

**Illinois Early Learning Council  
Practices and Principles Subcommittee  
Illinois Action for Children – Damen Location  
1340 S. Damen Avenue  
Chicago, IL 60608**

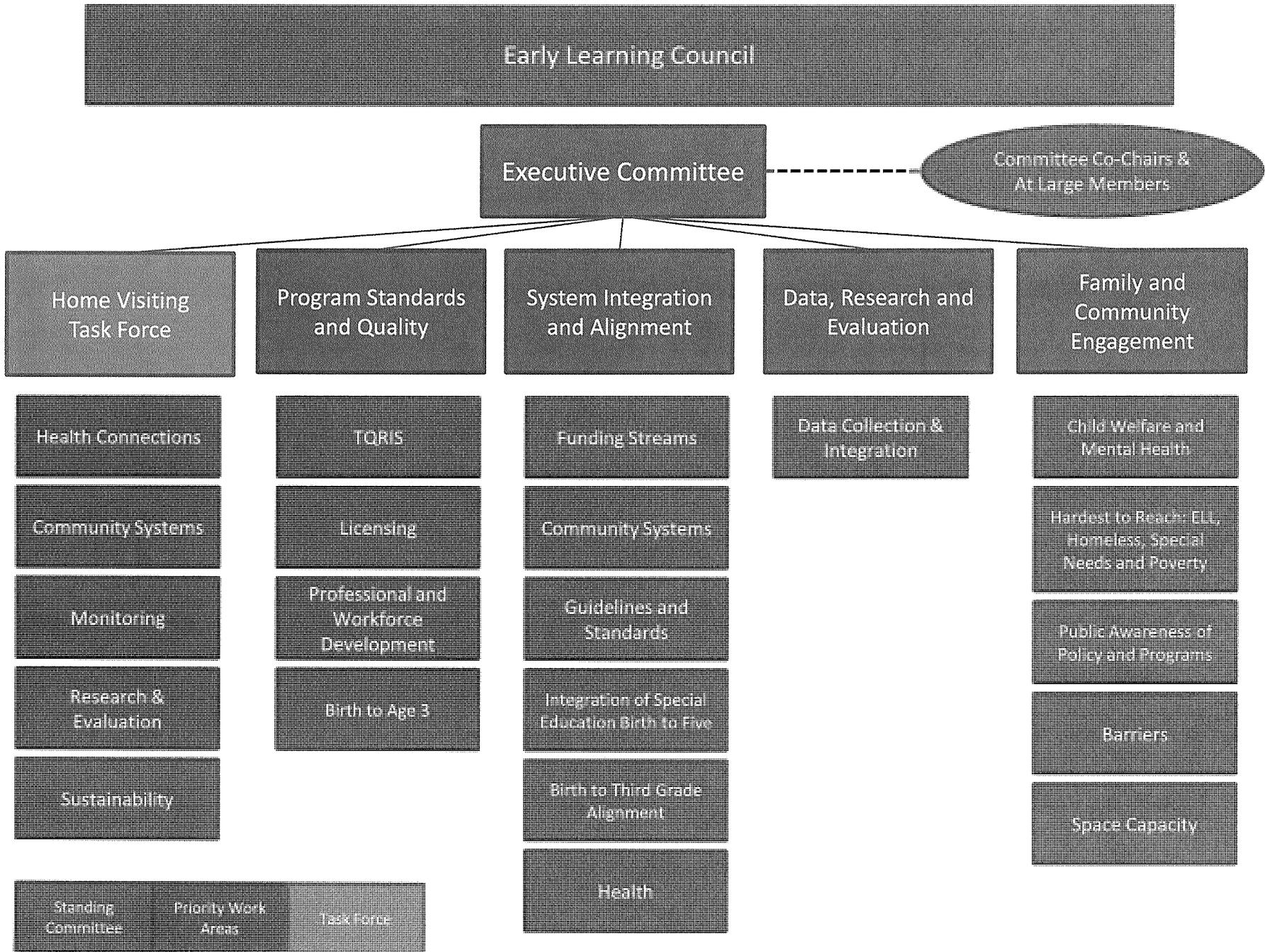
**Call-in Number: 800-503-2899**

**Participant Code: 288 7643**

**Agenda**

**February 15, 2013**

- |             |   |
|-------------|---|
| 10:00-10:10 | Welcome and Introductions   |
| 10:10-10:20 | Practices and Principles Subcommittee in the context of the Family and Community Engagement Committee/Illinois Early Learning Council |
| 10:20-10:35 | Review the work plan  |
| 10:35-11:00 | What has been done: QRIS Levels 1-4   |
| 11:00-12:40 | Level 5 Award of Excellence for Parent Engagement   |
| 12:40-1:00  | Next steps  |



**Practices and Principles Subcommittee**

Co-chairs: Granada Williams & Choua Vue

**Goal 4:** Increase parent engagement in early learning programs, especially in communities that serve children with the greatest need.

Objective 1	Action Steps	Responsibility	Timeframe/Status
Establish the Parent Engagement Subcommittee with members who have the knowledge, capacity, and vision for increasing parent engagement across the state with a particular focus on hard to reach communities.	4.1.1 Review current membership and membership gaps and identify key players, representing diverse communities, to invite to the Subcommittee.	FCE Committee; Capital/Infrastructure Subcommittee; Governor’s Office	Fall 2012
	4.1.2 Contact key players and invite to a Subcommittee meeting.	FCE Committee; Capital/Infrastructure Subcommittee;	January 2013
	4.1.3 Identify and secure two Subcommittee Co-Chairs.	FCE Committee/Practices & Principles Subcommittee	January 2013
	4.1.4 Develop a working definition of parent engagement and/or involvement to guide the subcommittee work.	FCE Committee/Practices & Principles Subcommittee	Ongoing
	4.1.5 Complete a needs assessment of parent engagement strengths and weaknesses across the state with considerations for differing population densities.	Practices & Principles Subcommittee	

