

Family Engagement Resource Guide



Resources That Promote
Strengths-Based
Approaches to Supporting
Family Partnerships in
California's Early
Childhood System

Quality Counts California Family Engagement Toolkit

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Introduction

Family engagement is a family-centered, strengths-based approach to establishing and maintaining relationships with families and accomplishing change together.¹ For family engagement to be an integral part of early childhood systems and programs, early childhood professionals must engage families as essential partners while providing services that encourage children’s learning and development, nurture positive relationships between families and staff, and support families. A true partnership honors a family’s strengths and culture, mutual respect, and shared goals for the child. At the practice level, this partnership includes frequent and supportive communication, co-constructing goals and plans, shared decision-making, and working together to ensure their children’s safety and well-being.

Family engagement happens in the home, early childhood programs, and the community. It is a shared responsibility of all those who want children to succeed in school and in life. Parents and others who care for their children work together to prepare children for success. When families, communities, and early learning programs work together, young children are more successful and the entire community benefits.

About the Resources

This guide provides early learning programs and professionals serving young children (infants, toddlers, and preschoolers) and their families with resources that highlight evidence-based strategies and approaches to improve the quality of practice and interactions when partnering with families. These resources highlight websites, online learning, print materials, and videos related to family engagement, including resources and support for early educators, professional development providers, and administrators.

¹ U.S. Department of Health and Human Services & U.S. Department of Education. (2016). Policy statement on family engagement: From the early years to the early grades. Retrieved from <http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf>

Who Is This For?

Early educators—including family child care providers, administrators, and professional development providers—and community-based programs are encouraged to use these resources to guide their own approaches and professional development for working with young children and their families.



Family Engagement Focus Areas

Four focus areas of early childhood settings serving young children and their families address intentional support: programmatic elements, professional development, intentional teaching, and dual language learners. This chart provides a brief description of each focus area.

| PROGRAMMATIC ELEMENTS | PROFESSIONAL DEVELOPMENT | INTENTIONAL TEACHING | DUAL LANGUAGE LEARNERS |
|--|--|--|---|
| Program philosophy and approach promote best practices to engage and support children and families through parent education, parent advisory committees, and frequent and ongoing communication with families. | Program staff and early educators are provided with professional development to support family engagement practices. | Program staff and early educators use strategies and tools that support family engagement practices. | Program staff and early educators work in partnership with families to foster and promote learning more than one language. Program and learning environment reflect the cultural and linguistic backgrounds of children and families enrolled in the program. |

Using the Resources

Here are ideas on how to use the resources in this guide as part of your practice:

- Individually—expand knowledge and identify and implement strategies in your work with children and families
- In partnership—reflect with colleagues on family outreach and engagement practices and identify areas to strengthen in partnering with families
- In group learning—identify focus areas to strengthen, use resources to deepen understanding, and collaborate during professional development sessions to expand ways to engage families

Here are ideas on how to use the resources in this guide as part of your family outreach:

- Online—post website links, post program’s online portal, or include the guide as a resource in parent communications and newsletters
- Send home—download and print resources and tip sheets to send home or post them on your bulletin board
- In-person—hand out specific resources during back-to-school nights, parent and community events, workshops, and home visits, or share resources with library and community organizations

Resources At-a-Glance

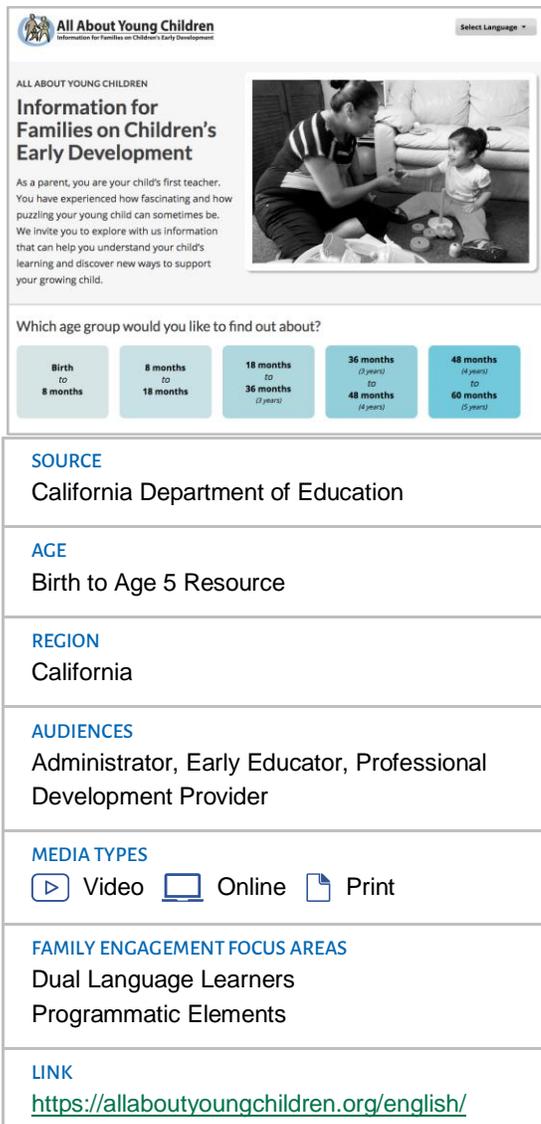
| RESOURCE TITLE | REGION | MEDIA TYPE | FAMILY ENGAGEMENT FOCUS AREAS |
|--|------------|------------|-------------------------------|
| <i>All About Young Children: Information for Families on Children’s Early Development</i> | California | Video | Dual Language Learners |
| | | Online | Programmatic Elements |
| | | Print | |
| <i>Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture</i> | California | Online | Dual Language Learners |
| | | Print | Intentional Teaching |
| | | | Programmatic Elements |
| <i>Building Partnerships with Families Series</i> | National | Online | Intentional Teaching |
| | | Print | Professional Development |
| | | | Programmatic Elements |
| <i>California’s Best Practices for Young Dual Language Learners: Research Overview Papers: Family Engagement in Early Childhood Programs: Serving Families of Young Dual Language Learners (Paper 4)</i> | California | Online | Intentional Teaching |
| | | Print | Professional Development |
| | | | Programmatic Elements |
| <i>California Early Childhood Educator Competencies (2nd edition), 2012</i> | California | Video | Dual Language Learners |
| | | Online | Intentional Teaching |
| | | Print | Professional Development |
| | | | Programmatic Elements |
| <i>California Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT)</i> | California | Video | Intentional Teaching |
| | | Online | Professional Development |
| | | Print | |
| <i>California Infant/Toddler Curriculum Framework</i> | California | Online | Intentional Teaching |
| | | Print | Professional Development |
| | | | Programmatic Elements |
| <i>California MAP (Making Access Possible) to Inclusion & Belonging: Family Engagement Resources</i> | California | Online | Programmatic Elements |
| | | Print | |
| <i>California Preschool Curriculum Frameworks</i> | California | Online | Programmatic Elements |
| | | Print | |
| <i>California Preschool Program Guidelines</i> | California | Video | Dual Language Learners |
| | | Online | Intentional Teaching |
| | | Print | Professional Development |
| | | | Programmatic Elements |

| RESOURCE TITLE | REGION | MEDIA TYPE | FAMILY ENGAGEMENT FOCUS AREAS |
|---|------------|------------|---|
| <i>¡Colorín colorado!</i> | California | Video | Dual Language Learners |
| | | Online | Programmatic Elements |
| <i>Desired Results for Children and Families</i> | California | Video | Professional Development |
| | | Online | Programmatic Elements |
| | | Print | |
| <i>Family Connections: A Mental Health Consultation Model</i> | National | Online | Programmatic Elements |
| | | Print | |
| <i>Family Engagement in Action</i> | California | Video | Programmatic Elements |
| | | Online | |
| | | Print | |
| <i>Families Support Their Children Who Are Dual Language Learners</i> | National | Video | Intentional Teaching |
| | | Online | Professional Development |
| | | Print | Programmatic Elements |
| <i>Fatherhood Connection Webinar Series</i> | National | Video | Programmatic Elements |
| | | Online | |
| | | Print | |
| <i>Immigration Policy's Harmful Impacts on Early Care and Education</i> | California | Online | Programmatic Elements |
| | | Print | |
| <i>Infant/Toddler Learning & Development Program Guidelines (2nd Edition)</i> | California | Online | Programmatic Elements |
| | | Print | |
| <i>Measuring What Matters: Using Data to Support Family Progress</i> | National | Video | Intentional Teaching |
| | | Online | Professional Development |
| | | Print | Programmatic Elements |
| <i>Parent, Family, and Community Engagement: Boosting School Readiness Through Effective Family Engagement Series</i> | National | Video | Dual Language Learners |
| | | Online | Intentional Teaching |
| | | Print | Professional Development Programmatic Elements |
| <i>Parent Training Modules and Family Tools</i> | California | Video | Dual Language Learners |
| | | Online | Programmatic Elements |
| | | Print | |
| <i>PD2GO Collection</i> | California | Video | Dual Language Learners |
| | | Online | Intentional Teaching |
| | | Print | Programmatic Elements |

| RESOURCE TITLE | REGION | MEDIA TYPE | FAMILY ENGAGEMENT FOCUS AREAS |
|---|------------|--------------------------|---|
| <i>Preschool English Learners (PEL): Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide</i> | California | Online Print | Dual Language Learners Intentional Teaching Professional Development Programmatic Elements |
| <i>Promoting the Educational Success of Children and Youth Learning English, Promising Futures Toolkit</i> | National | Video Online Print | Programmatic Elements |
| <i>Ripples of Transformation: Families Leading Change in Early Childhood Systems, A Family Engagement Toolkit for Providers and Program Leaders</i> | California | Video Online Print | Intentional Teaching Programmatic Elements |
| <i>Strengthening Families and the Protective Factors Framework</i> | National | Online Print | Programmatic Elements |
| <i>Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Learning: Implications for Early Care and Education Policy</i> | National | Video Online Print | Dual Language Learners Intentional Teaching Professional Development Programmatic Elements |

Family Engagement Resources

All About Young Children: Information for Families on Children's Early Development



Source: California Department of Education

Age: Birth to Age 5 Resource

Region: California

Audiences: Administrator, Early Educator, Professional Development Provider

Media Types: Video, Online, Print

Family Engagement Focus Areas: Dual Language Learners, Programmatic Elements

Link: <https://allaboutyoungchildren.org/english/>

All About Young Children: Information for Families on Children's Early Development [website]. Retrieved from <http://www.allaboutyoungchildren.org/english/>

Resource Highlights

- Describes practices that support family partnerships and inclusion of children's cultural experiences as essential parts of planning curriculum for young children birth to age 5
- Promotes families' understanding of child development and how to support learning at home, drawing from the California Infant/Toddler Learning and Development Foundations and the California Preschool Learning Foundations
- Available in multiple languages: Spanish, Chinese, Tagalog, Vietnamese, Russian, Hmong, Traditional Chinese, and Simplified Chinese
- Provides informational resources and videos organized by age group and developmental areas; videos show examples of how children are learning specific concepts and skills followed by a group discussion by parents; developmental areas of focus include:
 - Social and Emotional Development
 - Language Development and Literacy
 - Number Sense
 - Physical Development
 - Approaches to Learning

How will I use this?

