



Parent, Family and Community Engagement **RESOURCE CATALOG** 2.0



THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement

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Introduction

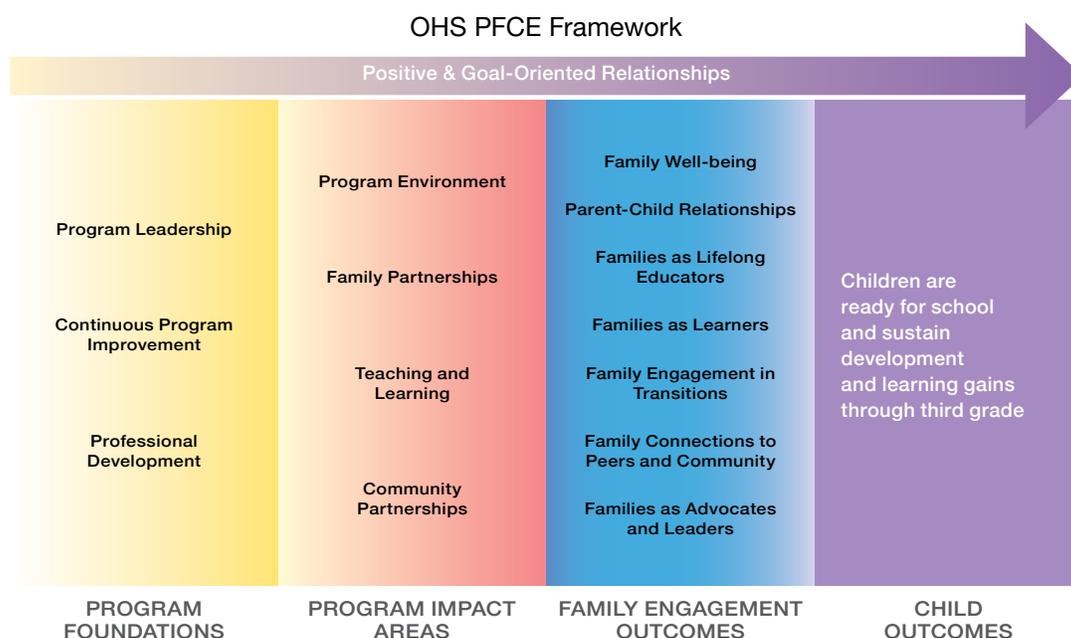
Listening. Observing. Nurturing. Smiling. Talking. Playing. Reading. These are just some of the ways that families are a child's first and most important caregiver and teacher.

We at the Office of Head Start National Center on Parent, Family, and Community Engagement (NCPFCE) are committed to engaging families, program staff and leadership, community members, and partner organizations in support of children's development and school readiness.

We hope you will find this catalog of research, tools, guides, and multi-media resources helpful as you work to set ambitious yet realistic goals and develop meaningful and effective plans for your PFCE work within a five-year project period.

OHS PFCE Framework

This resource catalog is organized according to elements and outcomes in the [OHS Parent, Family, and Community Engagement Framework \(PFCE Framework\)](#). The Framework is available in both Spanish (español) and English (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/framework>).



The research-based OHS PFCE Framework places adult support of child development as a responsibility that is shared, across settings, and continuous throughout a child's life. This systematic and integrated approach leads to positive outcomes for children, families, and communities. It realizes that families have unique strengths, rooted in culture, as well as hopes and goals.

Relationships are essential to be successful with PFCE work. To that end, supporting positive parent-child relationships is important for all HS/EHS staff. HS/EHS staff are committed to fostering and nurturing ongoing, trusting, and respectful relationships with families that are positive and goal-oriented. Moreover, staff assist families with resources that support their individual and family goals and aspirations.

Audience

This resource catalog is intended for those who are involved in early childhood programs - the families, administrators, and early childhood program staff. Early childhood programs include Head Start and Early Head Start programs, child care centers, home-based family child care, and home visiting programs.

Organization

Each section of this catalog is divided into three sections: Read!, Use!, and Watch and Listen!

The Read! section includes:

- blog posts, articles, websites, summaries, or reports.

The Use! section includes:

- tools and guides for practitioners.

The Watch and Listen! section includes:

- videos and multimedia resources, like web conference recordings.

Collection and Selection

NCPFCE collected accessible, high-quality resources that explain, explore, demonstrate, or illustrate the elements and outcomes of the PFCE Framework. We included a variety of resources with a wide representation of authors and organizations. This catalog is not all-inclusive – there are many worthy resources available that are not in this catalog. Inclusion of a resource does not indicate endorsement by the Office of Head Start or the National Center on Parent, Family and Community Engagement.

Many of the resources here can be accessed from the Early Childhood Learning and Knowledge Center (ECLKC) website. There are resources from all six National Centers: Quality Teaching and Learning, Cultural and Linguistic Responsiveness, Early Head Start, Program Management and Fiscal Operations, Health, and Parent, Family, and Community Engagement.

All resources are free and accessible to the public. No logins, subscriptions, or memberships are required.

Spanish Availability

When available, you will see “Available in Spanish ([español](#)).” In most cases, the Spanish version is directly available by selecting the link in the text.

Index

The index can be found in the back of the catalog. Resources are organized according to the OHS PFCE Framework.

Program Foundations

Program Leadership

Program Leadership is a foundational element to successful PFCE work. It involves the program director, the governing board, the policy council, parent committees and management teams that invite and engage parents, families, and communities in HS/EHS programs.

Successful leaders build and support environments where all families are welcomed and included. Successful leaders extend their connections to community organizations, establishing meaningful, reciprocal partnerships. Finally, successful leaders understand that many problems are complex, requiring creative, flexible thinking and collaborative problem-solving.

Some practices of effective program leaders include:

- setting clear and ambitious goals and high expectations for family and parent engagement
- encouraging collaborative decision-making and problem-solving across a range of activities with a range of co-collaborators
- embracing change
- establishing a program environment, including the systems and practices, where parent and family engagement is a shared priority for all staff members (see pp. 30-32 in the *Markers of Progress* for practices related to each of these indicators).

Read! Articles, Blog Posts, and Research Summaries

- Department of Health and Human Services, Office of Head Start. (n.d.). *Improving school readiness & promoting long term success*. Retrieved from: http://eclkc.ohs.acf.hhs.gov/hslc/hs/sr/class/Head_Start_Roadmap_to_Excellence.pdf

With the intended goal to improve school readiness outcomes among Head Start children and promote their long-term success, this roadmap is for directors, staff, governing bodies, policy council members, and community members. This will help you develop short and long term goals in increasing every Head Start child's exposure to effective, appropriate learning experiences by partnering with families and raising expectations about family engagement through revised Head Start Program Performance Standards.

- Harrison, M. (2008, December 8). *7 Essential skills for managing change* [Blog post]. Retrieved from <http://www.thechangeblog.com/managing-change/>

What makes a good leader? This article identifies characteristics of successful 'change leaders'. Change leaders are leaders who are adaptable and creative in responding to change. Key characteristics identified are: having a high threshold for ambiguity, a constructive 'internal monologue,' and a good reservoir of emotional, physical and mental energy to draw upon when things get tough.

- Harvard Family Research Project (2011). Emerging leaders in family engagement. *FINE Newsletter*, 3(2). Retrieved from: <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/may-fine-newsletter-emerging-leaders-in-family-engagement>

Looking for inspiration? This edition of the *FINE Newsletter* highlights the importance of strong leadership in the field of parent, family, and community engagement (PFCE). Through a [commentary](#) and a set of six profiles, several leaders share their own visions for PFCE and discuss the steps that they take to help advance those visions through their work.

- Institute for Educational Leadership. (2005). *Preparing and supporting diverse, culturally competent leaders*. Retrieved from <http://www.iel.org/pubs/diverseleaders.pdf>

In our increasingly diverse world, cultural competence is understood to be a vital component of strong leadership. Culturally competent leaders require particular attributes, knowledge, skills, and understandings, regardless of the educational setting - rural, urban, or suburban. This resource details policy, practices, and programming, as reported by educational leaders in the field, to prepare and support culturally competent educational leaders, particular in their work with families and communities.

- Richman, T. (1988). Leadership expert Ronald Heifetz. *Inc*. Retrieved from <http://www.inc.com/magazine/19881001/5990.html>

Ronald Heifetz explores the differences between exercising authority and leadership. He defines the key roles and responsibilities of each and illustrates with examples for business and politics.



Use! – Tools and Guides

- National Center on Program Management and Fiscal Operations. (2013). *Governance readiness tool*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/mgmt-admin/governance/hs-governance/GovernanceReadin.htm>

This tool helps organizations' governing bodies and leaders assess their capacity to effectively oversee a Head Start program. It is designed to help governing bodies and other leaders develop a governance readiness plan that details the most effective training and technical assistance strategies, including partnering with the community and constituent voices.

- Office of Head Start. (2013). *Head Start father engagement birth to five programming guide*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engagement-programming.pdf>

Father engagement means fathers and HS/EHS staff partner together, exchanging information, and sharing responsibility and decision-making. Establishing ongoing and trusting relationships with fathers as a piece of PFCE efforts is highlighted in this guide. There is a section on current research on father engagement, as well as strategies for programs, aligned with the OHS PFCE Framework. Also available in [Spanish \(español\)](#)



Watch and Listen! – Multimedia and Videos

- National Center on Parent, Family, and Community Engagement. (2013, July 31). The role of leadership: Strategies for implementing and sustaining change [Webinar]. In *Understanding How Program Foundations Work Together To Strengthen Parent, Family, and Community Engagement Webinar Series*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/webinar/webinar-2.html>

Effective leaders direct programs of change to answer the question “what needs to be done to support families?” This webinar reviews the role of leadership as an activity that aligns and motivates people, and using relationships as well as data to drive Parent Family and Community Engagement (PFCE) work, including Professional Development. It includes the perspectives of Head Start federal and local leaders. This 47-minute webinar is available in both video and transcription formats. (47 minutes long).





Continuous Program Improvement

Continuous Program Improvement is ongoing program evaluation, meant to inform internal and external audiences. Continuous improvement happens when leadership and staff acknowledge the complexity of their work with families and adapt their services and activities to changing needs and situations. Data about efforts and outcomes guides continuous improvement. Programs can use data from surveys, intakes, and assessments. Staff can then review, assess program progress, make decisions, and revise goals and actions accordingly. See pp. 35-36 in the [Markers of Progress](#) for practices related to the Continuous Improvement element.

Data need not be intimidating. It is simply information collected to inform planning. Everyone in your program can become enthusiastic about using data. There are many resources here to help program leaders and staff as they work towards continuously improving their PFCE work.



Read! - Articles, Blog Posts, and Research Summaries

- Child Trends. (2013, December 17). Why it's worth taking the leap toward performance management [Blog post]. Retrieved from <http://www.childtrends.org/why-its-worth-taking-the-leap-toward-performance-management/>

What is "Performance Management?" There are three major phases in successful Performance Management: Performance Planning with Stakeholders, Performance Measurement, and Performance Management. All phases involve data, an important factor in any evidence-based organization.

- The Data Wise Project. (2014). Retrieved from <http://isites.harvard.edu/icb/icb.do?keyword=datwise>

The Data Wise Project supports educators in using data to improve learning and teaching. Their website offers a host of resources, including videos and protocols to use. The Data Wise Improvement Process is an eight-step process that supports collaboration and teamwork towards school improvement, including: organizing for collaborative work, building assessment literacy, creating data overview, digging into student data, examining instruction, developing action plan, planning to assess progress, and acting/assessing. Participants are asked to use a shared commitment to Action, intentional Collaboration, and a relentless focus on Evidence, or ACE Habits of Mind.