	4.1.6 Develop goals, objectives, and action steps to guide future subcommittee work.	Practices & Principles Subcommittee	
<b>Outcomes</b>	4.1.1 The FCE Committee will establish a subcommittee that includes active members with the knowledge and capacity to increase parent engagement in early learning programs.	FCE Committee	
	4.1.2 The Subcommittee will develop objectives and action steps to guide future work in meeting Goal 2, and present to the FCE Committee	Practices & Principles Subcommittee	
	4.1.3 The FCE Committee will present the Subcommittee's goals/objectives/action steps to the Early Learning Council for approval.	FCE Committee Co-Chairs.	
<b>Comments</b>	Subcommittee established in January 2013; renames Practices & Principles Subcommittee		

DRAFT

Objective 2	Action Steps	Responsibility	Timeframe/Status
Develop the Level 5 Award of Excellence for Parent Engagement description for the QRIS.	4.2.1 Review the literature for best practices for community, family, and/or parent engagement; Review other states' QRIS definitions for community, family, and/or parent engagement	Practices & Principles Subcommittee	January-February 2013
	4.2.2 Brainstorm and note all components of programs with exemplary community, family, and/or parent engagement and how these components are measured.	Practices & Principles Subcommittee	February 2013
	4.2.3 Draft Level 5 Award of Excellence for Parent Engagement	Practices & Principles Subcommittee	February-March 2013
	4.2.4 Revise Level 5 Award of Excellence for Parent Engagement	Practices & Principles Subcommittee	March 2013
	4.2.5 Submit final Level 5 Award of Excellence for Parent Engagement to OECD	Practices & Principles Subcommittee; FCE Committee	June 2013
<b>Outcomes</b>	4.2.1 Draft Level 5 Award of Excellence for Family Engagement delivered to the FCE Committee	Practices & Principles Subcommittee	March 28
	4.2.2 FCE Committee submits the Level 5 Award of Excellence to the Early Learning Council and OECD	FCE Committee co-chairs	June 3 <sup>rd</sup> Exec; June 24 <sup>th</sup> Council
<b>Comments</b>			

Final QRIS criteria for Levels 11-4 Jan 14, 2013—Family and Community Engagement

	Licensing	Level 2	Level 3	Level 4
<b>2. Family and Community Engagement</b>				
<b>2A. Family &amp; Community Engagement</b>	Licensing standards	Program administrator completes Gateways Registry approved training on family engagement strategies.	Program implements at least five family supports (see list in PAS item 17) and two parent-staff conferences per year.	Program implements at least five family supports (see list in PAS item 17), two parent-staff conferences per year, a plan for daily communication between teaching staff and families, and a plan for family involvement in routine classroom activities and/or program planning. Program also implements written plan for referring families as appropriate to social, mental health, educational, wellness, and medical services.
		Evidence: Documentation of Gateways Registry-approved training on family engagement strategies	Self-assessment of family engagement and verification by Quality Specialist	Evidence: On-site assessment by state-approved assessor verifies implementation of family engagement (score of 5 or higher on PAS items #16, 17 and 19) <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Head Start review or Preschool for All/Prevention Initiative Monitoring visit
<b>2B. Transitions</b>	Licensing standards	Program administrator completes Gateways Registry-approved training on transition strategies	Program implements policies and practices to provide general information about transitions and engages parents in discussions and/or activities addressing child and family transitions	Program implements a written plan of activities and strategies that facilitates the transition of children and families into and out of classrooms, early learning environments, community services, and school settings (including transition to kindergarten). Program shares this plan with parents and community/school stakeholders
		Evidence: Documentation of Gateways Registry-approved training on transition strategies	Self-assessment of transition activities	On-site assessment by state-approved assessor verifies implementation and communication of transition plan <b>OR</b> Evidence from approved accreditation process <b>OR</b> no finding of non-compliance on federal Early/Head Start review or Preschool for All/Prevention Initiative Monitoring visit

## QRIS Family and Community Engagement Statement of Definition/Vision

Family engagement can be defined as “building relationships with families that support family well-being, strong parent-child relationships, and ongoing learning and development of parents and children alike. It refers to the beliefs, attitudes, behaviors and activities of families that support their children’s positive development from early childhood through young adulthood. Family engagement happens in the home, early childhood program, school and community. It is a shared responsibility with all those who support children’s learning”. (The Nat’l Center on Parent, Family and Community Engagement, Markers of Progress)

