

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child's educational lifespan.



Page intentionally left blank.

Table of Contents

Letter from the Secretaries.....	4
Introduction.....	5
• Audience.....	8
• Family Engagement Definition.....	8
• Development.....	9
• Framework Components.....	11
• Acknowledgements.....	12
Definitions.....	14
• Family.....	15
• Learning Communities.....	16
• Community Partners.....	17
• PA Family Engagement Infographic.....	18
Foundational Practices, Standards and Supportive Practices.....	19
• Importance of Leadership.....	21
• Foundational Practices for Family Engagement.....	22
• Leverage family and community partner knowledge, expertise and leadership.....	23
• Build culturally and linguistically responsive, inclusive and equitable partnerships with families	24
• Build inclusive and safe Learning Communities	28
• Inclusion Infographic	29
• Engage in Professional Growth	30
• Learning Community Standards & Supportive Practices.....	32
• Standard One and Supportive Practices.....	34
• Standard Two and Supportive Practices.....	36
• Standard Three and Supportive Practices.....	38
• Standard Four and Supportive Practices.....	44
• Standard Five and Supportive Practices.....	46
• Standard Six and Supportive Practices.....	48
Policy Background.....	50
• Key Policy related to Early Care and Education.....	51
• Key Policy related to K-12 Education.....	68
Additional Resources.....	77
• Timeline of Family Engagement.....	78
• Strategies to Support Trauma Informed Family Engagement Infographic.....	80
• Using Technology to Support Family Engagement Infographic.....	81
• Community Schools Infographic.....	82
• Resource web links.....	84



August 2019

Dear Stakeholder:

Everyone benefits when schools and families collaborate to support our students.

Family engagement doesn't just promote academic success but can improve overall student wellbeing and strengthen entire communities. However, the traditional methods of family involvement need to be refreshed to ensure they are effective for today's families.

To explore how Pennsylvania can more effectively support family engagement and provide resources to our schools and communities, the Pennsylvania Department of Education, Office of Child Development and Early Learning (OCDEL) and Office of Elementary and Secondary Education (OESE) established a Family Engagement Coalition. The Coalition - comprised of more than 120 representatives from early learning programs, school districts, statewide advisory councils, and community organizations- created the Birth through College, Career, Community Ready Family Engagement Framework.

This framework leverages the strength and expertise of a wide array of stakeholders and serves as a roadmap for Pennsylvania Learning Communities to have a shared language, as well as goals and strategies for promoting successful family engagement.

The Birth through College, Career, Community Ready Family Engagement Framework is the result of months of collaboration, hard work and shared values regarding family engagement, and would not have been possible without the Family Engagement Coalition and support provided by the Council of Chief State School Officers (CCSSO).

Family engagement can be critical to a student's wellbeing, and this framework can be an important tool in maximizing developing and implementing strategies responsive to today's families.

Sincerely,

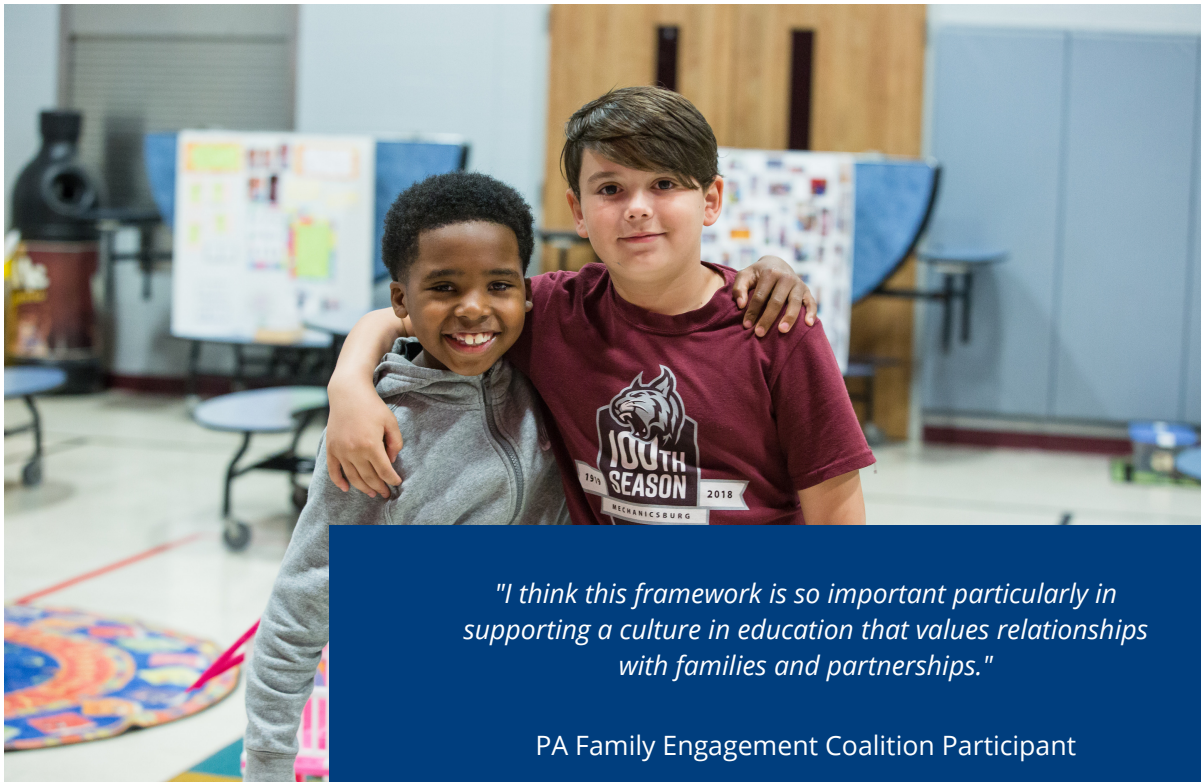
A handwritten signature in blue ink that reads "Pedro A. Rivera".

Pedro A. Rivera
Secretary of Education

A handwritten signature in blue ink that reads "Teresa D. Miller".