- Park, S., Hironaka, S., Carver, P., & Nordstrum, L. (2013). *Continuous improvement in education*. Retrieved from <http://www.carnegiefoundation.org/newsroom/press-releases/continuous-improvement>

This white paper by the Carnegie Foundation for the Advancement of Teaching offers examples of how continuous quality improvement can be applied in education. There are three types of educational organizations engaged in continuous improvement: those focused on instructional improvement at the classroom level; those oriented toward system-wide improvement; and those addressing collective impact. Six common themes characterize these organizations: leadership and strategy, communication and engagement, organizational infrastructure, methodology, data collection and analysis, and capacity building.



Use! – Tools and Guides

- National Center on Parent, Family, and Community Engagement. (2013). *Measuring what matters: Using data to support family progress*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf>

Read about two approaches that Head Start/Early Head Start staff can use with family data to engage families and support families' progress toward their PFCE Framework goals. The Four R approach, a set of guiding principles, guides staff to use data in ways that are responsible, respectful, relevant, and relationship-based, to include family members' voices and honor their diverse perspectives. The other approach describes the cycle of data activities (prepare, collect, analyze, and aggregate) that promote continuous learning and improvement.

- National Center on Program Management and Fiscal Operations. (2013). *Data in Head Start and Early Head Start: Interactive learning module*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/data/guide/guide.html>

This interactive learning module is designed to help Head Start and Early Head Start programs create an organizational culture that embraces the use of data to drive decisions. There are five interactive activities: 1) *Plan to Succeed*—introduces [the planning cycle](#) through a case study example build around attendance, 2) *Get People on Board*—looks at how to help people, from staff members to Policy Council members, become data users, 3) *Dig Into Data*—presents four scenarios in which you have to dig deeper into data to address a problem, 4) *Share and Share Alike*—shows how the same type of data can be shared most effectively with different audiences, and 5) *Celebrate Good Times (Come ON!)*—shows how everybody plays a role in reaching program goals.

- National Center on Program Management and Fiscal Operations. (n.d.). *The program planning cycle*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/docs/planning-cycle.pdf>

Here you will find diagrams and short descriptions of the Head Start and Early Head Start planning cycle and how to integrate data in each step of the planning cycle. [Presentation slides](#) are available, as well as [a 20-minute video, transcript and other resources](#) to support program planning and monitoring. The planning cycle is broken down the following way: 1) evaluate progress through a self-assessment; 2) conduct a community assessment; 3) decide on goals—communicate goals to stakeholders; 4) develop a plan of action and a budget that reflect goals; 5) implement a plan of action; 6) evaluate progress through ongoing monitoring; and 7) continually respond with mid-course corrections.



Watch and Listen! – Multimedia and Videos

- Center on the Developing Child at Harvard University. (2013, May 14). Building adult capacities to improve child outcomes: A theory of change [Video File]. Retrieved from http://developingchild.harvard.edu/resources/multimedia/videos/theory_of_change/

Watch this to visualize a compelling theory of change. This Center on the Developing Child video offers an illustration of a working theory of change from the [Frontiers of Innovation](#), a community of researchers, policymakers, and practitioners working toward breakthrough outcomes for vulnerable children and families. This video focuses on the need to strengthen the capacities of parents and other adults who interact with a child as a means to improve child outcomes (5:19 minutes long).

- Education Week. (2011, April 5). Aimee Guidera on data development [Video file]. Retrieved from http://www.youtube.com/watch?v=3M04YH4X_cU

In this 4-minute video, Aimee Guidera, executive director of the Data Quality Campaign, shares her approach to data for decision making. In contrast to a hammer that drives compliance, she likens data to a flashlight that illuminates pathways to action. Guidera stresses that data should be a tool for continuous improvement to clarify: what is working, what is not working, and what needs more research. (4 minutes long).



Professional Development

Professional development (PD) is a critical piece to PFCE work. Acquiring new knowledge and skills are important for staff and program leadership alike, so that they can develop relevant, meaningful, and effective partnerships with families and communities.

There are many forms of PD: high quality training for staff, career pathways and recognition, and cross-service area teams. By providing staff multiple and regular opportunities to meet as a community of learners allows for collegial support, in addition to information-sharing. Career development activities identify career pathways or opportunities for staff and interested families. Mentoring and coaching positions allow more experienced practitioners to share their knowledge and wisdom with their colleagues. And finally, through professional development, cross-service area teams, such as teaching, home-visiting, and family services, begin to align their PFCE activities and efforts. See pp. in 39 – 44 in Head Start’s [Markers of Progress](#) for specific activities related to these subareas of PD.

We encourage you to follow your professional curiosities!

Read! – Articles, Blog Posts, and Research Summaries

- Frank Porter Graham Child Development Institute. (2006). Evidence-based practice empowers early childhood professionals and families. *FPG Snapshot*, 33. Retrieved from <http://projects.fpg.unc.edu/~images/pdfs/snapshots/snap33.pdf>.

This *Snapshot* provides practitioners with a model to follow when using evidence to inform practice. A five-step process for integrating evidence-based practices helps to guide early childhood professionals through the decision-making process. The authors propose a model that incorporates using judgment and sources of evidence to make informed practice decisions.

- Harvard Family Research Project. (2005/2006). Professional development. *The Evaluation Exchange*, 11(4), 1-24. Retrieved from <http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/professional-development>

Recognizing the importance of providing quality professional development, this issue of *The Evaluation Exchange* discusses practices for evaluating professional development. The articles cover a range of topics relating to professional development in early childhood education, as well as in K–12 education and child welfare organizations. You will find useful tools and frameworks, such as an eight-step process for measuring the impact of professional development.

- Harvard Family Research Project. (2013). A click away: A q & a with Chip Donohue about the benefits of online distance learning for in-service teachers. *Family Involvement Network of Educators (FINE) Newsletter*, 5(4). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/a-click-away-a-q-a-with-chip-donohue-about-the-benefits-of-online-distance-learning-for-in-service-teachers>

In this Question and Answer piece, Chip Donohue, dean of Distance Learning and Continuing Education and director of the Technology in Early Childhood Center at Erikson Institute, describes the benefits of online distance learning for in-service early childhood professionals. Not only is online PD convenient, but has great potential to create a sense of community among e-learners. A list of companies and organizations that offer online distance learning courses on family engagement is included.

- Harvard Family Research Project. (2013). Innovative approaches to preparing and training educators for family engagement. *Family Involvement Network of Educators FINE Newsletter* 5(4). Retrieved from <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators/fine-newsletter-archive/december-fine-newsletter-innovative-approaches-to-preparing-and-training-educators-for-family-engagement>

This issue of the *FINE Newsletter* is devoted to professional development in family engagement practices. A set of PD strategies that encourage capacity-building in family engagement are described as well as how to use the Parent, Family, and Community Engagement Simulation as a professional development tool for strengthening relationships.

- Wenger-Traynor. (n.d.). Retrieved from <http://wenger-trayner.com/map-of-resources/>
A community of practice is a group of people with a shared concern or passion, who learn and improve as they interact regularly. Wenger-Traynor offers a number of services and resources to develop and enhance social learning and communities of practice. This site answers frequently asked questions such as: What is a community of practice? How is it different from a network and why is it important?



Use! – Tools and Guides

- Harvard Family Research Project. (2012). *Teaching cases on family engagement: Early learning (ages 0-8)*. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/teaching-cases-on-family-engagement-early-learning-ages-0-8>

Teaching cases can be particularly helpful in preparing early childhood educators to effectively engage with families. This link provides a detailed list of HFRP’s teaching cases on family involvement, focusing on the earlier years of a child’s learning and development. The teaching cases are sorted by topic, gender, ethnicity, and age-group of the students, however, the lessons in all of these cases can apply to a wide variety of contexts.

- Harvard Family Research Project. (2015). *Create your own case toolkit*. Retrieved from <http://www.hfrp.org/family-involvement/professional-development/create-your-own-case-toolkit-building-your-family-engagement-skills-and-knowledge>

Family engagement is not a “one size fits all” model, but rather, a process built on relationships and communication. Cases are powerful practitioner-driven learning tools. Through the questions they raise and the emotions they call into play, they can change viewpoints and behaviors. The primary purpose of this toolkit is to help those who work with families use their expertise to write their own cases. The resources provided can also be used separately, in a variety of different professional development settings. It can also be used with families and community members.

- National Center on Cultural and Linguistic Responsiveness. (2013). 60 minutes from catalogue to classroom (C2C): Using journal articles from professional development module 1. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/60MinutesfromC.htm>

The C2C series is a set of professional development training modules focused on best practices in dual language learning and cultural awareness, as evidenced in journal articles featured in the *Head Start Cultural and Linguistic Responsiveness Resource Catalogues (Volumes 1-3)*. Designed for 60-or 90- minute training formats.

- National Center on Parent, Family, and Community Engagement. (n.d.). *Fall to fall series: Advancing family engagement through professional development in family services*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/fall-2-fall>

This series features resources, including tools and videos, for each of the nine [Head Start/Early Head Start relationship-based competencies for staff and supervisors who work with families](#) to help programs build staff capacity for family engagement.

- Office of Head Start and National Center on Parent, Family, and Community Engagement. (2012). *Head Start and Early Head Start Relationship-Based Competencies for staff and supervisors who work with families*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf>

This tool assists programs with implementing the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. These competencies represent both research-based and best practices in the early childhood, human services, and social work fields. Programs can use this resource to build capacity for staff and supervisors who work with families.

- Southwest Educational Development Laboratory (SEDL). (2005). Modules for community and family involvement with schools. [Learning Modules]. Retrieved from <http://www.sedl.org/learning/>

Modules 1 and 2 define and highlight strategies for effective family and community engagement in learning in and out of school. Module 3 is an interactive module that explores research-based strategies in involving family and community members to help children transition into the early grades of school. A text version of the module is also available. [All modules](#) available in Spanish.



Watch and Listen! – Multimedia and Videos

- Early Head Start National Resource Center. (n.d.). Relationships as the foundation of quality infant and toddler care: A unit of four online lessons. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/multimedia/online-lessons/index.html>
- Early Head Start National Resource Center. (2013, November.) Invest in people: The use of coaching in professional development and continuous learning. [Webinar]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/multimedia/webinars/InvestInPeople.htm>

Four online lessons explore the importance of positive and nurturing relationships between Early Head Start staff and infants, toddlers, and their families.

From the 17th Annual Birth to Three Institute, this 90-minute, pre-recorded session is about coaching in early childhood education, in relation to professional development and adult learning. The qualities, skills, and competencies of coaches are covered, as well as the role of reflection in coaching. A coaching role-play caps off the webinar. (90 minutes long).

- National Center on Parent, Family, and Community Engagement. (2014). Parent, Family, and Community Engagement Simulation. [Simulation tool]. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/pfce_simulation

What you do and say matters! Explore and practice every day strategies to develop a positive, goal-directed relationship with a family in a virtual Head Start Center. These positive, respectful relationships are key to our work with families, including the journey toward school readiness.

- National Center on Quality Teaching and Learning. (2005). Steps to Success Facilitator Guide Unit 1 Module 2: Adult Learning. [Video file]. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/STS/Unit1_Module2/StepstoSSectio.htm

This 10-minute video clip discusses how we learn in relation to what we learn, within the context of the mentor-coach relationship and working with children and families. (10 minutes long).