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

**Program Foundation** includes:

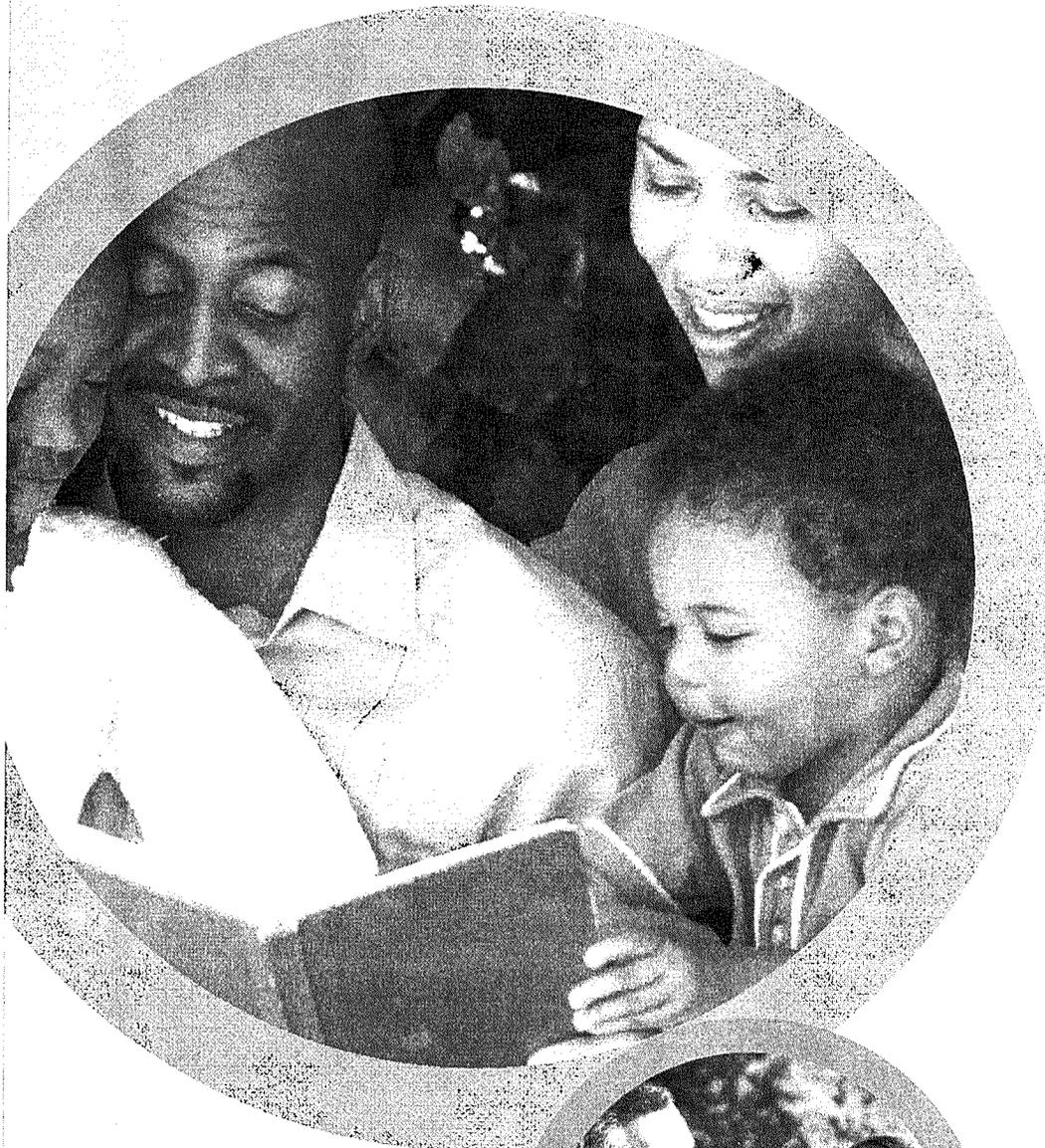
- *Program Leadership*-- the director board, parent committees, staff teams determines program to engage parent, families and community.
- *Continuous Improvement*--leadership is committed to continuously improving systems and activities to engage and support parents and families.
- *Professional Development* will focus uniquely around their roles in the program/agency.

**Program Impact** includes:

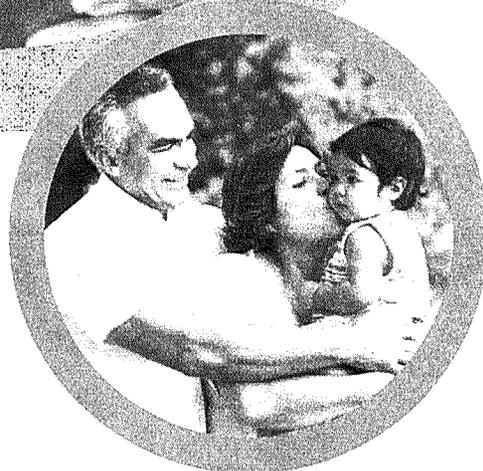
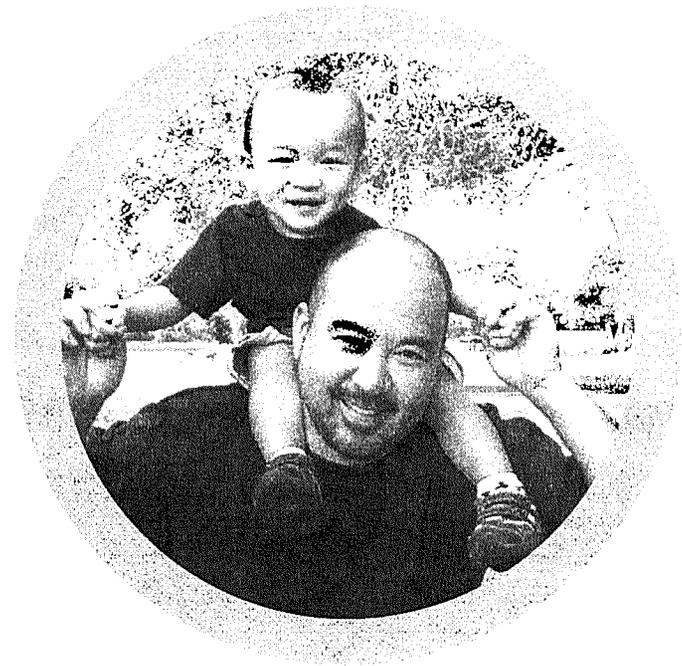
- *Program Environment*--families’ feel welcome, valued and respected by program staff.
- *Teaching and Learning*-- families are engaged as equal partners in their children’s learning and development.
- *Family Partnerships*-- families work with staff to identify and achieve their goals and aspirations.
- *Community Partnerships*-- communities support families’ interest and needs and encourage parent and family engagement in children’s learning.

When the various elements of program foundation are in place and occurring across program impact areas, family engagement outcomes occur. The outcomes support promising child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

*“The Head Start Parent, Family and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8.” National Center on Parent, Family and Community Engagement.*



THE NATIONAL CENTER ON  
Parent, Family, and  
Community Engagement



Using the Head Start Parent,  
Family, and Community Engagement  
Framework in Your Program:

# Markers of Progress

## Step 2: Use the Assessment Tool

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The PFCE Assessment Tool is designed to help you gather and analyze the information to assess the level of your program's current PFCE practices. The goal is to strengthen your program by strengthening the connections between the elements that support PFCE. To that end, we encourage you to assess your program's PFCE practices across all the elements.