Teresa D. Miller
Secretary of Human Services

Introduction



"I think this framework is so important particularly in supporting a culture in education that values relationships with families and partnerships."

PA Family Engagement Coalition Participant

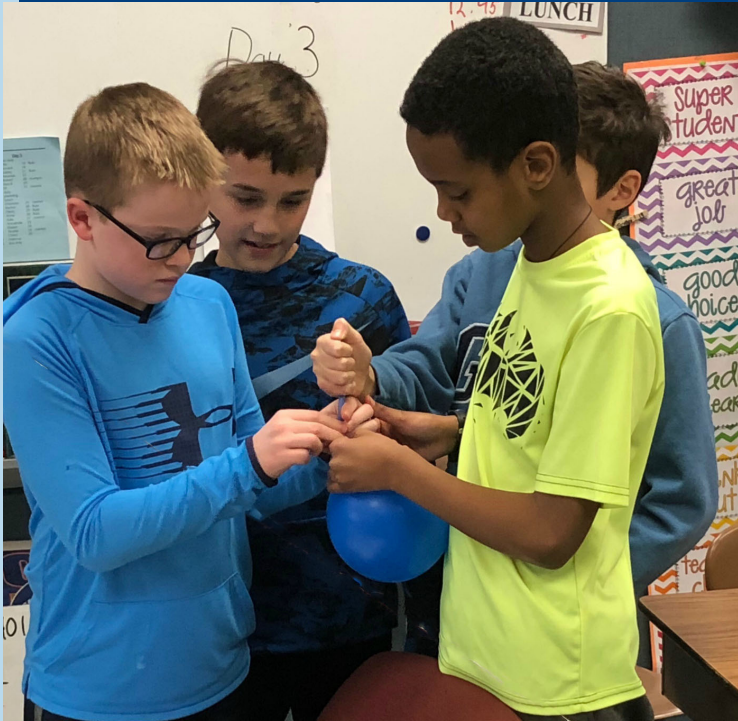
The Pennsylvania Department of Education, Office of Child Development and Early Learning (OCDEL) and Office of Elementary and Secondary Education (OESE) recognize the importance of implementing of effective strategies to engage families as they support their children's learning and development. These strategies should start with our early learning programs at birth and continue throughout our kindergarten through college, career, community ready education system. This framework sets a clear path and identifies a set of common standards of how Learning Communities should plan and implement family engagement practices.

Many studies have examined the role of parent and family engagement in their child's education. Anne T. Henderson (2002), found "when schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. Many studies found that students with involved parents, no matter what their income or background, were more likely to

- Earn higher grades, test scores, and enroll in higher-level programs.
 - Be promoted, pass their classes, and earn credits.
 - Attend school regularly.
 - Have better social skills, show improved behavior, and adapt well to school.
 - Graduate and go on to postsecondary education."
- (Henderson, 2002) [1]



[1] Henderson, Anne T. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX. National Center for Family and Community Connections with School. www.sedl.org/connections/resources/evidence.



"For me I think it's the energy. The momentum builds. Over time it's seeing that it works. Seeing that it feels right. There's a coziness that sets in, for lack of a better word. A familiarity that sets in and you know that... It's the speed of trust."

Learning Community staff,
speaking about partnerships.

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework creates a foundation for the development of shared language, implementation of effective practices, and a building of a family engagement continuum for children and families across their educational lifespans. Many of the available family engagement materials were developed with a specific lens not broad enough for all Learning Communities to see themselves represented. This framework was developed to support the common threads of quality family engagement across a child's education while also highlighting how strategies and supports could change as children progress through their educational journey.

Family Engagement must start with these core assumptions:

- Families are committed to supporting their child's learning and development.
- The complex intersections of race, socioeconomic status, gender, religion, ethnicity, disability, and language must be addressed to facilitate engagement.

Audience

The primary audience for this framework is Pennsylvania’s Learning Communities. These are defined as programs and schools to which PDE, including the OCDEL, a dual deputate of both PDE and Department of Human Services (DHS), and OESE provide funding, guidance and monitoring.

PDE recognizes the integral role additional community partners have in supporting and supplementing Learning Communities to promote family well-being, learning, and development.

It is necessary for Learning Communities to identify, build, and strengthen relationships with community partners to implement effective family engagement strategies.



Family Engagement Definition

Effective family engagement in the birth through college, career, community ready educational system is intentional, meaningful, and impactful.

Learning Communities value and support families in their role as a child’s first teacher. It is essential to leverage the expertise, knowledge, and leadership of families and community partners to shape the educational environment at the program, classroom, school, state, and national level.

These partnerships are strengths based, inclusive, culturally and linguistically responsive, and rely on two-way communications. They focus on the shared goal of positive learning and developmental outcomes for children.



Development

PDE was invited to participate in the first national cohort on family engagement by the Council of Chief State School Officers (CCSSO) in June 2017.

PDE staff received training and technical assistance from CCSSO and their partners, including the National Association for Family, School, and Community Engagement (NAFSCE) and the Policy Equity Center to meet two outcomes:

- Develop a statewide Family Engagement Coalition; and
- Create a statewide Birth through Grade 12 Family Engagement Framework

PDE supported the development of a Pennsylvania Family Engagement Coalition of over 100 individuals from across the commonwealth including family, early care and education, school, and community partner stakeholders. This coalition co-created the *Pennsylvania Department of Education Birth through College, Career, Community Ready Family Engagement Framework*, provided direction, input, and feedback, and is committed to the dissemination and implementation of the framework.

"The truth is we need all kinds of people playing together in this sandbox," he said. "People who tweet, people who protest, people who give money, people who have meetings, people who know other people. Because there aren't enough people in the sandbox to begin with."

Building A More Inclusive Sandbox: Inviting New Collaborators to Support Children, Families and Early Learning



As the framework was developed, themes emerged. These themes were identified as needing continued attention and support, despite the wealth of information and resources available to support family engagement.

