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| **disaculturaos****Latina mothers** | **Family Engagement Resources** |
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| **Evidence Sources** | **Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood (0-5)**[**https://www.cssp.org/young-children-their-families/body/FirstFive-BRIEF.pdf**](https://www.cssp.org/young-children-their-families/body/FirstFive-BRIEF.pdf)*This policy brief explores how early childhood leaders can advance efforts to engage families along a continuum, from first teacher to policy advocate for systems change in early childhood. The brief recommends actions to program directors, agency directors, funders and policy makers.***Child Care and Early Education for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families: Research-to Policy Resources** [**https://www.researchconnections.org/childcare/resources/36078/pdf**](https://www.researchconnections.org/childcare/resources/36078/pdf)*The early care and education (ECE) system serves a diverse range of families from many different backgrounds, structures, and capacities. This Research-to-Policy Resource List compiles empirical research on American LGBT families’ experiences with ECE and providers’ experiences and preparation for working with LGBT families. The three reviews that begin the list summarize the research literature published through 2012. The remaining resources on the list include the research literature published after the period covered by those reviews.* **Effective Ways to Support Lesbian, Gay, Bisexual, and Transgender (LGBT) Families: Research-to Policy Resources** [**https://www.researchconnections.org/childcare/resources/36078/pdf**](https://www.researchconnections.org/childcare/resources/36078/pdf) **(0-8)***Those of us who work in the early childhood field recognize that each day provides the opportunity to engage with, learn from, and serve as a resource to a diverse range of families from many different backgrounds, structures, and capacities. There are varying estimates, but between 2 and 4 percent of American adults identify as LGBT, and this percentage has grown over the past five years. This Research-to-Policy Resource List compiles empirical research on American LGBT families’ experiences with ECE and providers’ experiences and preparation for working with LGBT families. The three reviews that begin the list summarize the research literature published through 2012. The remaining resources on the list include the research literature published after the period covered by those reviews. They have been divided into those that focus on LGBT families and those that focus on providers.* **Family Connections to Peers and Community (0-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf)*This resource presents a selected summary of research, promising practices, proven interventions, and program strategies intended to be useful for the Head Start, Early Head Start, and other settings serving young children and families.*[**Family Engagement: From the Early Years to the Early Grades**](http://www2.ed.gov/about/inits/ed/earlylearning/families.html) **(0-9)**[**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf)*This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices, provides recommendations, and highlights resources. An Executive Summary is available at* [**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf)**Family Engagement and School Readiness (0-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf)*This research to practice brief highlights the skills that are essential for school readiness (e.g., self-regulation, joint attention) and the ways in which effective family engagement can prepare children to learn and thrive in school.* **Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature http://citeseerx.ist.psu.edu/viewdoc/summary?doi=10.1.1.607.6911** **(0-9)***This 2009 product provides a thoughtful review of the literature on family engagement that pertains to all young children across ethnic backgrounds and early childhood education programs.* **Family Engagement Brief** [**http://www.familieslearning.org/pdf/NCFL\_Family\_Engagement\_Brief\_.pdf**](http://www.familieslearning.org/pdf/NCFL_Family_Engagement_Brief_.pdf) **(0-9)***This Spring 2014 brief explores some of the evidence supporting approaches to family engagement that are effective methods of improving academic achievement. It also includes an overview of different types of family engagement, including case study examples of promising practices and recommendations for parents, school personnel, program officials, and community members seeking increased family engagement in education. Examples illustrate a variety of cross-system approaches.* |

This collection was compiled and annotated by Camille Catlett for the Vermont Agency of Education and funded by the Vermont Race to the Top Early Learning Challenge Grant. It is current as of August 2018. Highlighted resources are available in English and Spanish.

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|  | **Family Engagement Resources** |
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| **Evidence Sources** | **Fostering Parent and Professional Collaboration: Research Brief (0-9)**[**https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf**](https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf)*This document summarizes historical trends in parent-professional collaboration, with emphasis on families in which there is a child with a disability. It explains the research behind such collaboration, describes potential barriers to effective partnerships, and provides strategies for successful collaborations.***A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement** **(3-9)** [**http://www.sedl.org/connections/resources/evidence.pdf**](http://www.sedl.org/connections/resources/evidence.pdf)*A seminal meta-analysis of the research on the impact of family and community engagement on student achievement with strategies and recommendations for putting the findings into action.***Parent Engagement Practices Improve Outcomes for Preschool Children (3-5)**[**http://www.rwjf.org/content/dam/farm/reports/issue\_briefs/2017/rwjf432769**](http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf432769)*This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.***A Portrait of Latino Fathers: Strengths and Challenges** **(0-9)**[**http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/A-Portrait-of-Latino-Fathers.pdf**](http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/A-Portrait-of-Latino-Fathers.pdf)*This research brief presents key socio-demographic information, such as fathers’ educational attainment and residential, marital, and employment status, because these characteristics have been linked to father engagement and child well-being in previous studies.***Parenting Matters: Supporting Parents of Children Ages 0-8**[**http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse\_173455.pdf**](http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_173455.pdf)*The study described in this publication examined the state of the research on parenting and family engagement, including parental knowledge, attitudes, and practices that support healthy child development. Findings include effective parenting practices, elements of effective interventions, and evidence-based approaches for increasing engagement. Get chapters at* [**http://www.nap.edu/download/21868#**](http://www.nap.edu/download/21868) *and the full book at* [**http://download.nap.edu/cart/download.cgi?record\_id=21868**](http://download.nap.edu/cart/download.cgi?record_id=21868)**Reframing Family Involvement in Education: Supporting Families to Support Educational Equity** **(3-9)**[**http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity**](http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity)*This review summarizes research on family engagement as a powerful tool to support children’s learning and development and presents a research-based, comprehensive, continuous and equitable approach to family involvement in education.