Professional Development Guides for Implementing Parent, Family, and Community Engagement

Content Area:

Family Engagement and School Readiness

Explore how effective Parent, Family, and Community Engagement (PFCE) contributes to school readiness. Use this guide to create learning experiences for your Head Start, Early Head Start, and other early childhood staff.

Guiding Questions

- What is the role of PFCE in fostering healthy child development and school readiness?
- What strategies can I use to partner with families to support their children's learning?
- How can I integrate PFCE and school readiness strategies throughout my program's systems and services?

THE NATIONAL CENTER ON
Parent, Family, and Community Engagement

ncpfce@childrens.harvard.edu
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family

This tool was prepared under Grant #90HC0003 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Parent, Family, and Community Engagement. Special thanks to the program staff, federal staff, Training and Technical Assistance staff, and National Centers' staff who made this resource possible through their generous sharing of time and thoughtful contributions to this work.

Contents

Overview 1

Reflective Practice 3

Family Engagement and School Readiness: Introduction 5

Family Engagement and School Readiness: Learning Extensions

Guiding Question: What is the role of PFCE in fostering healthy child development and school readiness?

- A Research to Practice Series—Family Engagement and School Readiness 6
- B The Foundations for Life and School Readiness Begin in Infancy 9
- C Connecting the Dots: Family Engagement and School Readiness 13

Guiding Question: What strategies can I use to partner with families to support their children's learning?

- D Begin with Parents' Perspectives 16
- E Understanding Families as Lifelong Educators 20
- F Engaging Fathers 23
- G Teaching and Learning: Partnering with Fathers 25
- H Family Engagement in Transitions: Transitions to Kindergarten 28
- I Engaging Families in the Transition to Kindergarten: One Approach 30

Guiding Question: How can I integrate PFCE and school readiness strategies throughout my program's systems and services?

- J Program Environments: Responsive Programming for Migrant Families 32
- K Integrating PFCE and School Readiness 35

Family Engagement and School Readiness: Resources 38

Family Engagement and School Readiness: Appendices 40

Icon Key:

Resources | Visit Website | Time | Video | Document

Overview

Welcome to the Professional Development Guides for Implementing Parent, Family, and Community Engagement (PFCE). These guides offer resources and group experiences and activities, which we call "learning extensions," that support the Head Start/Early Head Start community in implementing effective PFCE.

Use these resources and learning extensions to shape a systemic, integrated, and comprehensive approach to PFCE and to make progress toward positive outcomes for families and children. You may need to modify or adapt the learning extensions based on your group's knowledge and experience. We encourage you to share your adaptations and ideas for new activities with us.

Follow the guides from beginning to end as part of a professional development plan, or turn to the individual content areas that address your specific needs.

Content Areas

We have designed these professional development guides to cover the knowledge and skills needed to implement effective PFCE. Each content area responds to a different set of guiding questions. Review the guiding questions for this content area below:

Content Area	Guiding Questions
Family Engagement and School Readiness	• What is the role of PFCE in fostering healthy child development and school readiness? • What strategies can I use to partner with families to support their children's learning? • How can I integrate PFCE and school readiness strategies throughout my program's systems and services?

Each guide has three sections:

- The **Introduction** provides an overview of the content area.
- In **Learning Extensions**, you will find instructions for leading groups in professional development experiences using PFCE resources, including readings, presentations, videos, and activities. Tips for adapting the learning extensions for individuals are also provided.
- The **Resources** section lists all of the materials used in the content area, as well as additional resources to explore.

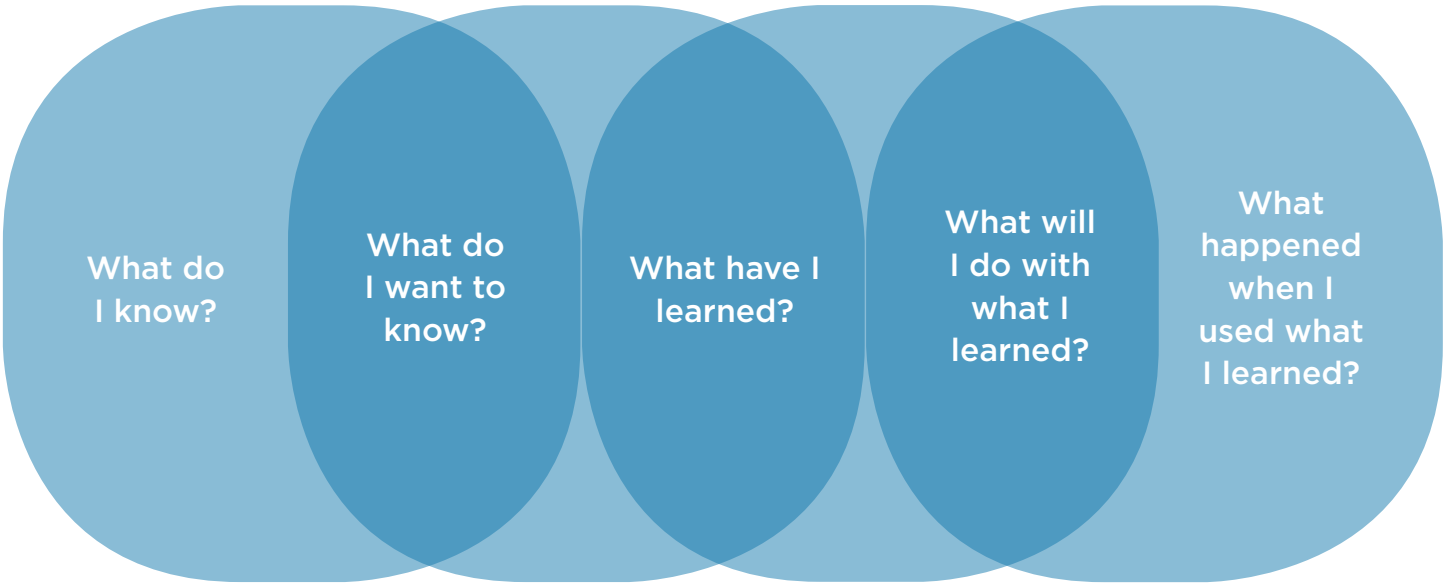
Overview, cont.

Working with Adult Learners

Learning a new approach, skill, or activity is a process. These guides use reflective practice to assist individual and group learning. Using this ongoing reflection approach, you will acknowledge your and your group's experiences, expertise, desires, and discoveries. We encourage you to support colleagues, coworkers, and supervisors to engage in reflective practice. Benefits of ongoing reflective practice include:

- Improved skills in engaging families and communities
- Strengthened relationships with others
- Greater awareness and understanding of how your experiences influence your implementation of PFCE

Reflective Practice Process



Media and Methods

The Professional Development Guides for Implementing PFCE utilize a variety of media and methods. These include real-life examples of PFCE in Head Start/Early Head Start programs, as well as readings and videos that highlight effective implementation of PFCE. As you explore the learning extensions, consider which formats and methods will work best with your group.

Note: You can find all the resources used in these guides on the Internet. Turn to page 38 for the full web addresses.