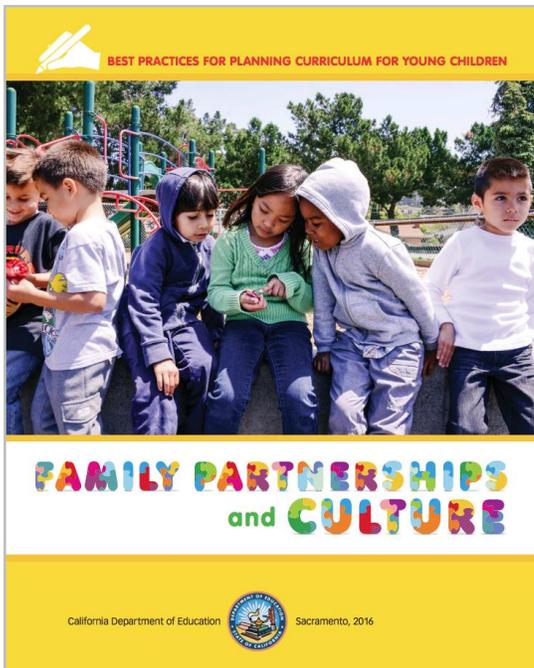
Early Educator

- Explore the video clips and then share resources with parents in each developmental area of focus for the age group(s) relevant to the group of children you serve; for example, you will focus on language and literacy development for children 36 months to 48 months of age, asking parents to watch the video on their own, in the language that is most comfortable for them, and to follow up with you regarding specific questions relevant to their own child.
- Review the print resource available for each developmental area of focus and share tips with parents on how they can continue to support their children's learning and development at home.

Professional Development Provider or Administrator

- Explore the video clips and print resources and provide an orientation to the website to staff, encouraging them to share with families.
- Stream videos at parent education meetings to demonstrate examples of developmental skills in action. Use prompts to promote discussion among parents. Provide a printed handout of the relevant resource and information on how parents can access the website on their own.

Best Practices for Planning Curriculum for Young Children: Family Partnerships and Culture



SOURCE

California Department of Education

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Online Print

FAMILY ENGAGEMENT FOCUS AREAS

Dual Language Learners
Intentional Teaching
Programmatic Elements

LINKS

<http://www.cde.ca.gov/sp/cd/re/documents/familypartnerships.pdf>

<https://cdep.klas.com/product/001795/>

California Department of Education. (2015). *Best practices for planning curriculum for young children: Family partnerships and culture*. Sacramento, CA: Author.

Resource Highlights

- Describes practices that support family partnerships and inclusion of children’s cultural experiences as essential parts of planning curriculum for young children birth to age 5
- Complements the California Infant/Toddler Curriculum Framework and the California Preschool Curriculum Frameworks, Volumes One, Two, and Three

How will I use this?

Early Educator

- Use the strategies for self-reflection listed on pages 6–7 to reflect on your own cultural background.
- Use “Box 1. Dimensions of Families and Culture” (pp. 31–32) and “Box 2. Issues to Consider in Learning About Families and Cultures” (pp. 35–38) to reflect on and assess your own understanding of important aspects of family lives.
- Review the section on the Curriculum Frameworks (pp. 80–98), which summarizes information from the Infant/Toddler and Preschool Curriculum Frameworks as they relate to families’ cultural practices.
- Refer to the summary of how teachers can engage in culturally responsive practices with children and families (pp. 96–98).

Professional Development Provider or Administrator

- Engage staff in a discussion of the Myths About Cultures (pp. 42–26).
- Review and discuss the following vignettes during curriculum planning, training, and staff meetings:
 - Communication with families—strategies (pp. 11–12), vignette (pp. 13–15)
 - Cultural learning—strategies (pp. 8–10), vignette (pp. 16–18)
 - Clarifying issues related to culture—strategies (p. 54), Box 3 vignette (pp. 26–27)
 - Understanding the family’s perspective—vignette (pp. 29–30)
 - Diversity of families—dimensions to consider (pp. 54–55, 56–60), vignette (p. 56)
 - Understanding issues facing families—vignette (p. 65)
 - Making inclusion work—vignette (pp. 68–69)
- Use “Box 4. Strategies for Cultural Responsiveness in Teaching and Learning” (pp. 76–78) as a guide to assess the program’s efforts toward supporting ethnically and culturally diverse children and their families.
- Engage staff in a review of “Questions to Expand the Understanding of Families” (pp. 100–105) and invite them to flag questions they would use with families to support transitions.

Building Partnerships with Families Series



The screenshot shows the HEAD START ECLKC website. The main heading is 'Family Engagement'. Below it, the article title is 'Building Partnerships with Families Series'. The article text is partially visible, discussing the goal of parent and family engagement. Below the article preview, there are several metadata sections: SOURCE (Head Start: Early Childhood Learning & Knowledge Center (ECLKC)), AGE (Birth to Age 5 Resource), REGION (National), AUDIENCES (Administrator, Early Educator, Professional Development Provider), MEDIA TYPES (Online, Print), FAMILY ENGAGEMENT FOCUS AREAS (Intentional Teaching, Professional Development, Programmatic Elements), and LINK (<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>).

SOURCE
Head Start: Early Childhood Learning & Knowledge Center (ECLKC)

AGE
Birth to Age 5 Resource

REGION
National

AUDIENCES
Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES
 Online  Print

FAMILY ENGAGEMENT FOCUS AREAS
Intentional Teaching
Professional Development
Programmatic Elements

LINK
<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>

Building Partnerships with Families Series. (2019). Retrieved from <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/building-partnerships-families-series>

Resource Highlights

- Describes key approaches for working with families, focusing on the importance of relationships
- Offers tools and strategies to practitioners to support strong relationships with families through a series of five resources:
 - Building Partnerships: Guide to Developing Relationships with Families
 - Strategies for Family Engagement: Attitudes and Practices
 - Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes
 - Partnering with Families of Children Who Are Dual Language Learners
 - Cultural Perspectives in Caregiving: Applying Relationship-Based Practices

How will I use this?

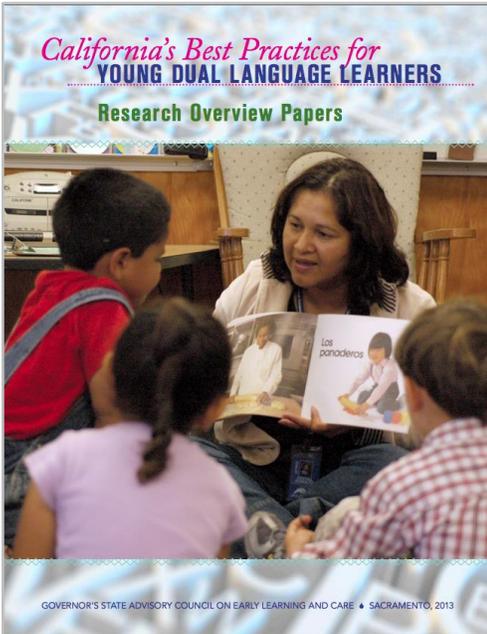
Early Educator

- Review page 6 of the Guide to Developing Relationships with Families and reflect. Think about ways to approach the families you serve, using page 3 of Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes.
- Identify one relationship-based practice, on page 10 of the Guide to Developing Relationships with Families, to focus on in your interactions with families. Complete the corresponding tool for that practice (pp. 11–22) and the reflection questions.
- Engage in self-reflection, drawing upon the strategies listed on pages 24–25 of the Guide to Developing Relationships with Families.

Professional Development Provider or Administrator

- Support staff by engaging in reflective supervision from the practices on pages 26–30 of the Guide to Developing Relationships with Families (p. 26).
- Review the introductory material of the Guide to Developing Relationships with Families (pp. 2–7) and Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes (p. 5) for a discussion. Engage staff around these constructs using Strategies for Family Engagement: Attitudes and Practices (pp. 5–11).
- Review scenarios and select ones to use with staff to support reflection and intentional action:
 - Partnering with Families of Children Who Are Dual Language Learners (pp. 6–8, 13–15, 18–21)
 - Family Engagement and Cultural Perspectives: Applying Strengths-Based Attitudes (pp. 6–9)
 - [Cultural Perspectives in Caregiving: Applying Relationship-Based Practices](#)

California's Best Practices for Young Dual Language Learners: Research Overview Papers: Family Engagement in Early Childhood Programs: Serving Families of Young Dual Language Learners (Paper 4)



| |
|--|
| SOURCE California Department of Education |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES  Online  Print |
| FAMILY ENGAGEMENT FOCUS AREAS Intentional Teaching Professional Development Programmatic Elements |
| LINK http://www.cde.ca.gov/sp/cd/ce/documents/dllresearchpapers.pdf |

California Department of Education. (2013). *California's best practices for young dual language learners: Research overview papers*. Sacramento, CA: State Advisory Council on Early Learning and Care.