* **Responsiveness to Family Cultures, Values, and Languages** **(0-9)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/disabilities/inclusion/position-statement.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/disabilities/inclusion/position-statement.pdf)*This position statement from the Division for Early Childhood underscores the commitments that are necessary for personnel to provide culturally and linguistically responsive practices that support each family.*[**The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature**](http://www.sedl.org/cgi-bin/pdfexit.cgi?url=http://www.sedl.org/connections/resources/sfclitrev.pdf) **(3-9)**[**http://www.sedl.org/connections/resources/sfclitrev.pdf**](http://www.sedl.org/connections/resources/sfclitrev.pdf)*This document presents a review of current literature on family involvement, particularly in terms of partnerships among families, schools and communities. Summary briefs of the selected studies are provided at the end of the document.***A Self-Assessment and Planning Tool for Nonprofits and Schools (3-9)**[**http://www.aecf.org/resources/engaging-parents-developing-leaders/**](http://www.aecf.org/resources/engaging-parents-developing-leaders/)*This publication introduces an assessment and planning tool to help programs evaluate their family engagement efforts and chart a path toward deeper partnerships. The tool spans just eight pages, with text outlining how to use it, how to assess its results and what real-world strategies and programs are already in play — and working — to boost family engagement.*  |
|  | **Family Engagement Resources** |
| **Evidence Sources** | **Seven Research-Based Ways that Families Promote Early Literacy (0-9)**[**https://globalfrp.org/Media/Files/Seven-Research-Based-Ways-That-Families-Promote-Early-Literacy**](https://globalfrp.org/Media/Files/Seven-Research-Based-Ways-That-Families-Promote-Early-Literacy)*This brief outlines seven practices that research shows families use to effectively promote early literacy. It provides examples of how early-childhood programs, libraries, and other community-based organizations are empowering families and providing them access to knowledge, skills, experiences, and resources to support their children’s literacy development. An infographic illustrating the seven evidence-based principles is available in English* ([**https://globalfrp.org/content/download/164/1131/file/SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20(1).pdf**](https://globalfrp.org/content/download/164/1131/file/SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20%281%29.pdf)**)** *and Spanish* ([**https://globalfrp.org/content/download/195/1346/file/SPANISH.SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20(4).pdf**](https://globalfrp.org/content/download/195/1346/file/SPANISH.SevenResearchBasedWaysFamiliesPromoteLiteracyPDF%20%284%29.pdf)**).****State Approaches to Family Engagement in PreK Programs** **(3-5)** [**http://ltd.edc.org/resource-library/state-approaches-family-engagement-pre-k-programs**](http://ltd.edc.org/resource-library/state-approaches-family-engagement-pre-k-programs)*This document shares the approaches taken by two states as they worked to develop guidance on family engagement. It addresses three aspects of this work: 1) why family engagement is important; 2) approaches to developing guidance for programs on family engagement; and 3) strategies to support effective implementation.***The Strengths of Latina Mothers in Supporting Their Children’s Education: A Cultural Perspective (3-5)**[**https://www.childtrends.org/publications/the-strengths-of-latina-mothers-in-supporting-their-childrens-education-a-cultural-perspective/**](https://www.childtrends.org/publications/the-strengths-of-latina-mothers-in-supporting-their-childrens-education-a-cultural-perspective/)*This brief reports on what was learned through interviews with Latina immigrant mothers about the techniques they use to support their children’s education. Implications of the finds are discussed as they relate to family empowerment and developing supporting family-teacher partnerships.***Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Learning: Implications for Early Care and Education Policy (0-6)**[**http://www.researchconnections.org/childcare/resources/30185/pdf**](http://www.researchconnections.org/childcare/resources/30185/pdf)*This brief highlights research that can inform policies to expand the capacity of early care and education programs to promote the engagement of linguistically diverse families with young children.***Tuning In: Parents of Young Children Tell Us What They Think, Know and Need (0-5)**[**https://www.zerotothree.org/resources/series/tuning-in-parents-of-young-children-tell-us-what-they-think-know-and-need**](https://www.zerotothree.org/resources/series/tuning-in-parents-of-young-children-tell-us-what-they-think-know-and-need)*ZERO TO THREE released these results of a survey, drawn from a nationally representative sample of 2,200 parents of children birth to 5 years, in June 2016. The results include findings on issues such as: parenting challenges; the dilemma of how to discipline young children; and what parents understand about early development. An overview/key insights document is available, in addition to the full report.* |
| **Print Sources**  | **Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools (3-9)**[**http://www.lsna.net/content/2/documents/beyond\_the\_bake\_sale.pdf**](http://www.lsna.net/content/2/documents/beyond_the_bake_sale.pdf)*This article presents case studies and lessons from research on three types of parent engagement collaborations between community-based organization and schools.* **Building Partnerships: Guide to Developing Relationships with Families** **(0-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf)*This resource supports early childhood personnel to discover definitions, tools, and strategies for reflective practice and supervision that can build positive goal-oriented relationships with families. The tools can be useful in many kinds of programs.***Building Relationships with New Families: The Benefits of Gradual Enrollment (0-5)**[**http://www.communityplaythings.com/resources/articles/2018/building-relationships-with-new-families**](http://www.communityplaythings.com/resources/articles/2018/building-relationships-with-new-families)*This article highlights strategies for helping families and their children discover expectations, understand routines, and ask questions, all of which can ease everyone’s transition into a new program.* **Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)**[**http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf**](http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf)*This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.* |
|  | **Family Engagement Resources** |