Getting Started

Incorporating these guides into your professional development plans will increase your potential for being successful in engaging parents, families, and the community. As you get started, use your responses to the questions below to help you determine which content areas and learning extensions to use. The content area guiding questions on page 1 may also help you select learning extensions to begin with.

- Are you responding to a specific need?
- Are you creating a professional development plan for PFCE?
- What methods and media best meet your group's needs?

Reflective Practice

Reflective practice is a powerful process used by individuals and groups to examine and enhance practice. It can be used during professional development planning, at the beginning and conclusion of professional development experiences, and as an ongoing part of professional practice. To get started, follow the three steps below. Be sure to return to these steps, and add additional reflections over time.

Resource you will need:

Reflective Practice Tool (see page 4)

Step 1:

Consider what you want to reflect about.

a. Reflect on your needs and the needs of your group. Use your reflections to help decide which content areas and learning extensions to use.

b. After you choose a content area, review what it covers. (This is summarized on the first page of the guide.) Conduct a short discussion with your group about which learning extensions you want to explore.

Step 2:

Write responses to questions 1 and 2 on the *Reflective Practice Tool*.

Step 3:

As you complete the learning extensions, return to the *Reflective Practice Tool* and add reflections by responding to questions 3, 4, and 5.

Tip: Provide each member of your group with a copy of the *Reflective Practice Tool* to complete. Ask members to share their individual reflections. Collect these reflections to create a combined group list.

Reflective Practice Tool

Use this tool to capture your reflections about your learning

Guiding Question	Your Reflections.
What do I know? What experiences have I had with this topic? What do these experiences mean and how might they impact my work?	
What do I want to know? What do I want to know? What do I want to explore and learn about?	
What have I learned? What new ideas or perspectives have been confirmed or discovered?	
What will I do with what I learned? What idea, strategy, or activity will I try?	
What happened when I used what I learned? What happened when I tried a new idea, strategy, or activity? What discoveries did I make?	

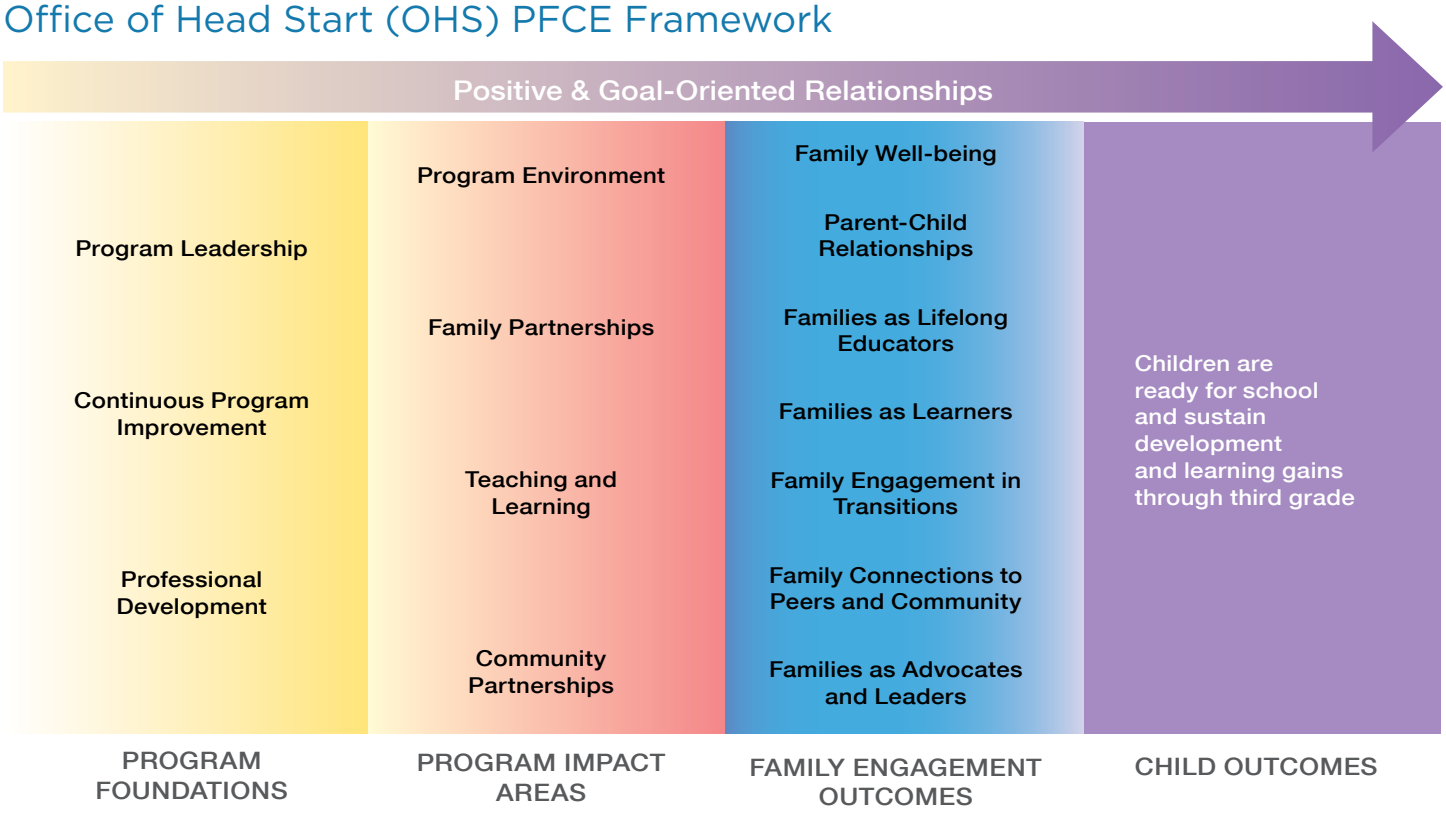
Family Engagement and School Readiness: Introduction

For parents and families, working to enhance their children's school readiness means being engaged in their children's lifelong success. A systemic, integrated, and comprehensive approach to family engagement can help programs partner with families to prepare their children to learn and thrive.

In the first months and years of life, children learn primarily from their families. Families and programs can create meaningful interactions and experiences that give children the skills they need to succeed. At home and at school, children develop self-regulation, joint attention, and executive functions, as well as other cognitive, social, and emotional skills. Head Start/Early Head Start programs can partner with families to strengthen the positive influence they have on their children's early learning and school readiness.

Head Start/Early Head Start programs can play a vital role in supporting children's learning by helping families build on their strengths and overcome challenges. Through partnerships with Head Start/Early Head Start programs and other community resources, families can become advocates for quality education for their children, improving their children's educational opportunities.

Office of Head Start (OHS) PFCE Framework



The OHS PFCE Framework is a research-based approach to program change that shows how Head Start/Early Head Start programs can work together as a whole—across systems and service areas—to promote family engagement and children's learning and development.

Research to Practice Series—Family Engagement and School Readiness

Learn how family engagement contributes to children's healthy development and school readiness. Explore the research on the link between family engagement and school readiness.

Guiding Question:

What is the role of PFCE in fostering healthy child development and school readiness?

