



THE NATIONAL CENTER ON  
**Parent, Family, and  
Community Engagement**



Putting the Head Start Parent, Family, and Community  
Engagement Framework to Work in Your Program:  
**Integrating Strategies for  
Program Progress (ISPP)**



## Introduction

We are proud to bring you *Putting the Head Start Parent, Family, and Community Engagement Framework to Work in Your Program: Integrating Strategies for Program Progress (ISPP)*, an exercise you can use to familiarize yourself and others with the Office of Head Start's Parent, Family, and Community Engagement Framework (PFCE Framework), a research-based guide about building ongoing partnerships between you and children's caring adults to promote family well-being and children's school readiness.

*Integrating Strategies for Program Progress (ISPP)* explores examples of engagement strategies that lead to progress in reaching each of the Framework's Parent and Family Engagement (PFE) Outcomes. Every strategy included in *Integrating Strategies for Program Progress (ISPP)* is taken from the PFCE Framework and was originally developed by a group of Head Start / Early Head Start (HS/EHS) leaders in partnership with the Office of Head Start (OHS). Whether you are a staff person in a Regional Office, a Technical Assistance staff member, or a program leader, you can use this outcome-focused exercise to introduce key aspects of the PFCE Framework, an essential step to promote the well-being of families so they, in turn, can help their children be ready for school and for a lifetime of academic success.

The PFCE Framework was developed to articulate a vision of family engagement for the HS/EHS community to identify strategies to transform that vision into reality. As you learn about the PFCE Framework through this exercise or other resources (see box), you will develop a shared understanding of what it means to engage families while obtaining a shared vocabulary you will need to work effectively within your program. You will be able to learn from one another by sharing questions, successes and challenges related to family engagement. As collaboration deepens and you continue to learn about and enhance engagement practices, families will grow stronger and children will be better prepared for school. You will benefit too as you develop new skills and your work becomes even more rewarding.

## WHERE TO FIND THE PFCE FRAMEWORK AND RELATED MATERIALS

The PFCE Framework and related resources can be found on the Office of Head Start's resource website, Early Childhood Learning & Knowledge Center (ECLKC), at: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>.



### **The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness, from Prenatal to Age 8**



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



### **Using the Head Start Parent, Family, and Community Engagement Framework on Your Program: Markers of Progress**

## The PFCE Framework and Related Materials

People learn in different ways. For some, the PFCE Framework itself is the key to creating positive change in engagement practices. Others find it more helpful to explore the PFCE Framework's rich content in direct connection to their work with families and children. For this reason, we at the National Center on Parent, Family, and Community Engagement (NCPFCE) have developed two other resources in addition to Integrating Strategies for Program Progress (ISPP):

- *Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a Self-Assessment* provides a series of thought provoking questions to spark thinking about what the PFCE Framework looks like in practice.
- *Using the Head Start Parent, Family, and Community Engagement Framework on Your Program: Markers of Progress* provides you with examples of what it looks like to move to different levels of engagement and how building upon the connections between engagement practices promotes family and child well-being.

To begin your journey, we suggest you begin by getting to know the PFCE Framework itself. Then briefly scan the resources to see which one best fits your next step.

- Do you want to bring program staff and family members together to think about family engagement? Consider using *Beginning a Self-Assessment*.
- Are you ready to create an action plan to enhance engagement strategies? *Markers of Progress* can support you in this effort.
- Are you presenting the PFCE Framework to your staff? This document, *Integrating Strategies for Program Progress (ISPP)* is an engaging, introductory exercise that will familiarize people with key aspects of the PFCE Framework.

The following pages will help you deepen the conversation and collaboration around family engagement.

## Deepening the Conversation and Collaboration Around Family Engagement

*Integrating Strategies for Program Progress (ISPP)* is designed to engage people in conversation and open the door to collaboration. These are both prerequisites to achieving your goals around family engagement as well as children's school readiness and *Integrating Strategies for Program Progress (ISPP)* offers these opportunities because it:

1. **Familiarizes users with the PFCE Framework vocabulary and organization.**

A shared vocabulary and understanding is necessary if people are going to work together and take purposeful actions to engage families whether on a regional, state, or program level. To this end, *Integrating Strategies for Program Progress (ISPP)* is organized around the seven family outcomes outlined in the PFCE Framework (see shaded box to the right).