Yet, we know many programs may find that isn't doable and decide to begin by focusing on one or two elements. For example, you might choose one element where you know your program shines to see how you can do even better, and one that you know needs much more progress. Or you might choose two or three different elements to focus on each year as part of your strategic planning process.

As you move forward, no matter how many elements you choose to explore, continue to look for connections. Over time this can help you to link together parts of your program that support and enhance PFCE.

To assess your program's current stage of parent, family, and community engagement:

### **Collect Data**

- Choose an element(s) to focus on. Go through its indicators and markers to define your focus more clearly. Determine what sources of information will help you document your current level of performance or quality. Feel free to create your own markers to add to the ones offered here. Be sure to share them with us so that we can share them with other programs.
- Review and analyze documentation from your program reporting systems, community needs assessment, files on children and families, and other management systems that pertain to the indicators and markers you want to examine.

### **Ask Partners for Input**

- To assure an accurate, well-rounded picture, ask for input from leaders, staff, current families, parents who were engaged with your program in the past, as well as community partners. This can be done in a number of ways, for example, through focus groups, open forums, short surveys, or individual interviews.

### **Analyze the Data**

- Engage your PFCE Self-Assessment Team in reviewing the data you have collected. Use it with them to guide discussion of your program's current status on the indicators you want to learn more about. Encourage team members to examine whether a quality practice is widely and consistently observed in all parts of your

program or implemented only in some instances or settings. This will help you see how far along you are in integrating high quality PFCE practices across your program. Document the main findings of your PFCE Self-Assessment Team. You will use this data to create your PFCE Program Action Plan, as outlined on page 72.

### **Assess**

- Determine the level that best describes your program's status for each indicator you are examining.
- Engage the PFCE Self-Assessment Team in reviewing patterns of strengths and areas for improvement. Encourage team members to also consider possible links between the different indicators and elements. They may discover that there are patterns of strength or areas needing improvement across several indicators that shed light on your overall program self-assessment.

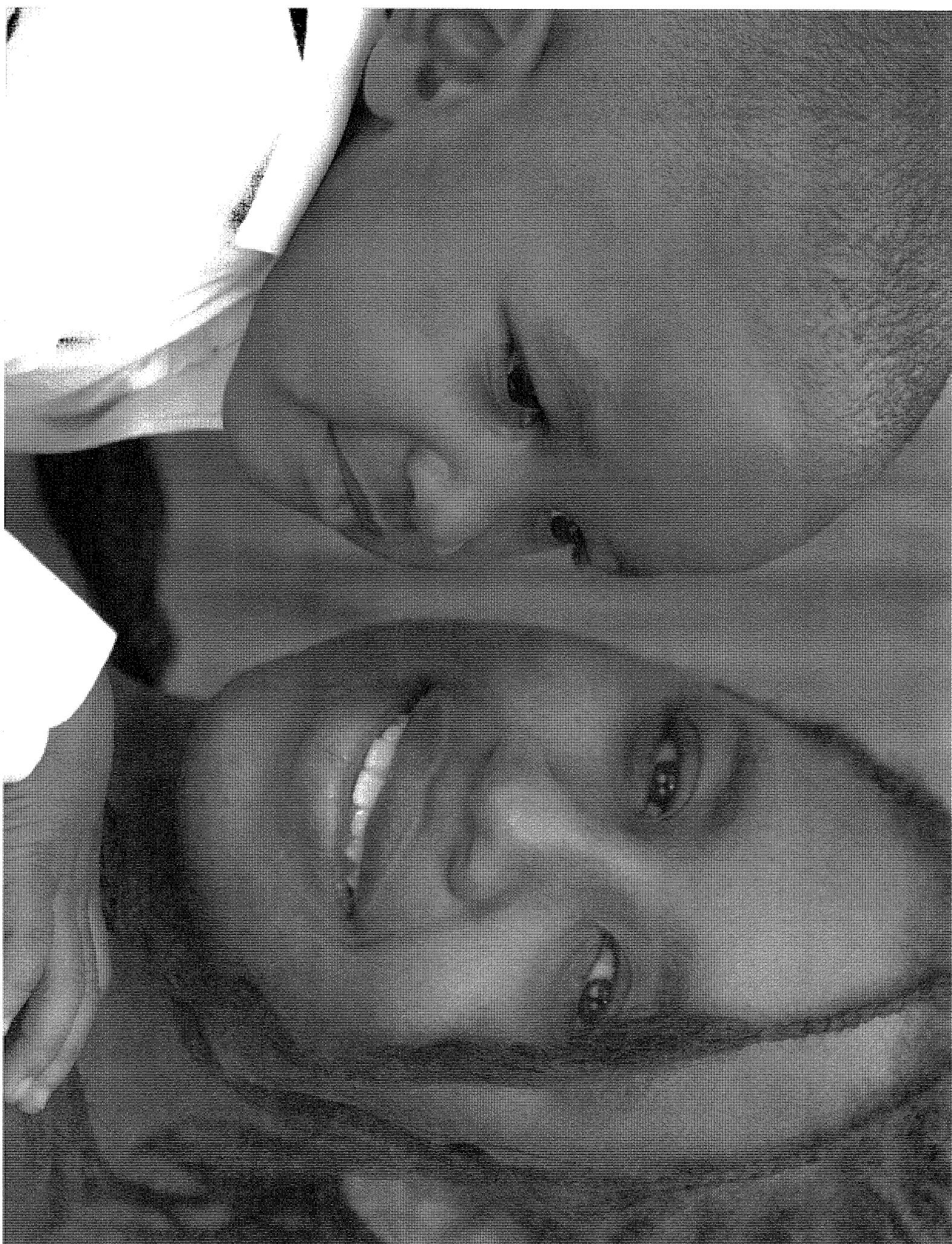
### **Communicate**

- Develop a strategy and materials to share the PFCE Self-Assessment results and your subsequent Program Improvement Plan with staff, families, and community partners. These materials can also be used as part of your strategy to recruit others to join efforts to enhance your PFCE practices. For example, your PFCE Self-Assessment Team members might present findings at meetings of the governing board, Policy Council, management teams, staff, parents and community partners. Handouts and/or newsletter articles might include examples of what is working well and offer practical, hands-on suggestions of how people can contribute to enhance the program's PFCE efforts and the well-being of children and families.