| **Print Sources** | **Changing Systems & Practice to Improve Outcomes for Young Fathers, Their Children & Their Families (0-9)**[**http://www.cssp.org/pages/body/Changing-Systems-Practice-Young-Fathers.pdf**](http://www.cssp.org/pages/body/Changing-Systems-Practice-Young-Fathers.pdf) *Research shows that the relationship between fathers and their children is essential to the well-being of families and the healthy development of children. However little attention is paid to the importance of engaging young fathers under age 26, particularly young fathers who are involved with child welfare systems. This report provides recommendations on how systems can better focus on father involvement to increase positive outcomes for fathers, their children and families. Policy recommendations are offered on father-inclusive organizational culture, father identification, father-focused practice, co-parenting, undocumented fathers, incarcerated fathers, and more. A companion video, featuring three fathers, is available at* [**https://youtu.be/2ZXTGExv3yE**](https://youtu.be/2ZXTGExv3yE)**Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs (0-8)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-checklist-for-programs.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-checklist-for-programs.pdf)*This checklist can be a helpful resource for directors, educators, specialists, and families in examining the extent to which programs are welcoming to and supportive of families of diverse cultures, languages, and configurations.***Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings (0-9)**[**http://www.returntooursenses.com/wp-content/uploads/2014/08/Do-No-Harm-Lee-Klinger-Lesser.pdf**](http://www.returntooursenses.com/wp-content/uploads/2014/08/Do-No-Harm-Lee-Klinger-Lesser.pdf)*This article offers practical strategies for supporting young children whose family members are LGBT.* **Engage Families for Anywhere, Anytime Learning (3-9)**[**http://journals.sagepub.com/doi/full/10.1177/0031721715579034**](http://journals.sagepub.com/doi/full/10.1177/0031721715579034)*Learning extends well beyond the classroom into homes, museums, libraries, and digital learning environments. In this article, the authors share their views about re-imagining family engagement as it happens anywhere, anytime children learn. They offer three principles to guide family engagement practices: shared responsibility, connection, and continuity.***Engaged Families, Effective Pre-K: State Policies That Bolster Student Success (3-5)**[**http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs\_assets/%202010/pknfamilyengagementfinalpdf.pdf**](http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/%202010/pknfamilyengagementfinalpdf.pdf)*This report explores the ways family involvement enhances high-quality pre-k. It also recommends actions policy makers can take to ensure that state programs help families establish a firm foundation of engagement in their children’s learning when it matters most – in the early years of life.***ENGAGED Parents and SUCCESSFUL Students: An Overview of Local and National Parent Engagement in Education Efforts (3-9)**[**http://www.roadmapproject.org/wp-content/uploads/2012/11/Final-Report\_Engaged-Parents-Successful-Students-Report-9-12-12.pdf**](http://www.roadmapproject.org/wp-content/uploads/2012/11/Final-Report_Engaged-Parents-Successful-Students-Report-9-12-12.pdf)*This report, prepared by the Office of the Education Ombuds for the Road Map Project, provides a scan of: family engagement practices and models at the national level; policies, practices and outcomes at the school district level in the South King County/South Seattle Road Map Project region; and, perspectives from parent focus groups.* **Ethnographic Interviewing: Asking the Right Questions to the Right People in the Right Ways (0-9)**[**http://cdq.sagepub.com/content/13/1/101.full.pdf+html**](http://cdq.sagepub.com/content/13/1/101.full.pdf%2Bhtml)This paper describes the influence of culture on the interview process and describes an approach to ethnographic interviewing of families that enables professionals to ask the right questions to the right people in the right ways so they can assist families in meeting the needs of their children.**Families Know Best** [**http://www.buildinitiative.org/Portals/0/Uploads/Documents/FamilyKnowsBest.pdf**](http://www.buildinitiative.org/Portals/0/Uploads/Documents/FamilyKnowsBest.pdf) **(3-9)***This BUILD Initiative brief discusses the state of the field in incorporating family information into kindergarten entry assessments and the role that such family information can play.***Family and Community Involvement: Reaching Out to Diverse Populations (3-9)**[**http://www.sedl.org/pubs/family29/family\_involvement.pdf**](http://www.sedl.org/pubs/family29/family_involvement.pdf)*This handbook was designed for teachers, principals, superintendents and other educators who want to develop meaningful parent and community involvement in public education in culturally and linguistically diverse communities. The strategies outlined in this guide can help get you started, based on lessons learned and evidence-based practices.* |
|  | **Family Engagement Resources** |
| **Print Sources** | **Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents (0-9)**[**https://helpmegrownational.org/wp-content/uploads/2017/04/FE-ChildrenWithDisabilities.pdf**](https://helpmegrownational.org/wp-content/uploads/2017/04/FE-ChildrenWithDisabilities.pdf)*This annotated bibliography describes resources that can help families and educators to facilitate comfortable and supportive partnerships in the interest of successful outcomes for children with disabilities. The research reports, articles, and examples of best practices and practical tools included in this guide suggest methods of developing positive and productive collaboration between schools and families so they can work together to ensure better services for students.***Family Involvement in Elementary School Children’s Education (3-9)** [**https://dropoutprevention.org/wp-content/uploads/2015/05/Family\_Involvement\_Makes\_a\_Difference\_20100914.pdf**](https://dropoutprevention.org/wp-content/uploads/2015/05/Family_Involvement_Makes_a_Difference_20100914.pdf)*This Harvard Family Research Project brief discusses the processes (parenting, home-school relationships and responsibility for learning outcomes) that contribute to the academic achievement and social development of elementary school children, with implications for school and district policy and practice.* **Formula for Success: Engaging Families in Early Math Learning (0-9)**[**https://globalfrp.org/content/download/83/561/file/Early%20Math%20FINE.pdf**](https://globalfrp.org/content/download/83/561/file/Early%20Math%20FINE.pdf)*Early math ability is one of the best predictors of children’s later success in school. This compilation of articles written by researchers and program developers was designed to provide families with guidance, inspiration, and motivation to support their young children’s mathematical development effectively. Taken together, they show that math is part of our everyday lives, and as such, is conditioned by relationships, culture, and values; math can be an enjoyable parent-child experience; and digital media can be harnessed to promote math learning—for children and parents.*[**Growing Up with Undocumented Parents: The Challenges Children Face**](https://outlook.unc.edu/owa/redir.aspx?SURL=zOx92xY6-eRCxmapQza6G_6xTBYKJ8WZ9zBnhhwk3Rgo_LA9sizTCGgAdAB0AHAAOgAvAC8AbgBlAHcAYQBtAGUAcgBpAGMAYQAuAGMAbQBhAGkAbAAyADAALgBjAG8AbQAvAHQALwBkAC0AbAAtAGoAaAB1AGoAbQB5AC0AagB1AGQAZAB0AHUAeQBrAHIALQBkAC8A&URL=http%3a%2f%2fnewamerica.cmail20.com%2ft%2fd-l-jhujmy-juddtuykr-d%2f) **(0-9)** [**https://www.newamerica.org/education-policy/edcentral/undoc-parents/**](https://www.newamerica.org/education-policy/edcentral/undoc-parents/)*In response to the question “how are children of undocumented immigrants impacted by their parents’ immigration status?” a recent report by the Migration Policy Institute (MPI) examined a host of risk factors that children of undocumented parents face at higher levels than U.S. children and children of immigrants overall. Researchers concluded that growing up with undocumented immigrant parents presents children with clear disadvantages.***Having Their Say: Parents Describe Why and How They are Engaged in Their Children’s Education** **(3-9)**[**http://www.parentinvolvementmatters.org/system\_files/library/34.pdf**](http://www.parentinvolvementmatters.org/system_files/library/34.pdf)*Karen Mapp’s article describes the findings from a study that identified factors that contributed to successful educational partnerships between schools and families. The paper concludes with implications for practice and further research.