2. **Offers examples of practical strategies for each outcome that program leaders can use to make progress towards the well-being of children and families.** The strategies to achieve each family outcome are organized according to the PFCE Framework's seven program elements.

The elements are divided into two areas: **Program Foundations** and **Program Impact Areas** (see shaded box on page 4). When parent and family engagement activities are systemic, integrated, and comprehensive across these two areas, family engagement outcomes are more likely to be achieved.

3. **Encourages program leaders and staff to understand and build upon the connections between family outcomes.**

*Integrating Strategies for Program Progress (ISPP)* organizes PFCE strategies around outcomes and elements to make strategies easier to consider and implement. It is similar to how child development information is divided into domains. Yet in reality, outcomes (just like areas of a child's development) are connected and influence each other. As you go through this exercise, you can begin to see that what you say and do to support a family's progress towards one outcome can begin ripples of positive change in reaching other outcomes. To see connections, we encourage you to review multiple outcome areas whenever possible, and then look across responses to identify connections and priorities for programmatic improvements.

### FAMILY OUTCOMES FROM THE PFCE FRAMEWORK (blue column)

- **Family Well-being.** Parents and families are safe, healthy, and have increased financial security.
- **Positive Parent-Child Relationships.** Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
- **Families as Lifelong Educators.** Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
- **Families as Learners.** Parents and families advance their own learning interests through education, training and/or other experiences that support their parenting, career, and life goals.
- **Family Engagement in Transitions.** Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
- **Family Connections to Peers and Community.** Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
- **Families as Advocates and Leaders.** Parents and families participate in leadership development, decision-making, program policy development, and community and state organizing activities to improve children's development and learning experiences.

## PFCE FRAMEWORK ELEMENTS

**Program Foundations** are found in the **yellow column** of the PFCE Framework. Without these three PFCE Framework elements in place, families may not receive the high quality services they deserve.

- Program Leadership
- Continuous Program Improvement
- Professional Development

**Program Impact Areas** are found in the **pink column** of the PFCE Framework. With a solid PFCE foundation in place, program leadership and staff are set to work in partnership with parents, families, and the community on activities that promote family engagement and work towards family goals.

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

These two columns from the PFCE Framework include the seven elements. When you infuse each of these pieces into your program through a systemic, integrated, and comprehensive approach, your efforts lead to the ultimate goal of enhanced family and child outcomes. These are priorities we all share as we strive to reach new heights in supporting families and children.

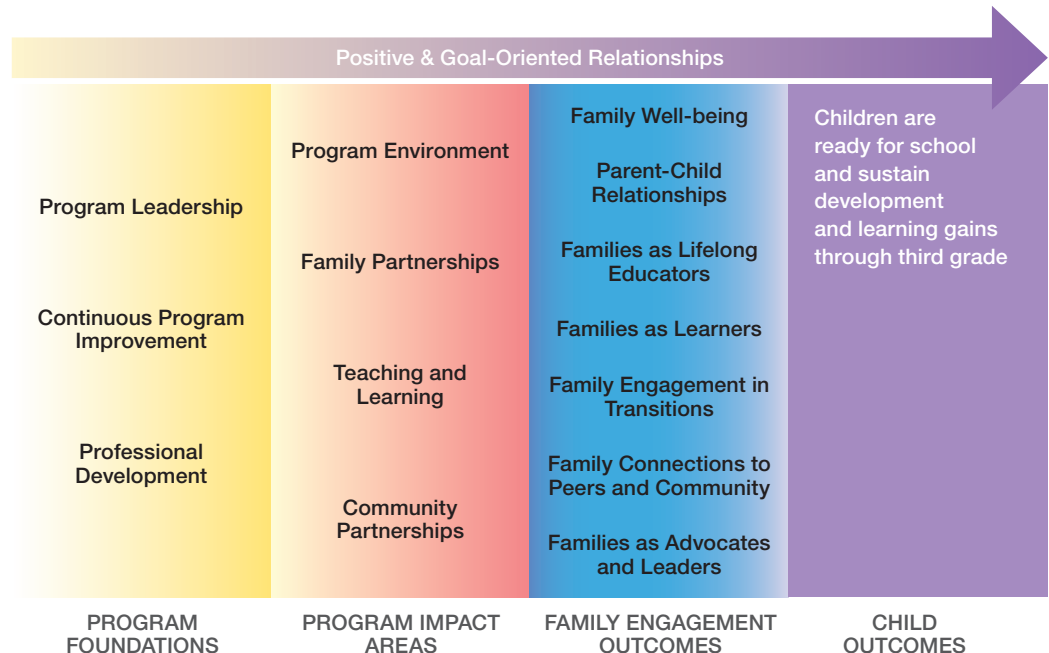
#### 4. **Provides data about family engagement to help programs meet ongoing planning requirements.**