**BEGIN**

Your self-assessment



## Collaborative Decision-making

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Leaders engage families in collaborative decision-making.*

Leaders create opportunities for families to participate in collaborative decision-making. They ensure there are effectively operating structures in place (e.g., Policy Council, Policy Committees, and Governing Board) that give parents the opportunity to contribute to decision-making in accordance with HS Performance Standards.

This best describes our program.

*Leaders support parents as they develop skills as advocates and leaders.*

Leaders provide interested parents with training on how to be effective advocates and program leaders on behalf of their children.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Across program areas, staff engages parents in collaborative decision-making on a wide range of topics (e.g., curriculum planning and community assessment).

This best describes our program.

Leaders invite community partners to provide parents with in-house training to enhance their leadership and advocacy skills. They provide ongoing coaching and mentoring as parents practice new skills in the program (e.g., serve as role models for other parents, participate in focus groups, and work with teachers to enhance curriculum).

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Leaders empower families and community partners to collaborate in decision-making in community-based programs, including public education.

This best describes our program.

Leaders encourage parents to attend advocacy and leadership training in the community. As parents practice and develop new skills (e.g., write a letter to the local paper about HS/EHS's benefits, speak about HS/EHS at a community meeting, participate in the PTO of an older child's school, etc.) they educate and encourage other parents to become leaders and advocates.

This best describes our program.

## Parent, Family, and Community Engagement is a Shared Priority for All Staff

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Leaders help all staff understand their unique contributions to parent, family, and community engagement.*

Leaders use written materials and ongoing interactions with managers and staff (e.g., job descriptions, initial orientation, ongoing training, supervision and evaluation) to communicate expectations for supporting parent, family, and community engagement.

This best describes our program.

*Leaders make resources and staffing decisions that promote parent, family, and community engagement.*

Leaders ensure that staff has enough time to plan and work one-on-one with families regularly – in both center and home-based programs.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Leaders strengthen shared commitment to PFCE by their personal example as they interact and communicate with staff, families, and community partners.

This best describes our program.

Leaders adjust assignments and caseloads to allow for additional interactions based on family needs, strengths and relationships with individual staff (e.g., Family Service Workers, Home Visitors and teachers) and managers.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Leaders build a program-wide, deepening commitment to PFCE by helping managers and staff see that they can make a positive difference. Leaders help staff see how what they say and do each day can lead to positive, trusting relationships with families and community partners. They point out specific examples of how these relationships promote individual family's progress on Parent and Family Engagement Outcomes.

This best describes our program.

Leaders reallocate resources and time of all staff members to provide individual families with support needed to reach their goals. These decisions are based upon data about families' progress on meeting family and child goals (e.g., community assessment data, self-assessment data and data on staff-parent interactions).

This best describes our program.

## Cross-service Area Teams

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*All staff work together to engage family and community partners.*

Cross-program staff teams participate in training about working together to implement core requirements of the Head Start Performance Standards (e.g., home visits, parent-teacher conferences, family partnership agreements and parent engagement in IFSP/IEP procedures).

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Cross-program staff members gain knowledge and develop skills as they work together (e.g., to design PFCE strategies, address challenges, conduct a self-assessment of progress towards PFCE goals, and celebrate successes).

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Team members share and study information about children's and families' progress. They use this information to expand and improve PFCE efforts (e.g., consulting with community partners and specialists such as mental health consultants).

This best describes our program.

## Career Pathways and Recognition

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

*Career development options for staff expand.*

Leadership provides opportunities for staff to gain skills and experience that can help lead to career advancement in the area of parent, family, and community engagement.

This best describes our program.

Effective staff members are groomed for and promoted into other positions (e.g., family advocate, family services coordinator, supervisor, manager) as they become available. They receive ongoing support as they transition into their new roles.

This best describes our program.

Leadership works with higher education and other community partners to identify career opportunities for staff. Together they create processes for staff to gain career-advancement credentials in child and family fields (e.g., social work, education, and health).

This best describes our program.

*Parent volunteers' growing commitment and contributions can lead to expanded career development options.*

Leadership and staff invite all family members to visit and observe. They are also invited to volunteer to support learning in classrooms as well as to try follow-up activities with their children at home.

This best describes our program.

Staff documents family interests and talents. Together with families, they co-create opportunities for parents to contribute to curriculum planning, learning opportunities and ongoing child assessment on-site and at home.

This best describes our program.

Staff encourages increased levels of responsibility for parents to work with groups of children in tandem with staff members. Programs go beyond documenting volunteers as non-federal share resources to tracking their contributions to other families' progress on PFCE outcomes. Leadership and staff encourage interested parents to apply to work in the program and/or community to support children and families.

This best describes our program.

## Career Pathways and Recognition *(continued)*

	<b>STARTING POINT:</b> <i>Implementing Practices Related To HS Performance Standards</i>	<b>PROGRESSING:</b> <i>Beyond the HSFS – Demonstrating Practices that Bolster PFCE</i>	<b>INNOVATING:</b> <i>Implementing PFCE Practices that are Systemic, Integrated and Comprehensive</i>
<i>Effective efforts to promote PFCE are honored.</i>	<p>Leaders recognize staff and parent volunteers for their job performance in the area of PFCE.</p> <p><input type="checkbox"/> This best describes our program.</p>	<p>Leaders recognize the accomplishments of cross-service area teams in enhancing PFCE.</p> <p><input type="checkbox"/> This best describes our program.</p>	<p>Together with community partners, leaders recognize collaborations between all staff and parents to promote children's and families' well-being in the program and throughout the community.</p> <p><input type="checkbox"/> This best describes our program.</p>

PROGRAM LEADERSHIP

CONTINUOUS IMPROVEMENT

PROFESSIONAL DEVELOPMENT

PROGRAM ENVIRONMENT

FAMILY PARTNERSHIP

TEACHING & LEARNING

COMMUNITY PARTNERSHIP

FAMILY ENGAGEMENT AND CHILD OUTCOMES

Use this space to record your thoughts about what you are already doing that you would like to celebrate, challenges that you need to face, and new ideas about what you will do to move your program toward effective PFCE.