Effective Family Engagement practices are:

- Strengths based;
- Promote cultural and linguistic responsiveness, inclusion, and equity; and
- Have a foundation of two-way communications between learning communities and families

Effective Family Engagement practices leverage and respect families', learning communities', and community partners' unique:

- Expertise;
- Knowledge; and
- Leadership

To promote effective Family Engagement:

There is a need to support the identification and practice related to **measurement** and **accountability** of family engagement as an essential element to success in education and life.



This framework is a one-stop resource to support Pennsylvania’s Learning Communities from birth through college, career, and community ready. The coalition recognizes that the most effective resources allow users to jump in and out, and quickly find the pieces timely and relevant to their current needs. Readers should move around the framework and enter the sections most relevant to them.

The components in the framework include:

Definitions

Language is interpreted in many ways, even language that on the surface may seem clear. A goal of this framework is to support the creation of shared language; to support this goal, included are a set of definitions of key terms used throughout this document.

Foundational Practices

Foundational Practices are necessary conditions that are required for successful implementation of family engagement policies and practices to meet the standards.

Standard Statements

Standard Statements support the creation of shared language and expectations, and serve as a compass to direct the family engagement policies and practices within Learning Communities.

Supportive Practices

The supportive practices represent some of the great ideas of the Family Engagement Coalition. These practices are not an exhaustive list of effective practices. They serve as a starting point for consideration and discussion. Learning Communities are not expected to implement all of these practices. Instead, Learning Communities should implement practices based upon their unique circumstances. Learning Communities should reflect upon their areas of strength and identify areas where they can expand their efforts.

Policy Background

This section provides the foundational context of family engagement, including relevant law, regulations, policies, and how Pennsylvania monitors and supports a continuous quality improvement cycle.

Resources

This section includes a variety of additional materials and resources that Learning Communities can use to identify and implement practices to enhance their family engagement efforts.

Acknowledgements

Although this framework is newly developed, the ideas, values, and principles embedded within it are not. This framework was built upon the foundation of previous work both within Pennsylvania and nation-wide. To that end, PDE would like to acknowledge the extensive and integral advisory groups that had representation on the PA Family Engagement Coalition and over time, provided guidance and support related to family engagement.

- Statewide Parent Advisory Committee (SPAC)
- Special Education Advisory Panel (SEAP)
- Migrant Education Program (MEP)/Parent Advisory Council (PAC)
- State Interagency Coordinating Council (SICC)
- Early Learning Council (ELC)
- PA Pre K Counts and Head Start Supplemental Assistance Advisory
- Home Visiting Stakeholders Group

In addition to the counsel these advisors have provided at the state level, there has been tremendous work by advocacy groups, community partners, Learning Communities, and family information and support organizations. The level of work has been extensive and initiated by such a large scope of individuals, agencies, and organizations that it is impossible to recognize all of it. A first stage in development of the framework, was the convening of a historical committee. This committee identified the most relevant work and provided recommendations to the Coalition on how to incorporate this work into the *Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework*.





Throughout this framework, there are quotes, resources, and key recommendations that were first included within the Family Engagement Implementation Study Report of the Pennsylvania Community Innovation Zones. This study was commissioned by OCDEL and conducted by School Readiness Consulting. As part of the Race to the Top Early Learning Challenge, OCDEL provided grants to fifty Community Innovation Zones (CIZs) to develop local data-driven strategies to address three critical areas:

- Increasing family supports and engagement;
- Developing strong relationships between early learning programs and school districts, to build birth through third grade alignment; and
- Strengthening the network of community organizations to serve families with young children.

OCDEL acknowledges the work, growth, and success of these local communities. Through their work, OCDEL had the opportunity to gather, analyze, and learn from their stories, experiences, challenges, and success. As the work in these communities continues, the lessons learned sheds light on effective practices to support family engagement. For more information about the CIZs, see the Resources section.

Finally, it is important to acknowledge several national resources that played a central role of informing and influencing the Coalition views and thinking for this framework including:

- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships
- Strengthening Families: A Protective Factors Framework
- Head Start Parent, Family, Community Engagement Framework
- National PTA: National Standards for Family-School Partnerships

We also wish to acknowledge the support and guidance provided by CCSSO and their partners including: the Mid Atlantic Equity Consortium (MAEC); Policy Equity Group; National Association of Family, School, Community Engagement (NAFSCE); New America; Campaign for Grade Level Reading; Scholastic, and the Maryland State Board of Education.

See the Resources section for additional information on the key resources that provided a foundation and served to inform and inspire this framework.

"Listen to students, families, each other, and yourself. Wait, don't rush the listening. Reflect."

Jennifer Orr, Teacher

Source:
<https://www.bamradionetwork.com/quoted/aprofile/226>

Definitions

Important definitions of terms used in this document.

This framework was designed to support the building of a shared language and understanding of family engagement across Pennsylvania. To support this shared language, this section contains the key language that is used as part of the framework.



"Families are the most important teachers that children have. They are their child's first teacher, and as their child transitions to formal education, they play an ongoing, critical role in their child's success and future. Effective partnership between formal education providers and families provides a foundation for the success of the child, as well as the educational institution, and can ultimately provide a catalyst for community improvement. This framework highlights important steps that education providers can take to effectively engage and support families as they support their children."

PA Family Engagement Coalition Participant

Family

There are many definitions of family. A few definitions have been included that are felt to capture the essence of what is meant by family as it relates to this framework. Family is bigger than just those residing together. When considering who should be engaged within the context of a child's education, it should be individualized to include adults that are important to the child.

Throughout this document, see the variety of ways children and youth have defined family. (*A Child's View of Family.*)

Consider, "What does this mean for our family engagement efforts?"

A Child's View of Family

"A family is people that you can love and love you."

Abirya, 14 years

A Child's View of Family

"A person or people that you can depend on when there is no one else."

Jadyn, 12 years

Family signifies "the subjective meaning of intimate connections rather than formal, objective blood, or marriage ties" (Silva & Smart, 1999 quoted in Lindsay & Dempsey, 2009, p. 6)

Perhaps in the broadest sense of the word, a family is a group of people who have intimate social relationships and have a history together (Leeder, 2004, p. 25).



