



Resource Guide

Strengthening Connections Across the PFCE Framework's Program Foundations

The First Webinar in the Understanding How Program Foundations Work Together to Strengthen Parent, Family, and Community Engagement Series

The following resources provide information and guidance on the topics discussed in the Strengthening Connections across the [PFCE Framework](#) Program Foundations webinar. You can use these resources to build on what you learned in the webinar and support your family engagement efforts. The resources are organized into the following categories:

- Family engagement fundamentals
- Role of family engagement in children's school readiness and success
- OHS PFCE Framework Research base
- Tools to support PFCE Framework implementation

Family Engagement Fundamentals

Harvard Family Research Project (2010). *Family engagement as a systemic, sustained, and integrated strategy to promote student achievement*. Cambridge, MA. Retrieved from <http://www.hfrp.org/publications-resources/browse-our-publications/family-engagement-as-a-systemic-sustained-and-integrated-strategy-to-promote-student-achievement>

This paper offers an expanded definition of family engagement that is based on research about children's learning and the ways in which families, schools, and communities work together to ensure children's success.

The National Center on Parent, Family, and Community Engagement (n.d.). *Family engagement as parent involvement 2.0*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/revised-parent-engagement-as-pi.pdf>

The purpose of this resource is to help clarify the OHS change in terms and concepts from parent involvement to family engagement. Head Start and Early Head Start programs can use this publication to help clarify the differences between the two concepts.



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



Role of Family Engagement in Children's School Readiness and Success

Hart, B., & Risley, T. R. (1995). *Meaningful differences in the everyday experience of young American children*. Baltimore, MD: P.H. Brookes Publishing Co.

In this book, Hart and Risley discuss how differences in young children's verbal interactions at home contribute to the knowledge gap between low-income children and their economically advantaged peers. The authors recommend adopting policies and programs such as home visiting by mentors to support families.

Hernandez, D. J. (2011). Double jeopardy: How third-grade reading skills and poverty influence high school graduation. Retrieved from <http://www.aecf.org/~media/Pubs/Topics/Education/Other/DoubleJeopardyHowThirdGradeReadingSkillsandPoverty/DoubleJeopardyReport040511FINAL.pdf>

This study explores the linkages among reading proficiency in the third grade, family and neighborhood poverty, and high school graduation rates. One recommendation from the study is to strengthen family engagement in children's education by helping parents increase their own education levels.

Neuman, S. B., & Celano, D. C. (2012). *Giving our children a fighting chance: Poverty, literacy, and the development of information capital*. New York: Teachers College Press.

In this book, Neuman and Celano discuss findings from their 10-year study focused on the role of literacy as a strategy for narrowing the knowledge gap between poor children and their more affluent peers. The authors recommend community-based programs that help parents learn how to coach their children in reading, and they also provide parents with information to support their children in preschool and school.

OHS PFCE Framework Research Base

Douglass, A. (2011). Improving family engagement: The organizational context and its influence on partnering with parents in formal child care settings. *Early Childhood Research and Practice*, 13(2), Retrieved from <http://ecrp.uiuc.edu/v13n2/douglass.html>

This study explores the impact that the management structures of four early care and education providers have had on the development of family-staff relationships. The author discusses the different structures of each provider and offers ideas to help managers encourage effective family engagement in their centers.



Children's Mental Health Services Research Center (Producer). (2012, October 4) *Organizational effectiveness*. [Video file]. Retrieved from <http://www.youtube.com/watch?v=hCGI0owg3WI>

Glisson discusses what he refers to as organizational social context and its role in increasing the effectiveness of mental health and child welfare organizations.

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

This book describes a systemic approach to education reform with key factors for improvement that include school leadership, professional capacity of the faculty and staff, a student-centered learning climate, instructional guidance, and parent, school, and community ties. The book also discusses the ways that community characteristics and relationships affect school improvement efforts.

Tools to Support PFCE Framework Implementation

The National Center on Parent, Family, and Community Engagement. *Using the Head Start Parent, Family, and Community Engagement Framework in your program: Markers of progress*. (2012) Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/ncpfce-markers-of-progress.pdf>

The National Center on Parent, Family, and Community Engagement. (2012) *Using the Head Start Parent, Family, and Community Engagement Framework in your program: Digital markers of progress*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/dmop>

The National Center on Parent, Family, and Community Engagement. (2012) *Integrating strategies for program progress (ISPP) Part I and II*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/IntegratingStrat.htm>

The National Center on Program Management and Fiscal Operations. (2013) *Data in Head Start and Early Head Start: Creating a culture that embraces data*. Retrieved from <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/operations/center/data>

OHS Fall to Fall Webinar Series: Advancing Family Engagement through Professional Development in Family Services

Learn more: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/fall-2-fall>

In this series, OHS promotes training and technical assistance resources on the Early Childhood Learning and Knowledge Center (ECLKC) website. These resources can be used to support staff development around each of nine relationship-based competencies outlined in [Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work With Families](#).