***Helping Dads Care (0-9)**[**https://promundoglobal.org/resources/helping-dads-care/**](https://promundoglobal.org/resources/helping-dads-care/)*According to a new survey, the majority of fathers want to be involved caregivers to their children but are often held back by outdated expectations related to gender roles and a lack of workplace support. This report makes the case for greater access to paid parental leave for men and women, as well as a shift in societal norms around men’s and women’s roles as caregivers to create a more equitable society for families raising children.***Involvement or Engagement?** **(3-9)**[**http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement¢.aspx**](http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement%C2%A2.aspx)*This article by Larry Ferlazzo discusses family involvement (“doing to”) and the family engagement (“doing with”) strategies that can make a big difference in student achievement, particularly with marginalized families and communities.* **Leading Family Engagement in Early Learning: A Supplemental Guide (0-9)**[**https://globalfrp.org/content/download/235/1601/file/GFRP\_Policy%20Resource%20Package.pdf**](https://globalfrp.org/content/download/235/1601/file/GFRP_Policy%20Resource%20Package.pdf)This guide examines best practices for family engagement within a variety of spaces, from public libraries to schools. It includes a collection of free resources that thoughtfully offer evidence for culturally-responsive and effective ways to engage families. [**Lesbian,**](https://www.naeyc.org/files/yc/file/201001/LesserOnlineExtra2.pdf) **Gay, Bisexual, and Transgender (LGBT) Families: Tools for Directors in Supporting Staff Discussion Dealing with Fears (0-9)**[**http://www.returntooursenses.com/wp-content/uploads/2014/08/LGBT-families-Lee-Klinger-Lesser.pdf**](http://www.returntooursenses.com/wp-content/uploads/2014/08/LGBT-families-Lee-Klinger-Lesser.pdf)*This article offers practical strategies for structuring safe conversations about issues that honor diverse perspectives and build staff capacity to support each and every family.*  |
|  | **Family Engagement Resources** |
| **Print Sources** | **Little Children, Big Challenges: Incarceration** **(3-9)** [**http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration?utm\_source=BUILD+ECE+News%2C+September+18%2C+2013&utm\_campaign=Build+news&utm\_medium=email**](http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration?utm_source=BUILD+ECE+News%2C+September+18%2C+2013&utm_campaign=Build+news&utm_medium=email)*Sesame Street created this guide for family members and caregivers to help early childhood professionals and families to use every day routines to help children to express their feelings, talk about incarceration, and connect with family members.***Parent Involvement in School: Engaging Immigrant Parents  (6-9)** [**https://files.eric.ed.gov/fulltext/ED511597.pdf**](https://files.eric.ed.gov/fulltext/ED511597.pdf)*This article shares research on the most common barriers to the participation of families who are immigrants, as well as strategies for effective engagement.***Partnering with Families of Children with Special Needs (0-9)**[**https://www.mbaea.org/media/documents/Young\_Children\_\_Sept\_2009\_Partnerin\_D7536CF6133CB.pdf**](https://www.mbaea.org/media/documents/Young_Children__Sept_2009_Partnerin_D7536CF6133CB.pdf)*Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well as basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.***Partnering with Parents Who Identify as Lesbian, Gay, Bisexual, and/or Transgender (0-8)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-partnering.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/lgbt-partnering.pdf)*This resource offers information and strategies for directors, educators, specialists, and families.***Partnering with Newcomer Families (3-9)** [**https://www.gse.harvard.edu/news/uk/18/04/partnering-newcomer-families**](https://www.gse.harvard.edu/news/uk/18/04/partnering-newcomer-families)*This report describes strategies for working across language and cultural differences to make families feel at welcome.***Prioritizing Family Engagement to Support Dual Language Learners (3-9)**[**https://www.newamerica.org/education-policy/edcentral/family-engagement-dlls/**](https://www.newamerica.org/education-policy/edcentral/family-engagement-dlls/)*How can schools get engagement with DLLs’ families right — especially in the early years? This 2017 report presents research on family engagement practices that have proven effective with linguistically diverse families.***Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to** **Assess Their Systems and Services for Dual Language Learners and Their Families (0-5)**[**https://eclkc.ohs.acf.hhs.gov/culture-language/article/program-preparedness-checklist-version-5**](https://eclkc.ohs.acf.hhs.gov/culture-language/article/program-preparedness-checklist-version-5)*This tool was designed to help Head Start and Early Head Start programs to promote school readiness for Dual Language Learners (DLLs) by examining their systems and services for children and families who speak languages other than English.* [**Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook and Tip Sheets**](Raising%20Young%20Children%20in%20a%20New%20Country%3A%20Supporting%20Early%20Learning%20and%20Healthy%20Development%20Handbook%20and%20Tip%20Sheets) **(0-5)** [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf)*This handbook focuses on refugee families parenting children from the prenatal period through age 5. It provides families with information about: healthy development; early learning and school readiness; and family engagement in early care.* **Reaching All Children? Understanding Early Care and Education Participation Among Immigrant Families** **(0-9) https://www.fcd-us.org/reaching-all-children-understanding-early-care-and-education-participation-among-immigrant-families/***This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as relevant demographic and socio-economic characteristics of immigrant families that likely influence children’s participation in early learning programs. It then discusses policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs.***Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families** **(0-9)**[**https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf**](https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf)*This January 2017 resource from the U.S. Department of Education was developed to enhance state and local efforts to support immigrant children from birth through the elementary grades. The first half provides tips for educators in early learning programs and elementary schools as well as schools, districts, and states to: (1) facilitate school enrollment by immigrant families; (2) promote healthy child development in the school setting; (3) encourage caregiver engagement in their children's education; and (4) build staff knowledge about immigrant children and their educational needs. The second half provides tips for parents and guardians on how to facilitate children's learning and education starting at birth.* |
|  | **Family Engagement Resources** |