Learning Communities

The primary audience for this framework is Pennsylvania's Learning Communities. For this framework, Learning Communities are defined as Early Learning Programs and Schools for which PDE, OCDEL, and OESE provide funding, guidance, and monitoring.

Public Schools (K-12): Pennsylvania has 500 school districts, including charter and cyber schools, serving children from Kindergarten through Grade 12. These public schools include programs and initiatives that support specific populations of students including: students with special education needs, migrant education, supports for students experiencing homelessness, students in foster care, and teen parents.

Act 143 Family Literacy: A four-component program that promotes intergenerational learning by providing adult basic education, age-appropriate early childhood education, and training for parents to be their children's first teacher and full partner in their children's education, plus interactive literacy activities. Interactive literacy activities are parent-initiated and child-initiated activities that reinforce learning and support the development of the family.

21st Century Community Learning Centers: Grantees who provide academic, artistic and cultural enrichment opportunities for students and their families.

Intermediate Units: Pennsylvania's 29 Intermediate Units (IUs) provide special education, professional development, and technical assistance services.

Private Licensed Academic Nursery Schools: Licensed and regulated by the State Board of Private Academic Schools and are primarily nonsectarian.

Early Intervention (Infant/Toddler and Preschool): Consists of services and supports designed to help families with children from birth to age five who have developmental delays or disabilities.

Certified Child Care Programs: Regulated child care programs (family homes, group homes and child care centers) in Pennsylvania ensure minimum health and safety standards are met during the time children are in care.

Keystone STARS: Pennsylvania's Quality Rating and Improvement System (QRIS) with the goal to assess, improve, and communicate the level of quality in early and school-age child care and education programs.

Child Care Works (Birth-5 and school age): Helps low-income working families pay their child care fees.

Evidence Based Home Visiting and Family Supports: Provides pregnant women and families, particularly those considered at-risk, necessary resources and skills to raise children who are physically, socially, and emotionally healthy and ready to learn in a home based setting.

Head Start State Supplemental Assistance Program (HSSAP): This program, for existing Head Start grantees, provides state funds to supplement federal allocations to expand high quality pre-kindergarten Head Start services for eligible children throughout Pennsylvania. Head Start Programs may enroll additional three or four year old children and/or expand full day and full year service opportunities for children and families.

PA Pre-K Counts (PA PKC): Provides high quality pre-kindergarten services to at risk three- and four-year-olds.

Community Partners

Community partners are local, statewide, and national organizations, agencies or programs that engage with Learning Communities in order to extend learning opportunities, provide human and social services to support children and families. Community Partners provide essential resources, supports, and services that enhance the effectiveness of Learning Communities.



"Family is a strong word. For me, it means to have someone there for you, who you can count on and talk to them to solve your problems. Family consists of people who support and love you unconditionally. Family is not always defined in bloodline, but is defined in how we love and care for everyone in the family."

Ethan, age 14

Learning Communities and Family Engagement

The partnership between schools, early learning programs, families and community partners

Effective family engagement is intentional, meaningful, and impactful.

Learning Communities value and support families in their role as a child's first teacher, and leverage the expertise, knowledge, and leadership of families and community partners to shape the educational environment at the program, classroom, school, state and national level.

These partnerships are strengths-based, culturally and linguistically responsive, inclusive, and rely on two-way communications. They focus on the shared goal of positive learning and developmental outcomes for children.



Leverage Expertise, Knowledge & Leadership

Learning Communities

Families

Community Partners

Key Components

Two-Way Communications



pennsylvania
DEPARTMENT OF EDUCATION

Foundational Practices, Standards, and Supportive Practices



"It was refreshing to see guidelines being constructed with a high level of input from those in the field, rather than simply being dictated by the state."

PA Family Engagement Coalition Participant

Pennsylvania Birth through College, Career, Community Ready Family Engagement Framework

Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework includes Standards, Foundational Practices, and Supportive Practices that together provide a compass and a road map to effective family engagement practices within Learning Communities.

Standard Statements

Standard Statements support the creation of shared language and expectations for Family Engagement. They serve as a compass to direct the family engagement policies and practices within Learning Communities.

Supportive Practices

Supportive Practices are an idea bank for implementation practices/activities that support the Standard. They serve as a starting point for consideration for Learning Communities as they plan and implement effective Family Engagement policies, strategies, and activities.

Foundational Practices

Foundational Practices are necessary conditions required for successful implementation of Family Engagement policies and practices to meet the set Standards.

Pennsylvania’s Family Engagement Birth through College, Career, Community Ready Framework includes Standards, Foundational Practices, and Supportive Practices that together provide a compass and a road map to effective family engagement practices within Learning Communities.

The four **Foundational Practices** are necessary conditions that are required for successful implementation of Family Engagement policies and practices to meet the set Standards. They include:

- Leverage family and community partner knowledge, expertise, and leadership;
- Build culturally and linguistically responsive, inclusive, and equitable partnerships with families;
- Build inclusive and safe Learning Communities; and
- Engage in Professional Growth

The six identified **Standard Statements** support the creation of shared language and expectations for Family Engagement. They serve as a compass to direct the family engagement policies and practices within Learning Communities.

The **Supportive Practices** that are included with the six Standards are an idea bank for implementation practices/activities that support the standard. They are not meant to be an exhaustive list of effective practices or a to-do list. Instead, they are designed to serve as a starting point for consideration for Learning Communities as they plan and implement effective Family Engagement policies, strategies, and activities.

In addition to these practices, the resource section of the framework includes a variety of additional materials and resources that Learning Communities can use to assess, identify, and implement practices to enhance their family engagement efforts.

The Importance of Leadership

Leadership comes in many forms and can be held by individuals with a variety of roles, including family leaders, community leaders, and others. When Learning Community leaders listen, respond and leverage the expertise of these leaders, learning communities are stronger. Leadership within Learning Communities are in unique positions to influence, shape, and model effective family engagement practices.

Throughout the foundational and supportive practices, Pennsylvania has identified those who specifically address the role of leaders with the Learning Community with an asterisk *. These practices are directed to those within Learning Communities that have the authority to direct the planning, implementation, and resources with Learning Communities.