30–45 minutes

Resources you will need:

- *Understanding Family Engagement Outcomes: Research to Practice Series—Family Engagement and School Readiness*

  Calculator

  Option: Flip-chart paper and markers

- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *Research to Practice Series—Family Engagement and School Readiness*.
- Print copies of the *Research to Practice Series—Family Engagement and School Readiness* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- **Option:** Using the flip-chart paper, prepare a visual of the calculation of program hours for children per year using the directions in Part 1.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

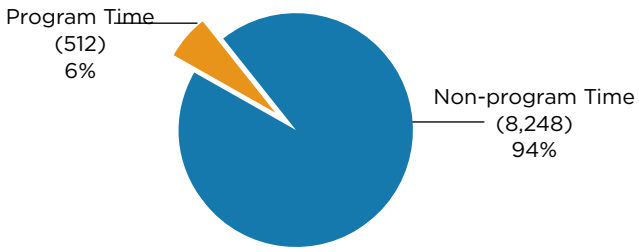
Part 1*

1. Explain to the group that you will be calculating the percentage of time that children spend with center-based program staff each year.

2. Walk the group through calculating how much time children spend in a part-year, part-day, center-based Head Start program, and how much time they spend with their families or in other settings in one year.

   Sample calculation for a part-year, part-day, center-based program:
   - 128 program days each year × 4 hours per day = 512 hours of program time per year. (Adjust this figure to reflect the program your group works with.)
   - Total hours in a year is 365 days × 24 hours per day = 8,760 hours per year.
   - 512 hours of program time / 8,760 hours per year = 6 percent of the total amount of time in one year is program time.

3. Share the pie chart below, which illustrates the results of the sample calculation of the number of hours children spend in this sample program per year.



4. Ask the group members to calculate the percentage of time children spend in their program, based on their program option(s).
   Option: Ask them to create new pie charts that illustrate the results of these calculations.

* Special thanks to the National Center on Quality Teaching and Learning who developed this exercise and have allowed us to share it.

Part 2

1. Direct your group members' attention to the *Research to Practice Series—Family Engagement and School Readiness.* Explain that they will have an opportunity to discuss what they read about in the document. (If group members haven't read the document, reassure them the document will be available to refer to during their discussions, and allow additional time for small groups to review sections prior to discussing them.)

Directions, cont.:

2. Divide the whole group into four smaller groups and assign each group one of the following sections:
    - Group 1: "Infants and Toddlers: Learning from the Beginning" (page 2)
    - Group 2: "Preschool: Developing the Skills for Success" (pages 2–3)
    - Group 3: "Promoting School Readiness" (page 4)
    - Group 4: "Conclusion: Bringing It All Together" (page 4) and "What Can Programs Do?" (page 5)
3. Review the following directions with the small groups before starting:
    - The groups will review and discuss the assigned sections and then identify two or three points for discussion.
    - Each group will prepare a short presentation, no more than five minutes, to share these two or three points with the whole group. (This might be a song, poem, or skit that highlights the key points from their section. Or small groups might use flip-chart paper and draw or write a summary of the key points to share with the whole group.)
    - Each small group will present its key takeaways to the whole group.
4. Give the small groups time to discuss and develop their presentations.
5. Ask the small groups to share their presentations. After each small group presents, invite other group members to comment and discuss.
6. Lead a discussion using the following questions:
    - In what ways can you connect family engagement and school readiness in your work?
    - How would you tailor your work to respect individual families' cultural beliefs about their roles in their children's learning?
    - What ideas have you gathered from the *Research to Practice Series—Family Engagement and School Readiness* to help you do this?
7. Wrap up the session by summarizing the discoveries made by the group members from the readings and presentations.

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.

- During a reflective practice or reflective supervision session, explore ways you might connect family engagement and school readiness in your work. Consider the following questions:
    - How would you tailor your ideas for making these connections to individual families' cultural beliefs about their roles in their children's learning?
    - How can you use the *Research to Practice Series—Family Engagement and School Readiness* to add to your ideas about how to do this?

The Foundations for Life and School Readiness Begin in Infancy

Brain development starts at conception. Parents' emotional and physical well-being are critical for a baby's healthy brain. In work with expectant families, Head Start/Early Head Start staff members have an important opportunity to influence children's brain development at a crucial time. Explore how early learning is rooted in Family Well-being and Positive Parent-Child Relationships. Gain insight into the many factors that affect long-term health and learning.

Guiding Question:

What is the role of PFCE in fostering healthy child development and school readiness?

60–75 minutes

Resources you will need:

- *Prenatal Brain Development: Nurturing Babies in a Healthy Environment*
- *Webcast Viewer's Guide*
- *OHS PFCE Framework:* Family Engagement Outcomes (page 5)
- Flip-chart paper and markers
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the webcast, *Prenatal Brain Development: Nurturing Babies in a Healthy Environment*, the *Webcast Viewer's Guide*, and "Family Engagement Outcomes" list.
- Print copies of the "Family Engagement Outcomes" list from page 5 of the *OHS PFCE Framework.* **Option:** You may also create a flip chart or PowerPoint slide to display the list.
- Print copies of the *Reflective Practice Tool* and the *Webcast Viewer's Guide* as handouts for your group.

Directions:

1. Introduce the webcast to your group. Explain that healthy development and school readiness begin before a baby is born. The baby's interactions with his or her caregiver influence attachment, regulation, communication, and the ability to engage in experiences that promote cognitive learning and development. In this webcast, Dr. Joshua Sparrow talks about the amazing growth that occurs during the prenatal period. He discusses the importance of engaging with parents during this period to support healthy child development and school readiness.

2. Explain to the group that you will watch this webcast in segments, pausing to reflect and discuss several times. Encourage group members to take notes on their copies of the *Webcast Viewer's Guide* during the webcast.

3. Watch the first section of the webcast (minutes 04:37–16:28).
   - Summarize this section by reminding the group that genes play an important role in brain development. Experiences also play an important role, even before birth.

     Dr. Joshua Sparrow states:

     "Healthy fetal brain development depends not only on expectant parents' health, habits, and well-being, but also on the community and environments in which they [family members] live and work."
   - Ask the group members to review the description of the first Family Engagement Outcome: Family Well-being. Then, discuss in pairs how achieving Family Well-being contributes to healthy child development before and during the prenatal period.
   - Debrief with the whole group by asking group members to share highlights from their conversations. As group members share, highlight connections between achieving Family Well-being, healthy child development, and school readiness.

4. Watch the next section of the webcast (minutes 16:28–19:12).
   - Remind the group that this segment focuses on how the baby's fetal behavior might be used to help parents connect to their babies before they are born. Dr. Sparrow highlights the studies that show how fetuses respond to their environment.
   - Ask the group members to review the second Family Engagement Outcome: Positive Parent-Child Relationships. Lead a short discussion by asking the group members to share their reflections about what they just heard about how Positive Parent-Child Relationships contribute to healthy child development and school readiness.

Option 1

1. Wrap up the discussions by highlighting the connections between Family Engagement Outcomes (especially Family Well-being and Positive Parent-Child Relationships), healthy child development, and school readiness.