| **Print** | **Stages of Immigrant Parent Involvement — Survivors to Leaders (3-9)**[**http://www.kappanonline.org/stages-of-immigrant-parent-involvement-survivors-to-leaders/**](http://www.kappanonline.org/stages-of-immigrant-parent-involvement-survivors-to-leaders/)*Immigrant families are not all alike nor are their needs or interests. These families come to the U.S. from diverse backgrounds with a wide range of needs and prior educational experiences. This article describes an effective model (Stages of Immigrant Parent Involvement) that can provide educators and community leaders with insights that help them tailor programs and services to support these families as they acclimate into U.S. school culture.*[**States Leading the Way: Practical Solutions that Lift Up Children and Families**](https://ascend.aspeninstitute.org/resources/states-leading-the-way-practical-solutions-that-lift-up-children-and-families/) **(0-9)**[**https://ascend.aspeninstitute.org/resources/states-leading-the-way-practical-solutions-that-lift-up-children-and-families/**](https://ascend.aspeninstitute.org/resources/states-leading-the-way-practical-solutions-that-lift-up-children-and-families/)*This 2018 report lifts up the most promising, actionable solutions from seven states that can break the cycle of intergenerational poverty for families in the US.  Throughout this report, examples abound of success that has come from engaging and supporting the full and authentic participation of families.* **Strong at the Broken Places: The Resiliency of Low-Income Parents (0-9)**[**http://www.nccp.org/publications/pdf/text\_1177.pdf**](http://www.nccp.org/publications/pdf/text_1177.pdf)*This April 2017 policy report shares how, despite the barriers to healthy development that poor children face, many of them have resilient parents who help them not just survive, but thrive. The report explores common attributes among parents who are able to function well when faced with challenges as well as parenting styles most closely associated with positive social and developmental behavior in children. It uses data from more than 2,200 low-income families surveyed as part of the Fragile Families and Child Wellbeing Study. Recommendations for developing programs and policies that can enhance the well-being and life opportunities of both parents and their children are included.***Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Life** **Success (0-8)**[**http://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1288&context=childrenatrisk**](http://digitalcommons.library.tmc.edu/cgi/viewcontent.cgi?article=1288&context=childrenatrisk)*This paper provides a general overview of research that can inform policies and practices aimed at building the capacity of early care and education programs to promote parent engagement in linguistically diverse families.***Tools and Resources for Ensuring Meaningful Communication With Limited English Proficient Parents (3-9)**[**https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf**](https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf)*This 2016 publication highlights tools and evidence-based practices for building partnerships with family members in ways that support both diverse cultures and languages.* **Why Do Parents Become Involved in Their Children’s Education? (3-9)**[**http://www.creativitycultureeducation.org/why-do-parents-become-involved-in-their-childrens-education**](http://www.creativitycultureeducation.org/why-do-parents-become-involved-in-their-childrens-education)*This article discusses the research on parent’s motivations and school and family practices that may strengthen parental involvement in their child’s education and school community.* |
| **Audiovisual Sources** | **Aiden’s Parent-Teacher Conference (3-5)**[**https://www.cde.state.co.us/sites/default/files/video/resultsmatter/AidensParent-TeacherConference.mp4**](https://www.cde.state.co.us/sites/default/files/video/resultsmatter/AidensParent-TeacherConference.mp4)*This video shows the use of TS GOLD during a parent-teacher conference. It is the sequel to Family Engagement with TS GOLD.***Bridging Worlds Interactive Case: Family Engagement in the Transition to Kindergarten (5-6)**[**http://www.hfrp.org/hfrp-news/news-announcements/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten**](http://www.hfrp.org/hfrp-news/news-announcements/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten)*This online interactive case lets learners engage and reflect on a difficult situation related to family engagement. Using the interactive case will allow learners to grapple with real-world dilemmas and come up with real-world solutions, consider family strengths, and think about how to develop trusting relationships with families.***Bringing Families Together: Building Community (0-5)** [**https://eclkc.ohs.acf.hhs.gov/video/bringing-families-together-building-community**](https://eclkc.ohs.acf.hhs.gov/video/bringing-families-together-building-community)*Watch this video for tips that programs can use to bring families together and build a strong sense of community. Sheltering Arms Educare Program in Atlanta, GA shares real-life experiences from their Head Start/Early Head Start program that have successfully built connections to improve family well-being and enhance outcomes for children.* |

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|  | **Family Engagement Resources** |

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| **Audiovisual Sources** | **CONNECT Module 3: Communication for Collaboration (0-5)**[**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)*This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions.* **CONNECT Module 4: Family-Professional Partnerships (0-5)**[**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips.***Empowering Parents and Caregivers in Oakland CA (0-5)**[**https://www.youtube.com/watch?v=wBzEkwosDvI**](https://www.youtube.com/watch?v=wBzEkwosDvI)*In Oakland, the Lotus Bloom Family Resource Center creates physical spaces and develops educational opportunities that enable adults (parents and other caregivers) and young children aged 0-5 to experience learning together. The goal of the center is to increase the school readiness of children prior to the beginning of kindergarten by connecting with families as early as possible. This video highlights the work the center performs in collaboration with Oakland Unified School District and shares the benefits of the program for children and families.*[**Engaging Families in the Transition to Kindergarten**](http://r20.rs6.net/tn.jsp?f=001lXbn42EQqImfs4DNBpMLmQ6mmQqxf_r6HNC_HkofjYxpKhGvyHw_rf_2GkwfRfO7RsIDEef6-RMj9DbEh4DtEUd_iWnSN6KGt9BBcRqqs2UvjnSLqAFoKMv6u2Sg89p8HLfgUGUVQtJ_TKbXEdWtF5mWXCU7S7N0GT_GayBhzVe0I-gESoNZPh0DV2DyJMpM4KHhN9APxw6vLBP75pH_ygVmuELS395vRQ064ofJ-a66_qaHWz5v-Q==&c=kj28l2MqZ_PsIFISzDEp0A4GHeaqMrHmCCFExjUtPenkOZoKVjsTSw==&ch=YMusLzBsc1dWkrhq63bfe8q3gtFui6NC-z1AdJ9ob0Rvba6JVPpCOg==) **(4-6)**[**https://eclkc.ohs.acf.hhs.gov/video/engaging-families-transition-kindergarten**](https://eclkc.ohs.acf.hhs.gov/video/engaging-families-transition-kindergarten)*This video provides strategies to support children and their families as they transition into kindergarten. It highlights the importance of strong partnerships between families, programs, and schools play in making this important transition successful.*[**Engaging Fathers**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/fatherengagement/best-practice-video-engaging-fathers.html)  **(3-5)** [**https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers**](https://eclkc.ohs.acf.hhs.gov/video/engaging-fathers)*Watch this video to learn about the strategies and practices one program uses to engage fathers and support positive child and family outcomes. Find examples of strong program leadership, a welcoming environment, and a commitment to family partnerships. A facilitator’s guide and a viewer’s guide are available at the same URL.***Partnerships for Change: Listening to the Voices of Families (0-5)** [**https://eclkc.ohs.acf.hhs.gov/video/partnerships-change-listening-voices-families**](https://eclkc.ohs.acf.hhs.gov/video/partnerships-change-listening-voices-families)*Watch this video to see how the Red Cliff Early Childhood Center effectively partners with families, schools, and local organ-izations. The video underscores how family well-being is rooted in a respect for culture, values, and home language.