/14.full](http://pdk.sagepub.com/content/96/7/14.full)
- A brief on cross cutting themes on strengthening family engagement – NAEYC Program Standards and Accreditation Criteria and Strengthening Families Program Strategies
- NAEYC family checklist: [http://www.naeyc.org/familyengagement/resources/family-checklist](http://www.naeyc.org/familyengagement/resources/family-checklist)