Directions, cont.:

Option 2

1. Watch the next segment of the webcast (minutes 19:12–38:53) to learn more about specific strategies that can be used to strengthen Family Well-being and Positive Parent-Child Relationships. Remind the group that in this section Dr. Joshua Sparrow talks about the need to recognize the tension parents feel between focusing on their unborn baby and the other demands in their lives, including other family needs and basic survival.

2. Divide the group into four smaller groups. Assign each small group one of the four following areas identified in the webcast that Head Start/Early Head Start staff can focus on to help build strong, trusting relationships with families.
    - **Gatekeeping**. The natural competition between any two adults who care passionately about the same child, such as a mother and father, mother and mother-in-law, mother and home visitor, teacher, or caregiver. (Reflect on your perspective and on the family's perspective.)
    - **Advice**. (Reflect on your perspective and on the family's perspective. How might we support Family Well-being and Positive Parent-Child Relationships?)
    - **Fetal behavior and relationships**. (Use behavior to open up communication. Focus on Family Well-being and Positive Parent-Child Relationships.)
    - **Individualizing**. (Support competence, value passion, and focus on Family Well-being and Positive Parent-Child Relationships.)

3. Ask the members of each small group to discuss the area they've been assigned using the following questions. Remind small group members to use the *Webcast Viewer's Guide* as a resource during their discussions.
    - What stands out for you about this area?
    - How might you use this information in your work with families to build strong, trusting relationships that positively contribute to healthy child development and school readiness?

4. Ask each small group to report two or three key takeaways from their conversations. As small groups report out, look for opportunities to highlight how building strong, trusting relationships contributes to healthy child development and school readiness.

5. Wrap up the discussion by asking the group what relationship-based practices they use or could use to build strong, trusting relationships with families that contribute to healthy child development and school readiness. Watch the last section of the webcast (minutes 38:53–40:25).

Directions, cont.:

6. Highlight how Head Start/Early Head Start programs can help babies grow and thrive by building strong relationships with families.
7. Ask group members to share examples of strong program-family relationships from their own work.
8. Wrap up the discussion by highlighting how healthy child development and school readiness begins during the prenatal period. Emphasize the critical role families play in this process and the important role Head Start/Early Head Start staff can play in building Positive Goal-Oriented Relationships that contribute to Family Well-being and Positive Parent-Child Relationships.

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- Use the three questions Dr. Joshua Sparrow posed in this panel presentation to guide individual reflections, journaling, or group reflections. Reflect on your own perspective and on the family's perspective. Remember to focus on the parent-child relationships.
    - How can I introduce the topic of prenatal brain development in a way that will help me understand what it means to an individual family?
    - What kinds of experiences, beliefs, hopes, and fears might affect how expectant families approach this topic and how they understand conversations about it?
    - How can I individualize discussions about prenatal brain development to respect each expectant parent's individual culture and place on his or her path to parenthood?

Connecting the Dots: Family Engagement and School Readiness

Learn how consistency between home and school reinforces program-family relationships and children's learning everywhere. This begins with staff respecting each individual family's culture and views of the role that family members play in their child's learning. Explore ways to create more consistency by partnering with families to connect their interests, strengths, and priorities with your program's school readiness goals.

Guiding Question:

What is the role of PFCE in fostering healthy child development and school readiness?

30–45 minutes

Resources you will need:

- *Family Interests and Strengths* (see Appendix B)
- *Family Interests and Strengths Aligned to School Readiness Goals* (see Appendix C)
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the charts entitled *Family Interests and Strengths* and *Family Interests and Strengths Aligned to School Readiness Goals*.
- Print copies of the charts and the *Reflective Practice Tool* as handouts for your group.

Directions:

1. Explain to your group that you will be thinking together about what families want for their children, including their hopes, dreams, strengths, and priorities. Then explain that together you will explore the connections between what families want for their children and program goals for school readiness.
2. Ask each group member to identify two specific families with whom they work in their programs. Remind them to honor their programs' guidelines on confidentiality while doing this exercise.
3. Have group members list what they know about the families' interests and strengths on the *Family Interests and Strengths* chart or on a piece of paper.
4. Ask group members to consider the following questions and add to the notes they have for each family:
   - What do family members like to do with their child?
   - What are their hopes and dreams for their child?
   - What do they see as their child's strengths?
5. Ask your group members to identify how the families' interests, hopes, and dreams for their children connect to school readiness goals, using the *Family Interests and Strengths Aligned to School Readiness Goals* chart.
6. Lead a whole-group discussion by asking:
   - How could you communicate with families about how their interests, strengths, hopes, and dreams for their children help encourage school readiness?
   - Wrap up the activity by providing time for the group to reflect on this activity. What did they discover? What are they still wondering?

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and note reflections in the space provided.

- In reflective practice sessions, continue to consider how families' interests, strengths, hopes, dreams, and priorities for their children connect to school readiness goals. Encourage further discussion of how these connections can be highlighted and strengthened in program plans for school readiness.

- Reflect with families:
  - Invite input (formal or informal) from families about the best way for staff to communicate with them.
  - Facilitate a discussion between staff and families about what is working and what could be improved.

- Review the fourth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Parent-Child Relationships and Families as Lifelong Educators (page 8). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do to learn more about and respect each family's culture and views of the role they play in their child's education?

Begin with Parents' Perspectives

The partnership between parents and Head Start/Early Head Start staff is fundamental to children's success in school and beyond. Discover how programs and families can share information with each other about children's learning and development. Use this resource to identify specific strategies that explore and discover with parents their perspectives.

Guiding Question:

What strategies can I use to partner with families to support their children's learning?

30–60 minutes

Resources you will need:

- *Family Engagement and Ongoing Child Assessment*
- Flip-chart paper and markers
- Timer
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *Family Engagement and Ongoing Child Assessment*.
- Print copies of the document *Family Engagement and Ongoing Child Assessment* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Prepare flip-chart paper for the small-group activity, following direction number 5 below.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

Part 1

1. Share with the group that "perspective taking" is key to being able to build relationships with families. This allows us to have open and honest conversations about children's learning and development.

2. Tell the group members that they will have an opportunity to practice having a conversation with a parent about a child. The goal of the conversation is to come to understand parents' perspectives about their children's learning and development.

3. Ask group members to pair up. Explain that one person will take the parent role, while the other person will take the Head Start/Early Head Start staff member role. They can decide who will take which role.

4. Provide your group with the scenario below, in which a parent and staff member have a conversation about a child's learning and development. Alternatively, let the pairs choose one of their own scenarios. Encourage group members to think about a specific child and parent during this activity. If group members are discussing their own scenarios, remind them to always honor the confidentiality of families.

   Scenario: A conversation with a family member who has enrolled in the program a 4-year-old with some language delays. The child has the vocabulary that is typical for a 3-year-old.

5. Review the following instructions with the group before starting. Refer to a flip chart on which you have printed these instructions.
   - The person who is playing the provider will begin by asking the person playing the parent to tell him/her about the child.
   - The "provider" will listen to the "parent" for two minutes. Explain to the pairs that in this exercise they should practice *active listening,* using body language but no words.
   - The "provider" will then have one minute to reflect back to the parent what he/she heard.

6. Have the pairs begin, giving them two minutes.

7. At the end of two minutes, prompt the pairs to switch and have the "provider" reflect back to the "parent" for one minute.