Resource Highlights

- This paper is part of a larger collection of research overview papers on research that supports the development of high-quality, developmentally appropriate preschool services and practices for young dual language learners (DLLs).

How will I use this?

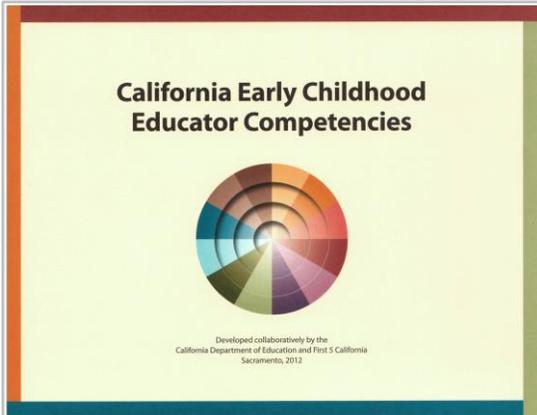
Early Educator

- Review the Recommendations for Supporting Children's Development in The Program Setting, which focus specifically on partnership and collaboration with DLL families (pp. 157–160).
- For each area of recommendations, identify one strategy you already have in place and one that you could implement in the near future.

Professional Development Provider or Administrator

- Identify illustrative research highlights that illuminate the barriers and challenges to engaging DLL families and at the same time introduce innovative strategies; for example, on page 133, the author identifies how language can serve as a barrier for family-school communication. Think about ways to share this research with staff and reflect together on what it might imply for program policies and practices.
- Review the Recommendations for Supporting Children's Development in The Program Setting, which focus specifically on partnership and collaboration with DLL families (pp. 157–160). Use the areas and specific strategies as a way to engage in self-assessment regarding the program's approach to family engagement with DLL families.

California Early Childhood Educator Competencies (2nd Edition), 2012



SOURCE

Developed collaboratively by the California Department of Education and First 5 California

AGE

Birth to Age 5 Resource

REGION

California

AUDIENCES

Administrator, Early Educator, Professional Development Provider

MEDIA TYPES

 Video  Online  Print

FAMILY ENGAGEMENT FOCUS AREAS

Programmatic Elements
Professional Development
Intentional Teaching
Dual Language Learners

LINKS

<https://www.youtube.com/playlist?list=PLhOE7kEub6hFZnVYwzEIY695fUllfsOG7>

<https://www.cde.ca.gov/sp/cd/re/ececomps.asp>

<https://cdep.klas.com/product/001792/>

California Department of Education and First 5 California. (2012). *California early childhood educator competencies* (2nd ed.) Sacramento, CA: Author.

Note: 2018 version available upon request from the California Department of Education

Resource Highlights

- Research-based and aligned with the California Preschool Learning Foundations and the California Infant/Toddler Learning & Development Foundations to guide professional development and related quality improvement activities
- Supports administrators and early educators in deepening their knowledge, skills, and dispositions around working with families in the context of their culture, values, and community
- Performance Areas provide a range of expectations for assessing programs and individual professional development on engaging with families in the context of their values, beliefs, and community

Family Engagement Resources

- Family and Community Engagement (pp. 47–54)
- Culture, Diversity, and Equity (pp. 27–34)
- Relationships, Interactions, and Guidance (pp. 37–44)
- Supporting Early Learning and Development – Culture, Diversity, and Equity (p. 167)

ECE Competencies Videos

- [An Introduction to Early Childhood Educator Competencies](#) (6:42)
- [Culture, Diversity, and Equity](#) (16:49)
- [Family and Community Engagement](#) (19:11)
- [Dual-Language Development](#) (20:52)
- [Special Needs and Inclusion](#) (12:39)

How will I use this?

Early Educator

- Select an area of focus or interest. Read or view the resource and identify three key learnings that resonate with you.
- View the Family and Community Engagement video. Discuss highlights and share successful communication approaches you use with families. What are some challenges?
- Read or view the Culture, Diversity, and Equity resource. What stood out to you? Reflect on approaches you take to be culturally responsive in your practices with children and families.

Professional Development Provider or Administrator

- Use these resources with staff to deepen knowledge, skills, and dispositions as your staff work with children and families.
- Reflect on programmatic elements that ensure inclusive and responsive practices in partnering with families.
- As you read or view these resources, discuss policies, strategies, and practices that affect how children and families engage with a program or community.

California Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT)



| |
|---|
| SOURCE California Department of Education |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Video Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Intentional Teaching Professional Development |
| LINKS https://www.youtube.com/user/ececompsat |
| http://www.ececompsat.org/ |

Early Childhood Educator (ECE) Competencies Self-Assessment Tool (CompSAT) [website]. Retrieved from <http://www.ececompsat.org/>

Resource Highlights

- Offers web-based multimedia competencies-based self-assessment toolkit for early childhood educators and the authorized companion to the [California Early Childhood Educator \(ECE\) Competencies](#)
- Guides early educators through a self-paced process of self-reflection and authentic assessment in the 12 competency areas detailed in the ECE Competencies to learn, practice, examine, and master strategies to improve practice

Family Engagement Resources

- [How to use CompSAT](#)
- [Culture, Diversity, and Equity](#)
- [Family and Community Engagement](#)
- [Dual-Language Development](#)

How will I use this?

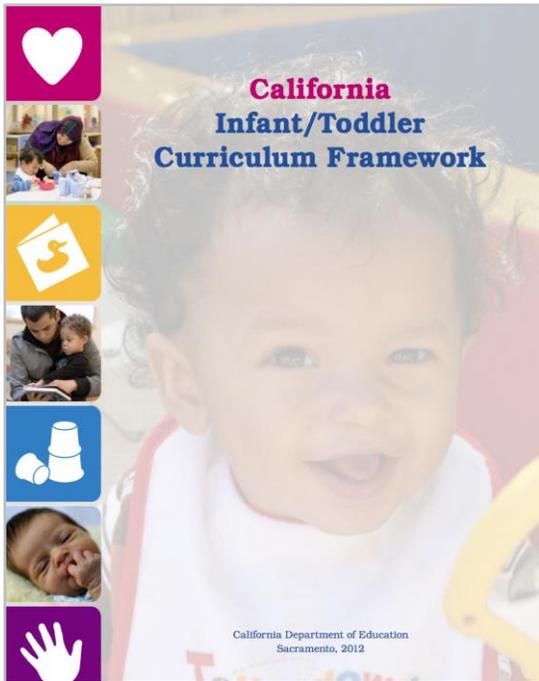
Early Educator

- Use “[The Portfolio Protocol](#)” to prepare your professional portfolio by following the protocol for planning and developing portfolio entries.
- Use the video library to view interactions in action and in context, reflect on everyday practices, and assess skills related to working and building partnerships with families.
- Engage in self-reflection by exploring the “[Keys to Reflection and Inquiry](#).”

Professional Development Provider or Administrator

- Stream videos from the CompSAT video library at staff meetings and trainings to demonstrate examples of intentional teaching and effective family partnerships in action.
- Use the “[Keys to Reflection and Inquiry](#)” to guide discussion on important topics related to caring for young children and working with their families.
- Use “Desired Outcomes for Practitioners” and “Desired Outcomes for Children” in the Family and Community Engagement competency to guide professional development.
- Provide time for teaching staff to create a professional portfolio.

California Infant/Toddler Curriculum Framework



| |
|---|
| SOURCE California Department of Education |
| AGE Birth to Age 3 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Intentional Teaching Professional Development Programmatic Elements |
| LINKS http://www.cde.ca.gov/sp/cd/re/documents/itcurriculumframework.pdf |
| https://cdep.klas.com/product/001723/ |

California Department of Education. (2012). *California infant/toddler curriculum framework*. Sacramento, CA: Author.

Resource Highlights

- Emphasizes the central role of the family in a young child’s learning and development and the diversity of California’s families
- Presents research-based, general guidance on planning learning environments and experiences for young children, in a comprehensive cycle that includes observing, documenting, reflecting, planning, and implementing meaningful, effective curriculum

Family Engagement Resources

- Overarching principles: “The family is at the center of a young child’s learning and development” (pp. 4–5), “Responsiveness to culture and language supports children’s learning” (p. 7)
- Chapter 3: Social-Emotional Development, “Learn from the family” (pp. 64–65), “Engaging Families” (pp. 75–76), “Questions for Reflection” (p. 76)
- Chapter 4: Language Development: “Connect with children’s cultural and linguistic experiences at home” (p. 84), “Engaging Families” (pp. 94–95), “Questions for Reflection” (p. 95)
- Chapter 5: Cognitive Development: “Engaging Families” (pp. 116–117), “Questions for Reflection” (p. 117)
- Chapter 6: Perceptual and Motor Development: “Engaging Families” (pp. 138–139), “Questions for Reflection” (pp. 139–140)

How will I use this?

Early Educator

- Explore and utilize strategies with families to understand, exchange information about, and effectively support each young child’s learning and development in all developmental domains.
- Use the “Questions for Reflections” to reflect more deeply on your practices, including engaging families.

Professional Development Provider or Administrator

- Use these resources to make informed decisions about curriculum practices.
- Explore and discuss these resources to increase staff and families’ understanding of principles and strategies for planning meaningful learning environments and experiences for young children.
- Support staff in partnering with families in all aspects of curriculum planning to enhance professional development, program quality, and child outcomes.

California MAP (Making Access Possible) to Inclusion & Belonging: Family Engagement Resources



| |
|--|
| SOURCE California Department of Education |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements |
| LINK https://cainclusion.org/camap/resources-and-links/family-engagement/ |

California MAP (Making Access Possible) to Inclusion & Belonging: Family Engagement Resources. (n.d.). Retrieved from <https://cainclusion.org/camap/resources-and-links/family-engagement/>

Resource Highlights

- Creates a statewide system of support, training, and resources that gives all families and providers barrier-free access to inclusive child care
- Includes a collection of websites and resources that support family engagement and promote partnerships with families
- Two sample resources listed on this site include:
 - A free four-part web broadcast series, “Engaging Families and Creating Trusting Partnerships to Improve Child and Family Outcomes,” hosted by the Early Childhood Technical Assistance Center (ECTAC) to support early intervention and early childhood special education systems leaders to build capacity in personnel and families to develop trusting partnerships
 - An article, “Building Connections with Families, Three Strategies to Strengthen Relationships with Families, Teachers and Childcare Programs,” from communityplaythings.com

How will I use this?