***Program Environments: Responsive Programming for Migrant Families (0-5)** [**https://eclkc.ohs.acf.hhs.gov/video/program-environments-responsive-programming-migrant-families**](https://eclkc.ohs.acf.hhs.gov/video/program-environments-responsive-programming-migrant-families)*Watch this video for promising practices from a Head Start program for migrant families in San Luis Obispo, CA. It illustrates ways to foster strong relationships and partnerships between families and staff based on evidence that effective partnerships support parent-child connections, family well-being, and goal-setting.***Supporting Children and Families Experiencing Homelessness: An Interactive Learning Series for Early Childhood Professionals (0-5)**[**https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/supporting-children-families-experiencing-homelessness**](https://eclkc.ohs.acf.hhs.gov/family-support-well-being/article/supporting-children-families-experiencing-homelessness)*This learning series was designed to enhance knowledge around family homelessness and the McKinney-Vento Homelessness Assistance Act's definition of "homeless" as it refers to children and youth. This interactive learning series (link is external) is intended for professionals in Head Start, Early Head Start, and child care, including early childhood and school-age child care providers, CCDF Lead Agency or designated entity staff, and other key stakeholders. Module topics include an overview, understanding family homelessness, understanding the McKinney-Vento definition of “homeless”, determining a family’s homeless situation, identifying and reaching out to families experiencing homelessness, enhancing program access and participation for children experiencing homelessness, and building relationships with families. Each module takes approximately 30 minutes to complete, depending on your level of experience. A Certificate of Completion is available to download.* |

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|  | **Family Engagement Resources** |
| **Online Sources** | **Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports (3-9)**[**https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf**](https://www.pbis.org/Common/Cms/files/pbisresources/Family%20Engagement%20in%20PBIS.pdf)*This 2017, free e-book provides guidance for enhancing family engagement in schools from pre-Kindergarten through high school. It includes information on the foundations of family engagement (FE), a review of FE in the context of Positive Behavioral Interventions and Supports (PBIS) and Multitiered Systems of Support (MTSS), and strategies for applying ideas in local sites and across systems. It addresses the unique needs of children at risk and emphasizes the critical issue of cultural competence.* [**Building Partnerships: Guide to Developing Relationships with Families**](http://hsicc.cmail19.com/t/j-l-kyudjty-hdekiidu-u/) **(0-5)** [**http://eclkc.ohs.acf.hhs.gov/pgor/**](http://eclkc.ohs.acf.hhs.gov/pgor/)*Discover the role that positive goal-oriented relationships play in effective parent, family, and community engagement and school readiness. Find definitions, tools, and guides for reflective practice and supervision. This guide is also available as a PDF at* [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf)**Center for Parent Information and Resources** [**http://www.parentcenterhub.org/resources/**](http://www.parentcenterhub.org/resources/) **(0-9)** *This site features resources, in English and Spanish, to support families who have children with or at risk for disabilities. Topics range from parental rights and dispute resolution to evidence-based practices and accommodations. While CPIR specifically focuses on supporting families of children with disabilities, it provides a wealth or resources and link to support all families.* **CONNECT Module 3: Communication for Collaboration (0-5)**[**http://community.fpg.unc.edu/connect-modules/learners/module-3**](http://community.fpg.unc.edu/connect-modules/learners/module-3)*This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions.* **CONNECT Module 4: Family-Professional Partnerships (0-5)**[**http://community.fpg.unc.edu/connect-modules/learners/module-4**](http://community.fpg.unc.edu/connect-modules/learners/module-4)*This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips.***Creating a Welcoming Early Childhood Program for Lesbian-Gay-Bisexual-Transgender (LGBT) Families (0-5)**[**https://eclkc.ohs.acf.hhs.gov/family-engagement/article/creating-welcoming-early-childhood-program-lgbt-headed-families**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/creating-welcoming-early-childhood-program-lgbt-headed-families)*Administrators, early childhood professionals, and family members can use this set of resources to help build strong partnerships that lead to successful family and child outcomes in early childhood settings. A particularly useful one,* Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs*, may be used for self-assessment or to begin conversations with staff, family members, and guardians. It’s available at* [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-checklist-for-programs.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-checklist-for-programs.pdf)**DEC Recommended Practices: Family Practices (0-8)** [**http://ectacenter.org/decrp/topic-family.asp**](http://ectacenter.org/decrp/topic-family.asp)*This website features checklists of evidence-based practices for supporting families, with emphasis on families of young children with or at risk for disabilities.***The Diversity-Informed Tenets for Work with Infants, Children, and Families** **(0-3)** [**https://imhdivtenets.org/**](https://imhdivtenets.org/)*The Tenets can empower individual practitioners, agencies and systems of care to identify and address the social justice issues intricately intertwined with all infant mental health work.  The Tenets are rooted in belief that self-awareness and intentional action are the cornerstones of principles of equity and inclusion.***Early Childhood Family Engagement Framework: Maryland’s Vision for Engaging Families with Young Children** **(0-9)** [**https://www.montgomerycountymd.gov/HHS-Program/Resources/Files/CYF%20Docs/ECAC/MDFamEngageFinal.pdf**](https://www.montgomerycountymd.gov/HHS-Program/Resources/Files/CYF%20Docs/ECAC/MDFamEngageFinal.pdf)*The Framework is designed to support thinking and action regarding the implementation of family engagement policies and practices both at the state level and among early care and education providers who serve young children, including children from poor families, children with disabilities and special health needs, and dual language learners.* **Engaged Families, Effective Pre-K: State Policies That Bolster Student Success (3-5)**[**http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs\_assets/%202010/pknfamilyengagementfinalpdf.pdf**](http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/%202010/pknfamilyengagementfinalpdf.pdf)*This report from Pre-K Now identifies policies that can enhance family engagement in state pre-kindergarten and highlights examples from states that are leading the way. The report also addresses how family engagement programs must ensure efforts to respect the linguistic and cultural diversity of the populations they serve.* |

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|  | **Family Engagement Resources** |