The time and effort put into doing this exercise will pay off as you review and reflect upon program quality through the “lens of family engagement.” You will identify what you do well and what practices may need to be enhanced. You will also learn about additional strategies to apply as you explore further implementation of engagement practice. This data can then be infused into the family and community engagement sections of the following ongoing planning requirements:

- Review of Program Plans
- Program Self-Assessment
- Community Assessment
- Strategic / Continuous Quality Improvement Plan

### PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



## Closing thoughts

*Integrating Strategies for Program Progress (ISPP)* can lead to a variety of next steps depending on your program's situation and priorities. For example, you might want to:

- Share new insights and opportunities for improvement with colleagues and families;
- Personalize the list of strategies for each outcome used in your program;
- Choose an outcome and related strategies to focus on throughout every aspect of your program;
- Educate community partners about Head Start parent and family engagement outcomes and how they promote school readiness;
- Use *Beginning a Self-Assessment* to take a closer look at current engagement strategies; and
- Assess and create an action plan to enrich current engagement strategies using *Markers of Progress*.

Whatever the next step, focusing on family outcomes and engagement strategies can lead to increased clarity about what each outcome entails and strategies to meet each one. Connections between strategies can be identified. As program leadership, staff, and families discuss family engagement, they build the trusting partnerships needed to take steps to effectively enhance the well-being of families and children's ongoing development and learning.

## HOW TO USE INTEGRATING STRATEGIES FOR PROGRAM PROGRESS (ISPP)

Here are simple instructions you can use in your program:

- Arrange meeting space so that people are sitting together at tables. This will invite conversation.
- Choose an outcome. If you have limited time, each table might focus on a single outcome. Staff members may choose one they want to focus on or want to learn more about. If time allows, each table might take a different outcome, then report out at the end. If you are using this exercise over time with your staff, we encourage you to explore all the outcomes and consider the connections between them.
- Review the sample strategies and identify whether your program is or is not currently using each strategy. Please note, these examples are not a complete list of strategies that your program could use to make progress toward PFCE outcomes.
- Explore the sample strategies that your program is currently using and discuss how those strategies are working. Consider whether your program: a) is effective in delivering that practice or b) needs to improve that practice. Ask staff members to share specific examples that illustrate their response. You may also want to ask one person at each table to record examples of strategies that are being used effectively. Then, debrief so that everyone hears an array of effective strategies they may find helpful.
- Check the appropriate box indicating where your program identifies its progress on each strategy.
- Use the space below each family outcome to consider next steps that will keep the conversation going and enhance engagement strategies.



# FAMILY OUTCOME: Family Well-being

Parents and families are safe, healthy, and have increased financial security.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <b>Yellow Column</b>	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems, supports, and resources are in place to address professional development, continuous improvement, program environment, and partnerships related to family well-being.				
Incorporate goals related to family well-being into agency work plans and strategic planning.				
Ensure staff members have appropriate training and supervision and manageable caseloads.				
Develop relationships with community members and community organizations that support families' interests and needs.				
Promote cross-service area teamwork.				
Utilize a mental health consultant with appropriate credentials and experience to be a resource for staff and program needs around family well-being.				
<b>CONTINUOUS IMPROVEMENT</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Use a community assessment and self-assessment results, the family partnership planning process, team meetings, and other tools to understand community and family needs and interests.				
Review individual and system-wide family successes, helpful referrals, and effective staff practices to evaluate family services.				
Collect data for individual families and aggregate it so that programs can review the effectiveness of family services.				
<b>PROFESSIONAL DEVELOPMENT</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Develop knowledge of relationship building that is grounded in cross-cultural responsiveness and strengths-based perspectives.				
Gain knowledge about mental health, child development and a variety of parenting practices, including unique ways to engage fathers.				
Develop knowledge and skill in supporting families around financial literacy and financial stability.				
Reflect on daily practice and personal experience to increase self-awareness and effective relationship-building with families.				
Develop knowledge of professional ethics around confidentiality, boundaries, and self-determination.				
Develop skill in coordination and collaboration with community partners.				