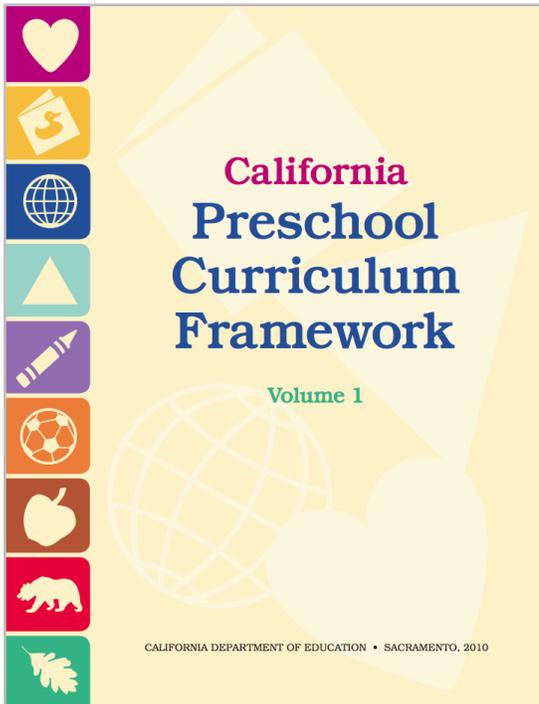
Early Educator

- Use these resources to help build your knowledge and learn strategies to engage families and promote partnerships, especially around early intervention and supporting children with disabilities or other special needs in your early childhood setting.
- Read the article “Building Connections with Families, Three Strategies to Strengthen Relationships with Families, Teachers and Childcare programs.” Share how you actively listen to families. Discuss how you communicate with families to share information.

Professional Development Provider or Administrator

- Provide opportunities for staff you work with to view the four-part webinar series. Take time to reflect and consider current practices and ways to improve quality partnerships with families in your care.
- Build time in schedules to listen to successes and challenges staff members surface when it comes to deeply connecting with families.

California Preschool Curriculum Framework



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|---|
| SOURCE California Department of Education |
| AGE Preschool Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements |
| LINK http://www.cde.ca.gov/sp/cd/re/psframework.asp https://cdep.klas.com/?s=California+Preschool+Curriculum+Frameworks&post_type=product&dgwt_wcas=1 |

California Department of Education. (2010). *California preschool curriculum framework* (Vol. 1). Sacramento, CA: Author.

Resource Highlights

- Aligns to and complements the California Preschool Learning Foundations
- Presents strategies for early childhood educators that enrich learning and development opportunities for all of California's preschool children
- Presents research-based, general guidance on planning learning environments and experiences for young children
- Provides a description of activities for educators with each domain chapter, therefore making it easier to share with families

Family Engagement Resources

- Engaging Families sections in all domains of learning in Volumes 1–3

How will I use this?

Early Educator

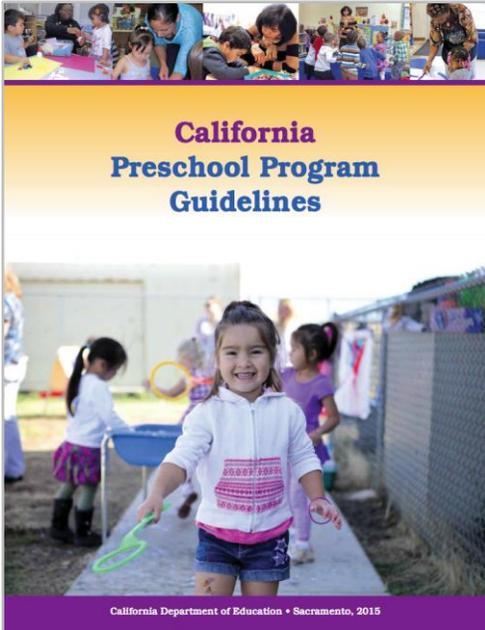
- Explore the “Engaging Families” section of each domain chapter and identify strategies to incorporate with the children and families you serve. Consider ways to share key strategies with families in the context of parent-teacher conferences.
- Take the learning home (p. 121).
 - To get families talking, send them ideas written in their home language of what to look for on the weekend (e.g., a blackbird). Topics to talk about and stories to tell together can be used to spur conversation, reading, writing, scribbling, and drawing.
- Encourage family members to share writing with their child (p. 166).
 - Send ideas home, in the family's home language, for ways that family members can support their child's development. For example, family members might make shopping lists or write letters to relatives.

Professional Development Provider or Administrator

This resource enriches professional development experiences for ECE leadership. Program directors and teachers set the stage for intentional curriculum planning with involving families.

- Support staff in partnership with families in aspects of curriculum planning to enhance program quality and child outcomes.
- Work with staff to review the guiding principles (pp. 5–8). Together, describe how their program attends to each principle, focusing specifically on “Family and community partnerships create meaningful connections.” Make a plan on how to share with families.
- Use the CECO learning portal to provide an alternative access to professional development.

California Preschool Program Guidelines



SOURCE

California Department of Education

AGE

Preschool Resource

REGION

California

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online  Print

FAMILY ENGAGEMENT FOCUS AREAS

Dual Language Learners
Intentional Teaching
Professional Development
Programmatic Elements

LINKS

Video: <https://cdep.klas.com/product/001770/>

Online:

<http://www.cde.ca.gov/sp/cd/re/documents/preschoolproggdlns2015.pdf>

Print: <https://cdep.klas.com/product/001750/>

California Department of Education. (2015). *California preschool program guidelines*. Sacramento, CA: Author.

Resource Highlights

Guidance focuses on the elements of high-quality preschool programs.

The companion DVD set illustrates how teachers and program administrators can put the guidelines into practice. Disc 1 includes a segment on Guideline 4: Engaging Families and Communities. Other segments on Disc 1 and Disc 2 include:

- Supporting Children with Disabilities or Other Special Needs (includes a section titled Collaborating with Families).
- Assessing Children’s Development and Learning—Engaging Families in the Assessment Process.
- Supporting Dual Language Learners: Considerations for All Programs—Connecting with the Families of Young Dual Language Learners.

Family Engagement Resources

- Chapter 3. The Role of the Preschool Teacher: Build and Maintain Positive Relationships with Families (p. 40)
- Chapter 4. Role of Administrator: Creating a Collaborative Work Environment and Learning Community (p. 58)
- Chapter 6. Support for Young Dual Language Learners: Family Engagement (p. 87, list of family engagement practices included)
- Chapter 8. Guidelines for Operating Preschool Programs (pp. 128–140, 146)

How will I use this?

Early Educator

- Explore “Build and Maintain Positive Relationships with Families” and “Becoming a Reflective Teacher, Thinking Lens” in Chapter 3.
- Reflect on the family engagement strategies listed on page 87 of Chapter 6: Support for Young Dual Language Learners.
- Review “English-Language Development-with-Home-Language-Support Program Approach” and recommended practices for young DLLs (p. 83).

Professional Development Provider or Administrator

- Review Guideline 4: Engaging Families and Communities on pages 128–140 with staff. Discuss how program policies and teacher practice align with the guidance.
- Adapt the Sample Family Languages and Interests Interview with staff for use with the families they serve.
- Invite staff to reflect on communication and partnership with families as they relate to the guidance found on page 146 for Guideline 5: Engaging Children with Disabilities and Special Needs.

¡Colorín colorado!



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| SOURCE WETA Broadcasting |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Video Online |
| FAMILY ENGAGEMENT FOCUS AREAS Dual Language Learners Programmatic Elements |
| LINK http://www.colorincolorado.org/ |

¡Colorín colorado! [website]. Retrieved from <https://www.colorincolorado.org/>

Resource Highlights

- Organized by various topics for educators and parents of English language learners (ELLs) and DLLs
- Available in Spanish
- Includes articles, videos, book lists, blogs, guides, and links to external websites for supporting DLLs

Family Engagement Resources

- [Introduction: Strategies for Engaging ELL Families](#)
- [Encouraging and Sustaining ELL Parent Engagement](#)
- [Engaging ELL Families Through Community Partnerships](#)
- [Ten Strategies for Supporting Immigrant Students and Families](#)
- [Resources to Support ELL Family Outreach](#)
- [Resources for Families](#)

How will I use this?

Early Educator

- Read “[6. Strategies for Partnering with Families of English Language Learners](#),” particularly “3. Build relationships with families.”
 - Reflect individually or with staff on the suggested strategies. Consider how you are implementing some or all of the strategies. Plan how you might implement one or two additional strategies in your practice.
 - Reflect on communication approaches: Do families have a variety of ways to communicate—in-person conversations, emails, notes—to ask questions and share concerns? For those who don’t communicate as frequently or at all, how will you reach out and connect?

Professional Development Provider or Administrator

- Read “[Introduction: Strategies for Engaging ELL Families](#).”
 - Reflect on the terms “Parent Engagement” and “Parent Involvement.” What do these terms mean for your program? What do they look like in your community?
- Read “[Guide for Engaging ELL Families: 20 Strategies for School Leaders, Part II: Communicating Important Information](#),” particularly “6. Find ways to communicate with ELL families.”
 - Reflect: How would you describe the communication at your school with ELL parents? Have you had some success stories? Have you explored all of your available options? Are you familiar with applicable local, state, and federal regulations regarding translations and parent access to information?