Foundational Practices for Effective Family Engagement



"All that I am, and ever hope to be, is due to the love and support of my family. My family is a wellspring of encouragement, comfort and wisdom that has given me hope for a bright future."

Bret, age 19

Leverage family and community partner knowledge, expertise, and leadership.

Foundational Practices

- Utilize family and Community Partner expertise to support the planning and implementation of family engagement practices.*
- Seek out community organizations that employ, promote, and develop fatherhood leaders as partners.
- Recognize that families lead, make decisions, and advocate for their interests and may have experiences in formal leadership and advocacy roles.
- Learn from families how to design and implement activities based on their goals.
- Connect with other agencies, organizations, and groups that work with families' (e.g. libraries, faith communities).
- Include families and Community Partners in decision-making, planning, implementing, and evaluating change at different levels.
- Ensure budget allocation for resources to engage families and Community Partners in decision-making and governance (e.g. meals, transportation, child care, stipends).*
- Empower families to work together to advance policy change with the Learning Community and/or broader community.
- Listen to families' ideas and support them to move their ideas forward.
- Build Community Partnerships including businesses, out of school time program, after school programs, and summer learning programs to encourage families to support their child's learning and development. These programs are well positioned to support career readiness skills and outcomes.
- Reach out to local, grassroots, and/or neighborhood-based organizations and learn from their expertise to identify, leverage and build upon assets to maximize human and social capital.*
- Recognize and value the unique funds of knowledge of families and community members/partners. Utilize this expertise to inform Learning Community practices, outreach, and instruction.
- Recognize that families, community members, and partners hold unique knowledge around class and cultural backgrounds. They are assets to the Learning Community. Together, identify goals and share power and responsibility.
- Ensure that culturally and socio-economically diverse voices are leveraged as you plan and implement family engagement activities/strategies.

*Specifically addresses the role of leaders with the Learning Community.

Build culturally & linguistically responsive, inclusive, and equitable partnerships with families.

Foundational Practices

- Understand that culture is defined as “an integrated pattern of human behavior, which includes, but is not limited to – thought, communication, languages, beliefs, values, practices, customs, courtesies, rituals, manners of interacting, roles, relationships and expected behaviors of a racial, ethnic, religious, social, or political group; the ability to transmit the above to succeeding generations; dynamic in nature” (National Center for Cultural Competence, 2004, p. 4).
- Identify families' preferred language, literacy levels, and communication methods. Share information, resources, and support in a language that is understandable. Utilize interpreters, cultural brokers, and/or Community Partners as appropriate.
- Develop a cultural asset map, in collaboration with families and Community Partners, in order to learn about the cultural resources in the community. Identify the location of cultural institutions, people, and organizations that can serve as resources.
- Understand one’s own beliefs, values, experiences, ethics, and biases (related to race, ethnicity, gender, disability etc.) to increase self-awareness about how they may affect work with children and families.
- Display positive images of diverse families, including young fathers, LGBTQ families, and youth-friendly messages within Learning Communities.
- Seek information or consultation about specific cultural values and practices when necessary.
- Examine individual attitudes, bias, and beliefs about supporting fathers.
- Build partnerships with families and community leaders to leverage the assets and knowledge they have regarding the broader community context.
- Develop shared goals to address cultural responsiveness, equity, and anti-bias within the Learning Community .
- Support families to promote children’s positive identity development, including pride in one’s race ethnicity, and culture.
- Promote language that is inclusive and promotes diversity. Avoid language that stereotypes, paying particular attention to language that may intentionally or unintentionally promote stereotypes within gender roles.
- Provide opportunities to build skills, knowledge, and language to talk about race and equity and to support children/youth in addressing prejudice.*
- Utilize culturally responsive teaching and learning to maximize a child’s learning opportunities. Engage families in conversations around how to promote and expand culturally responsive relationships.
- Share approaches, strategies, and supports used to create a culturally responsive and/or anti-bias learning environment. Be transparent with the indicators for success; indicators should include data (e.g., student outcomes, graduation rates, special education identification, chronic absence, access to programming, suspension and expulsion).
- Create and maintain spaces that nurture culturally responsive attitudes and values.

*Specifically addresses the role of leaders with the Learning Community.



"My family are those people who I can always count on to encourage, support and love me even when I'm not acting loveable. Through all the ups and downs, it's my family that matters most."

Chandler, age 17



Key Finding: All partners working on family engagement efforts should seek out, participate in, and facilitate opportunities for ongoing growth and development around cultural responsiveness at the individual, program, and systems level.

What might culturally responsive family engagement look like?

Below are five key practices to consider.

Build Relationships and be present.

All successful family engagement programs are built on solid relationships. A great way to start is with a conversation — be sure to always keep the child’s learning at the center when asking questions, listening, and sharing. These conversations can happen at school or in the community. By going into and being present in students’ communities, teachers and school administrators have an opportunity to not only build relationships, but also to establish mutual understanding and respect.

Ideas: *Enjoy neighborhood walks and porch visits. Attend street fairs and other local events in your families’ neighborhoods.*

Recognize, Honor, and Promote Existing Knowledge.

All families have knowledge and many are willing to share that knowledge. First, by recognizing that knowledge (i.e., coming to understand what families know), then by honoring it (i.e., inviting families to share with the class/school), and finally, by promoting it (i.e., engaging students, other families, and additional school personnel), family engagement programs send a clear message to all families: they matter and they are a vital component of their child’s education.



Ideas: *Invite linguistically diverse families to teach or share their primary language. Have families assist you when purchasing books for the school, decorating the school building or sharing student work in the classroom or halls.*

Identify and Use What Works for Your Families.

When working with families, the “one-size-fits-all” approach does not work. Not being present for school-based family events doesn’t mean that a child’s family isn’t engaged in student learning. For some families, attending school events is a cultural mismatch, which is to say that the school’s culture and a family’s culture don’t align. Instead of fighting against cultural mismatches, why not seek to reimagine what family engagement looks like? The better a school knows its families and their cultural beliefs around education, the easier it will be to engage those families in nontraditional, yet culturally responsive ways.