**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS,  
PFCE Framework, Program Impact Areas, *Pink Column***

	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Welcome all families—and all family structures, sizes, and arrangements.				
Initiate relationships with families that are receptive, responsive, and respectful.				
Include family-friendly spaces with pictures and materials that affirm and welcome all families.				
Engage in honest dialogue with families about their expectations and staff/program objectives.				
<b>FAMILY PARTNERSHIPS</b>				
Use family partnership agreements as a tool for relationship building and as a basis for ongoing individualized family services.				
Help families identify their interests, articulate their strengths and needs, and develop and/or accomplish goals as directed by the family.				
Use goal-oriented home visits to establish relationships with families and to identify and support their interests and needs through the family partnership process.				
Assist families in using resources and systems of support regularly and continuously over a period of time.				
<b>TEACHING AND LEARNING</b>				
Participate in cross-service area teams and program meetings to ensure that information about services related to family and child well-being can inform teaching.				
<b>COMMUNITY PARTNERSHIPS</b>				
Link families with support systems and resources and conduct purposeful follow up to determine their effectiveness.				
Participate in community meetings and initiatives that increase program capacity to respond to the needs and interests of families.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>

# 2

## FAMILY OUTCOME: Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <b>Yellow Column</b>	This strategy is currently being utilized in my program.		If yes, is the strategy effective or does it need improvement?	
	Yes	No	Effective	Improve
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems, supports, and resources are in place to address professional development, continuous improvement, program environment, and partnerships related to supporting positive parent-child relationships.				
Incorporate goals related to positive parent-child relationships into agency work plans and strategic planning.				
Ensure staff members have appropriate training, effective supervision, and manageable caseloads to support families and their relationships with their infants, toddlers, and preschool age children.				
Promote cross-service area teamwork.				
<b>CONTINUOUS IMPROVEMENT</b>				
Use self-assessment results, related surveys, and ongoing conversations with families to reflect on staff relationships with families and identify areas for improvement.				
Use self-assessment results and related surveys to better understand participants’ parenting practices, and use this information to improve parenting education and parenting supports.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Gain knowledge about the needs of prenatal and postnatal pregnant women and their families.				
Gain knowledge about the needs of parents who are parenting a child with a disability.				
Gain knowledge about unique ways to engage fathers.				
Gain knowledge about how mental health and wellness affects families.				
Gain knowledge about communication styles and relationship building.				
Gain knowledge about child development.				
Gain knowledge about the effect of trauma on parent-child relationships.				
Gain knowledge about a variety of parenting practices.				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS,  
PFCE Framework, Program Impact Areas, *Pink Column***

	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Hold the child and family in high regard and partner effectively with different groups of parents.				
Provide opportunities that support parents' needs to connect with other parents for reflection, information, ideas, and support.				
Support parent-child relationships in a way that values the culture and language of the family and recognizes how different cultural influences may influence family development.				
<b>FAMILY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Provide opportunities for parents to learn about expectant parenting and prenatal health, the developing role of young parents (for adolescent parents), and/or about their roles as new mothers and fathers.				
Foster meaningful, reciprocal relationships between mother and child, father and child, or caregiver and child in a manner that is both culturally receptive and responsive.				
Help families identify appropriate practices that complement the stages of their developing child.				
Support parents and families in ensuring the health and safety of their infants, toddlers, and preschoolers.				
Support a father's efforts to connect with and be responsible for his child at all ages and stages of development.				
Support families in seeking support from mental health consultants or other community agencies when there are parent-child relationship challenges that require additional services.				
Foster strong co-parenting relationships as appropriate.				
<b>TEACHING AND LEARNING</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Engage with parents as equal partners in learning about their child while acknowledging parents' premier role as their child's first teacher.				
Foster meaningful, reciprocal relationships between mother and child, father and child, and care giver and child in a manner that is both culturally receptive and responsive.				
Talk together with families about the child's signals in ways that help families explore these signals and understand and respond to their child's behavior.				
Work together with families to help children overcome behavioral challenges.				
<b>COMMUNITY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Engage community partners to help support the needs and goals of pregnant and expectant families and new parents.				
Engage community partners to help support the needs of families who are parenting during stressful and challenging times.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>