Desired Results for Children and Families



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| SOURCE California Department of Education |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Video Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Professional Development Programmatic Elements |
| LINK http://www.desiredresults.us/families |

Desired Results for Children and Families: For Families. (n.d.). Retrieved from <https://www.desiredresults.us/families>

Resource Highlights

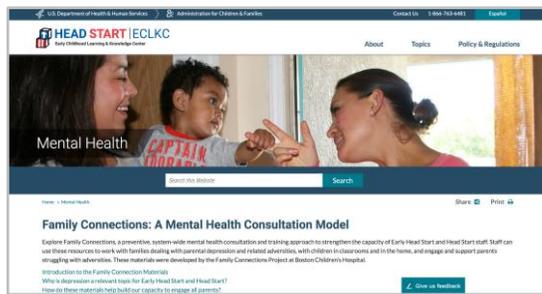
- Supports administrators and early educators in sharing about the Desired Results Developmental Profile (DRDP) purpose and process with families
- Offers downloadable online resources and brochures in English and Spanish for families to understand the purpose and process of the DRDP
- Provides resources to DRDP Access Project for families with children with an Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP)

How will I use this?

Early Educator, Professional Development Provider, or Administrator

- Provide support materials to share with families in understanding the purpose and process of the DRDP.
- Offer resources and brochures that are downloadable in English and Spanish.
- The DRDP Access Project for family's overview page in English and Spanish provides information about the importance of family participation. Read "An Overview of the DRDP (2015) for Families" and:
 - Print or offer the downloadable link to families to share information about the DRDP and deepen their understanding of the importance of assessment in planning support of children's language and development.
 - Share items from the tool with families and explain the processes and frequency of assessment.
 - Open up the conversation with families and ask them to share what they are observing about their child on a regular basis to inform co-planning opportunities.

Family Connections: A Mental Health Consultation Model



The screenshot shows the HEAD START ECLKC website. The main heading is 'Family Connections: A Mental Health Consultation Model'. Below the heading is a brief description: 'Explore Family Connections, a preventive, system-wide mental health consultation and training approach to strengthen the capacity of Early Head Start and Head Start staff. Staff can use these resources to work with families dealing with parental depression and related adversities, with children in classrooms and in the home, and engage and support parents struggling with adversities. These materials were developed by the Family Connections Project at Boston Children's Hospital.' There is a 'Share on Facebook' button.

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|--------------------------------------|---|
| SOURCE | Head Start: Early Childhood Learning & Knowledge Center (ECLKC) |
| AGE | Birth to Age 5 Resource |
| REGION | National |
| AUDIENCES | Early Educator, Professional Development Provider |
| MEDIA TYPES | <input type="checkbox"/> Online <input type="checkbox"/> Print |
| FAMILY ENGAGEMENT FOCUS AREAS | Programmatic Elements |
| LINK | https://eclkc.ohs.acf.hhs.gov/mental-health/article/family-connections-mental-health-consultation-model |

Family Connections: A Mental Health Consultation Model. (2018). Retrieved from <https://eclkc.ohs.acf.hhs.gov/mental-health/article/family-connections-mental-health-consultation-model>

Resource Highlights

- Family Connections is a preventive, system-wide mental health consultation and training approach to strengthen the capacity of staff who work with families dealing with parental depression and related adversities and with children in classrooms and in the home.
- Resources strengthen the capacity to engage and support parents struggling with adversities.

How will I use this?

Early Educator

- Read [“Better Parent Communication: What Do I Say When a Parent Tells Me Something Difficult?”](#)
 - Reflect individually or with colleagues on the suggested strategies for responding effectively.
 - Share about challenges you have faced when difficult topics surface from families. What has been challenging? What has been successful?

Professional Development Provider

- Read [“The Family Connections Readiness Guide.”](#) This guide presents information and processes focused on assessing a program’s level of “readiness” to engage in the kind of work involved in reaching out to families and children facing adversity.
 - Reflect on your program's level of readiness and select the recommended Family Connections materials to explore and determine next steps.
 - Explore with colleagues and staff what areas of outreach and support you might focus on with families facing adversity.
 - Identify one goal to work on as a program and co-create an action plan.

Family Engagement in Action



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| SOURCE National Association for the Education of Young Children (NAEYC) |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES  Video  Online  Print |
| FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements |
| LINK https://www.naeyc.org/resources/topics/family-engagement |

Family Engagement in Action. (n.d.). Retrieved from <https://www.naeyc.org/resources/topics/family-engagement>

Resource Highlights

- Provides a variety of articles, blogs, and downloadable materials to support programs, teachers, and caregivers to engage families
- Offers materials and resources that families can also access
- Offers some content in Spanish

How will I use this?

Early Educator, Professional Development Provider, or Administrator

- Review Resource Topics listed under Family Engagement: Family Engagement in Action, About Family Engagement, and Resources for Families to support programs in engaging families in a meaningful and respectful manner.
- Explore learning from, learning with, and working together with families to strengthen professional development and program quality.
- Create an action plan to communicate about and support families with accessing the family resources.

Families Support Their Children Who Are Dual Language Learners



HEAD START ECLKC
Early Childhood Learning & Knowledge Center

Culture & Language

Families Support Their Children Who Are Dual Language Learners

Parents and families are key to holding high expectations and supporting home language development for their dual language learners (DLLs). Families can promote positive experiences for these young children by emphasizing their strengths, including cultural and linguistic strengths. They also provide learning supports necessary to succeed in school. These DLL Toolkit resources can assist families in supporting the learning and development of their young children.

Importance of Your Language and Culture

SOURCE
Head Start: Early Childhood Learning & Knowledge Center (ECLKC)

AGE
Birth to Age 5 Resource

REGION
National

AUDIENCES
Administrator, Early Educator, Professional Development Provider

MEDIA TYPES
Video Online Print

FAMILY ENGAGEMENT FOCUS AREAS
Professional Development
Programmatic Elements
Intentional Teaching

LINK
<https://eclkc.ohs.acf.hhs.gov/culture-language/article/families-support-their-children-who-are-dual-language-learners>

Families Support Their Children Who Are Dual Language Learners. (2018). Retrieved from <https://eclkc.ohs.acf.hhs.gov/culture-language/article/families-support-their-children-who-are-dual-language-learners>

Resource Highlights

- Provides resources related to the critical role families play in supporting their children who are DLLs
- Summarizes research related to dual language development
- Offers a video that describes how home language development provides a strong foundation for learning another language, and a collection of tip sheets for families that address child development knowledge and parenting practices

How will I use this?

Early Educator

- Read the document “Key Research Directs Our Work” and watch the video “Home Language for Success in School and Life” to learn about the research that informs the assets-based approach to DLLs’ learning and development.
- Talk with families about the critical role they play in the continued development of children’s home language using handouts from the [Importance of Home Language Series](#), which are available in multiple languages: Spanish, Arabic, Brazilian Portuguese, Chinese, Haitian Creole, and Russian.

Professional Development Provider or Administrator

- Spend time with staff reviewing handouts related to child development and tip sheets related to specific parent practices. Identify which handouts to share with families, taking into consideration relevance to families’ needs and interests, early care and education curriculum and activities, et cetera. Develop a dissemination plan for program-wide distribution, allowing ample time for translation into languages other than those available on the site but important to address given the program’s population.
- Invite staff to reflect on and discuss ways in which they communicate with families about the program practices and instructional strategies that support their DLL children’s language development, and in which language(s).

Fatherhood Connection Webinar Series



SOURCE

Head Start: Early Childhood Learning & Knowledge Center (ECLKC)

AGE

Birth to Age 5 Resource

REGION

National

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

Video Online Print

FAMILY ENGAGEMENT FOCUS AREAS

Programmatic Elements

LINK

<https://eclkc.ohs.acf.hhs.gov/family-engagement/article/fatherhood-connection-webinar-series>

Fatherhood Connection Webinar Series. (2018). Retrieved from <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/fatherhood-connection-webinar-series>

Resource Highlights

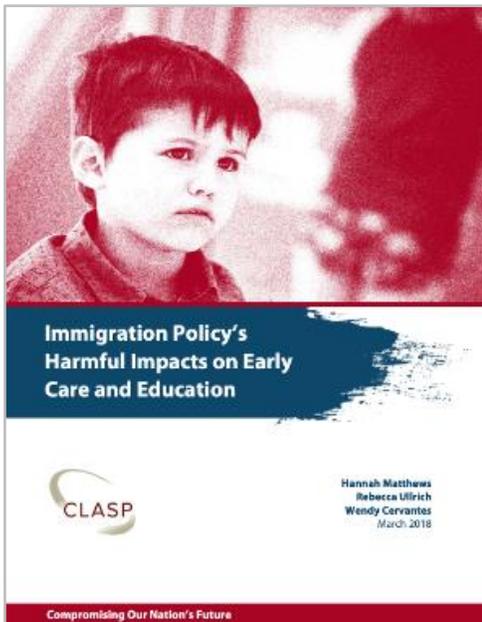
- This three-part webinar series focuses on effective and intentional father engagement.
- Learn how engaging fathers promotes children’s learning and development and strengthens the parent-child relationship.
- Consider what fathers experience when they walk into an early childhood program. What do they see, hear, and feel?

How will I use this?

Early Educator, Professional Development Provider, or Administrator

- Identify ways to make your program environment more welcoming to fathers, through the physical space and staff attitudes and behaviors.
 - Review relationship-based strategies and effective ways to engage fathers.
 - Learn strategies and exemplary practices from fatherhood champions in the community.
 - Apply relationship-based practices to support strong partnerships with fathers.
 - Identify your starting point in making improvements to program environments.

Immigration Policy's Harmful Impacts on Early Care and Education



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|--|
| SOURCE The Center for Law and Social Policy (CLASP) |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES  Online  Print |
| FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements |
| LINK https://www.clasp.org/sites/default/files/publications/2018/03/2018_harmfulimpactsec_e.pdf |

Matthews, H., Ullrich, R., & Cervantes, W. (2018). Immigration policy's harmful impacts on early care and education. Washington DC: The Center for Law and Social Policy (CLASP).