- National Center on Quality Teaching and Learning. (2012, March 26). The power of partnerships: How to create meaningful connections to parents. [Video File]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/fp/fpArchive2012.html>

From the *Front Porch Series*, Dr. Susan Sheridan presents how to establish effective and successful partnerships with parents and families in supporting young children's development. Video, transcript and a Q and A transcription are available for download. (34:54 minutes long).



Program Impact Areas

Program Environment

The program environment – the physical space and the relationships that form within it – is co-created by families and staff. It is an element that members experience on a regular basis. Creating a warm and inclusive setting, where families feel welcome and respected, supports your PFCE efforts. Some aspects of a positive, family-centered program environment are:

- Warm, welcoming environment
- Inclusive setting where all cultures and families are respected
- Systems of regular, two-way communication and feedback is expected
- Regular opportunities for families to connect with other families, thus expanding social networks, increasing social support, and decreasing isolation.

(See pp. 45-49 in the [Markers of Progress](#) for more specific discussion and indicators of Program Environment).

Read! - Articles, Blog Posts, and Research Summaries

- DeWitt, (2014, October 15). Getting the word out, part i: How school leaders can address equity and engagement. [Blog post]. Retrieved from <http://inservice.ascd.org/miscellaneous/getting-the-word-out-part-i-how-school-leaders-can-address-equity-and-engagement/>

Looking to improve your program environment? There are some things that a school leader can do. This short blog post addresses school climate and how school leaders can encourage equity and engagement within the organization. Five recommendations for school leaders are: get out of your office, have authentic conversations, engage parents, flip faculty meetings, and encourage student voice. See also a complementary second blog post, authored by DeWitt's co-author: Slade (2014), *Getting the Word Out, Part II: How Empowerment and Environment Transform School Climate*: <http://inservice.ascd.org/education-resources/getting-the-word-out-part-ii-how-empowerment-and-environment-transform-school-climate/>

- National Center on Cultural and Linguistic Responsiveness. (2008). *Revisiting and updating the multicultural principles for Head Start programs serving children ages birth through five*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/pdm/responsiveness/revisiting.htm>

Culture is a central feature to effectively working with individuals and families. This piece reviews the ten principles of culture for HS/EHS programs. Research that supports the principles is presented, as well as discussion questions, making this a great resource for professional development purposes. All individual chapters are also available in Spanish.



Use! – Tools and Guides

- Congress, E. (n.d.). *Exploring cultural concepts: The culturagram*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/exploring-cultural-concepts-the-culturagram.pdf>

Especially useful when working with families who are new to the United States, this tool can be used by staff to further their understanding of a family, their culture, and language.

- IDEO. (n.d.). *Design thinking for educators*. Retrieved from <http://www.designthinkingforeducators.com/design-thinking/>

This website is great for teachers thinking about new approaches in the classroom, or program staff and leaders thinking about new approaches in their program environment. ECE practitioners can easily adapt the material to their needs. Design thinking puts people in the center of the design; empathy and compassion are necessary components of human-centered design. This website has several videos and personal stories. It also describes the five phases of the design process (discovery, interpretation, ideation, experimentation, and evolution). A toolkit specifically for educators is also available for download.



Watch and Listen! – Multimedia and Videos

- National Center on Parent, Family and Community Engagement. (2014). *Father engagement is everybody's business*. [Webinar]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/father-male-involvement/fatherengagement.htm>

Using the OHS PFCE Framework as a guide, this webinar describes programmatic strategies to engage fathers. Professional development, current research, and program ideas are discussed among several professionals in the field of early childhood education and family and community engagement (1:26:55 long).





Family Partnerships

Families have goals and aspirations - for their child and for themselves. When staff partner with families in intentional, ongoing, and respectful ways, they co-identify strengths, set goals, and make plans to reach those goals. Program staff can help by promoting opportunities for families that further their pursuit of goals, supporting their progress, and linking families with available community supports. In this way, partnerships result in positive outcomes for the child, the family, and the community.

(See pp. 51-54 in the [Markers of Progress](#) for more specific discussion and indicators of Program Environment).



Read! - Articles, Blog Posts, and Research Summaries

- Harvard Family Research Project. (2014). *Redefining family engagement for student success*. Retrieved from <http://www.hfrp.org/family-involvement/publications-resources/redefining-family-engagement-for-student-success>

Family engagement is cost-effective and is related to a range of benefits for students, including school readiness, scholastic achievement, graduation rates, and behavioral/ social-emotional outcomes. Research presented here supports a broad definition of family engagement as a shared responsibility, from cradle to career, across settings.

- Moore, T. (2011). Drawing on parents' strengths: The role of districts and schools in empowering families to be effective partners in learning. *Family Involvement Network of Educators (FINE) Newsletter* 3(2). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/drawing-on-parents-strengths-the-role-of-districts-and-schools-in-empowering-families-to-be-effective-partners-in-learning>

Meaningful family engagement, argues Moore, is about more than handing out information to parents about performance. Family engagement means families connect with their school and community, exchange information with other parents and school staff, and have greater access to knowledge that supports and increases student achievement.

- Moore, H. (2014). *Parent voices: Doubts, then excitement on texts to promote literacy*. Retrieved from <http://www.edcentral.org/parents-reactions-using-texting-promote-literacy/>

Technology, in this case, cell phone texts, can offer new avenues to engage families. Read here how one program, Ounce of Prevention Fund's Parent University, harnessed the power of daily text messages for six weeks. Texts included ideas for activities, as well as words of encouragement, and tips on self-care and mindfulness exercises. The short but frequent messaging was effective for parents.

This post comes from [SeedingReading](#). Be sure to check it out for other articles that highlight the partnering of technology and literacy efforts.



Use! – Tools and Guides

- National Center on Parent, Family, and Community Engagement. (2012). *Parent, Family, and Community Simulation*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation

What you do and say matters! Explore and practice everyday strategies to develop a positive, goal-directed relationship with a family in a virtual Head Start Center. These positive, respectful relationships are key to our work with families, including the journey toward school readiness. Available in [Spanish \(español\)](#).



Watch and Listen! – Multimedia and Videos

- Early Head Start National Resource Center. (2011). *Home visiting: Connecting with families*. [Video]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/poi/home-based/HomeVisitingCo.htm>

Intended for EHS staff with home-based participants, this video is appropriate for any practitioner who engages in home visits. Effective relationships between home visitors and families are characterized by mutual respect, trust, acceptance, objectivity, flexibility, personal attention, and cultural awareness. (1:27:12 minutes long).

- Early Head Start National Resource Center. (2014). *Building Relationships*. [Webisode 2]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/program-design/ee-orientation.html>

From the *Early Essentials Orientation* series, with practitioner and supervisor testimony, this video answers the question: Why are relationships with children and families so important in HS/EHS programs? You can also download [quick start guide](#). (14:35 minutes long).

Teaching and Learning

Teaching and Learning encourages staff and families to work together as equal partners. It involves sharing information between staff and families. Staff ensure that families have access to information about their child in understandable and meaningful ways. Families are encouraged to share their knowledge about their child's talents, interests, needs, and progress. Together, staff and families set and work towards school readiness goals. This process also prepares families in their continued advocacy and collaborative decision-making as their children transition from Head Start to kindergarten.

(See pp. 58-61 in the [Markers of Progress](#) practices related to Teaching and Learning).

Read! - Articles, Blog Posts, and Research Summaries

- Horenbeck, A. (2010). Making data come alive for families through young children's play. *Family Involvement Network of Educators (FINE) Newsletter*, 2(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/making-data-come-alive-for-families-through-young-children-s-play>
A training director from the Tools of the Mind program, Horenbeck finds that children's work is a unique type of student data. Easily shared with families, it can be used to track development and progress. Play plans can also help support the parent-child relationship, as well as the parent-teacher relationship.
- Mitchell, S., Foulger, T. S., & Wetzel, K. (2009). Ten tips for involving families through internet-based communication. *Young Children*, 64(5), 46-49. Retrieved from <http://www.naeyc.org/files/yc/file/200909/Ten%20Tips%20for%20Involving%20Families.pdf>
Traditional forms of home-school partnering may not reach all families. For example, some children divide their time between two households as a result of divorce, and some families cannot participate in school activities due to work schedules. In these cases, teachers need different methods to engage families. This article provides 10 internet-based communication methods that teachers can use to increase the frequency and outreach of communication with all families.
- Neuman, S., & Celano, D. (2012). Worlds apart: One city, two libraries, and ten years of watching inequality grow. *American Education*, 36, 13-23. Retrieved from https://www.aft.org/sites/default/files/periodicals/Neuman_0.pdf
We know that poverty influences students' educational opportunities; poverty also affects children's literacy acquisition and reading development. Access to community-based resources, such as books and computers, do not alone create equal opportunity. In this compelling review of a ten-year study of two libraries in the city of Philadelphia, the authors recommend community supports to help families understand and support the skills children need to become successful.

- Paredes, M.C. (2010). Academic parent-teacher teams: Recognizing parent-teacher conferences around data. *Family Involvement Network of Educators (FINE) Newsletter*, 2(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/academic-parent-teacher-teams-reorganizing-parent-teacher-conferences-around-data>

To know what families want, you have to ask them. By collecting data, this director learned that parents were more interested in attending academically-orientated activities compared to other types of events such as potlucks or family-fun nights. In response, her team started organizing parent-teacher conferences to focus the discussion around data. The results of this program include increased father involvement, improved efficiency and time use, and higher attendance rates.

- Ray, J., Pesitt-Kinder, J., & George, S. (2009). Partnering with families of children with special needs. *Young Children*, 64(5), 16-23. Retrieved from <http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf>

This article outlines the key differences between an Individualized Family Service Plan (IFSP) and an Individualized Education Plan (IEP), and the importance of teachers and families working together. The article also provides suggestions on how practitioners can work with families by communicating frequently and working through challenges.

- Schrotberger, H., Clements, A., & Nichols, E. (2013). Helping parents become interventionists through the use of child assessment data. *Family Involvement Network of Educators (FINE) Newsletter*, 5(2). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/helping-parents-become-interventionists-through-the-use-of-child-assessment-data>

Written by staff members of the Project EAGLE at the University of Kansas Medical Center, this article emphasizes the importance of family engagement in children's development. Project EAGLE shares data with families and works to establish partnerships and mutually set goals.

- U.S. Department of Education. (n.d.). Family and community engagement. Retrieved from <http://www.ed.gov/family-and-community-engagement>

Includes an introductory video by U.S. Secretary of Education Arne Duncan about the new dual-capacity framework for parent, family, and community engagement (2:30 minutes long). You can download the framework and read case studies about school systems that are actively employing some of the capacity-building tenets contained in the framework. The website also links to available resources by state.

- White, J. (n.d.). *Year-long plan for maintaining good parent-teacher communication*. Retrieved from <http://www.scholastic.com/teachers/article/year-long-plan-maintaining-good-parent-teacher-communication>

The writer, a teacher, shares useful strategies to establish a good rapport with families that lasts the entire year and methods to keep families informed.