| **Online Sources** | **Engaging Families in Pre-K Education**   **(3-5)** [**http://www.pewtrusts.org/our\_work\_report\_detail.aspx?id=59866**](http://www.pewtrusts.org/our_work_report_detail.aspx?id=59866)*This report identifies policies that enhance family involvement in pre-K education and provides examples of states that use those policies.***Family Engagement** **(0-9)** [**http://ectacenter.org/topics/familyeng/familyeng.asp**](http://ectacenter.org/topics/familyeng/familyeng.asp)*This collection of resources from the Early Childhood Technical Assistance Center (ECTA) includes particular emphasis on engaging families of young children with disabilities.***Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents (0-9)**  [**http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf**](http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf)*This resource guide provides an annotated bibliography describing resources for both educators and parents in three areas of parent-professional partnerships: a) families as advocates, b) family roles in assessment and intervention, and c) families as partners in student learning.*[**Family Engagement in Transitions: Transition to Kindergarten**](http://hsicc.cmail19.com/t/j-l-kyudjty-hdekiidu-b/) **(5-6)**  [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf)*Explore this resource to enhance your understanding about the impact the transition to kindergarten has on children and families and find examples of successful program practices.* **Family Involvement in Early Childhood Education (0-9)** [**http://www.hfrp.org/content/download/1181/48685/.../earlychild hood.pdf**](http://www.hfrp.org/content/download/1181/48685/.../earlychild%20hood.pdf)*This document discusses the importance of family involvement in early childhood care and education and school-home relationships. The implications for policy, practice, and research are presented.*[**Family Engagement and Ongoing Assessment**](http://hsicc.cmail19.com/t/j-i-kdydikt-birkrkrs-q/) **(0-5)**[**http://hsicc.cmail19.com/t/j-i-kdydikt-birkrkrs-q/**](http://hsicc.cmail19.com/t/j-i-kdydikt-birkrkrs-q/)*This set of guides describes how to share information effectively with families in genuine partnerships. You can use the guides to explore strategies for sharing information about screening and ongoing assessment with families in early childhood programs.***Family Engagement Toolkit (0-9)** [**http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx**](http://www.buildinitiative.org/Resources/FamilyEngagementToolkit.aspx)*This online collection was designed for all stakeholders in the lives of children. Divided into four components—equity and access, shared decision-making, two-way communication, and sustainability—its resources are targeted primarily at family engagement and reinforcing an authentic family-school partnership throughout the early elementary school years.*[**The Family Partnership Process: Engaging and Goal-Setting with Families**](http://hsicc.cmail19.com/t/j-l-kyudjty-hdekiidu-k/) **(0-5)**[**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf)*The guide provides examples of ways to gather information about families' strengths, hopes for their children, and challenges. It also lays out specific strategies to engage families in conversations about goal-setting.***Fathers for Life (0-5)**[**https://eclkc.ohs.acf.hhs.gov/family-engagement/article/fathers-life-strengthening-families-fatherhood-children-fathers-criminal**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/fathers-life-strengthening-families-fatherhood-children-fathers-criminal)*This resource was developed to encourage and support positive relationships of families with young children of incarcerated fathers or fathers on probation or parole. The site includes program manuals and other resources that would be useful to programs or individuals who want to engage and support families in which a member is or has been incarcerated.*[**Gathering and Using Information That Families Share**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf) **(0-5)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-info-families-share.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/gathering-using-language-info-families-share.pdf)*In order to support the learning and development of young DLLs, staff members need to understand children’s backgrounds and experiences with more than one language or dialect. This resource can help you learn to gather accurate and useful language information for assessment and planning.***Handbook on Family and Community Engagement (0-9)**  [**http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf**](http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf)*The Handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice accumulated over the years. More importantly, it gives us a guide with which we can travel to a new plane in our quest for each and every student’s academic, personal, social, and emotional development.* |
|  | **Family Engagement Resources** |
| **Online Sources** | **Head Start Father Engagement Birth to Five Programming Guide (0-5)**  [**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf)*The Programming Guide is designed to help programs make father engagement live and breathe in every part of your program. It offers ideas for implementing father engagement strategies across systems and services as a part of your everyday work. Available in Spanish at* [**https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/participacion/docs/father-engage-programming-esp.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/participacion/docs/father-engage-programming-esp.pdf)**Indiana Early Childhood Family Engagement Toolkit (0-8)**[**http://www.elacindiana.org/resource/family-engagement-toolkit/**](http://www.elacindiana.org/resource/family-engagement-toolkit/)*This toolkit was developed to help support programs along a path toward effective family engagement. It includes a 22-indicator self-assessment, examples of how program actions can transform interactions with families, and, by extension, enhanced outcomes for young children. Most of the resources are not Indiana-centric and would apply to any context.*[**Las Manos de Apá**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/fatherengagement/LasManosdeApa.htm) **Resources (0-5)** [**https://eclkc.ohs.acf.hhs.gov/family-engagement/article/las-manos-de-apa-resources**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/las-manos-de-apa-resources)*This set of materials is designed to support Latino fathers as early literacy models for their children. The resources outline a practice model for working with Latino fathers by creating father-friendly environments, building community, sharing stories and supporting early literacy for young children. Many of the resources are available in English and Spanish.***Measuring What Matters (0-5)**[**https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf**](https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/measuring-what-matters.pdf)*This resource provides an overview of how programs can use data to engage families and support progress. Specifically, it describes two helpful approaches for using family related data. The first is a set of guiding principles— (Responsible, Respectful, Relevant, and Relationship-based). The second is a cycle of data activities— (Prepare, Collect, Aggregate and Analyze, Use and Share). While the examples relate to Head Start programs, the content is applicable to programs in many settings.***National Center for Homeless Education’s Resources on Parent Involvement (0-9)**[**http://center.serve.org/nche/ibt/parent\_inv.php**](http://center.serve.org/nche/ibt/parent_inv.php)*The center provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness.***National Center on Parent, Family and Community Engagement (0-5)** [**http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family)*This website from Head Start contains information on the Parent Family and Community Engagement Framework as well as related resources that are useful for educators and service providers.***Our Journey to Success: Early Education for Children in Indigenous Migrant Families (0-5)**[**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/our-journey-success-ind-flipbook-eng.