Resource Highlights

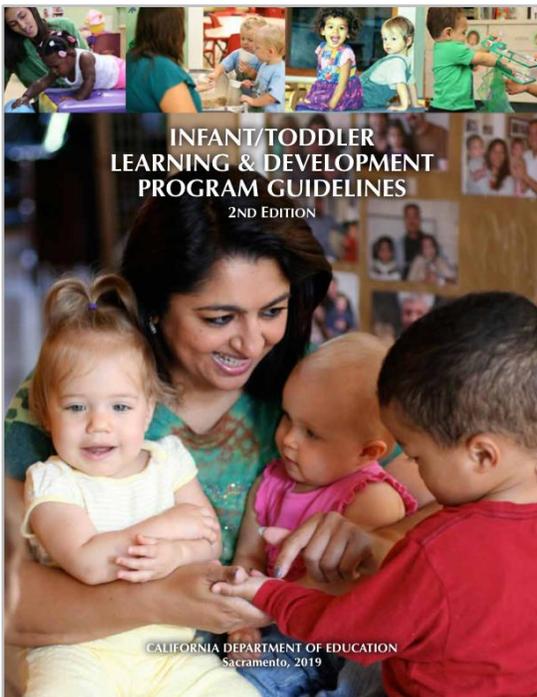
- Summary of key findings identified in the main project report about the experiences of immigrant families
- Experiences of early care and education providers working with immigrant families and ways in which policymakers, practitioners, philanthropists, and advocates may safeguard the well-being of young children in immigrant families and enhance the efforts of the early care workforce to provide support to families
- [“Early Care and Education Programs Are Sensitive Locations”](#) fact sheet

How will I use this?

Early Educator, Professional Development Provider, or Administrator

- Read the “Early Care and Education Programs Are Sensitive Locations” fact sheet.
 - Reflect with staff and partners and field questions and ideas as they surface from the reading.
- Read pages 3–4 in “Immigration Policy’s Harmful Impacts on Early Care and Education.”
 - Reflect on “A better path forward: recommendations” and ways your program can take action to increase supports for your staff and program to better serve immigrant families.
 - Brainstorm strategies and determine next steps.

Infant/Toddler Learning & Development Program Guidelines (2nd Edition)



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| <p>SOURCE California Department of Education</p> |
| <p>AGE Birth to Age 5 Resource</p> |
| <p>REGION California</p> |
| <p>AUDIENCES Administrator, Early Educator, Professional Development Provider</p> |
| <p>MEDIA TYPES  Online  Print</p> |
| <p>FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements</p> |
| <p>LINKS https://www.cde.ca.gov/sp/cd/re/documents/itg_guidelines2019.pdf https://cdep.klas.com/product/001798/</p> |

California Department of Education. (2019). Infant/toddler learning & development program guidelines (2nd ed.). Sacramento, CA: Author.

Resource Highlights

- Describes practices that support family partnerships and inclusion of children’s cultural experiences as essential parts of planning curriculum for young children birth to age 5
- Complements the California Infant/Toddler Curriculum Framework and the California Preschool Curriculum Frameworks, Volumes One, Two, and Three

Family Engagement Resources

- Part One: Setting the Stage for Program Quality
 - Chapter 1. The Development of Programs with Families (pp. 15–35)
 - Chapter 3. The Role of the Infant Care Teacher: “Relationships with Children and Families” (pp. 66–69), “Partnering with families in planning curriculum” (p. 81)
 - Chapter 5. Support for Infant/Toddler Dual Language Learners: “Family Engagement” (pp. 118–119)
- Part Two: Program Guidelines
 - Guideline 3: Supporting Relationships, Interactions, and Guidance (pp. 154–167)
 - Guideline 4: Engaging Families and Communities (pp. 168–181)
 - Guideline 5: Including Children with Disabilities or Other Delays (pp. 182–198)

How will I use this?

Early Educator

- Explore Guidelines 3 and 4 for recommendations for collaborating with families to support children’s social–emotional development.
- Using Guidelines 5 and 6, consider suggestions for collaborating with families to support including children with disabilities and to support the health and well-being of all children.
- Utilize strategies in Guidelines 7 and 8 to support families’ understanding of, and participation in, child assessment and planning learning environments and curriculum.

Professional Development Provider or Administrator

- Explore learning from, learning with, and working together with families to strengthen program quality and child outcomes (Part 1, Chapter 1, pp. 15–35).
- Under each guideline, review and reflect on specific recommendations for “Programs” and “Teachers” in support of relational family engagement (Part 2, pp. 131–276).
- Review the first two guidelines for strategies to enhance and support overall program quality and continuous improvement (pp. 134–153).

Measuring What Matters: Using Data to Support Family Progress



SOURCE

Head Start: Early Childhood Learning & Knowledge Center (ECLKC)

AGE

Birth to Age 5 Resource

REGION

National

AUDIENCES

Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES

 Video  Online  Print

FAMILY ENGAGEMENT FOCUS AREAS

Intentional Teaching
Professional Development
Programmatic Elements

LINK

<https://eclkcdev.cleverex.com/data-ongoing-monitoring/article/measuring-what-matters-using-data-support-family-progress>

Measuring What Matters: Using Data to Support Family Progress. (2019). Retrieved from <https://eclkcdev.cleverex.com/data-ongoing-monitoring/article/measuring-what-matters-using-data-support-family-progress>

Resource Highlights

- Measuring What Matters is aligned with the Parent, Family, and Community Engagement (PFCE) Framework and the Head Start Program Performance Standards.
- Learn how using data more effectively can strengthen your work with children and families.
- Explore how to assess services and measure progress on family and child outcomes using data.

How will I use this?

Early Educator, Professional Development Provider, or Administrator

Participate in the three-part [Measuring What Matters: Webinar Series](#).

- Explore the four data activities for PFCE data in this series.
- Learn how leaders at the program, state, and regional levels can use data to track progress toward expected family outcomes and to make program improvements.
- Hear from other Head Start and Early Head Start programs about their experiences using data to strengthen their partnerships with families, children, and community.

Parent, Family, and Community Engagement: Boosting School Readiness Through Effective Family Engagement Series



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| <p>SOURCE Head Start: Early Childhood Learning & Knowledge Center (ECLKC)</p> |
| <p>AGE Birth to Age 5 Resource</p> |
| <p>REGION National</p> |
| <p>AUDIENCES Administrator, Early Educator, Professional Development Provider</p> |
| <p>MEDIA TYPES  Video  Online  Print </p> |
| <p>FAMILY ENGAGEMENT FOCUS AREAS Professional Development Programmatic Elements Intentional Teaching Dual Language Learners </p> |
| <p>LINK https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness </p> |

Parent, Family, and Community Engagement: Boosting School Readiness Through Effective Family Engagement Series. (2020). Retrieved from <https://eclkc.ohs.acf.hhs.gov/family-engagement/article/parent-family-community-engagement-simulation-boosting-school-readiness-through-effective-family>

Resource Highlights

- Provides an interactive, online platform to learn about and practice strategies to build relationships with a family
- Each simulation (20–30 minutes in length) addresses a different aspect of building a positive goal-oriented relationship with families:
 - Building bonds with families, beginning with an intake visit
 - Developing and implementing goals with families
 - Using strengths-based attitudes to partner with families during challenging times
 - Using collaborative strategies to partner with families during conversations about developmental concerns

How will I use this?

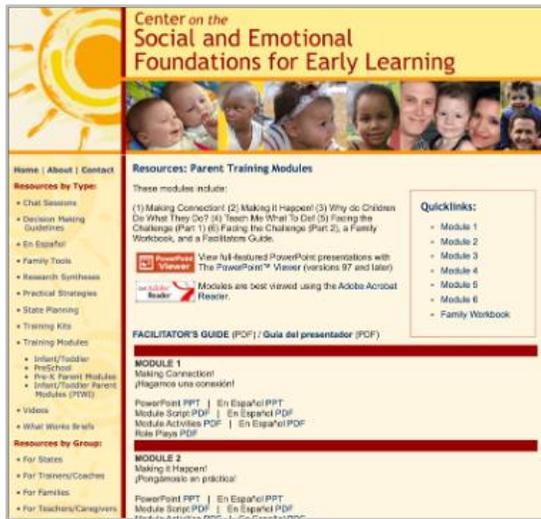
Early Educator

- Select a simulation to complete based on the needs of the children and families you serve.
- Review the course description (PDF) for the simulation related to developing and implementing goals with families. It describes six relationship-based skills to support your interactions with families.
- Review the course description (PDF) for the simulation related to building bonds with families, beginning with an intake visit. “Do’s,” in the form of techniques, and “don’t’s” are described in concrete, descriptive language and are applicable beyond just an intake visit.

Professional Development Provider or Administrator

- Review the descriptions of the four simulations and identify which ones are most relevant to the educators you support. Invite them to complete at least one simulation and provide opportunities for them to share what they have learned and how it relates to their context.

Parent Training Modules and Family Tools



Resource Highlights

- From the CSEFEL website: The Center on the Social and Emotional Foundations for Early Learning (CSEFEL) is focused on promoting the social emotional development and school readiness of young children birth to age 5. CSEFEL is a national resource center funded by the Office of Head Start and Child Care Bureau for disseminating research and evidence-based practices to early childhood programs across the country.
- Evidence-based, user-friendly parent education training modules focus on how to address the social–emotional needs of children ages birth to five:
 - (1) Making Connection!
 - (2) Making it Happen!
 - (3) Why do Children Do What They Do?
 - (4) Teach Me What To Do!
 - (5) Facing the Challenge (Part 1)
 - (6) Facing the Challenge (Part 2)
- Each module includes the following:
 - PowerPoint presentation (some modules include videos)
 - Module script
 - Handouts for role plays and activities
 - Facilitators Guide and Parent Workbook that addresses all modules
- Materials are available in Spanish and English.
- Additional print resources, called Family Tools, are also available. They address specific topics such, “Teaching Your Child to Identify and Express Emotions” or “Responding to Your Child’s Bite.”

How will I use this?

Early Educator

- Review the [Family Tools resources](#) to become aware of the resources you could share with families. Identify one or two resources that seem particularly relevant to your families and decide how and when to share the resource(s) with them.