Use! – Tools and Guides

- Department of Health and Human Services, Office of Head Start (2013). *Head Start father engagement birth to five programming guide*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf>
Fathers are essential in family-school partnerships! This resource offers many ideas for implementing father engagement strategies across systems and services. It provides details on how to engage fathers as aligned with the OHS PFCE Framework (see p. 35-41 for Teaching and Learning area). Also available in [Spanish \(español\)](#).
- Harvard Family Research Project. (2013). Tips for administrators, teachers, and families: How to share data effectively. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/tips-for-administrators-teachers-and-families-how-to-share-data-effectively>
This set of tip sheets helps administrators, teachers, and families share student data in meaningful ways to strengthen family-school partnerships and promote student learning. Designed to promote ongoing communication about student progress throughout the year.
- National Center on Cultural and Linguistic Responsiveness. (n.d.). Gathering and using language information that families share. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf
This tip sheet offers guidance on how to gather a child's background information from families who are dual language learners. Home language experience, English language experience, and individual characteristics of the child should be included, to gain a fuller picture of the child's language development.
- National Center on Parent, Family, and Community Engagement. (2011). *Family engagement and ongoing child assessment*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>
This document describes how information on children's learning and development can be shared with families. Staff and family perspectives are discussed as well as strategies for bringing these perspectives together.
- National Center on Quality Teaching and Learning. (2014). *Get ready for kindergarten! Activity calendar for teachers*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/transition-calendar.pdf>
The *Get Ready for Kindergarten!* calendar provides suggestions of activities for each month to help foster connections between a child, their family, school, and community in advance of going to kindergarten. Starting in August, this calendar provides concrete ways that pre-kindergarten programs can connect with children, families, and the receiving elementary school.
- National Center on Quality Teaching and Learning. (2014). *Tips for families: Stating behavioral expectations*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/behavioral-expectations-family-tips.pdf?utm_medium=email&utm_campaign=QTL%20Family%20Tips%20-%20October&utm_content=QTL%20Family%20Tips%20-%20October+CID_be8326138391cfa940d13fae6b909cca&utm_source=CM%20Eblast&utm_term=Stating%20Behavioral%20Expectations
Designed for families, this resource offers tips on how to teach children expected, positive behavior. For example, families are encouraged to explain classroom behavior expectations, in advance of going to school.

- National Center on Quality Teaching and Learning (2014). *Tips for families: Engaging children in conversations*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/engaging-conversation-family-tips-talking.pdf?utm_medium=email&utm_campaign=QTL%20Family%20Tips%20-%20October&utm_content=QTL%20Family%20Tips%20-%20October+CID_be8326138391cfa940d13fae6b909cca&utm_source=CM%20Eblast&utm_term=Engaging%20Children%20in%20Conversations

Another resource as part of the *Tips for Families* series, this is designed to provide families with tips on how to be intentional when engaging children in conversations. This tip sheet provides information about the importance of talking with your child, as well as ideas for engaging young children in conversations.



Watch and Listen! – Multimedia and Videos

- Colorado Department of Education. (2014). *Engaging families with video at parent-teacher conferences*. [Video]. Results Matter Video Library: Practices Here and There. Retrieved from <http://www2.cde.state.co.us/media/resultsmatter/RMSeries/EngagingFamiliesWithVideo.asp>

This video highlights the use of video as a means of imparting data and information to parents. (7:38 minutes long).

- National Center on Parent, Family, and Community Engagement (2014). *Learning in Partnership: Using Data and Reflective Practice in Programs*. [Video]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/learning-in-partnership.html>

As part of the *Best Practices in Family and Community Engagement Video Series*, this video illustrates how the Family, Infant, and Preschool Program in Morganton, NC, relies on data to inform decision-making. Reflective practices for both staff and families provide the basis for shared goal-setting. (7:16 minutes long).



Community Partnerships

Community Partnerships is a key program impact area within PFCE work. Head Start/Early Head Start programs facilitate relationship building among families and within broader communities. In addition, HS/EHS staff and families collaborate with community, health, mental health, social service, and school partners. These collaborative efforts can connect families and children to essential services, support successful transitions, boost family engagement in children’s development, and build networks and coalitions for community issues.

(See pp. 64-65 in the *Markers of Progress* for practices related to each of these indicators).

Read! – Articles, Blog Posts, and Research Summaries

- Association for Supervision and Curriculum Development and U.S. Centers for Disease Control and Prevention. (2014). *Whole school, whole community, whole child: A collaborative approach to learning and health*. Retrieved from <http://www.ascd.org/ASCD/pdf/siteASCD/publications/wholechild/wsc-a-collaborative-approach.pdf>

In this report, ASCD and the CDC announce their new “Whole School, Whole Community, Whole Child” model. Developed in collaboration with key leaders from education, public health, and school health fields, the model provides a framework to address the collaborative relationship between learning and health. The model underscores that community input, resources, and collaboration are necessary components of children’s cognitive, physical, social, and emotional development.

- Driskell, N. (2014). Libraries helping to close the opportunity gap: Maryland library partnership. *Family Involvement Network of Educators (FINE) Newsletter*, 6(3). Retrieved from <http://www.hfrp.org/complementary-learning/publications-resources/libraries-helping-to-close-the-opportunity-gap-maryland-library-partnership>

Libraries are rich community resources for families and communities. This piece describes the Maryland Library Partnership, an innovative collaboration between the State Department of Education, the state’s public libraries, families, and other community groups. Beyond increasing families’ engagement in libraries and with librarians, the partnership encourages families to take greater advantage of other social services in their communities, including HS/EHS programs.

- Head Start. (2000). *Community partnerships: Working together. Training guides for the Head Start learning community*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/comm-engagement/famcom_fts_00130_081905.html

The many aspects and stages of collaboration, from building trust early on to evaluating results, are described in this training guide for Head Start staff. HS/EHS works to build and sustain collaborative relationships with children, families, and community partners, providing services that are responsive to community needs. The guide reinforces the role of HS/EHS staff in engaging, planning, and working with other agencies to increase, impart, and enrich information and services for the community.

- McCallum, C. (2013). Transforming communities through child-centered learning. [Blog post]. Retrieved from <http://www.whitehouse.gov/blog/2013/06/17/transforming-communities-through-child-centered-learning>

In this post, featured in the White House's *Champions of Change* blog, innovative museum, library, and community partnerships are highlighted. By partnering with more than 740 local organizations, the Children's Museum of Houston works to provide the well-rounded and relevant learning experiences that children need. The author believes that families should have access to these essential services and programs, regardless of their ability to pay or language they speak.

- National Infant & Toddler Child Care Initiative and the Early Head Start for Family Child Care Project. (2011). *Promoting local partnerships between child care and Early Head Start: Ideas for state leaders*. (Policy Brief). Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/poi/ehs-ccp/nitcci-issue-paper.pdf>

A collaboration between the National Infant & Toddler Child Care Initiative and Early Head Start, this brief provides information about supporting early childhood partnerships that meet the needs of infants, toddlers, and families. It outlines specific state policies that impact how easy or difficult it is to develop a formal partnership agreement between child care providers and EHS grantees. Though written for an audience of state leaders, it is useful for HS/EHS practitioners to be aware of the policy decisions that affect their opportunities to form effective community partnerships.

- Wat, A., & Gayl, C. (2009). Beyond the school yard: Pre-k collaborations with community-based partners. *The Pew Center on the States*. Retrieved from http://www.pewtrusts.org/~media/legacy/uploadedfiles/pes_assets/2009/BeyondtheSchoolyardpdf.pdf

This report highlights the advantages, like shared resources and expertise, and challenges of forming partnerships between community-based programs and school administrators. Drawing on interviews with officials and practitioners from around the country, the report provides lessons in how to effectively implement such partnerships, and how to assist policy makers in facilitating successful collaboration.



Use! - Tools and Guides

- Center for Community Partnerships in Child Welfare and Center for the Study of Social Policy. (2005). *Community partnerships for protecting children*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/family/CommunityPartner.htm>

Experts agree that children's well-being and safety are positively affected by community partnerships between child welfare agencies and families. This overview, based on practices taken from the Center for Community Partnerships in Child Welfare (CCPCW), provides an opportunity for HS/EHS staff to learn how to practically implement community partnerships.

- Head Start State Collaboration Office, Nebraska. (2011). Partnership agreement template. Retrieved from http://www.education.ne.gov/OEC/hssco/partnership_agreements/mou_template_option2_Jan_2011.pdf

This partnership agreement template takes into account the roles and responsibilities of each partner, the terms of agreement, and considerations about scope, resources, and measurement. This template can be used nation-wide by HS/EHS grantees, school districts, and other child-care or community-based providers in local partnership development.

- Knitzer, J. & Lefkowitz, J. (2005). Resources to promote social and emotional health and school readiness in young children and families: A community guide. Retrieved from *National Center for Children in Poverty* http://www.nccp.org/publications/pdf/text_648.pdf
Part of a policy series aimed at improving outcomes for young children, this document builds on the National Center for Children in Poverty's work to promote the emotional health of young children and their families. It is meant to inspire community leaders and advocates, including practitioners, to take action to ensure healthy development for children and families. The "Connecting Community Assets" section describes a systematic approach to building community partnerships.
- National Center on Parent, Family, and Community Engagement. (n.d.). *Relationship-based competencies Nos. 5 and 6*. Fall 2 Fall Series. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/fall-2-fall/fall-2-fall-5-6.html>
Three sets of resources are available on this webpage, all of which highlight the relationship-based competencies numbers 5 and 6: Family Connections to Peers and Community and Family Access to Community Resources. *The Community Partnerships: Head Start/ Early Head Start and Child Welfare* resource provides examples of the different levels of partnerships (networking, coordination, cooperation, and collaboration), as well as a reflection and planning worksheet, resource list, websites, and a tip sheet for partnering with the community.
- The National Park Service Rivers, Trails and Conservation Assistance Program. (n.d.). *Community toolbox*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/comm-engagement/CommunityToolbox.htm>
The National Park Service Rivers, Trails and Conservation Assistance Program created this toolbox to support communities as they work together to achieve common goals. The toolbox contains useful tools on topics like decision-making, facilitation, communication, and outreach, elements to consider when working on community projects.
- Thornburg, K. R., & Means, K.M. (2013). *Supporting children through community-based coalitions*. U.S. Department of Education. Washington, DC: Office of Early Learning. Retrieved from https://www.acf.hhs.gov/sites/default/files/eclkc/community_coalitions_final_12_13.pdf
Coalitions can be useful for convening community members around key issues related to children and families. This resource considers why local coalitions are necessary and explains what they need to be successful, as well as how to form such coalitions and develop an action plan. The nine diverse examples of child-focused community coalitions from across the country serve as inspirational models for HS/EHS staff considering starting or joining a community coalition.



Watch and Listen! – Multimedia and Video

- Chautauqua Opportunities, Inc. and National Center on Parent, Family, and Community Engagement. (2014). *Family and community partnerships for school readiness* [Video]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/FamilyandCommun.htm>
This video presents strategies that Chautauqua Opportunities, Inc. Head Start in Dunkirk, NY uses in their community to promote school readiness, in addition to supporting family well-being, leadership, and advocacy skills for parents. (5:45 minutes long).