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/our-journey-success-ind-flipbook-eng.pdf) (English)[**http://eclkc.ohs.acf.hhs.gov/**hslc**/tta-system/cultural-linguistic/docs/ind-flipbook-esp.pdf**](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/ind-flipbook-esp.pdf) **(**Spanish**)***This resource is based on indigenous leaders’ and families’ powerful stories of courage and hope. They share their advice on family and community needs and assets. The resource supports the importance of indigenous culture and language to children’s achievement in school and to long-term child and family well-being.* **Parent Participation in Early Intervention (0-3)**[**http://www.parentcenterhub.org/parent-participation-ei/**](http://www.parentcenterhub.org/parent-participation-ei/)*Parent involvement is key for making the necessary decisions about early intervention services for children. This December 2017 list of resources for parents and early intervention providers from the Center for Parent Information & Resources offers information and strategies for supporting parent participation in developmental screening, identifying appropriate services to best meet a child's needs, and staying informed about parental rights.***Recommended Practice Module 5: Families**[**https://rpm.fpg.unc.edu/module-5-family**](https://rpm.fpg.unc.edu/module-5-family)*This free, online module offers content related to supporting children’s learning and development through quality adult-child and child-child interactions. Objectives target what family-centered practices are, how to build the capacity of families, and strategies for building trusting partnerships with families. Dr. Carol Trivette summarizes the research on family practices in lesson 1.  Lessons 2 and 3 share strategies on how to treat families with respect, involve them in decision-making, help them to increase their confidence and competence, and encourage effective collaboration with other professionals.  Much of this work is accomplished with examples and activities.* |
|  | **Family Engagement Resources** |
| **Online** | **Relationship-Based Competencies to Support Family Engagement Resource Series (0-5)**[**https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement)*The Relationship-based Competencies (RBCs) are founded on research and recommended practices around working with families from pregnancy through the early childhood years. There are specific sets of competencies for different early childhood professionals, as described below. The tools in this series may be used to assess competence and to identify targets for professional growth and development. Specific components of the series include:* **Head Start and Early Head Start Relationship-Based Competencies** – *These resources describe how to implement the Head Start Program Performance Standards and the Parent, Family, and Community Engagement (PFCE) Framework. There are separate sets of competencies for supervisors and staff who work with families.*[Relationship-Based Competencies to Support Family Engagement: Overview for Early Childhood Professionals](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-overview-early) – *This is an overview of the 10 RBCs to build family engagement and support positive outcomes for children and families.*[**Relationship-Based Competencies to Support Family Engagement for Teachers and Child Care Providers**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-teachers-child) **-** *These resources describe the competencies needed by teachers, child care providers, and other professionals who teach and care for children in group settings. There are separate sets of competencies for supervisors and staff who work with families.*[**Relationship-Based Competencies to Support Family Engagement for Family Services Professionals**](https://eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement-family-services) **-** *These tools pertain to family services professionals.***Self-Assessment Tool for Early Childhood Programs Serving Families Experiencing Homelessness (0-6)**[**https://www.acf.hhs.gov/sites/default/files/ecd/final\_self\_assessment\_tool\_for\_early\_childhood\_programs\_serving.pdf**](https://www.acf.hhs.gov/sites/default/files/ecd/final_self_assessment_tool_for_early_childhood_programs_serving.pdf)*This tool from the Ounce of Prevention Fund (the Ounce) and the U.S. Department of Human Services Administration for Children and Families (ACF) has been specifically designed for child care, Head Start and Early Head Start, and public pre-k programs as a guide for welcoming and supporting families and children experiencing homelessness into these programs. Early care and education providers play a critical role in identifying and supporting families with young children who are experiencing homelessness and connecting those families to other resources within their community. Being exposed to a safe, stable, and developmentally appropriate environment while young is important to healthy child development. The tool contains recommendations for making early childhood programs more responsive to the unique needs of infants, toddlers, preschoolers and their families who experience homelessness in five areas, and identifies additional resources to support programs.***Strengthening Families™** [**http://www.cssp.org/reform/strengtheningfamilies**](http://www.cssp.org/reform/strengtheningfamilies) **(0-9)***Learn about a protective factors framework based on engaging families, programs and communities at this website.***Supporting Children Who Have an Incarcerated Parent (3-9)**[**http://youth.gov/sites/default/files/COIP\_TipSheet-Teachers\_508.pdf**](http://youth.gov/sites/default/files/COIP_TipSheet-Teachers_508.pdf)*This tip sheet offers evidence-based practices for teachers of young children.***Toolkit of Resources for Engaging Families and the Community as Partners in Education (0-9)***The four parts of this thoughtful set of resources offer reflections, activities, and evidence that can be used to promote community and family engagement in ways that also reflect culturally thoughtful practices. Many of the activities could also be used in courses or staff development to build insights and understanding.*Part 1: Building an understanding of family and community engagement[**http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf)Part 2: Building a cultural bridge [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf)Part 3: Building trusting relationships with families and the community through effective communication [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3\_Jan2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf)Part 4: Engaging all in data conversations [**http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4\_May2015.pdf**](http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf)**Vermont Family Network**  **(0-9)** [**http://www.vermontfamilynetwork.org/**](http://www.vermontfamilynetwork.org/)*The mission of Vermont Family Network is to empower and support all Vermont families of children with special needs. They offer services and support related to early childhood, health, mental health, education, transition, and specific disabilities.***When a Foster Child Enters Your Care: Suggestions from a Foster Parent (NAEYC)** **(0-8)**[**https://www.naeyc.org/resources/blog/when-foster-child-enters-care**](https://www.naeyc.org/resources/blog/when-foster-child-enters-care)*This blog offers both strategies and additional resources to consider.***ZERO to THREE Military Family Projects (0-3)** [**http://www.zerotothree.org/about-us/funded-projects/military-families**/](http://www.zerotothree.org/about-us/funded-projects/military-families/) *This resource can help programs and military families care for very young children.* |