Professional Development Provider or Administrator

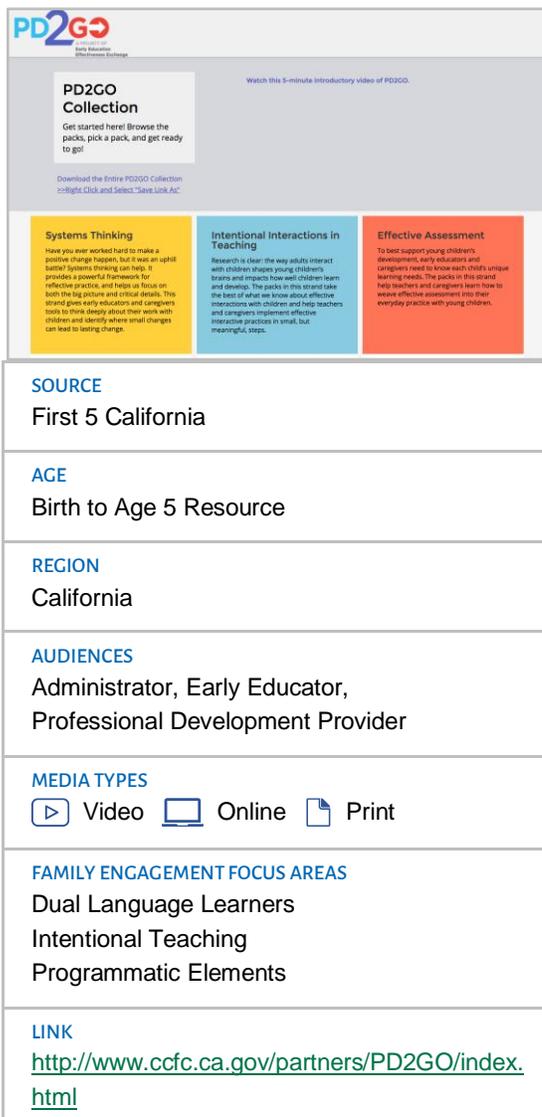
- The [training modules](#) are available for use with families of infants and toddlers and preschoolers, partnering with staff and families to identify which module would address parent and family concerns relevant to social–emotional development. Plan to provide a parent education workshop for at least one module.

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| SOURCE Center for Social and Emotional Foundations for Early Learning (CSEFEL) |
| AGE Birth to Age 5 Resource |
| REGIONAL National |
| AUDIENCES Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES Video Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Dual Language Learners Programmatic Elements |
| LINKS CSEFEL Parent Training Modules: http://csefel.vanderbilt.edu/resources/training_parent.html |
| CSEFEL Family Tools: http://csefel.vanderbilt.edu/resources/family.html |

Resources: Parent Training Modules. (n.d.). Retrieved from http://csefel.vanderbilt.edu/resources/training_parent.html

Resources: Family Tools. (n.d.). Retrieved from <http://csefel.vanderbilt.edu/resources/family.html>

PD2GO Collection



PD2GO Collection
Get started here! Browse the packs, pick a pack, and get ready to go!

Watch this 5-minute introductory video of PD2GO.

Download the Entire PD2GO Collection
by clicking and selecting "View Link List"

Systems Thinking
Have you ever worked hard to make a positive change happen, but it was an uphill battle? Systems thinking can help. It provides a powerful framework for reflecting practice, and helps us focus on both the big picture and critical details. This strand gives early educators and caregivers tools to think deeply about their work with children and identify where small changes can lead to lasting change.

Intentional Interactions in Teaching
Research is clear: the way adults interact with children shapes young children's brains and impacts how well children learn and develop. The packs in this strand take the best of what we know about effective interactions with children and help teachers and caregivers implement effective interactive practices in small, but meaningful steps.

Effective Assessment
To best support young children's development, early educators and caregivers need to know each child's unique learning needs. The packs in this strand help teachers and caregivers learn how to weave effective assessment into their everyday practice with young children.

SOURCE
First 5 California

AGE
Birth to Age 5 Resource

REGION
California

AUDIENCES
Administrator, Early Educator,
Professional Development Provider

MEDIA TYPES
Video Online Print

FAMILY ENGAGEMENT FOCUS AREAS
Dual Language Learners
Intentional Teaching
Programmatic Elements

LINK
<http://www.cfc.ca.gov/partners/PD2GO/index.html>

PD2GO Collection [website]. Retrieved from <http://www.cfc.ca.gov/partners/PD2GO/index.html>

Resource Highlights

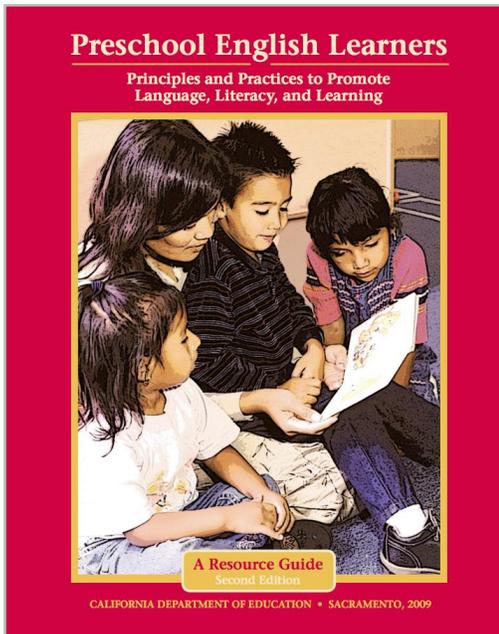
- This series of 15-minute professional development modules, or packs, focuses on continuous quality improvement in early learning programs organized around three comprehensive learning strands: Systems Thinking, Intentional Interactions in Teaching, and Effective Assessment. The strands provide a foundation for weaving in specific topics related to quality improvement such as family engagement.
- Each 15-minute pack is part of a larger bundle that addresses a big idea; for example, the systems thinking strand has three big ideas: Systems Thinking in Early Childhood, Supporting Family Systems, and Systems That Support Dual Language Learners. Supporting Family Systems (big idea bundle) includes three 15-minute modules related to families:
 - Families Are Systems
 - Building Relationships with Families
 - Circles of Influence
- Each 15-minute pack includes a Facilitator's Guide, a Coaching Corner, and handouts specific to the topic. Each bundle includes a Family Connections handout with strategies relevant to the topic.

How will I use this?

Professional Development Provider or Administrator

- Watch the [introductory video](#) to understand the structure and organization of PD2GO.
- Download and review the Facilitator's Guide for each of the packs related to family engagement, listed below by learning strand and big idea bundle:
 - Systems Thinking – Supporting Family Systems: (1) Families are Systems, (2) Building Relationships with Families, and (3) Circles of Influence
 - Intentional Interactions in Teaching – Being Responsive to Children and Families: (1) Responsive Learning Experiences, (2) Culturally Responsive Practices, and (3) Family Engagement
 - Effective Assessment – Partnering with Families in Assessment: (1) Observing Through a Cultural Lens, (2) Including Families in Assessment, and (3) Interpreting Assessment with Families
- Select which individual packs are most relevant to the staff you support and decide on a sequence for facilitating the packs. Use the step-by-step instructions for coaching resources, self-reflection, and vignettes in the Facilitator's Guide for staff meetings and trainings.
- Browse other big idea bundles that might be of interest to the staff you support and download the related Family Connections handout for suggestions on how to share ideas with families.

Preschool English Learners (PEL): Principles and Practices to Promote Language, Literacy, and Learning—A Resource Guide



Resource Highlights

- Resource guide to support preschool DLLs and their families
- Practices to support meaningful partnerships between preschool programs and families (p. 16)
- Relevant section: Chapter 2: Preschool English Learners, Their Families, and Their Communities (pp. 9–18)

How will I use this?

Early Educator

- Review the Principles and Practices to support meaningful partnerships between preschool programs and families (p. 16) and identify practices you already have in place and some that you could implement in the near future.
- Use “Ask Yourself” prompts to guide self-reflection and support lesson planning (p. 18).

Professional Development Provider or Administrator

- Use Chapter 2, “Preschool English Learners, Their Families, and Their Communities” (pp. 9–18), to facilitate the development of teachers’ understanding of the diversity of the DLL population and the ways that home, school, and community contexts influence language and literacy development.
- Use the modules on Digital Chalkboard to facilitate discussion of a variety of training topics.

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| <p>SOURCE California Department of Education</p> |
| <p>AGE Preschool Resource</p> |
| <p>REGION California</p> |
| <p>AUDIENCES Administrator, Early Educator Professional Development Provider</p> |
| <p>MEDIA TYPES  Online  Print</p> |
| <p>FAMILY ENGAGEMENT FOCUS AREAS Dual Language Learners Intentional Teaching Professional Development Programmatic Elements</p> |
| <p>LINKS http://www.cde.ca.gov/sp/cd/re/documents/pse_nglearnersed2.pdf</p> |
| <p>https://cdep.klas.com/product/001703/</p> |

California Department of Education. (2009). Preschool English learners: Principles and practices to promote language, literacy, and learning (2nd ed.). Sacramento, CA: Author.

Promoting the Educational Success of Children and Youth Learning English, Promising Futures Toolkit



| | |
|--------------------------------------|--|
| SOURCE | The National Academies of Science, Engineering, and Medicine (NASEM) |
| AGE | Grade 5 and Younger Resource |
| REGION | National |
| AUDIENCES | Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES | Video Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS | Programmatic Elements |
| LINKS | https://www.nap.edu/resource/24677/toolkit/ https://www.nap.edu/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english |

National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. Washington, DC: The National Academies Press. doi: 10.17226/24677

Resource Highlights

- This practitioner toolkit, designed for practitioners who work with children in grade 5 and younger, is based on a comprehensive report that summarizes what the research evidence reveals about learning English from early childhood through high school and identifies effective practices for programs and practitioners alike.
- The Promising Practices – Early Childhood section includes a [two-page brief](#) that summarizes strategies that early care and education programs can use to support DLLs. Although the brief covers program and teacher strategies beyond family engagement, it addresses specific ways to partner with families.
- The Children’s Language Development section includes a two-page brief overview that describes what science reveals about bilingualism and the influences on learning more than one language.
- The video “What Do Educators and Parents Need to Know About Children’s Language Development?” highlights some features of how children learn more than one language, including code-mixing, cultural differences, and benefits of bilingualism.
- Both briefs are available in Spanish in the Resources en Español section.