# FAMILY OUTCOME: Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <b>Yellow Column</b>	This strategy is currently being utilized in my program.		If yes, is the strategy effective or does it need improvement?	
	Yes	No	Effective	Improve
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems, supports, and resources are in place to address professional development and continuous improvement, program environment, and partnerships related to families as lifelong educators.				
Incorporate goals related to families as lifelong educators into agency work plans and strategic planning.				
Collaborate with school systems to support and empower families in their continued role as their child's lifelong educators.				
Promote cross-service area teamwork.				
<b>CONTINUOUS IMPROVEMENT</b>				
Use self-assessment results, related surveys and staff service integration meetings to better understand the effectiveness of family-staff relationships with respect to teaching and learning.				
Use information from the self-assessment results and related surveys to improve staff-family relationships and to strengthen family literacy practices.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Include teachers/teachers' assistants in parenting education sessions so parents and teachers can share information about child learning and development, and program curriculum.				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Impact Areas, *Pink Column***

<b>EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Impact Areas, <i>Pink Column</i></b>	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Welcome families to observe and actively participate in their child’s classroom or home-based activities.				
Support and encourage parents to share tips on everyday learning practices with staff and other families.				
<b>FAMILY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Support relationships between parents and their children as part of the foundation for interactions around early learning.				
Provide opportunities and support parents in working toward their own literacy goals.				
<b>TEACHING AND LEARNING</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Consistently connect with families to gather child information and parent observations to inform teaching.				
Share information about children’s social, emotional, physical, and cognitive development, and the importance of honoring the home language (with families of children who are dual language learners).				
Share information about approaches that promote child outcomes outlined in the Head Start Child Development and Early Learning Framework.				
Engage parents in conversations where child assessment data is shared and parents learn about children’s progress.				
Use a database/management information system that is accessible to families and that assists teachers in sharing child assessment information in an understandable, family- friendly format.				
<b>COMMUNITY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Support family experiences with community resources that support children’s learning and development, such as libraries and museums.				
Share information with families about resources and services for children with disabilities.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>



# 4

## FAMILY OUTCOME: Families as Learners

Parents and families advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

<b>EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <span style="color: orange;">Yellow Column</span></b>	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems, supports and resources are in place to address professional development, continuous improvement, program environment, and partnerships related to families learning goals for themselves and their children.				
Incorporate goals related to family learning into agency work plans and strategic planning.				
Form agreements with education entities and organizations that support staff and families' education and training goals.				
<b>CONTINUOUS IMPROVEMENT</b>				
Use community assessments, self-assessments, family partnership agreements, and related surveys on education and training services in the program and community to understand opportunities and challenges.				
Use information from community assessments, self-assessments, and related surveys to improve family options for GED, training, certificate, and degree programs.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Create "learning communities" for staff.				
Develop staff skills to support families in meeting their learning goals.				
Develop knowledge about different kinds of education and training opportunities available to families.				
Prepare staff to engage parents in meaningful and creative ways in parent meetings and trainings.				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS,  
PFCE Framework, Program Impact Areas, **Pink Column****

	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Welcome and support families as learners.				
Make information available that supports parents' personal growth and career development.				
Ensure that parent meetings and trainings are announced routinely, that announcements are inviting, and that language is not a barrier to parent participation.				
Provide opportunities for families to connect with other families in the program or community that are working to achieve similar learning/educational goals.				
<b>FAMILY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Use the family partnership agreement process to assist families with their education and training goals, and provide referrals to educational resources (GED, adult education, ESL, employment opportunities, workplace literacy, parenting skills, job training, job preparation skills, etc.).				
Follow-up on referrals to ensure that families are enrolled and have the necessary supports to complete their education and/or training.				
Invite past program parents and community volunteers to share their educational and career experiences with families.				
Invite families to volunteer or apply for jobs in the program in ways that support their parenting, career, or life goals.				
<b>TEACHING AND LEARNING</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Support parents as learners in parenting education programs that help parents learn more about their child's learning, development, and behavior.				
Support family literacy activities between parents and children.				
Encourage families to observe and participate in child learning and development during home visits and in classrooms.				
<b>COMMUNITY PARTNERSHIPS</b>	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
Link families to community resources for internships, volunteer activities, and other experiences that expand their knowledge and skills and build on their career interests.				
Form partnerships with educational resources in the community and beyond, including higher education institutions, to support families' learning interests and educational goals.				
Form partnerships with adult educators who creatively enhance education and training opportunities for families.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>