- Luján, E., Anthony, B., & Prieto, V. (2013). Partnering with families who are coping with adversity. [Webinar]. *17th annual Virtual Birth to Three Institute: Webinar C6*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/comp/mental-health/PartneringWithF.htm>

Understanding the needs of a community, and the particular adversities many families face, is essential when working with families. This webinar describes how HS/EHS programs can help to strengthen staff-family and parent-child relationships to successfully influence building resilience in both children and their families. How programs guarantee that their community partnerships support the families they serve, by matching available resources to the needs of individual families, is also examined. (1:29:15 minutes long).
- National Center on Parent, Family, and Community Engagement. (2014). *Effective community engagement: The vision ahead*. [Webinar]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/webinar/effective-community.html>

How can Head Start and Early Head Start programs work with community partners to support children and families? Watch and listen to this webinar to find out about creating effective community engagement through practical strategies and collaborative planning, using strengths- and relationship-based practices. A handout and tip sheet are also available for download. (17:20 minutes long).
- National Center on Quality Teaching and Learning. (n.d.). *Transitions: A community perspective on transitioning into kindergarten*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/transition>

This video shows a successful three-way partnership between an early learning provider, a kindergarten teacher, and a family. The team works together to ensure a smooth transition, making sure a student is prepared to enter kindergarten healthy, capable, and confident. It is helpful for HS staff to consider these practices and to hear the perspectives of other early childhood educators, teachers, parents, and children. The video acknowledges that transitions can be difficult for parents as well as children, but a partnership can help to prepare all parties for this transition. (12:56 minutes long).
- Kansas Head Start Association. (2010, February 24). *The power of partnerships: Maximizing resources for preschool programs*. [Video]. Retrieved from https://www.youtube.com/watch?v=07fRh_sNRTM

Participants, including parents, teachers, school and Head Start administrators, describe the challenges and rewards of implementing integrated classroom preschool services in three Kansas communities. This partnership model is intended to improve children's school readiness and address family needs for additional community services. Offering special needs services, dental, and health screenings for students improves outcomes for children and families. (6:54 minutes long).

Family Engagement Outcomes



Family Well-Being

Family well-being refers to parents and families being physically and emotionally healthy. Financial security is also an aspect of family well-being. Members of healthy families have their physical and mental health needs met. They function consistently in productive and adaptive ways in relation to self, within the family, and out in the community.

HS/EHS programs are in unique positions to discover with families the strengths and needs at both the community and individual levels. By partnering with families in mutually respectful relationships, staff and families can problem-solve together and identify community resources to help families in their pursuit of their goals. Successful and responsive programs also engage with community partners to build on assets and address needs that impact the community at large. Gathering information from multiple sources ensures that the resources identified are meaningful and focused.



Read! – Articles, Blog Posts, and Research Summaries

- Center on the Developing Child at Harvard University. (2009). *Maternal depression can undermine the development of young children*. (Working Paper No. 8.). Retrieved from http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp8/

There are neurological implications for those growing up in emotionally unhealthy environments, such as living with a parent who is depressed. Recent research suggests that successful interventions intensively address both mothers' depression and parenting/parent-child interactions.

- Friedline, T., & Schuetz, N. (2014). *Investing in children: Child development accounts as an early childhood intervention*. Retrieved from New American Foundation http://assets.newamerica.net/sites/newamerica.net/files/policydocs/Friedline-Schuetz-CDAs_as_Early_Childhood_Intervention.pdf

Child Development Accounts (CDAs, also known as CSAs, or Children's Savings Accounts), can have long-term, positive effects on children's educational development and future economic outcomes. To be most effective, CSAs should be used in conjunction with other high quality early childhood interventions, such as early childhood education programs.

- Herr Research Center for Children and Social Policy at Erikson Institute. (2008). *How can work-based policies help children? Packaging supports for low-wage workers and their families*. (Issue Brief No.1). Retrieved from <http://www.erikson.edu/wp-content/uploads/packagingsupports.pdf>

This brief describes the rationale for combining poverty reduction and work support policies, with early child-care and education policies. Specific initiatives, which improve developmental outcomes for children, and economic outcomes for families, are highlighted.

- MDRC. (2013). *Strengthening low income families: A research agenda for parenting, relationship, and fathering programs*. Retrieved from <http://www.mdrc.org/publication/strengthening-low-income-families-research-agenda-parenting-relationship-and-fatherhood>

Policymakers are urged to invest in and strengthen the elemental foundation of early childhood development: family relationships. Fathers' engagement and support of their children, financial and emotional, is addressed. Family-strengthening programs, which aim to support stable, low-conflict families regardless of marital status, and policies which improve parental employment and income, show improvements in child well-being.
- National Center on Parent, Family, and Community Engagement. (2014). *Understanding family engagement outcomes: Research to practice series: Family well-being*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-well-being.pdf>

This resource from the *Research to Practice* series reviews research, strategies, and other resources. Designed for HS/EHS staff to have a common understanding of family well-being (mental, physical, and financial safety and security) in relation to PCFE work.
- National Center on Parent, Family, and Community Engagement. (2013). *Understanding family engagement outcomes: Research to practice series: Family well being: A focus on parental depression*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/depression-pfce-rtp.pdf>

Parental depression can affect parenting quality, family functioning, and child development. While common, parental depression can be effectively treated. HS/EHS staff are in an advantageous position to help identify parents and families who might need or benefit from mental health services. This resource gives an overview of common symptoms of depression, programmatic interventions, and strategies to help identify parental depression and support positive parenting.
- Shonkoff, J.P. (2013). *Strengthening adult capacities to improve child outcomes: A new strategy for reducing intergenerational poverty*. [Commentary]. Retrieved from <http://www.spotlightonpoverty.org/HealthandPovertyCommentaries.aspx?id=7a0f1142-f33b-40b8-82eb-73306f86fb74>

While early childhood policies and practices have resulted in improvements for society and some individuals, we can do more, writes Shonkoff. By focusing on the skills of the adults who care for children, improving and increasing their capacity as parents and employees, and protecting children from “toxic stress”, breakthrough impacts are more likely.
- Thompson, R. A., & Haskins, R. (2014). *Early stress gets under the skin: Promising initiatives to help children facing chronic adversity*. (Policy Brief). Retrieved from http://futureofchildren.org/futureofchildren/publications/docs/24_01_Policy_Brief.pdf

This brief details how early, chronic stress has biological and neurological consequences. Policy recommendations target three main areas: economic, health, and high quality child care to help families and children challenged by chronic stress such as poverty.

For more in-depth discussion about how two - generation programs - programs which service families and children simultaneously - can combat the damaging effects from chronic stress, read the [full Spring 2014 issue of *Future of Children*](#).



Use! – Tools and Guides

- Migrant & Seasonal Head Start Technical Assistance Center. (2006). *Mental health services checklist: Supporting MSHS mental health programs*. Retrieved from <http://ece.aed.org/publications/mshs/MentalHealthChecklist.pdf>

While this mental health checklist is designed to support migrant and seasonal Head Start children and families, it can also be used in all HS/EHS programs to assess mental health needs and servicing, referencing Head Start Program Performance Standards.

- National Center on Health. (2013). *Health tip sheets for families*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/health-literacy-family-engagement/family-education/tipsheetfamily.htm>

These family fact sheets offer tips for families about a range of topics, such as mental health, oral health, healthy eating, healthy breathing, health literacy, active play, and safety and injury prevention. Individual sheets can be printed and given to staff and families, or the entire collection can be downloaded. Some resources are available in Spanish.



Watch and Listen! – Multimedia and Video

- Center on the Developing Child (n.d.). *Voices from Frontiers of Innovation: Building adult capabilities*. [Video files]. Retrieved from http://developingchild.harvard.edu/resources/stories_from_the_field/voices_from_frontiers_of_innovation/

A collection of short videos from members from Frontiers of Innovation, a collaborative and innovative network of practitioners, researchers, policy-makers, philanthropists, and experts who are interested in systems-change for youth and their families. Members represent a number of areas that intersect with children and families, such as workforce development, family economic mobility and community mental health services.

- National Center on Health. (2002, 2014). *Weaving connections* [Video file]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/health-services-management/hsac/WeavingConnectio.htm>

This video highlights success stories about Health Services Advisory Committee (HSAC) activities, including advocacy, planning, and parent-training-parent programs. HSAC, a requirement for Head Start programs under the Performance Standard 1304.41 (B), may be used by parents, staff, and health and human service professionals to ensure that health services are being provided to families and to bridge to community resources in meeting families' needs. Also includes a Training Kit. Available in [Spanish \(español\)](#). (17 minutes long).

- National Center on Health. (2015). *Breaking through: Video and user's guide to understand and address toxic stress*. [Video file]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/mental-health/trauma/toxic-stress.html>

An educational video about toxic stress – early and ongoing stress - that impacts a child's health and well-being throughout life, and how Head Start staff can support families in understanding and preventing toxic stress as well as fostering resilience (21:28 minutes long).



Positive Parent-Child Relationships

The emotional bond between a child and parent is powerful and one that strongly influences a child's development. The health of this primary relationship affects:

- how a child develops basic trust
- their attitude about others
- their sense of self
- their ability to cope and manage throughout their life.

In short, first relationships shape how children interpret and interact with the world. The importance of this attachment cannot be overstated.

HS/EHS programs and staff use strength-based approaches in order to best support the primary parent-child relationship. By honoring cultures, languages, traditions, and recognizing assets, families and staff work together to support children in their growth and development. Successful PFCE work connects families with resources as early as possible, to promote engagement, reduce stress, increase skills and strengthen their knowledge-base about child development.



Read! - Articles, Blog Posts, and Research Summaries

- Department of Health and Human Services. (2013). *Head Start father engagement birth to five programming guide*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf>

This comprehensive guide is specifically designed for Head Start programs in their PFCE work of engaging fathers. Organized around the OHS PFCE Framework, this guide provides a summary of research, as well as resources, links, and a toolkit for father engagement planning and programming. Available in Spanish.

- National Center on Parent, Family, and Community Engagement. (n.d.). *Family engagement outcomes: Positive parent-child relationships*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/family/ppcr.html>

NCPFCE's landing page for Positive Parent-Child Relationships provides links to some online research articles, a list of regulations with which positive parent-child relationship is associated, and other key resources available on ECLKC.

- National Center on Parent, Family, and Community Engagement. (2013). *Understanding family engagement outcomes: Research to practice series: Positive parent-child relationships*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parent-child-relationships.pdf>

Positive parent-child relationships set the stage for children's development, as learners and as people. This *Research to Practice* piece reviews research and describes how HS/EHS programs can support and promote healthy parent-child relationships by using strengths-based approaches, appreciating families' contributions and cultures, and encouraging parent-to-parent networking.

- National Scientific Council on the Developing Child. (2004). *Young children develop in an environment of relationships*. (Working Paper No. 1.). Retrieved from http://developingchild.harvard.edu/index.php/resources/reports_and_working_papers/working_papers/wp1/

Relationships build the architecture of a developing brain. Consistent, responsive, and nurturing relationships with others provide the foundation for future development, though many of our nation's policies fail to recognize this. The authors raise concerns about mandated maternal employment for those receiving public assistance given the low availability of high-quality, affordable child-care. The authors offer policy suggestions around how to better understand and intervene in child abuse/neglect situations and suggest extending the length and coverage of the Family and Medical Leave Act. Specific to early childhood educators, the authors suggest instructing and assessing school readiness beyond discrete academic skills and include relationships and relationship skills in instruction.



Use! – Tools and Guides

- National Center on Cultural and Linguistic Responsiveness. (n.d.). *The importance of home language series*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/home-language.html>

Bilingualism is an asset. Mastery of a child's home language is beneficial for future literacy development, school readiness, and success in school. This site offers a series of handouts, available in English and Spanish, for staff and families working with children who are dual-language learners. The handouts review the benefits of bilingualism, tips for parents in supporting language development, and recommended books and stories about bilingual families. Also available in Mobi, iBooks, and ePUB versions, for Kindle, iPad, or smartphones.