Family Engagement Resources

- [Promising Practices – Pre-K to Five](#)
- [Children’s Language Development](#)

How will I use this?

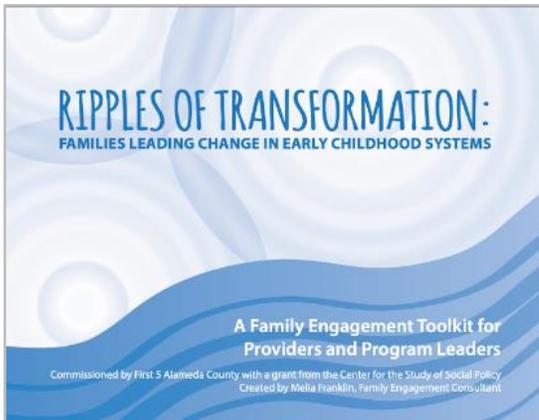
Early Educator

- Review the Promising Practices – Early Childhood report brief, which provides a succinct summary of best practices based in current research. Identify strategies that you would like to work on as you partner with families.
- Reflect and share some highlights from the video “What Do Educators and Parents Need to Know About Children’s Language Development?” with the families you work with. Together, identify one strategy that will support language development both in the home language and in English.

Professional Development Provider or Administrator

- Use the Children’s Language Development report brief and video “[What Do Educators and Parents Need to Know About Children’s Language Development?](#)” during staff meetings and trainings for reflection on what information to share with parents regarding learning one or more languages during the early years, and how best to share the information.

Ripples of Transformation: Families Leading Change in Early Childhood Systems, A Family Engagement Toolkit for Providers and Program Leaders



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| SOURCE First 5 Alameda County |
| AGE Birth to Age 5 Resource |
| REGION California |
| AUDIENCES Administrator, Professional Development Provider |
| MEDIA TYPES Video Online Print |
| FAMILY ENGAGEMENT FOCUS AREAS Intentional Teaching Programmatic Elements |
| LINK https://cssp.org/wp-content/uploads/2018/08/FirstFive-EngagementToolkit-5.pdf |

Center for the Study of Social Policy. (2016). *Ripples of transformation: Families leading change in early childhood systems, a family engagement toolkit for providers and program leaders*. Washington DC: Author.

Resource Highlights

- Illustrates how program and agency leaders can form powerful partnerships with diverse families by providing opportunities for parents to be leaders in their (1) families, (2) communities, and (3) policies and systems
- Addresses family engagement both in the preschool classroom and in early childhood systems of care (e.g., family support, children’s health, and family mental health)
- Provides examples of the leadership journey, strategies representing best practices, resources to prepare programs, and stories from families and organizations in diverse communities

How will I use this?

Professional Development Provider or Administrator

- Read through each section of the toolkit, keeping the children and families in your context in mind: (1) engaging with their children, (2) shaping programs and services, and (3) influencing policies and systems.
 - Identify one strategy for each section that is particularly relevant to the families served. Engage staff in a discussion of how implementing the strategies could support families’ leadership journeys and what resources would be most helpful.
 - Bring staff together to dive into the document by reading and discussing the parent and community stories featured in the blue callout box in each section. Invite staff to articulate how the program will gather families’ stories to strengthen and implement authentic ways of engaging them in their child’s learning, shaping the program’s services, and influencing policies and systems.

Strengthening Families and the Protective Factors Framework

CREATED BY THE CENTER FOR THE STUDY OF SOCIAL POLICY
strengthening families
AND THE PROTECTIVE FACTORS FRAMEWORK

ABOUT STRENGTHENING FAMILIES™ AND THE PROTECTIVE FACTORS FRAMEWORK

Strengthening Families™ is a research-informed approach to increase family strengths, enhance child development and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs and communities in building five key protective factors:

- Parental resilience:** Managing stress and functioning well when faced with challenges, adversity and trauma.
- Social connections:** Positive relationships that provide emotional, informational, instrumental and spiritual support.
- Knowledge of parenting and child development:** Understanding child development and parenting strategies that support physical, cognitive, language, social and emotional development.
- Concrete support in times of need:** Access to concrete support and services that address a family's needs and help minimize stress caused by challenges.
- Social and emotional competence of children:** Family and child interactions that help children develop the ability to communicate clearly, recognize and regulate their emotions and establish and maintain relationships.

At its heart, Strengthening Families is about how families are supported to build key protective factors that enable children to thrive. The five protective factors at the foundation of Strengthening Families also offer a framework for changes at the systems, policy and practice level – locally, statewide and nationally.

Using the Strengthening Families framework, more than 30 states are shifting policy and practice to help programs and providers working with children and families to take everyday actions that support parents to build their protective factors. States apply the Strengthening Families approach in early childhood, child welfare, child abuse prevention and other child and family serving systems.

The "Pathway to Improved Outcomes for Children and Families" on the next page articulates the core functions of Strengthening Families implementation which drive changes in program and worker practice to support families to build protective factors and improve outcomes. The lower graphics show the everyday actions that can help families build each of the protective factors.

What is the Protective Factors Framework?

Protective factors are characteristics or strengths of individuals, families, communities or societies that act to mitigate risks and promote positive well-being and healthy development. Most often, we see them as attributes that help families to successfully navigate difficult situations.

A protective factors framework is an organized set of strength-based ideas that are used to guide programs, services, supports and interventions aimed at preventing child maltreatment and promoting healthy outcomes.

The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy distills extensive research in child and family development into a core set of five protective factors that everyone can understand and recognize in their own lives.

For more information, visit www.strengthenfamilies.org

CENTER FOR THE STUDY OF SOCIAL POLICY • 1019 8TH STREET NW, STE. 300 • WASHINGTON, DC 20004
WWW.CSSP.ORG

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|--------------------------------------|--|
| SOURCE | Center for the Study of Social Policy |
| AGE | Birth to Age 5 Resource |
| REGION | National |
| AUDIENCES | Administrator, Early Educator, Professional Development Provider |
| MEDIA TYPES |  Online  Print |
| FAMILY ENGAGEMENT FOCUS AREAS | Programmatic Elements |
| LINK | https://cssp.org/our-work/projects/protective-factors-framework/ |

Center for the Study of Social Policy. (n.d.). *Strengthening families and the protective factors framework*. Washington DC: Author.

Resource Highlights

- The Strengthening Families Protective Factors Framework from the Center for the Study of Social Policy (CLASP) distills extensive research in child and family development into a core set of five protective factors.
- The five protective factors are characteristics that have been shown to make positive outcomes more likely for young children and their families, and to reduce the likelihood of child abuse and neglect.
- The CLASP resources highlighted here are just a few of the website resources related to the Framework and include an informational handout about the Strengthening Family and Protective Factors Framework, research briefs and action sheets on each of the protective factors, an introductory presentation, and a handout on the core meanings of the protective factors.

How will I use this?

Early Educator

- Review the Strengthening Families Protective Factors Framework.
 - Select one or two factors that resonate with you.
 - Reflect on ways you support positive outcomes for children in your setting and how you engage families in the process.
 - What areas could be improved? Select one and determine next steps.

Professional Development Provider or Administrator

- Convene staff to discuss Protective Factors Framework topics on parent resilience, social connections, parenting, child development, support in times of need, and social and emotional competence of children. Think together about how staff might introduce these tools and concepts to families using a strengths based approach.
- Reflect with staff on how they align practice with Strengthening Families. Select one Protective Factors action sheet to review and discuss in small groups. Share ideas on how to strengthen practice at the program level and individual level. What tools might be useful? How might they be integrated into daily practice?

Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Learning: Implications for Early Care and Education Policy

**Child Care & Early Education
RESEARCH CONNECTIONS**

Supporting Parent Engagement in Linguistically
Diverse Families to Promote Young Children’s Learning
Implications for Early Care and Education Policy

Sandra Barrueco, Ph.D.
The Catholic University of America
&
Sheila Smith, Ph.D.
Samuel A. Stephens, Ph.D.
National Center for Children in Poverty
Mailman School of Public Health, Columbia University

July 2015





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| SOURCE Child Care & Early Education: Research Connections |
| AGE Birth to Age 5 Resource |
| REGION National |
| AUDIENCES Administrator, Professional Development Provider |
| MEDIA TYPES <div style="display: flex; align-items: center; gap: 10px;"> Video Online Print </div> |
| FAMILY ENGAGEMENT FOCUS AREAS Programmatic Elements Professional Development Intentional Teaching Dual Language Learners |
| LINK https://www.researchconnections.org/childcare/resources/30185/pdf |

Resource Highlights

- Highlights research to inform policies and expand the capacity of early care and education programs to partner with families of linguistically diverse children; situates family engagement as a strategy that leverages family strengths to serve as a protective factor to risk factors of poverty and linguistic isolation (pp. 4–5)
- Defines parent engagement to include two types of activity that take place in the home, community, and early care and education setting, “1) parents’ nurturing, responsive interactions with their children at home and the community, that help children acquire competencies they need for school success, and 2) as well as interactions parents have with providers in early care and education settings that help both parents and providers promote children’s learning development” (p. 1)
- Identifies challenges, such as language barriers that are particular to linguistically diverse families, and also identifies several features of early care and education programs that contribute to high levels of parent engagement, such as creating welcoming, supportive environments and supporting parent-child learning activities at home
- Provides a list of promising practices (p. 10) and describes a few illustrative parent engagement programs, such as the Family Mathematics Curriculum (p. 8)

How will I use this?

Professional Development Provider or Administrator

- Read pages 4–5.
 - Discuss the implications of family engagement as a strategy that leverages family strengths.
 - What does that look like in your setting? How can families’ strengths serve as a protective factor to risk factors of poverty and linguistic isolation?
 - What approaches can your program take to leverage families’ strengths?

Barrueco, S., Smith, S., & Stephens, S. (2015). *Supporting parent engagement in linguistically diverse families to promote young children’s learning: Implications for early care and education policy*. New York, NY: Child Care & Early Education Research Connections.

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