# FAMILY OUTCOME: Family Engagement in Transitions

Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <b>Yellow Column</b>	This strategy is currently being utilized in my program.		If yes, is the strategy effective or does it need improvement?	
	Yes	No	Effective	Improve
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems, supports and resources are in place to address professional development, continuous improvement, and partnerships related to child and family transitions.				
Establish ongoing communications in addition to the required Memoranda of Understanding between Head Start and the Local Educational Agencies (LEA).				
<b>CONTINUOUS IMPROVEMENT</b>				
Use the self-assessment process, related surveys, and LEA data sources (where possible) to review transition activities and to better understand opportunities and challenges.				
Use information from the self-assessment, related surveys, and other data sources to improve transition practices with families and community partners.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Conduct joint transition trainings across EHS/HS and local educational agencies.				
Gain understanding about the realities public schools face and acknowledge both constraints and opportunities in building local partnerships (differences in policy, regulations, budgets, organizational design, etc.).				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS,  
PFCE Framework, Program Impact Areas, **Pink Column****

	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Welcome and engage families as partners in transition planning.				
Create a culture of supporting families during transitions as they are the key to creating continuity for children.				
Help families identify and understand quality criteria in early childhood settings as children make transitions from prenatal to postnatal services, new service options, new classrooms, or new home visitors.				
<b>FAMILY PARTNERSHIPS</b>				
Use the family partnership agreement process to help families develop transition plans for themselves and their children.				
Provide families with information, training, and connections to future early care and educational settings to help facilitate the transition process for parents and children (e.g., information about what families might expect of LEA instruction and training about how to effectively interact with school system staff members. ).				
Ensure families are educated about their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA).				
<b>TEACHING AND LEARNING</b>				
Ensure families have ongoing opportunities to discuss their observations and concerns about their child’s strengths and challenges prior to transitions from EHS to HS and HS to LEA.				
Share information about activities and everyday interactions with children that promote school readiness as outlined by the Head Start Child Development and Early Learning Framework.				
Ensure families have ongoing opportunities to discuss child assessment data so that families are prepared to initiate and/or participate in similar discussions with teachers in the LEA.				
Provide families with information about child development and the impact of transitions on children across early childhood and school settings.				
<b>COMMUNITY PARTNERSHIPS</b>				
Coordinate services for children and families leaving Head Start through program-school partnerships.				
Provide advocacy training and opportunities for families to develop and use advocacy skills in the context of their child’s lifelong learning.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>



# FAMILY OUTCOME: Family Connections to Peers and Community

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

<b>EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <span style="color: orange;">Yellow Column</span></b>	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM LEADERSHIP</b>				
Ensure that systems and staff development facilitate opportunities for parents to develop relationships with their peers through meetings, trainings, support groups, mentoring programs or community referrals.				
Incorporate goals related to family connections to peers and community into agency work plans and strategic planning.				
<b>CONTINUOUS IMPROVEMENT</b>				
Use the community assessment, self-assessment, related surveys, and ongoing relationships with families to understand the opportunities and challenges related to parent connections, peers, and community.				
Use information from community assessment, self-assessment, and related surveys to improve practices related to parent connections, peers and community.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Conduct staff training on facilitating peer activities that help parents and families enhance parent-child relationships.				
Conduct staff training on facilitating peer activities that help parents and families strengthen their role as educators.				
Conduct staff training on facilitating peer activities that help parents and families reflect and set learning goals.				
Conduct staff training on facilitating peer activities that help parents and families learn about transitions.				
Conduct staff training on facilitating peer activities that help parents and families encourage parent leadership and advocacy.				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Impact Areas, *Pink Column***

	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Create safe and respectful environments where parents can lead and learn from each other and ask for the kinds of information that they find helpful as individuals and members of a group.				
Provide space and resources, if necessary, for monthly events chaired by parents, for parents.				
<b>FAMILY PARTNERSHIPS</b>				
Facilitate (or refer parents to) parental support and/or educational groups where they can share their concerns (e.g. children’s special needs).				
Talk with parents about the formal and informal social networks (support, amusement, help, education, etc.) they have and explore interests or needs in forming new (or renewed) social connections.				
Individualize opportunities for peer-to-peer connections for different groups of parents (e.g., fathers or grandparents).				
Support parents interests and goals with skill-building volunteer opportunities in the program and community.				
<b>TEACHING AND LEARNING</b>				
Ensure families have ongoing opportunities to discuss their observations and concerns about their child’s strengths and challenges prior to transitions from EHS to HS and HS to LEA.				
<b>COMMUNITY PARTNERSHIPS</b>				
Collaborate with community organizations that share parents’ concerns and interests.				
Link families with meaningful support networks, peer-to-peer groups, and volunteer opportunities in the community.				