8. Have a discussion with the whole group by asking the "parents" to consider the following questions:
   - What was it like to talk about your child?
   - What was it like to be listened to in this way?
   - What was it like to hear what the "provider" heard?
   - What did you discover?
   - What issues or questions emerged for you?

Directions, cont.:

9. Continue the whole-group discussion by asking the "providers" to consider the following questions:
    - What was it like to listen to the "parent" without talking or interrupting?
    - What was it like to say back what you heard?
    - What did you discover?
    - What issues or questions emerged for you?
10. As you debrief, highlight the following key points:
    - How we approach families and ask them to share matters.
    - An essential piece of engaging families in their child's school readiness is authentically valuing parents' views and coming to understand their perspective about their child. We want to know what they think about their child's skills, behaviors, abilities, personality, and temperament.
    - Allow parents to share their perspectives. Then use it to inform what we do as staff. This builds trust, which leads to families communicating honestly with us.
    - We can use the information parents share about their children to help us adapt and adjust our teaching and family support. This fosters a partnership with families in support of their children's healthy development and school readiness.

Part 2

1. Review with the whole group the key points from the following sections of the document *Family Engagement and Ongoing Child Assessment*:
    - "Program Opportunities to Engage Families in Children's Learning and Development" (pages 7–10). Ask your group members to share strategies they use to engage families in children's learning and development (e.g., portfolios).
    - Ideas for programs on sharing child information (page 11). Ask your group members to describe strategies they use to share information with parents. Encourage them to consider whether they would modify any strategies based on their experience in the listening exercise completed earlier in this session.
2. Ask the group members to consider how these strategies might be incorporated into their school readiness and program plans.
3. Conclude this session by asking group members what they are doing to share information with families and what they might want to try in the future.

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and note reflections in the space provided.
- Ask group members to practice active listening as part of their daily interactions with families. Reflect on these experiences during reflective supervision or as part of a group reflection time.
- Reflect with families:
  - Invite input (formal or informal) from families about the best ways for staff to communicate with families.
  - Have a discussion between staff and families about what is working and what could be improved.
- Review the second and fourth competencies from the *Head Start and Early Head Start Relationship-Based Competencies:* Self Aware and Culturally Responsive Relationships (page 6) and Parent-Child Relationships and Families as Lifelong Educators (page 8). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do next to strengthen your work with these competencies?

Understanding Families as Lifelong Educators

Families are their children's most important teachers. Beginning with a healthy pregnancy and sensitive early interactions, they create the positive bonds that give children the best chance at success. Explore how we can partner with families to create an environment that fosters learning. Learn strategies, based in research, that you can use to help families build foundations that promote success in learning and life

Guiding Question:

What strategies can I use to partner with families to support their children's learning?

45 minutes

Resources you will need:

- *Understanding Family Engagement Outcomes: Research to Practice Series—Families as Lifelong Educators*

  Flip-chart paper and markers

  PowerPoint software

  Timer

- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *Research to Practice Series—Families as Lifelong Educators.*
- Print copies of the *Research to Practice Series—Families as Lifelong Educators* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Prepare a short PowerPoint presentation to introduce the key takeaways from the *Research to Practice Series—Families as Lifelong Educators* that are most relevant to the group.
- Prepare a flip chart with the following headers, one header per page:
  - "Tackle Multiple Stressors with Comprehensive Services"
  - "Partner with Parents to Learn What Is Working and What Isn't"
  - "Engage Parents to Build Consistency between Home and School"
  - "Provide Opportunities for Cross-Cultural Learning and Open Communication"

Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

1. Begin by sharing the PowerPoint presentation to review the key points from *Research to Practice Series—Families as Lifelong Educators* with your group.
2. Post the four labeled pieces of flip-chart paper around the room.
3. Review the following directions with your group before starting:
    - The whole group will be divided into four smaller groups.
    - Each small group will begin at one of the posted flip charts.
    - They will have four to eight minutes to briefly discuss the topic on the chart and write examples and ideas of what their programs are doing or might do in the future.
      For example: To tackle multiple stressors, a program might partner with a child care program to provide extended-day services. This provides access to child care at one location for parents who work.
    - At the end of the allotted time, each small group will rotate to the next chart. They will have three to six minutes to review what is on the chart and add to it.
    - As the small groups rotate two more times, they will have a few minutes to review each chart around the room.
    - At the end of this session, each small group will have had an opportunity to review and add to the examples on each of the four charts.
4. Divide group members into four smaller groups and assign each a chart to start with. Remind them that you will let them know when it is time to go to the next chart. Start the timer and facilitate the small groups rotating until each group has visited each of the charts.
5. After all the small groups have visited the charts, provide the whole group with a few minutes to walk around the room and review what is on the charts.
6. Debrief with the whole group by asking what insights members discovered during the activity. Ask group members to consider the following questions:
    - How are all family members lifelong educators?
    - What does this mean for fathers, mothers, siblings, grandparents, and other relatives?
    - When is it difficult to see families as educators?
    - What might be some examples of when this occurs?
7. Discuss the challenges families might face in educating their children about their own cultures and in negotiating across multiple cultures. Ask for ideas about how educators can support families as they face these challenges.

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- Use the notes from the chart to continue reflecting on and planning for opportunities with families to strengthen their roles as lifelong educators.
- Review the fourth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Parent-Child Relationships and Families as Lifelong Educators (page 8). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do to strengthen your work in this competency?

Engaging Fathers

Explore the strategies that staff at one program uses to engage fathers in their children's learning and development. In this Head Start/Early Head Start program, dedicated fathers learn from one another and make connections. Learn to build a community that helps fathers fulfill their role as one of the most important people in their children's lives.

Guiding Question:

What strategies can I use to partner with families to support their children's learning?

30 minutes

Resources you will need:

- *Engaging Fathers*
- *Engaging Fathers Facilitator's Guide*
- *Engaging Fathers Viewer's Guide*
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Engaging Fathers.*
- Review the documents *Engaging Fathers Facilitator's Guide* and *Engaging Fathers Viewer's Guide.*
- Print copies of the *Engaging Fathers Viewer's Guide* and *Reflective Practice Tool* as handouts for your group.

Directions:

1. Explain that the group will be watching a video about how staff at one program are engaging fathers in their children's learning and development.
2. Highlight the following strategies, practices, and Family Engagement Outcomes to watch for in the video:
    - Strategies and Practices
        - *Committed Program Leadership*
        - *Supportive and Welcoming Program Environment*
        - *Creating and Sustaining Family Partnerships*
    - Family Engagement Outcomes
        - *Strong Positive Parent-Child Relationships*
        - *Parent and Family Connections to Peers and Community*
3. Watch the video.
4. Use the following questions to lead a discussion about the video:
    - What specific strategies did you see the program use to engage fathers?
    - How do the strategies work together to create a father-friendly environment?
    - How did these strategies support healthy child development and school readiness?
    - Did you observe any missed opportunities for engagement?
    - What might you do differently?
5. Summarize the discussion by highlighting themes that emerged during the discussion.