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## Cultural and Linguistic Responsiveness

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Understanding of families' cultures deepens, builds trust and promotes engagement.*

Leadership and staff talk with and learn from families about their home cultures (e.g., family structure, preferred child-rearing practices). This information is used to affirm families' culture and history in program policies, resources, activities and in staff professional development.

This best describes our program.

*Materials and resources increasingly reflect families' cultures and languages.*

Staff supports families as lifelong educators by offering learning materials (books, games and other learning media) for children and parents that reflect families' cultures.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

They use new information and insights gained about families' cultures, and their own, as conversations continue and trust grows. Leadership and staff continually tailor services and systems to be more culturally and linguistically responsive.

This best describes our program.

Staff regularly invites families to provide feedback about culturally appropriate books and other learning materials and to suggest additional ones for children and parents.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Leadership, staff, and community agencies discuss conflicting assumptions, complex feelings and challenging issues. Together with families, they design, implement and evaluate activities that remove cultural and linguistic barriers to family engagement and strengthen relationships with families of different cultures and backgrounds.

This best describes our program.

Families and staff create culturally appropriate and relevant learning materials together. These extend beyond foods and holidays to include a broad range of activities. This process, and the materials that result, strengthen family engagement with the program, and parent engagement with their children. They also expand parent and child learning.

This best describes our program.

## System of Regular Communication with Families

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Communication becomes increasingly family-centered and responsive.*

Leadership and staff create clear communication channels to promote regular dialog with families about child progress and program matters in ways that deepen trust and relationships. Families each have a designated contact person. The use of technology is tailored to different families and ages of family members. Interpreters are available as needed.

This best describes our program.

*Professional ethics guide interactions with and about families.*

Leadership models professional ethics when interacting with staff and families. Staff does not share confidential information about a child or family with other families or with staff who do not also work with that child/family.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Leadership and staff are proactive in communicating with families. They regularly ask families for feedback and suggestions about additional information they need.

This best describes our program.

Leadership provides ongoing training to staff and provides support in the area of professional ethics (e.g., confidentiality, boundaries).

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

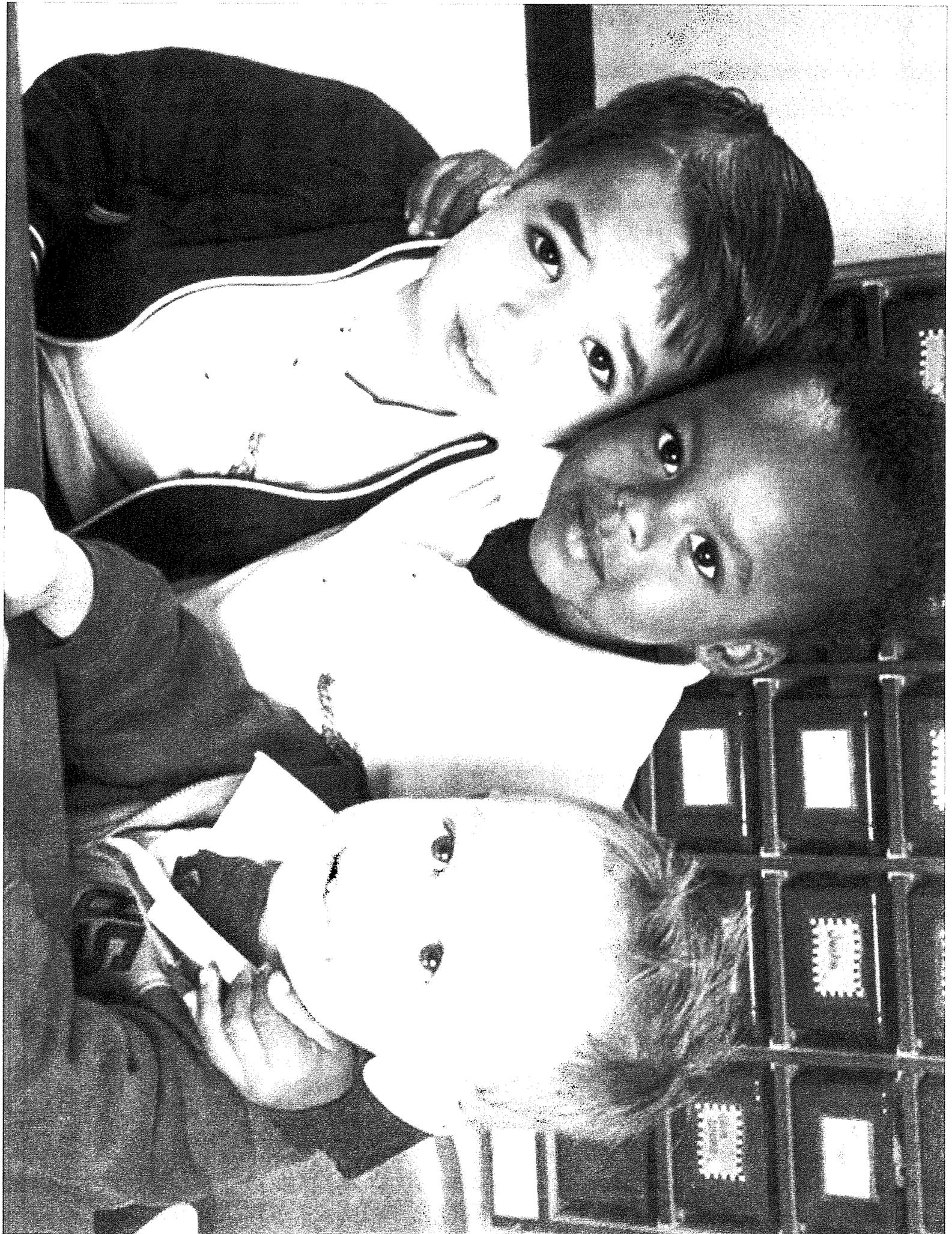
Staff and parents talk together regularly about how to improve communication between them.