Ideas: *Partner with families to co-plan a school-based family event or to codesign a home-based family activity.*

Promote a Culture of Awareness, Learning, and Sharing.

When bridging divergent cultures, it's important to listen and observe before talking and acting. It is through the acts of listening and observing that we build a new understanding of others. When we begin by talking and acting, we rob ourselves of the opportunity to examine and challenge our preconceived notions of others. By ignoring these notions, we're likely to make the mistake of using them as a foundation for engaging students' families, which will result in a faulty, and potentially offensive, structure. By taking the time, energy, and effort to promote a culture of awareness, learning, and sharing by listening and observing, the school environment is bound to become more inclusive and welcoming to all.



Ideas: Host storytelling and listening groups in which teachers and families gather to share personal experiences. Host reading groups in which teachers and families read books and articles that examine unconscious bias, culture, and other relevant topics that help break down barriers.

Foster Community by Building Social Capital.

Vibrant and resilient communities are founded on the idea that “we’re all in this together.” This belief is a fundamental component to developing, supporting, and sustaining community. However, when seeking to connect dissimilar groups, how can we establish an authentic sense of oneness? It is through the purposeful act of sharing funds of knowledge (also known as building social capital) that dissimilar groups can build unity. The growth of social capital allows for individuals to know that they are part of a network, which often brings about the sense of belonging. According to Warren (2011), “Building social capital among parents is particularly important to education...because studies have shown that working-class parents, unlike their middle-class counterparts, are not typically connected to each other around schools.”

Ideas: Host mingling events that are centered on relationship-building and resource-sharing on and off school property to connect everyone to the surrounding community. Create a “knowledge-sharing” board in the school where parents and teachers share local and personal knowledge.

Innovation Magazine, Family Engagement Edition, published by the Pennsylvania Office of Child Development and Early Learning, with support from School Readiness Consulting

Build inclusive and safe Learning Communities.

Foundational Practices

- Create inclusive environments. Ensure that children and families can access and engage as full participants within the Learning Community.*
- Ensure that programming offered for families is developed to be meaningful and engaging to the families of all your learners, including those with disabilities, dual language learners, etc.
- Ensure access and provide reasonable accommodations as required by the Americans with Disabilities Act (ADA) within your learning community and programs/activities hosted by the community.
- Keep in mind that creating inclusive environments includes being responsive to the needs of children and youth as well as their families.
- Promote and share the benefits of inclusive learning environments.*
- Promote conversations between families, Community Partners, and staff to inform practices to build inclusive learning environments.*
- Identify and share how the Learning Community is intentionally working to create a positive safe learning environment.*
- Develop and review safety plans of the Learning Community with: families, children, school staff, and Community Partners.*
- Articulate that creating safe environments, including the physical environment and a positive social and emotional environment, is a primary function of the Learning Community.*
- Communicate the Learning Community safety plans with families.
- Ensure that individuals (including students and staff) with disabilities are addressed within evacuation/safety plans developed in the Learning Community.
- Provide support and encourage families to have conversations with their children reinforcing the importance of a safe Learning Community .
- Provide support, strategies, and opportunities for families to engage in conversations with their children about feeling safe (e.g., physical safety, bullying, abuse of social media, and social and emotional safety).
- Provide families and children guidance around how to address concerns related to safety within the Learning Community.*
- Create an environment that promotes connection between children and adults, children and children, and supports the family-child relationship.*
- Explain safety and security protocols and procedures that are in place in the Learning Community, and help families navigate necessary requirements or prerequisites for full participation (e.g. visiting a classroom, volunteering in the school).

*Specifically addresses the role of leaders with the Learning Community.

THE BENEFITS OF INCLUSION IN EARLY CHILDHOOD

Inclusion supports the **RIGHT** of every infant, child and their family to participate as a **FULL MEMBER** of communities and society.

CHILDREN



Develop more friendships.

Learn from diverse peers, which prepares them to be global citizens.

Continue positive social and academic benefits into the K-12 general education classrooms.



Recognize everyone has different needs and those with disabilities may need accommodations. Not all disabilities are immediately seen.



Promote high expectations which leads to greater achievement, increased confidence, and more independence.

FAMILIES

Foster friendships with families of diverse backgrounds and parenting experiences.



Create empathy and understanding of other families' journeys and reduces feelings of isolation.

Provide opportunities for family stories and experiences to support others and to be a source of parenting knowledge.



COMMUNITIES

Maximize early childhood resources.

Incorporate the experiences of families and children into successful community planning for all.

By sharing common experiences, a stronger and safer community is created for everyone.

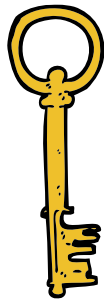


Engage in Professional Growth

Foundational Practices

- Develop professional Learning Communities that include the voice and expertise of families and community members and partners.
- Provide clear expectations that building partnerships with families is foundational to a child's learning. Families are the primary asset and a resource for their child's learning and success.*
- Provide professional development related to:
 - Skills for engaging in culturally & linguistically responsive, inclusive, relationships with families.*
 - Expanding knowledge and skill around reflective listening.*
 - Expanding knowledge and skill around strategies to support information gathering from families, including motivational interviewing and routines-based interview.
 - Engaging and supporting families in becoming leaders and advocates in the program and community.*
 - Outreach and development of Community Partnerships to facilitate coordination and integration of services.*
 - Communication related to child progress and implications for current and future planning with families, especially when developmental issues and concerns arise.*
 - The importance of social connections and support networks as a protective factor that strengthens families.*
 - Addressing the role that cultural barriers have on the engagement of fathers.
 - Best practices of fatherhood engagement.
 - Confidentiality and data sharing when issues arise.
- Develop and communicate ethics on confidentiality and data sharing related to family engagement with Learning Community staff to improve systems and services.*
- Ensure protected time for reflection, planning, and professional development within the Learning Community to promote continuous learning and improvement around family engagement.*
- Ensure that all staff within the Learning Community receives the support they need to maintain their well-being and mental health.*
- Utilize what is learned about families' experiences to guide professional development topics. Include family leaders in the delivery of professional development.
- Assess or audit policies and procedures to determine the level to which the Learning Community is father friendly and determine changes that might be necessary to ensure policies and procedures are father-friendly.
- Support the work-life balance of Learning Community staff, paying attention to ensure that policies and practices are equitable, regardless of gender, job status, etc.