Watch and Listen! – Multimedia and Videos

- Center on the Developing Child. (n.d.). Innovation in action: FIND: Using science to coach caregivers. [Video file]. Retrieved from http://developingchild.harvard.edu/index.php/resources/stories_from_the_field/innovation_in_action/find_using_science_to_coach_caregivers/

This video highlights a program from Children's Home Society of Washington, where social service providers videotape naturally occurring parent-child interactions. Caregivers and practitioners then review and identify interactions and practices that encourage healthy child development. A strengths-based approach, this program illuminates the vital "serve and return" dynamic between young children and caregivers, upon which much of our neurodevelopment is dependent. (6 minutes long).

- Zero to Three. (n.d.). Connecting with babies: The power of parent/child interaction. [Video file]. Retrieved from <http://www.zerotothree.org/child-development/early-childhood-mental-health/>

This short video demonstrates how attuned babies are to emotional engagement and interaction with a caregiver. Chronic stress, over time, can impact brain development; thus, improved parent/child interactions can result in improved brain development and related outcomes for children. (3 minutes long).



Families as Lifelong Educators

Families are their child's first educator. In infancy, babies learn and develop through repeated and consistent interactions with caregivers. As the child grows, families and educators together teach the skills needed for success in school and in life. Families and programs work together in consistent ways to reinforce children's learning in school and through activities such as playing, singing, counting, reading, and engaging in rich conversations.

By partnering with families, HS/EHS staff work to understand many cultural perspectives and priorities in education. Families and staff work together, progressing towards shared goals, collaborating on decisions, and using coordinated services that build on strengths. Effective PFCE work realizes families' co-teaching capabilities. The Strong relationships that result provide support, encouragement, confidence, and information so that families can expand and reinforce learning.



Read! - Articles, Blog Posts, and Research Summaries

- Denney, M. K., Moore, K., & Snyder, P. (2010). *Supporting parent and caregiver involvement in early literacy practices with young children from diverse backgrounds and abilities*. (Research Brief Vol.1, No. 1.). Retrieved from Head Start Center for Inclusion http://depts.washington.edu/hscenter/sites/default/files/01_15m_inclusion_inservice/08_family_literacy/documents/family_literacy_research_brief.pdf

It is critically important that early childhood educators engage families in early literacy efforts by supporting language development and emerging reading skills. Assessing “goodness of fit” with families’ priorities, needs, and expectations is important, particularly for families with diverse backgrounds and abilities. Practice, coaching, and modeling are recommended in some instances, lending libraries and book clubs are indicated in others, to maximize family engagement in early literacy practices.

- Smith, S., Robbins, T., Stagman, S., & Mathur, D. (2013). *Parent engagement from preschool through grade 3: A guide for policymakers*. Retrieved from the National Center on Children in Poverty http://nccp.org/publications/pub_1084.html

Families play an important role in teaching and supporting skills needed for their child's academic success (language, math, literacy and social-emotional development). Multiple studies indicate that family engagement, coupled with strong educational supports, provide children with a solid foundation for future academic success and is linked to better school performance in a number of domains.

- National Center on Parent, Family, and Community Engagement. (n.d.). *Everyday parenting: Parents as teachers*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/families/Everyday%20Parenting>

This site has a “Parents as Teachers” dropdown menu (along with one on “Family Life” and another on “Fatherhood”) with links to tips for families in supporting reading, math, and money skills, with items such as *17 Things a Five-Year-Old Should Know About Money* and *Activities: Math in the Home*. Some resources are also available in Spanish.

- National Center on Parent, Family, and Community Engagement. (2013). *Understanding family engagement outcomes: Research to practice series: Families as lifelong educators*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-series-families-as-lifelong-educators.pdf>

Aligned with the OHS PFCE Framework, this *Research to Practice* piece describes families as the primary educators for their children throughout the life span. Parents help their children learn skills for success, in and out of the classroom. Families and programs work together to celebrate their unique cultures and languages; families' skills and confidence are in turn reinforced and bolstered by supportive relationships with programs, peers, and community organizations.

- National Center on Quality Teaching and Learning. (2008). *A family note on finding the math*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/eecd/Curriculum/Planning/Family_note_math_all_3_10_08_final.pdf

Just like early literacy skills, early math skills also need to be supported by families ideally before the child enters school. This *Family Note* provides ways that families can expand and support their child's math skills in their everyday routines at home: getting dressed, setting the table, and while picking up toys. Some suggested language and terms are provided for parents.



Use! – Tools and Guides

- Head Start Center for Inclusion. (n.d.). *15 min inclusion: IEP basics*. Retrieved from <http://depts.washington.edu/hscenter/inclusion-service-iep>

This site includes videos, guides, resources, and tip sheets for families and teachers and a tool to help guide the Individual Education Plan (IEP) process for students who may require special education services. Some material is available in Spanish.

- Head Start Center for Inclusion. (n.d.). *Challenging behavior tips*. Retrieved from <http://depts.washington.edu/hscenter/challenging>

This resource is designed to help parents handle common yet challenging child behaviors such as following directions, transitioning to a new activity, going to the grocery store, or riding in the car. This site contains short tip sheets for parents. All materials are available in Spanish.

- National Center on Health. (n.d.). *Growing healthy*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/center/healthy-active-living>

Healthy habits must be started early in life. The materials on this site encourage and support young children, their families, and early childhood centers in promoting active play and making healthy food choices. Includes downloadable [growing healthy family goals worksheet](#) and [tips for families](#), also available in Spanish.



Watch and Listen! – Multimedia and Videos

- National Center on Quality Teaching and Learning. (2012, September 9). *Front porch series: Promoting language and literacy: Building bridges from classroom to home*. [Broadcast call]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice/fp/fpArchive2012.html>

This broadcast provides strategies families can use in the home to encourage early language and reading development through the use of books. Common parental concerns are addressed, such as “Do I have to be a good reader to do this?” and “What if my child wants to start in the back or skip pages?” Check out the Front Porch Series archive; it has many pertinent discussions for parents and educators in promoting math, science, and literacy skills in young children. (27 minutes long).





Families as Learners

Learning is a basic life activity driven by need and curiosity. Some learning is formal, like that found in classrooms, or it can be informally gained through experiences, discussions, and observations. All people have the capacity to learn.

Programs that support parental education support children's education. Parents who model positive attitudes and behaviors towards curiosity, learning, and perseverance are more likely to raise children who also demonstrate these attitudes and behaviors. Many dual-generation programs seek to address both children and their parents' learning needs, such as job skills training, English language learning, literacy and higher education.

- HS/EHS programs are important in families' learning pursuits. Effective PFCE partnerships recognize families' unique cultures, strengths, learning styles, and their respective "funds of knowledge."¹ HS/EHS programs can link families to other families who can provide skills and new knowledge, as well as community resources. Moreover, for families engaged in formal training, HS/EHS programs provide critical support in the form of regular, high quality childcare, transportation, and nutrition, so that family members can pursue their adult learning.



Read! - Articles, Blog Posts, and Research Summaries

- Lieberman, A. (2014, August 15). Improving educational outcomes for families. [Blog post]. Retrieved from New America EdCentral <http://www.edcentral.org/can-head-start-improve-education-outcomesfor-parents/>

The author of this blog post reviews a report by the Foundation of Child Development's Donald Hernandez and Jeffrey Napierala (see: Hernandez & Napierala, 2014). Citing statistics of the report, the author shares that maternal educational attainment has important implications for children's outcomes, including education, health, and economic well-being. Helping mothers in their educational attainment will thus help their children in their academic achievement, breaking the intergenerational poverty cycle, provided there are three elements: high quality early education for the children, such as Head Start, meaningful job training leading to a credential, and comprehensive and coordinated, wrap-around services.

- National Center on Parent, Family, and Community Engagement. (2014). *Understanding Family Engagement Outcomes: Research to Practice Series: Families as Learners*. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/families-as-learners.pdf>

From the *Research to Practice* series, this resource describes how HS/EHS staff can encourage and support families in their pursuit of their learning interests and goals. Every learner is unique, in background, experiences, culture, language, and learning style. Responsive and successful PFCE work recognizes this and honors families experiences, strengths, and educational priorities as they support them in their learning goals.

¹ Moll, L.C., Amanti, C., Neff, D., & Gonzolez, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2),132-141.

- Park, M. & McHugh, M. (2014). *Immigrant parents and early childhood programs: Addressing barriers of literacy, culture, and systems knowledge*. Retrieved from Migration Policy Institute <http://migrationpolicy.org/research/immigrant-parents-early-childhood-programs-barriers>
Immigrant families often face barriers to their participation in their child's schooling due to limited English proficiency, as well as limited knowledge in US culture and systems. Programs that address adult education, including literacy and English Language learning address these barriers. For a shorter summary of the report, try this link to National Public Radio (NPR): <http://www.npr.org/blogs/ed/2014/06/02/318204219/reaching-immigrant-children-by-helping-their-parents>
- Semmel, M. L. (2014, April). Lessons from museums and libraries: Five ways to address families digital learning needs. *Family Involvement Network of Educators (FINE) Newsletter*, 6(2). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/lessons-from-museums-and-libraries-five-ways-to-address-families-digital-learning-needs>.
Museums and libraries are locations of learning, for parents and children. Familiar and accessible, libraries and museums have knowledgeable staff that can aid families, particularly with newly evolving digital needs.
- Westervelt, E. (2014, April 23). One approach to Head Start: To help kids, help their parents. [Blog post]. Retrieved from <http://www.npr.org/blogs/ed/2014/04/23/303797060/one-approach-to-head-start-to-help-kids-help-their-parents>
By improving outcomes for parents, you improve outcomes for their children. The Community Action Project of Tulsa County (CAP Tulsa), in a partnership with Head Start, runs a program called Career Advance, which links children's services with intensive parental services, such as education and career training, life coaches, and financial bonuses. You can also listen to a 7-minute report by National Public Radio's (NPR) Eric Westervelt on Tulsa's Community Action Project's Career Advance [here](#).



Use! – Tools and Guides

- National Center for Families Learning. (n.d.). *Our Solutions. Interactive Tools*. Retrieved from <http://familieslearning.org/interactive-tools.htm>
A number of interactive tools are available for download, in both English and Spanish, on the National Center for Families Learning website. Our favorites? *A Day at Dollar General*, an interactive game for families and children about money choices, like allowances and budgeting, and *En Camino*, with modules and guides that promote family literacy and post-secondary education.



Watch and Listen! – Multimedia and Videos

- KroofConsulting. (2013). Adult learning styles. [Video file]. Retrieved from <http://youtu.be/6eT44OIGdLk>
A short video that answers five main questions about adult learning that relate to: what adult learners want, why they want to learn, and what they want to do with new their skills and knowledge.
- Boston Public Schools. (2012). BPS Parent University. [Video file]. Retrieved from <http://youtu.be/OJLSJv9ANdE>
This video describes Boston Public School's Parent University program, which offers free classes on a variety of subjects, with the goal to build parents' skills and confidence in support of their children's development and education. (13 minutes long).
- National Center on Families Learning. (2012, February). *Educating two generations*. [Webinar]. Retrieved from <http://www.familieslearning.org/our-capabilities/educating-two-generations.html>
This webinar recording advocates family literacy, or shared learning experiences, that build reading skills and habits, for children and adults. The family literacy model empowers families to support their children in all aspects of education. Strategies for implementing and sustaining a family literacy program are covered, as well as other free, online resources. (26 minutes long).
- Kahn Academy. (2014). You can learn anything. [Video file]. Retrieved from <https://www.khanacademy.org/youcanlearnanything?video=main>
This brief video champions the emerging learner in all of us, and links to [Kahn Academy](https://www.khanacademy.org/), a free online resource that features short videos that cover a range of academic topics, from pre-K to college, young child to adult. (1:30 minutes long).