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool,* review the last three questions and write your reflections in the space provided.
- Review the fifth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Family Connections to Peers and Community (page 9). Reflect on your knowledge, skills, and actions. What are you doing now to support Family Connections to Peers and Community? What opportunities can you find to increase your knowledge, and strengthen your skills and actions? What can you do next to strengthen your work with fathers?

Teaching and Learning: Partnering with Fathers

Explore ways to engage fathers in teaching and learning partnerships with your program. Learn how staff can ensure that fathers are welcome and viewed as important partners in their children's healthy development and school readiness.

Guiding Question:

What strategies can I use to partner with families to support their children's learning?

30–45 minutes

Resources you will need:

- *Head Start Father Engagement Birth to Five Programming Guide*

  Flip-chart paper and markers

- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the "Teaching and Learning" section on pages 35–41 of the *Head Start Father Engagement Birth to Five Programming Guide*.
- Print copies of pages 35–41 of the *Head Start Father Engagement Birth to Five Programming Guide* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Directions:

1. Introduce the activity to your group by explaining that they will have the opportunity to explore and learn about ways to engage fathers in teaching and learning partnerships.
2. Divide the group into four smaller groups and assign each one a portion of the "Teaching and Learning" section from the *Head Start Father Engagement Birth to Five Programming Guide*:
    - Group 1: "Teacher-Father Partnerships" (pages 35–36)
    - Group 2: "Sharing Information about Children's Progress" (page 37)
    - Group 3: "Bridging Home and School" (pages 38–39)
    - Group 4: "Supporting Transitions" (pages 39–41)
3. Review the following directions with the small groups before starting:
    - Each group will review and discuss their assigned section and identify two or three key takeaways they want to share with the whole group.
    - Each small group will receive a piece of flip-chart paper for them to draw or write a summary of the key points they will share with the whole group.
    - Each group will then identify a reporter who will present their key points or ideas.
4. Give the small groups time to discuss and create their charts.
5. Ask the small groups to present their sections to the whole group. As each small group shares, invite the whole group to comment and discuss.
6. Wrap up the session by summarizing the discoveries made by the group members from the readings and presentations.

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool,* review the last three questions and write your reflections in the space provided.

- Review the fourth competency of the *Head Start and Early Head Start Relationship-Based Competencies:* Parent-Child Relationships and Families as Lifelong Educators (page 8). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do next to strengthen your work with fathers?

- To continue your reflective practice, use the activities on pages 55–58 of the *Head Start Father Engagement Birth to Five Programming Guides*:
    - E1. Reflective Activity: "Testing Assumptions"
    - E2. Reflective Activity: "Past Experiences Reflection"
    - E3. Reflective Activity: "Understanding Adolescent and Young Expectant Fathers and the Prenatal Experience"

Family Engagement in Transitions: Transitions to Kindergarten

Discover the importance of the OHS PFCE Framework Family Engagement Outcome: Family Engagement in Transitions. Learn how the transition to kindergarten affects children and families and how this transition can cause a variety of feelings, including excitement, ambivalence, and loss.* Explore examples of how the Program Foundations and Program Impact Areas of the OHS PFCE Framework are linked with successful program practices.

Guiding Question:

What strategies can I use to partner with families to support their children's learning?

30–45 minutes

Resources you will need:

- *Understanding Family Engagement Outcomes: Research to Practice Series—Family Engagement in Transitions*

  Flip-chart paper and markers

  Option: PowerPoint software

- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Review the document *Research to Practice Series—Family Engagement in Transitions*.
- Print copies of the *Research to Practice Series—Family Engagement in Transitions* as a handout for your group. Share with group members to read before the session, or include time for reading during the session.
- Prepare six pieces of flip-chart paper with the following headers, one per page:
  - "Program Leadership"
  - "Continuous Improvement"
  - "Professional Development"
  - "Family Partnerships"
  - "Teaching and Learning"
  - "Community Partnerships"
- **Option:** Prepare a PowerPoint presentation to help you present the key points from the document that are most relevant for the group.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

**Note to Early Head Start Programs: While the resource associated with this learning extension specifically focuses on the transition to kindergarten, it also contains relevant research and practice recommendations for Early Head Start. Programs can use this learning extension to guide discussions on understanding and supporting other kinds of transitions for all families with young children*

Directions:

1. Begin by highlighting the key points from the document *Research to Practice Series—Family Engagement in Transitions*. (If you prepared a PowerPoint presentation, use it to help highlight the key points from the document.)
2. Post the six flip charts you have prepared around the room.
3. Review the following directions with the group before starting:
   - The whole group will be divided into six small groups.
   - Each small group will be assigned one of the posted flip charts.
   - Each small group will discuss what they notice about the examples provided in the "Promising Practices" section (pages 3–4) of the *Research to Practice Series—Family Engagement in Transitions*. Note the examples on the flip-chart paper.
   - Each group will add their own examples of how they are supporting transitions in their programs to the flip charts.
   - Each small group will need to assign a reporter to share highlights from the small group's discussion.
4. Divide group members into six smaller groups and assign each group a chart.
5. Provide the small groups time to discuss and add examples to their charts.
6. Invite each small group's reporter to share highlights of the discussions with the whole group.
7. Summarize the themes that emerge during the discussions.

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- During reflective supervision or coaching sessions discuss how you can apply your ideas to your work on transitions with families.
- Review the fourth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Parent-Child Relationships and Families as Lifelong Educators (page 8). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do next to strengthen your work with this competency?

Engaging Families in the Transition to Kindergarten: One Approach

See how one Head Start program prepares children and families for the transition to kindergarten. Learn how this program builds strong partnerships among families, programs, and schools. Explore how these partnerships lead to greater success for children. Find specific strategies that support children and families during this important transition.

Guiding Question:

What strategies can I use to partner with families to support their child's learning?

30 minutes

Resources you will need:

- *Engaging Families in the Transition to Kindergarten*
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Engaging Families in the Transition to Kindergarten.*
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the video, using the discussion questions.

**Note to Early Head Start Programs: While the resource associated with this learning extension specifically focuses on the transition to kindergarten, it also contains relevant research and practice recommendations for Early Head Start. Programs can use this learning extension to guide discussions on understanding and supporting other kinds of transitions for all families with young children.*

Directions:

1. Explain to your group that you will be watching a video about how one Head Start program works with families and children to prepare for the transition to kindergarten.
2. Ask your group members to consider the following questions while they watch the video:
    - What transition strategies did this program use?
    - How did these strategies contribute to the outcomes for families and children below?
        - Successful Transitions for Families and Children
        - School Readiness
        - Families as Lifelong Educators
3. Watch the video.
4. Lead a whole-group discussion about the video, using the following questions:
    - What strategies did you see being used?
    - How did the strategies you observed work together to contribute to progress toward family and child outcomes?
    - What family engagement strategies around transitions do you use in your program?
    - What new strategies might you try?
5. Summarize the discussion by highlighting themes and ideas that were shared.

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- During reflective supervision and/or coaching sessions, reflect on what you are doing with family engagement in transitions. How can you apply the strategies you identified to your work?
- Reflect with families by asking about upcoming changes for their children and how everyone can work together to help their children make these transitions successfully.
- Review the fifth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Family Connections to Peers and Community (page 9). Reflect on your knowledge, skills, and actions. What are you doing now to support Family Connections to Peers and Community? What opportunities can you find to increase your knowledge and strengthen your skills and actions? What can you do next to strengthen your work with families and children during the transition to kindergarten?