*Specifically addresses the role of leaders with the Learning Community.



Key Finding: Flexibility and persistence are keys to success in family engagement work.



"Because family engagement is a significant part of student success; because higher levels of family engagement are associated with higher job satisfaction among teachers; and because teachers are more likely to stay in schools where they have good relationships with parents, it is important for teachers to continue to learn and practice family engagement skills on an ongoing basis throughout their careers."

Christine Patton and Shannon Wanless in their article, *Professional Development in Family Engagement: A Few Often Overlooked Strategies for Success*

Learning Community Standards and Supportive Practices



"A family cares about you, and puts a roof over your head, and tells you right from wrong, and loves you no matter what."

Shaundaya, age 8

Learning Community Standards

Standard 1

Connect families to community resources that support their goals, interests, and needs.

Standard 2

Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.

Standard 3

Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders and advocates as they support their child's learning and development.

Standard 4

Provide intentional opportunities for families to connect and engage with each other.

Standard 5

Support families as they develop their leadership and advocacy skills.

Standard 6

Build partnerships with families during times of transition.

Look for these icons:



Supportive Practices: Birth through College, Career, Community Ready



Supportive Practices: Specific for Early Childhood



Supportive Practices: Specific for Elementary



Supportive Practices: Specific to Middle/High School

Standard One

Learning Communities connect families to community resources that support families' interests, goals, and needs.

→ Supportive Practices: Birth through College, Career, Community Ready

- Identify and understand services provided within the community .
- Build relationships with community and referral agencies; utilize their expertise to build knowledge about the culture in the community (e.g. community characteristics, strengths, challenges, unique needs and resources).*
- Empower families throughout their child/youth's educational journey to reach out to the Learning Community for support and be responsive when they do.
- Recognize that families remain a central asset and resource for their children/youth and create opportunities to understand families' interests, goals, and needs throughout their educational experience, including in the middle and high school years.
- Empower family members, as decision-makers, to connect to services. Facilitate connections with other agencies and supports as goals, interests, and needs are identified. Ensure any information exchange follows confidentiality procedures.
- Provide opportunities to families who have had success in accessing community resources to share their stories and experiences with other families



- Recognize family resilience, strengths, and resources. Families already do a lot to maintain family well-being and cope with challenges. As families identify new goals and needs, leverage their strengths and resources to develop new strategies together.
- Collaborate with families to identify which local services and resources best match their interests, cultures, languages, values, needs, and goals.
- Provide targeted resources, including contact and relevant information, as families identify needs. Understand some families' reluctance to act on potential referrals or additional evaluation recommendations and follow up in ways that are non-judgmental nor stigmatizing.

*Specifically addresses the role of leaders with the Learning Community.

Standard One continued

Learning Communities connect families to community resources that support families' interests, goals, and needs.



Supportive Practices: Birth through College, Career, Community Ready

- Follow up with the family after making a referral to find out if they were successful in accessing the support needed. Together, problem solve to find solutions to barriers in accessing supports.
- Recognize that the overall health, environment, and well-being of the entire family has as an impact on a child/youth's learning and development.
- Recognize that family strengths and needs change over time. Maintain open communication with families to ensure relationships are sustained.
- Recognize that age, economics, environment, culture, and personal experiences, influence how families set goals and access resources.
- Co-create, with families and Community Partners, a family resource area accessible within the community, program, and/or school.*
- Share information regularly with families about available events, workshops, and community resources.
- Provide contact information to local information and referral agencies.

Essential Questions for Reflection of a Family Engagement Practice

- Is it culturally responsive and equitable?
- Does it leverage the expertise, knowledge, and leadership of families, community partners, and the Learning Community?
- Is it an intentional, relationship-based approach that is connected to at least one of the standards?
- Does it support a family as their child's guide in the educational process?
- How will you evaluate/measure and share the effectiveness of the practice?

- Provide information and resources that enable families to access affordable, quality health care screenings (e.g., developmental, physical, behavioral health, dental, and social and emotional development) in ways that are non-stigmatizing to the child and family.
- Collaborate with the family and other professionals (e.g., early intervention, behavioral health, child welfare, out of school time) to ensure ongoing communication and development of successful strategies to support the child/youth and family.
- Bring in knowledgeable individuals to address sensitive issues, such as family violence, co-parenting, child support, and health issues that may affect men and women differently.

*Specifically addresses the role of leaders with the Learning Community.

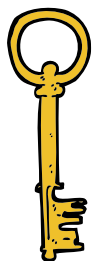
Standard Two

Learning Communities build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.



Supportive Practices: Birth through College, Career, Community Ready

- Recognize family members are the child/youth's primary teacher and expert on their child. Leverage their expertise and knowledge to support individual goals for their child/youth.
- Create and sustain Learning Communities that welcome, value, and respect the role of families across their child/youth's educational life span, through middle and high school.
- In collaboration with families, develop and routinely review written policies and procedures. These policies and procedures should include:
 - Roles and responsibilities of the Learning Community staff;
 - Expectations of children/youth and families;
 - Attendance and participation;
 - Develop policies about how staff should respond to family calls and other communication;
 - Maintaining confidentiality;
 - Classroom, school, or program volunteer and visitation procedures and protocols that allow family members to have access and support their child/youth's education;
- Ensure resources and supports are available to families to increase their knowledge and skill in navigating the Learning Community policies and procedures.*
- Develop a family engagement plan that recognizes relationship building as a critical step in the process and includes time, resources, and specific training for staff to develop these efforts.
- Ensure forms for families are gender neutral and promote communication with all adults responsible for the child/youth's well-being, including a parent who may have a different address than the child.



Key Finding: Building relationships and trust with families is the foundation of family engagement, and it is a necessary precursor to meaningful participation in any kind of family engagement activity.

*Specifically addresses the role of leaders with the Learning Community.