Family Engagement in Transitions

Families support their child's development as they transition to new learning environments. These transitions could be from Early Head Start to Head Start, to another early learning program, or from Head Start to kindergarten. The move to kindergarten is perhaps one of the biggest transitions in the life of a young child and her family; it is an important milestone for all involved.

Early childhood programs are vital to the transition process for children and families. Early childhood programs frame the transition as more than a one-time event; rather, it's an intentional process to prepare children and families for the upcoming change. For example, providing concrete information, as early as possible, helps families to enroll children in school early and make informed decisions about placement and afterschool programs. By engaging families so they are empowered and informed helps them advocate for their child. It also lessens the "bumps" and adjustment time. Finally, by welcoming and including community partners, the transition becomes a community endeavor.



Read! - Articles, Blog Posts, and Research Summaries

- Patton, C., & Wang, J. (2012). Ready for success: Creating collaborative and thoughtful transitions to kindergarten. Retrieved from Harvard Family Research Project at <http://www.hfrp.org/family-involvement/publications-resources/ready-for-success-creating-collaborative-and-thoughtful-transitions-into-kindergarten>

How can you help make the transition to kindergarten a smooth one? Promising local level transition practices include transition teams, feedback surveys, and ongoing events throughout the school year. The authors find that collaborative approaches involving state departments of education, school districts, early education teachers, kindergarten teachers, families, and community organizations make for positive transitions.

- National Center on Health. (2012). *Healthy children are ready to learn*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/physical-health/individual-wellness-plans/HealthyChildren.htm>

Health and school readiness are closely linked, well before formal entry into school; children who are safe and healthy are better prepared to learn. This short document describes aspects of good health (sleep, nutrition, oral, mental, physical) and how health influences learning and development in young children.

- National Center on Parent, Family, and Community Engagement. (2014). *Understanding family engagement outcomes: Research to practice series: Family engagement in transitions: Transition to kindergarten*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf>

From the *Research to Practice* series, promising transition practices are highlighted, such as the use of transition plans, transition teams, and professional development. By engaging families so they are empowered and informed helps them in their role as advocate for their child. Strong family engagement also lessens the "bumps" and adjustment time. Finally, by welcoming and including community partners, the transition becomes a community endeavor, with multiple partners engaged in the process. To learn about how you might use this brief to support your program's work, check out [Professional Development Guide for Implementing Parent, Family and Community Engagement: Family Engagement and School Readiness](#).

- Patton, C. (2014). *The transition to afterschool: One city's approach to connecting young children and their families to learning and enrichment opportunities*. Retrieved from Harvard Family Research Project at <http://www.hfrp.org/publications-resources/browse-our-publications/the-transition-to-afterschool-one-city-s-approach-to-connecting-young-children-and-their-families-to-learning-and-enrichment-opportunities>

In Cambridge, Massachusetts, in response to parental concerns, a collaboration of families, city, and community organizations produced a four-page brochure with information about local afterschool programs and a kindergarten preparation checklist. This effort highlights how families and communities can work together to responsively address and influence local issues. The article includes a 2:30 minute video of Meghan White, afterschool manager for Division of Childcare and Family Support at the Department of Human Service Programs in Cambridge, talking about the needs of families in arranging afterschool care and the transition to kindergarten.

- Ready Freddy (n.d.). *Ready Freddy: Pathways to kindergarten success*. Retrieved from <http://www.readyfreddy.org>

The Ready Freddy model, developed in collaboration with schools, families, and communities, includes the following elements: transition teams, kindergarten clubs, family engagement, welcoming schools, and a focus on attendance. This website contains materials for families, schools, and communities, including an interactive book and a downloadable transition activity calendar.

- Rous, B. (n.d.). *Effective transitions for children with special needs from preschool to kindergarten* [PowerPoint slides]. Retrieved from National Early Childhood Transition Center at <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/docs/transition-to-K-2007.pdf>

For children receiving special education services, transition planning and transition practices may require a more specialized approach. This powerpoint presentation examines current transition practices and activities. The presentation identifies effective strategies and tools for involving families in transitioning to kindergarten, and explores what the recent research and regulations identify as important.

- Shapiro, N. (2014). Sharing assessment data with preschool families in preparation for kindergarten. *Family Involvement Network of Educators (FINE) Newsletter* 6(4). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/sharing-assessment-data-with-preschool-families-in-preparation-for-kindergarten>

Shapiro shares her team's approach to sharing data with families, as a means of communicating and establishing short-term and long-term goals over the course of the school year.



Use! – Tools and Guides

- Florida Department of Education Office of Early Learning. (n.d.). *Transition to kindergarten: Resources for parents and educators*. Retrieved from http://www.floridaearlylearning.com/parents/parent_resources/transition_to_kindergarten.aspx

Need resources to help with the transition to kindergarten? This site has it covered. It contains a number of resources from various states and organizations to support children, their families, and their teachers in the transition from pre-kindergarten to kindergarten. Here you will find summaries, a bibliography, and a toolkit, which includes a screening tool and kindergarten readiness indicators.

- Harvard Family Research Project & Supporting Early Education and Development (SEED) Lab. (2014). *Let's talk transition! Family engagement in the transition to school*. [Interactive discussion board]. Retrieved from <http://familyengagementgoal.wordpress.com>

When educators from early learning centers and schools actively engage families in their child's transition, children benefit. Use this nine-step process to set and reach a professional goal around engaging families in the transition to school. You are encouraged to connect with others on this interactive discussion board, to pose questions, offer resources, and gain support and ideas.

- National Center on Quality Teaching and Learning. (n.d.). *Transition planning resources*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/transition/plan.html>

It takes a village! The resources here are designed for teams who are working across organizations to support children and families in the transition to school. A video, powerpoint presentation, guides, and reading material are available, as well as a transition activity calendar and transition planning template.



Watch and Listen! – Multimedia and Videos

- National Center on Parent, Family, and Community Engagement. (2014). *Family and community partnerships for school readiness*. [Video]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/FamilyandCommun.htm>

Chautauqua Opportunities, Inc, in New York, promotes partnerships with families, schools, and local organizations to improve child and family outcomes, including school readiness. (5:45 minutes).

- National Center on Parent, Family, and Community Engagement. (2014). *Engaging families in the transition to kindergarten*. [Video]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/kindergarten.html>

Research shows that when families are involved in the transition to kindergarten, children are happier and more self-confident, which helps them to be better learners. This 5-minutes video that describes how Laguna New Mexico Head Start program prepares children and involves families and community organizations in the transition to kindergarten, with activities such as kindergarten showcase days, and field trips to kindergarten classrooms.

- National Center on Quality Teaching and Learning. (n.d.). *Transition to kindergarten*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/transition>

The successful transition to kindergarten requires a team approach, a collaborative effort that involves the early childhood education staff, the kindergarten staff, family members, community, as well as the individual child. You can watch two videos here: one from the student perspective, the other from the community perspective, both about children transitioning to kindergarten. Planning templates, materials, and resources are also available.





Family Connections to Peers and Community

When families connect to other families, children, families, and whole communities benefit. Families find and relate to each other in variety of ways – out and about in the neighborhood, through community organizations, and by extended family networks and friends. For families who do not speak English, are new to this country, or just new to the community, peer systems of support are particularly important in navigating schools. By helping families to connect to each other, HS/EHS programs are helping families to build supportive networks that can endure after their child has left HS/EHS.

Programs can help families connect with each other in many ways, such as:

- Provide physical space for parents to meet
- Provide common means of communication, such as message boards
- Offer organized social opportunities
- Pair new families with veteran ones
- Connect families to other organizations within the community
- Offer volunteer opportunities
- Encourage strong Policy Councils and policy committees.

All of these activities encourage families to work together on behalf of children as well as for the community.



Read! - Articles, Blog Posts, and Research Summaries

- National Center on Parent, Family, Community Engagement. (2013). *Understanding family engagement outcomes: Research to practice series: Family connections to peers and community*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf>

From the *Research to Practice* series, this installment covers how HS/EHS programs can encourage families to connect with other families, building social networks that can endure beyond the HS/EHS years. Parents benefit greatly from social connections and support, as do their children. You can encourage family-to-family social networking by: creating a “buddy system” for new families, providing volunteer opportunities, building strong HS/EHS Policy Councils, boards, or parent advisory groups, and offering space and opportunities for families to interact and get to know one another.

- Sanchez, A., & White, R. (2011). Parent organizing as a strategy for sustainable policy change. *Making the Link*, 6. Retrieved from Grantmakers for Children, Youth, and Families <http://www.resourcelibrary.gcyf.org/node/3782>

Ada Sanchez and Ron White of the Peppercorn Foundation discuss parent organizing as a strategy for sustainable policy change. While this piece is meant for grantmakers and funders, it highlights that family involvement, family engagement, and family leadership fall along a continuum.

- Thrive In 5. (2014, April 7). Opening doors. [Blog post]. Retrieved from <http://thrivein5boston.org/openingdoors/>

Read about Samilla Quiroa’s experience as a parent and parent screener in Boston’s Thrive In 5 program, which engages the power of parents to reach children, families, and communities in Boston neighborhoods.

- Parker, N. (2012). We were a “hard to reach” family. *Family Involvement Network of Educators (FINE) Newsletter*, 4(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/we-were-a-hard-to-reach-family>

Nikia Parker reflects on her family’s experience with the Head Start program and her journey from being a “hard-to-reach” parent to an actively engaged parent who has served as an advocate and leader within the Head Start community for the past 10 years. Central to her experience was the positive relationship that was built with her home visitor over time.

- United Way of Greater Atlanta Inc. (n.d.). *Halima’s Story*. Retrieved from <http://www.unitedwayatlanta.org/story/halima-habib/>

Families can influence other families, as exemplified by Halima Habib, a Somalian-born mother who enrolled her young children in preschool at the recommendation of a fellow Somalian-born parent. Habib was named Head Start Parent of the Year, and is now a parent educator in the Parents as Teachers program.



Use! – Tools and Guides

- National Center on Quality Teaching and Learning. (2014). *Tips for families: Creating a caring community*. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/docs/caring-community-family-tips-hs.pdf?utm_medium=email&utm_campaign=QTL%20Family%20Tips%20-%20October&utm_content=QTL%20Family%20Tips%20-%20October+CID_be8326138391cfa940d13fae6b909cca&utm_source=CM%20Eblast&utm_term=Creating%20a%20Caring%20Community

From the *Tips for Families* series, this tip sheet offers three ways that families can join and help create a caring community at their child’s Head Start program. Families are encouraged to (a) join in by visiting their child’s classroom and talk with other families and staff, (b) volunteer to help with projects around the school, and (c) find out about their child’s progress by actively seeking help or asking questions.



Watch and Listen! – Video and Multimedia

- Be Strong Families. (n.d.). *Parent café background/history*. [Prezi presentation]. Retrieved from <http://www.bestrongfamilies.net/build-protective-factors/parent-cafes/parent-cafe-background-history/>

A short Prezi presentation on the history behind Be Strong Parent Café, a family education and family engagement strategy based on the premise that adult learning and family support are pathways to realizing family leadership opportunities. Parent Cafés are facilitated roundtable discussions designed to encourage reflection and peer-to-peer learning.