<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>



## FAMILY OUTCOME: Families as Advocates and Leaders

Families participate in leadership development, decision-making, program policy development, or community and state organizing activities to improve children’s development and learning experiences.

EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Foundations, <b>Yellow Column</b>	This strategy is currently being utilized in my program.		If yes, is the strategy effective or does it need improvement?	
	Yes	No	Effective	Improve
<b>PROGRAM LEADERSHIP</b>				
Ensure that parents’ opinions are heard and included in the program planning processes (e.g., Policy Council and parent committees, etc.).				
Ensure that systems and supports are in place to address professional development, continuous improvement, program environment, and partnerships related to engaging families as advocates and leaders.				
Incorporate goals related to family advocacy and leadership into agency work plans and strategic planning.				
<b>CONTINUOUS IMPROVEMENT</b>				
Conduct regular assessments on parent leadership and advocacy experiences to understand opportunities and challenges.				
Use related assessment data to improve practices related to parent leadership and advocacy.				
<b>PROFESSIONAL DEVELOPMENT</b>				
Provide training on the multicultural principles, leadership development, and advocacy for staff and families.				

**EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Impact Areas, *Pink Column***

<b>EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS, PFCE Framework, Program Impact Areas, <i>Pink Column</i></b>	<i>This strategy is currently being utilized in my program.</i>		<i>If yes, is the strategy effective or does it need improvement?</i>	
	<b>Yes</b>	<b>No</b>	<b>Effective</b>	<b>Improve</b>
<b>PROGRAM ENVIRONMENT</b>				
Create an environment that welcomes and affirms parent leadership and advocacy in the program.				
Work with parents to arrive at agreed upon understandings of how to partner and how to collaborate with each other within the program.				
<b>FAMILY PARTNERSHIPS</b>				
Provide opportunities for parents to identify their strengths as leaders/advocates and to use them in the program and community.				
Share information with families about existing parent-to-parent organizations, family peer networks, and/or parent-initiated school-community efforts in order to foster continuity in leadership and advocacy roles beyond Head Start.				
<b>TEACHING AND LEARNING</b>				
Provide opportunities for parents to identify their strengths as leaders/advocates in the context of their child's learning.				
Support parents as leaders/advocates in their community as negotiators related to their child's learning and progress.				
Encourage families to serve as advocates by observing and participating in their child's learning and development during home visits, in classrooms, and in community organizations.				
Support families in serving as advocates by sharing information with the LEA and other relevant community programs about activities and everyday interactions with their children that promote school readiness as outlined by the Head Start Child Development and Early Learning Framework.				
Ensure families are offered the opportunity to learn about leadership strategies related to child assessment data so they are prepared to initiate similar discussions with teachers in the LEA or other relevant community groups.				
<b>COMMUNITY PARTNERSHIPS</b>				
Provide parent mentoring opportunities that could include staff, alumni parents/families, elders, and professionals in the community to serve as a resource and support for parent leadership development.				
Partner with parents to engage advocacy groups that work on issues related to child, family and community needs.				
Form partnerships with parent-to-parent organizations or other LEA parent groups to facilitate connections for HS/EHS families.				

<b>AREAS OF STRENGTH</b>	<b>NEXT STEPS</b>	<b>ADDITIONAL RESOURCES</b>
<p><i>Use this space to reflect on your responses. Write down which strategies are currently in practice and effective. Why are they effective? Can you identify patterns of success that could be applied elsewhere?</i></p>	<p><i>Use this space to reflect on those strategies that are not currently in practice or are areas that need improvement. Why are some challenges? List some steps you can take in enhancing engagement practice.</i></p>	<p><i>Use this space to write down resources needed for enhancing engagement practice. Resources needed might include: Leadership support, professional development opportunities, community engagement, technical assistance, etc.</i></p>