This best describes our program.

Leadership models professional ethics when working with community partners. They take an active stance against negativity and unprofessionalism when talking about families. This remains true even when challenging issues are addressed and emotions run high. Codes of ethics from NAEYC and other organizations supporting families and young children are shared.

This best describes our program.

Use this space to record your thoughts about what you are already doing that you would like to celebrate, challenges that you need to face, and new ideas about what you will do to move your program toward effective PFCE.



## Families are Partners in Developing and Achieving their Goals

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Staff partnerships with families grow and deepen.*

When families consent, Partnership Plans/Agreements are developed to help staff identify and use family strengths as the foundation of their relationship with them. A family's decision not to create a plan is respected. Staff finds other opportunities to learn about the family's strengths, needs, and goals as an entry to this relationship.

This best describes our program.

*Staff help family members recognize their own contributions to their progress.*

Staff provides ongoing information and support to families in using program services and community resources (education, career development, health) to achieve family goals and promote the well-being of children.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Staff and families meet regularly to update and expand Plans/Agreements. These changes reflect their joint efforts, progress, and new circumstances and opportunities. Staff also regularly meets with families who choose not to create plans, to learn more about families' circumstances and goals. Staff uses these meetings for conversations about their children and to strengthen relationships with family members.

This best describes our program.

Staff helps individual families see how their use of services leads to progress. They help families overcome challenges in achieving their goals.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Together, staff and families decide on the data they will use to monitor trends in family strengths, needs and goals. They use data to track their joint efforts and progress in reaching family outcomes. Learning to use data contributes to families' success in supporting children's development and learning. Using data together also strengthens parent-staff relationships.

This best describes our program.

Families and staff affirm the vital roles that families play in nurturing their children's learning and development. Together, they acknowledge and celebrate family members' growing knowledge and skills, and build upon these in their work together to support children.

This best describes our program.

## Families are Partners in Developing and Achieving their Goals *(continued)*

	<b>STARTING POINT:</b> <i>Implementing Practices Related To HS Performance Standards</i>	<b>PROGRESSING:</b> <i>Beyond the HSPS – Demonstrating Practices that Bolster PFCE</i>	<b>INNOVATING:</b> <i>Implementing PFCE Practices that are Systemic, Integrated and Comprehensive</i>
<i>Family partnerships open the door to families' use of resources and services.</i>	Staff develops trusting relationships with families that make for responsive family referrals and effective information-sharing about program and community services and resources. <input type="checkbox"/> This best describes our program.	Staff uses knowledge of families to tailor referrals to services based on the strengths, needs, and styles of individual family members. <input type="checkbox"/> This best describes our program.	Staff-family partnerships empower families to independently seek and use community services that are tailored to their strengths, needs and cultures. <input type="checkbox"/> This best describes our program.
<i>Parents receive training and support for transitions.</i>	Programs provide families with information, training and connections to future early care and educational settings to help facilitate the transition process for parents and children. <input type="checkbox"/> This best describes our program.	Programs ensure that families have the skills to communicate with other early childhood programs and schools about their child's accomplishments, interests and needs and can refer to child assessment data to support their observations. <input type="checkbox"/> This best describes our program.	Programs provide opportunities for parents to create relationships with other families and to participate in parent groups in schools to which children will transition. <input type="checkbox"/> This best describes our program.

Use this space to record your thoughts about what you are already doing that you would like to celebrate, challenges that you need to face, and new ideas about what you will do to move your program toward effective PFCE.

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## Teaching and Learning

*Families are engaged as equal partners in their children's learning and development. Staff and families work together as equal partners to build strong relationships that support information-sharing with each other about children's learning and developmental progress. Programs ensure that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child's progress at home. Together, staff and families use this information to set and work toward goals for the child in the program, home and community.*

## Families' Use of Child Assessment Information Promotes Children's Learning and Development

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Parents are informed about the purpose of assessment. Staff has scheduled meetings/parent-teacher conferences to share assessment data with families.*

Staff seeks input from families in developing goals for children and assessing children's progress. This includes families with young children with disabilities as they participate in IFSP and IEP planning and progress monitoring.

This best describes our program.

### PROGRESSING:

*Beyond the HSFS – Demonstrating Practices that Bolster PFCE*

Staff and families regularly share information and observations about how curriculum activities lead to the development outcomes outlined in the Head Start Child Development and Early Learning Framework.

Staff invites parents to be part of the assessment process and explains that their input leads to a more complete, accurate picture of their child. Staff shares child assessment data with families and requests their impressions regularly.

Staff uses child assessments to engage parents in determining how they can contribute to fostering their children's progress. Staff support and monitor those efforts and work with families to adjust and tailor goals for their children during the year.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Together with families, staff regularly discusses formal assessments and share child-related questions, concerns and successes in order to create a picture of the child as a whole. Both home and program observations and assessments are used. Staff, families and community partners regularly use this data to decide how best to support children's learning and development in the program and in the community.

Staff works with families to develop long-term goals for all of their children and family members, chart clear pathways towards those goals and prepare parents to continue to advocate for collaborative decision-making as they transition from HS/EHS to kindergarten.

This best describes our program.

## Supporting Positive Parent-Child Relationships

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

*Shared observations of family strengths and child behavior open the door to positive change in child outcomes.*

*Staff strengthen their partnership with families to address challenging child behaviors together in positive ways.*

Staff focuses on family and child strengths as an entry into relationships and conversations about children.

This best describes our program.

Staff tries to understand what children might be thinking/feeling when they behave in challenging ways. They use this information to decide how to discourage such behavior while promoting children's self-control. Staff takes steps to prevent challenging behavior whenever possible.