- National Center on Parent, Family, and Community Engagement. (2013). *Bringing families together: Building community*. [Video file]. Retrieved from <https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/best-practice-video-series.html>

This 8-minute video is about two programs, Parent Café and Sheltering Arms. Both programs aim to foster a feeling of community among families. When families connect with peers, stress and isolation is reduced, new information is gained, and social networks are built and reinforced. Available in Spanish (español). (8 minutes long).

- Teaching for Change. (n.d.). Parent Organizing. Retrieved at <http://www.teachingforchange.org/programs/parent-organizing-tellin-stories>

The Tellin' Stories program uses the power of stories to connect people from a wide-range of backgrounds to redefine school communities. The program encourages all families to engage with each other and with schools, beginning with a collective quilt-making project. There are three levels of implementation of the Tellin' Stories program: school, city-wide, and national. A 12-minute video about Tellin' Stories is available for viewing.





Families as Advocates and Leaders

Advocacy involves acting and speaking on behalf of others; leadership includes using skills and resources to advance a cause or mission. In both cases, families choose to be involved on behalf of their child or the community. Recruiting other families, mentoring, working with organizations and programs, or organizing events are all examples of family advocacy and family leadership.

Leadership skills can be developed. Through trusting, ongoing, and respectful relationships, HS/EHS staff realize families strengths, needs, and potential, suggesting and offering leadership opportunities. By developing leadership skills, families are strengthening their professional skill sets. Additionally, leadership and advocacy benefits children, families, and whole communities.



Read! - Articles, Blog Posts, and Research Summaries

- Community Organizing and Family Issues (COFI). (n.d.). *Model and programs*. Retrieved from <http://www.cofionline.org/?q=COFIModel/ModelsAndPrograms>

The COFI Family Focused Organizing model is a strengths-based model that emphasizes the similarities between family leadership and community leadership, and targets populations often marginalized in community organizing efforts: families from low-income households, recent immigrants, and grandparents who are primary caretakers. The visual model on this page underscores the layers of leadership, from self, moving outwards towards family, community, and policy and systems.

- Circle of Parents. (n.d.). *Circles of parent leadership*. Retrieved from http://www.circleofparents.org/downloads/Circles_of_Parent_Leadership.pdf

You can show leadership in different ways. This is a visual that shows the circles of leadership for family members: personal leadership, leadership in the larger community, leadership in the group, and leadership within the organization.

- Institute for Educational Leadership. (2005). *Preparing and supporting diverse, culturally competent leaders: Practice and policy considerations*. Retrieved from <http://www.iel.org/pubs/diverseleaders.pdf>

This report details field-based insights from professionals involved in school-based leadership development. Respondents reported that cultural competency is required of educational leaders in order to be fully effective and requires skills, knowledge, and orientations. Moreover, much of what a culturally competent leader must know comes from the relationships developed with families and communities.

- National Center on Parent, Family, Community Engagement. (2013). *Understanding family engagement outcomes: Research to practice series: Families as advocates and leaders*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/advocates-pfice-rtp.pdf>

In this installment from the *Research to Practice* series, HS/EHS programs are encouraged to build collaborative relationships with families, connect families to leadership skill-building opportunities, and encourage family leadership and advocacy work beyond the HS/EHS years.

- Reynolds, M. C., & St. John, J. (2012). *Core competencies of family leaders: A guide for families and organizations*. Retrieved from University of Missouri-Kansas City's Institute of Human Development's Missouri Family to Family Resource Center at http://www.moddrc.org/user_storage/File/f2f/CORE%20COMPETENCIES%20for%20family%20leaders.pdf

This guide defines family leadership, and describes five areas of competency: cultural proficiency and family dynamics, navigation, communication, decision-making and problem solving, and partnerships and relationships. Family leaders can use the guide to explore areas in which they hope to gain development, as well as areas of strength. Organizations can use the guide to help identify areas of training, development, and strengths in supporting family leaders.



Use! – Tools and Guides

- Early Childhood Initiative and National Alliance of Children's Trust and Prevention Funds. (n.d.). Tools for hosting a parent-led special event: Parent to parent – inspiring hope. Retrieved from http://www.ctfalliance.org/images/pdfs/AK_ParentEventToolkit.pdf

Use the power of your families to plan spectacular events! By asking, “How do we design this event to be different from any other parenting activity, training, or workshop?” teams design and create successful and unique events for families. This six-step plan, with forms and ideas, will show you how.

- Families In Schools. (n.d.). Effective teaching brochure. Retrieved from <http://www.familiesinschools.org/effective-teaching-brochure/>

This short brochure highlights what constitutes effective teaching, why it is important, and how to identify and support effective teaching, including strengthening the parent-teacher partnership. Be sure to check out the section on advocacy (p. 7). Available in [Spanish \(español\)](#).

- The Right Question Institute. (n.d.). Retrieved from <http://rightquestion.org/parent-involvement/>

At the Right Question Institute you can register to receive a sample scripted workshop (“The School Environment”) from their five-workshop curriculum to build the capacity of anyone (parent, grandparent, guardian, family member) involved in a child’s education. The resources are designed to help you form questions to support your child’s education, monitoring his progress, and advocating when necessary. An outline to facilitate the process in the community is also available.



Watch and Listen! – Video and Multimedia

- Bay Area PLAN. (n.d.). *Bay Area PLAN: Engaging families and communities in children's futures*. [Video file]. Retrieved from W.K. Kellogg Foundation <http://bcove.me/cr65aqiy>

A short, 2-minute clip about the Bay Area Parent Leadership Action Network (PLAN) in Oakland, California, a program that helps families learn how to advocate for their children, their families, and their school, through trainings that develop leadership skills, confidence, and knowledge about how to bring about change. (2 minutes long). Watch this PLAN video, [Big Dreams](#), highlighting that every family has big dreams for their child and how they can be part of the solution.

- Office of Head Start. (2014). *Parent and Family Stories*. [Videos]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/hs/about/stories/pfs>

Multiple videos are available here. Moms, dads, grandparents, and families give their unique, first-person accounts of their experiences with Head Start and how they partner with Head Start programs. Many caregivers here describe how developing skills within Head Start translated into more empowered presence outside of Head Start, working towards better outcomes for children, parents, families, and communities.



Positive Goal-Oriented Relationships

The overarching theme throughout the PFCE Framework is that together, families and HS/EHS staff form positive goal-oriented relationships to support children's learning and development. Positive goal-oriented relationships are:

- reciprocal,
- strengths-based,
- trusting,
- respectful, and
- built over time.

These relationships share power, decision-making, and responsibility and the goal of these relationships is to support child learning and development.

All of the resources in this resource guide are related to building positive goal-oriented relationships between HS/EHS staff and families; we offer a few more to complement this area here.



Read! - Articles, Blog Posts, and Research Summaries

- Bryk, A.S., & Schneider, B. (2003). Trust in schools: A core resource for reform in schools. *Educational Leadership*, 60(6), 40-45. Retrieved from ASCD http://www.greatschoolsnow.com/Trust_in_Schools.pdf

What does trust have to do with educational improvement and reform? In a six-year longitudinal study of 400 schools, relational trust among teachers, families, and school leaders was identified as a key ingredient for successful school reform and meaningful school improvement. Because all members in the family-school partnership are interdependent, actions that intentionally minimize feelings of vulnerability and increase feelings of safety and security build relational trust. For teachers and school staff, relational trust involves respectful exchanges and genuine listening, even when disagreeing. Several conditions bolstered the building of relational trust: leadership centrality, teacher outreach, small school size, stable school community, and voluntariness.

- Gutierrez, S. (2013). Parents as agents of change. *Family Involvement Network of Educators (FINE) Newsletter*, 5(3). Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/parents-as-agents-of-change>

Gutierrez shares her vision of how family engagement can help close the opportunity gap for children and transform communities. She advocates for "popular education", an approach used in Latin America with adult learners, meant to address personal, economic, and social justice concerns of low-income and working class people. Available in [Spanish \(español\)](#).

- National Center on Parent, Family, and Community Engagement. (n.d.). *Building partnerships: Guide to developing relationships with families*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf>

This guide describes positive, goal oriented relationships, why they are important, and some considerations to keep in mind, such as cultural perspectives. For HS/EHS staff, reflective practice and supervision are a must. This approach is modeled in the guide, with additional ECLKC provided.

- National Center on Parent, Family, and Community Engagement (n.d.). *Positive and goal-oriented relationships*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/gor.html>

Research and key resources that apply to positive, goal-oriented relationships, as aligned to the OHS PFCE Framework, as well as OHS regulations, are organized on this NCPFCE subpage.



Use! – Tools and Guides

- National Center on Cultural and Linguistic Responsiveness. (2007). *Raising young children in a new country: Supporting early learning and healthy development handbook*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/refugee-families/refugee-families.html>

This handbook is designed for programs that serve refugee families or newly arrived immigrant families with children up to age 5. Six themes are explored: family well-being, health and safety, healthy brain development, early learning and school readiness, guidance and discipline, and family engagement in early care and education. [New Handbook Tip Sheets](#) are also available at this site, which include conversation starters, cultural considerations, and additional resources for each theme. Tips sheets include areas such as prenatal care, bedtime, and home safety. Available in [Arabic](#) and [Spanish \(español\)](#).

- National Center on Parent, Family, and Community Engagement. (2012). *Parent, Family, and Community Engagement Simulation*. [Simulation tool]. Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation

Practice strategies to develop a positive, goal-oriented relationship with a virtual family member using this interactive tool. Available in [Spanish \(español\)](#).

- National Center on Parent, Family, and Community Engagement. (2015). Parent, family, and community engagement simulation series: Boosting school readiness through effective family engagement. Goal setting with families. [Simulation tool]. Retrieved from https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation?utm_medium=email&utm_campaign=PFCE%20Family%20Engagement%20%20School%20Readiness%20Newsletter%20-%20March&utm_content=PFCE%20Family%20Engagement%20%20School%20Readiness%20Newsletter%20-%20March+CID_bb4fb2661aa2b7f396263be540b2c7cf&utm_source=CM%20Eblast&utm_term=NEW%20Boosting%20School%20Readiness%20through%20Effective%20Family%20Engagement%20Goal%20Setting%20with%20Families

Explore the process of developing and implementing goals with families with this new simulation tool.

- National Center on Quality Teaching and Learning. (2008). *Inclusive planning checklist: Home visiting programs*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Disabilities/Program%20Planning/Accessibility/HomeVisitingPro.htm>

This checklist is designed for providing collaborative, home-based services to young children with disabilities and their families, but can be easily adapted. Suggested activities, intended to ensure high-quality integration of services, are provided. The checklist has four sections: 1) Build Relationships, 2) Gather and Share Information and Resources, 3) Develop and Implement Plans, and 4) Review and Evaluate Services. Also available in [Spanish \(español\)](#).



Watch and Listen! – Multimedia and Video

- National Center on Quality Teaching and Learning (2012, March 26). *The power of partnerships: How to create meaningful connections with parents*. [Broadcast call]. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/practice/fp/fpArchive2012.html>

Facilitated by Dr. Susan Sheridan from the University of Nebraska, this presentation focuses on school readiness. School readiness involves the child, the family, and the caregiving community. It promotes academic success as well as parent readiness to support learning from cradle to career, in and out of the classroom environment. The question and answer portion from this *Front Porch Series* broadcast call can be retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/Broadcast%20Calls/fps-Parent-Connections-0312.pdf> (34:54 minutes long).



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