Program Environments: Responsive Programming for Migrant Families

See how one Head Start/Early Head Start program is fostering strong relationships and partnerships between families and staff. Explore how effective partnerships support parent-child connections, family well-being, goal setting, and school readiness.

Guiding Question:

How can I integrate PFCE and school readiness strategies throughout my program's systems and services?

30 minutes

Resources you will need:

- *Program Environments: Responsive Programming for Migrant Families*
- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Review the directions.
- Preview the video *Program Environments: Responsive Programming for Migrant Families.*
- Print copies of the *Reflective Practice Tool* as a handout for your group

Tip: You may complete this learning extension in a group or by yourself. If you are working alone, consider what opportunities there may be to talk to others about the video, using the discussion questions.

Directions:

1. Explain to your group members that they will be watching a video about the work of one Head Start/Early Head Start program to foster strong relationships and partnerships between families and staff.
2. Ask your group to think about the following questions while they watch the video:
    - What strategies did staff use to foster strong relationships with families and create a welcoming Program Environment?
    - How did these strategies contribute to making progress toward Family Engagement Outcomes and school readiness?
3. Watch the video.
4. After viewing the video, lead a whole-group discussion using the following questions:
    - What specific strategies did you see program staff use to engage families?
    - How did the strategies foster strong relationships between families and staff and create a welcoming Program Environment?
    - How did these strategies contribute to making progress toward Family Engagement Outcomes and School Readiness?
    - What strategies do you use in your program to foster relationships between families and staff and create a welcoming Program Environment?
    - How do these strategies support school readiness?
5. Summarize the discussion by highlighting connections between your group members' observations and reflections to ways that a welcoming Program Environment supports family engagement in school readiness.
6. Wrap up by asking group members to identify which strategies they want to strengthen or use in their own programs. Then ask them how they can integrate these strategies into existing program plans.

Directions, cont.:

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- Provide time during your program's planning sessions to reflect on Program Environments. What strategies might be incorporated into your school readiness and program plans to strengthen family engagement in school readiness?
- Review the second and fifth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Self-Aware and Culturally Responsive Relationships (page 6) and Family Connections to Peers and Community (page 9). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities are there to increase your knowledge and strengthen your skills and actions? How can you respect each family's individual culture and view of their role in their child's learning?

Learning Extension K

Integrating PFCE and School Readiness

Explore how specific PFCE and school readiness strategies can be carried out in ways that reinforce each other across the Program Foundations and Program Impact Areas of the OHS PFCE Framework.

Guiding Question:

How can I integrate PFCE and school readiness strategies throughout my program's systems and services?

30–45 minutes

Resources you will need:

- *OHS PFCE Framework*

  Option 1: Flip-chart paper, markers, and timer

  Option 2: Fillable PFCE Framework (see Appendix D)

- *Reflective Practice Tool* (see Appendix A)

Before you begin:

- Read the following directions and choose Option 1 or Option 2.
- Review the document *OHS PFCE Framework.*
- **Option 1:** Prepare flip-chart paper by labeling pages with the seven elements (three Program Foundations and four Program Impact Areas) of the *OHS PFCE Framework*, one per page. Post these pieces of flip-chart paper around the room.
- **Option 2:** Print copies of the *Fillable PFCE Framework* as a handout for your group.
- Print copies of the *Reflective Practice Tool* as a handout for your group.

Tip: Use this learning extension to identify your program's work with PFCE. Use the results to identify areas you want to assess further and/or to inform your program's planning.

Directions:

1. Introduce the activity to the group members by reviewing the work they have done in previous learning extensions to explore how family and community engagement is essential to healthy child development and school readiness. Remind your group that the OHS PFCE Framework provides a way to think about creating program goals and objectives and working across systems and services to make progress toward family and child outcomes.
2. Remind your group that the *OHS PFCE Framework* document can be used as a reference throughout this activity as needed.

Option 1

1. Explain to the group that this is an opportunity to identify ways PFCE and school readiness can be integrated across the Program Foundations and Program Impact Areas of the PFCE Framework.
2. Divide the whole group into seven smaller groups and assign each group a flip chart to begin. Review the following directions before starting:
    - Each group will travel around the room, posting strategies and examples for family engagement and school readiness on each flip chart.
    - To begin, each group will have five minutes at their first chart.
    - The groups will rotate to the next chart, where they will have three minutes to review and add comments.
    - Groups will continue to rotate until each group has visited each flip chart around the room.
3. Invite the small groups to begin by posting strategies and examples for family engagement aimed at school readiness on their chart.
4. After five minutes, have the groups rotate to the next chart. Continue to have the groups rotate until each of the small groups have visited each chart.
    - Note that the first round will need more time than the following rounds.
    - Remind staff to review what is already on the charts.
5. When all the small groups have had an opportunity to add to each chart, invite the group members to walk around the room and review what is on the charts.
    - The group will need around 25 minutes, plus transition time, to allow each small group to visit each chart.
    - Adjust the times to meet the groups' needs.

Directions, cont.:

6. Wrap up by asking members of the whole group what they discovered during this activity. Lead a discussion by asking the following questions:
    - What questions do you still have? What are you still wondering?
    - How do specific strategies in one program element reinforce and/or rely on strategies in other Program Foundations and Program Impact Areas of the OHS PFCE Framework?

Option 2

1. Explain to the group that this activity is an opportunity to identify ways PFCE and school readiness can be integrated across the Program Foundations and Program Impact Areas of the PFCE Framework.
2. Ask group members to work on their own and list examples of strategies that engage families in school readiness in the Program Foundations and Program Impact Areas on their *Fillable PFCE Framework.*
3. Divide the group into smaller groups of three to five people. In small-group discussions, ask them to share with each other what they noted on their *Fillable PFCE Frameworks*.
4. Lead a discussion by asking everyone what they discovered during this activity. What questions do they still have? What are they still wondering? How do specific strategies in one program element reinforce and/or rely on strategies in other Program Impact Areas or Program Foundations?

Reflective Practice Opportunities:

- Using the *Reflective Practice Tool*, review the last three questions and write your reflections in the space provided.
- Use the *Fillable PFCE Framework* to continue to reflect on how staff can support family engagement as part of their roles.
- Review the eighth competency from the *Head Start and Early Head Start Relationship-Based Competencies:* Data Driven Services and Continuous Improvement (page 12). Reflect on your knowledge, skills, and actions. What are your strengths? What opportunities can you find to increase your knowledge and strengthen your skills and actions? How can you best use the information (data) gathered in this learning extension to support Data Driven Services and Continuous Improvement?