This best describes our program.

### PROGRESSING:

*Beyond the HSFS – Demonstrating Practices that Bolster PFCE*

In the home and program, parents see that staff interact with each child as an individual, and with respect and authentic caring. As a result, trust deepens and communication about each child's strengths and needs becomes more open.

This best describes our program.

Staff discusses challenging behaviors with families in ways that demonstrate and strengthen the trust and respect between them. In their discussions, staff supports families to keep the child's best interests in the forefront even when strong feelings arise.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Staff and parents observe and learn from each other's interactions with the child. Staff and parents use their observations about the child's behavior as data. This guides the decisions they make together about their roles as the child's educators.

This best describes our program.

Staff and parents work together to prevent challenging behaviors and address them in positive ways when they occur. This supports the child's healthy development and social competence and the families' engagement with the child and program.

This best describes our program.

## Supporting Positive Parent-Child Relationships *(continued)*

*Child assessment data informs work with community partners.*

### STARTING POINT:

*Implementing Practices Related To HS Performance Standards*

Programs develop school-readiness goals that are in line with those of their community. Programs participate in or provide training on transitions. This strengthens the relationships with other early care and educational settings and promotes the use of child assessment data during transitions from birth through age 8.

This best describes our program.

### PROGRESSING:

*Beyond the HSPS – Demonstrating Practices that Bolster PFCE*

Programs share school-readiness goals and related data with community partners. Their relationships and collaborations continue to develop.

This best describes our program.

### INNOVATING:

*Implementing PFCE Practices that are Systemic, Integrated and Comprehensive*

Programs extend relationships with community partners beyond sharing assessment data. Data is used to drive decisions intended to improve transitions. Together they work to implement their shared commitment to ambitious school-readiness goals.

This best describes our program.

## Step 3: Create a PFCE Action Plan

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Once you have completed a cycle of self-assessment, it is time to create a PFCE Action Plan. This written plan can be used to inform your multi-year long and short range goals (i.e. Continuous Quality Improvement Plan, and Strategic Plan) in addition to helping you identify the PFCE challenges to be addressed. It will be your guide and focus your program's efforts to enhance PFCE practices throughout your program.

**Creating an Action Plan provides an opportunity to:**

- create a realistic roadmap for change by organizing your ideas into concrete steps;
- track your progress;
- identify goals and then evaluate if and when they are met;
- adapt plans and goals in light of unexpected opportunities or obstacles;
- affirm existing PFCE skills encouraging leadership and staff to build on strengths as they develop new skills;
- continue positive change over time; and
- promote commitment to improvement in the area of PFCE by bringing parents and community partners together with staff and leadership. Together they can create a shared vision and specific near-term and longer term goals for improvement.

### **Challenges and Strategies to Overcome Them**

Change can be exciting. For many of us, change is also unsettling. For this reason, creating an Action Plan can pose challenges. For example, it may be a challenge to:

- find time for busy team members to meet;
- come to consensus on areas to prioritize;
- decide on realistic goals;
- identify steps;
- agree on a realistic time frame; and
- acknowledge signs of progress.

**To overcome challenges, it can be helpful to:**

- create a shared vision of the benefits of engagement for children, families, the community, and program staff and leadership;
- build trust and promote a sense of collaboration among family members, community partners, and program staff and leadership;
- keep communication flowing so that decisions are recorded and partners who may miss a meeting can stay informed; and
- return regularly to the vision and its benefits to keep challenges in perspective.

## Components of a PFCE Action Plan

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The components of a PFCE Action Plan will vary from program to program, because each program has a unique set of resources, demands, participants, partners, and needs. We have developed a template you can use to personalize your plan and a sample showing how it might be used (see next page).

As you will see, this template is similar to program planning forms found in the Self-Assessment Toolkit and used by many programs around the country. You can use this Action Plan format to enhance your current multi-year long and short-range program planning efforts. What might be even more exciting is that you can use this form to connect with the 7 Family Engagement Outcomes to frame all of your required strategic planning efforts. Just as family engagement is everyone's business, and family engagement is integrated throughout all program operations.

This form provides a place for you to identify:

- Desired family engagement outcomes
- Your Goal(s)
- Element(s) from the PFCE Framework
- The PFCE indicators you are focusing on currently
- Action step(s)
- Resources available
- Person(s) responsible
- Time frame(s)
- Measure(s) of success

# A Sample Template of a PFCE Action Plan

**A** DESIRED FAMILY ENGAGEMENT OUTCOME(S) (from PFCE Framework, Blue Column):

**B** GOAL(S):

<b>C</b> ELEMENT	<b>D</b> INDICATOR	<b>E</b> ACTION STEP	<b>F</b> RESOURCE(S)	<b>G</b> PERSON(S) RESPONSIBLE	<b>H</b> TIME FRAME(S)	<b>I</b> MEASURE(S) OF SUCCESS

**A** **Desired Family Engagement Outcome**  
(from PFCE Framework, Blue Column)

**B** **Your Goal(s)**

**C** **Element(s)**  
(from the PFCE Framework Foundations and Program Impact Areas)

**D** **PFCE indicators**  
(from Indicator Column of the Assess Section)

**E** **Action step(s)**

**F** **Resources available**

**G** **Person(s) responsible**

**H** **Time frame(s)**

**I** **Measure(s) of success**

## Head Start Parent and Family Engagement Outcomes

<b>1. FAMILY WELL-BEING</b>	Parents and families are safe, healthy, and have increased financial security.
<b>2. POSITIVE PARENT-CHILD RELATIONSHIPS</b>	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
<b>3. FAMILIES AS LIFELONG EDUCATORS</b>	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
<b>4. FAMILIES AS LEARNERS</b>	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
<b>5. FAMILY ENGAGEMENT IN TRANSITIONS</b>	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
<b>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</b>	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
<b>7. FAMILIES AS ADVOCATES AND LEADERS</b>	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.