Family Engagement and School Readiness: Resources

Resources used in this content area:

- OHS PFCE Framework
  http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf
- Understanding Family Engagement Outcomes: Research to Practice Series—Family Engagement and School Readiness
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf
- Prenatal Brain Development: Nurturing Babies in a Healthy Environment
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/cde/brain-dev/WebcastPlenaryB.htm
- Nurturing Babies in a Healthy Environment: Webcast Viewer's Guide
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/btt/docs/vBTT-Track-B-Webcast-Viewers-Guide.pdf
- Head Start and Early Head Start Relationship-Based Competencies
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/foundations/ohs-rbc.pdf
- Family Engagement and Ongoing Child Assessment
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111-1.pdf
- Understanding Family Engagement Outcomes: Research to Practice Series—Families as Lifelong Educators
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-series-families-as-lifelong-educators.pdf
- Engaging Fathers
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/fatherengagement/best-practice-video-engaging-fathers.html
- Engaging Fathers Facilitator's Guide
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-fathers-facilitator-guide.pdf
- Engaging Fathers Viewer's Guide
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-fathers-viewer-guide.pdf
- Head Start Father Engagement Birth to Five Programming Guide
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf
- Understanding Family Engagement Outcomes: Research to Practice Series—Family Engagement in Transitions: Transitions to Kindergarten
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf
- Engaging Families in the Transition to Kindergarten
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/kindergarten.html
- Program Environments: Responsive Programming for Migrant Families
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/programenvironme.htm

Family Engagement and School Readiness: Resources

Additional resources to explore:

- Gathering and Using Language Information that Families Share
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/dll_background_info.pdf
- OHS PFCE Framework Family Engagement Outcomes: References Summary
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfceframeworkfa.html
- Quality Teaching and Learning: Framework for Effective Practice—Supporting School Readiness for All Children
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/practice
- Quality Teaching and Learning: Transition to Kindergarten
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/teaching/center/transition
- A Quick Look: EHSNRC Resources to Assist You in Thinking About School Readiness for Infants and Toddlers
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/school-readiness/AQuickLookRec.htm
- Relationship-Based Competencies: Self-Assessment Tool for Staff
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rbc-professional-growth-assessment-staff.pdf
- Relationship-Based Competencies: Self-Assessment Tool for Supervisors
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/foundations/ohs-rbc.pdf
- Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/dual%20language%20learners/pdm/responsiveness/revisiting.htm
- Understanding Family Engagement Outcomes: Research to Practice Series—Families as Learners
  http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/families-as-learners.pdf

Appendix A: Reflective Practice Tool

Use this tool to capture your reflections about your learning.

Guiding Question	Your Reflections
What do I know? What experiences have I had with this topic? What do these experiences mean and how might they impact my work?	
What do I want to know? What do I want to know? What do I want to explore and learn about?	
What have I learned? What new ideas or perspectives have been confirmed or discovered?	
What will I do with what I learned? What idea, strategy, or activity will I try?	
What happened when I used what I learned? What happened when I tried a new idea, strategy, or activity? What discoveries did I make?	

Appendix B: Family Interests and Strengths

Use this chart to track your reflections about families in your program.

Family #1	Family #2

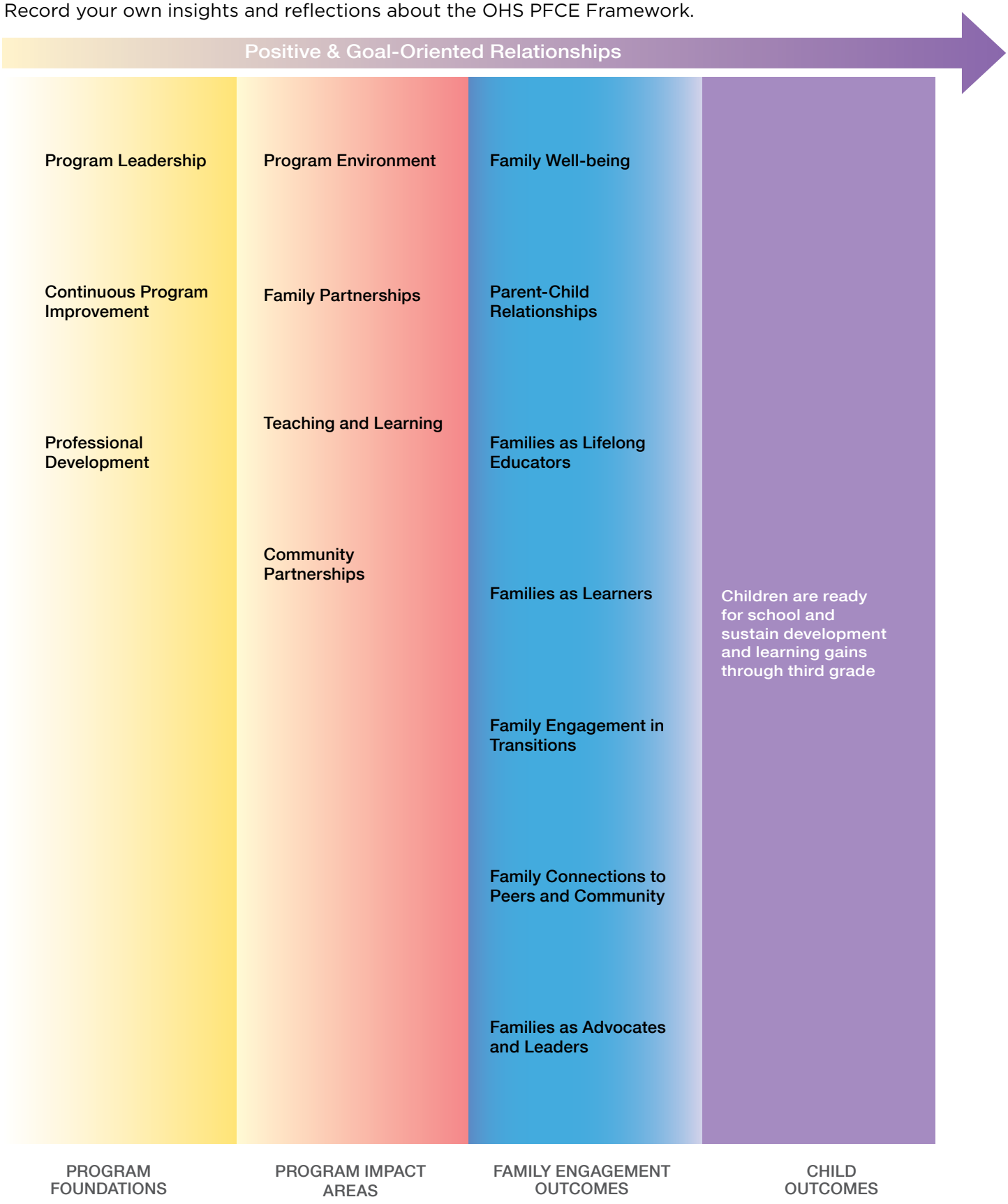
Appendix C: Connecting Family Interests and Strengths (I/S) to School Readiness Goals (SRG)

Use this chart to track your reflections about families in your program.

Family: List I/S below	**SRG** List SRG that correspond to family interests and strengths	**Family:** List I/S below	**SRG** List SRG that correspond to family interests and strengths

Appendix D: Fillable PFCE Framework

Record your own insights and reflections about the OHS PFCE Framework.



THE NATIONAL CENTER ON

Parent, Family, and
Community Engagement