Standard Two continued

Learning Communities build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.



Supportive Practices: Birth through College, Career, Community Ready

- Identify, with the family, communication methods for sharing information about their child/youth, their goals, and vision for their child's learning and development.
- Commit to gathering information and communicating with all parties responsible for parenting the child/youth.
- Support and be responsive to families as they identify strengths, interests, expertise, and vision for their child/youth.
- Understand and provide supports to families so they can navigate differences in cultures between home and school.*
- Recognize that despite best efforts from everyone, there may be misunderstandings due to different cultural beliefs, values, and viewpoints, and be able to navigate these misunderstandings.
- Understand how a family's culture influences caregiving, child development, family life, and relationships between families and Learning Communities.
- Create ongoing formal and informal opportunities to engage with families about their interests, strengths, expectations, concerns, joys, and achievements.
- Promote ongoing and reciprocal communication about day-to-day activities between the Learning Community and families.
- Create and utilize simple and consistent processes of two-way communication between the family and Learning Community staff.*
- Encourage non-custodial parent participation within the Learning Community.
- Use gender-neutral color schemes within the Learning Community.
- Ensure that gender-neutral restrooms and/or both male and female restrooms are available and have diaper decks, to promote extended family participation in learning activities, celebrations, and activities.
- Meet families in their homes and/or community locations, where they are most comfortable, as a strategy to support the building of partnerships with families.

Essential Questions for Reflection of a Family Engagement Practice

- Is it culturally responsive and equitable?
- Does it leverage the expertise, knowledge, and leadership of families, community partners, and the Learning Community?
- Is it an intentional, relationship-based approach that is connected to at least one of the standards?
- Does it support a family as their child's guide in the educational process?
- How will you evaluate/measure and share the effectiveness of the practice?

*Specifically addresses the role of leaders with the Learning Community.

Standard Three

Learning Communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, and advocates as they support their child's learning and development.

Supportive Practices Birth to College, Career, Community Ready

Share information about learning and development milestones, standards, and instructional practices.

- Communicate the learning standards – what children should know and be capable of doing – along with key strategies and practices that support the development of new skills and knowledge. Include practices implemented within the Learning Community, and how families can support learning at home and in the broader community.
- Provide information about child development milestones, including healthy social and emotional development, in ways accessible and relevant to families.
- Leverage various communication and technology strategies to support reciprocal sharing of information, including social media.
- Share how data informs instructional practices within the Learning Community at all levels (e.g. community-wide, classroom, individual child).*

Supportive Practices Birth to College, Career, Community Ready

Leverage family's typical routines, experiences, and strengths to promote learning and development.

- Identify family strengths and assets, then utilize this unique knowledge to support their children's learning and development.
- Connect how families' everyday routines and activities support their children's ongoing learning and development.
- Provide strategies to support families to expand upon learning within their daily routines and activities.
- Create simple and straightforward resources that include clear instructions for activities families can do together at home.

*Specifically addresses the role of leaders with the Learning Community.

Standard Three continued

Learning Communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning and development.



Supportive Practices Birth to College, Career, Community Ready

Create, with families and Community Partners, opportunities to expand skills, knowledge, and expertise related to learning and development.

- Provide opportunities to expand knowledge related to supporting their child to learn and grow across all learning domains and areas. Pay attention to their roles as: encouragers, monitors, models, advocates and activists, decision-makers, and collaborators. Communicate these essential roles, highlighting the role of encourager as the role that is most associated with child/youth's success in school and beyond.
- Reflect with families on learning areas that are new or not as familiar to them. Develop strategies that build upon families' strengths and interests to support learning in these less familiar or new areas.
- Encourage and support shared opportunities for families and Learning Community staff to discuss learning and development (e.g. child/youth development, supportive parenting, culturally responsive practices, supporting specific areas of learning and development).*
- Co-host opportunities for families and Learning Community staff to expand their knowledge around supporting social and emotional development and life skills (e.g., cooperation, healthy conflict resolution, resistance and assertiveness skills, communication skills, problem solving and decision-making skills, and healthy stress management, etc.).*
- Invite fathers and men to participate in all activities. Ensure that activities are not promoting specific gender roles, but instead develop activities that consider varied adult learning styles, interests, and are intentionally welcoming to the diverse family structures that exist within the Learning Community.

Essential Questions for Reflection of a Family Engagement Practice

- Is it culturally responsive and equitable?
- Does it leverage the expertise, knowledge, and leadership of families, community partners, and the Learning Community?
- Is it an intentional, relationship-based approach that is connected to at least one of the standards?
- Does it support a family as their child's guide in the educational process?
- How will you evaluate/measure and share the effectiveness of the practice?

*Specifically addresses the role of leaders with the Learning Community.

Standard Three continued

Learning Communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning and development.



Supportive Practices Birth to College, Career, Community Ready

Discuss individual child progress with families, including supports available within the Learning Community, home, and community environments.

- Develop with families, individualized goals and strategies to support their child/youth's learning and development.
- Solicit family input into their child/youth's interests and strengths. Utilize this information to support the child/youth within the Learning Community.
- Promote a three-way communications triangle between the family, teacher, and child/youth.
- Share and analyze data with families about child/youth well-being and academic achievement. With families, plan select strategies and make decisions related to next steps.
- Share, and as appropriate, participate, in the development of educational and developmental goals established through other serving systems (e.g. behavioral health).
- Inform and support families access to learning opportunities that exist outside of the Learning Community.



Supportive Practices Birth to College, Career, Community Ready

Develop two-way communications channels with families to share information related to assessment and screening.

- Include families in the screening, assessment, and referral processes of the learning community. Ensure that these processes are culturally responsive and delivered in the language requested by the family.
- Provide information related to assessments in ways that family members can act on the information. Ensure that results are jargon free and meaningful to families.
- Provide information to the family explaining the approach staff will use and how family members can support their child's learning when assessment data indicates a need for additional instruction or assistance.
- Encourage and support families in accessing screenings for physical, mental, dental health, and social-emotional and cognitive development supports.

Standard Three continued

Learning Communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning and development.



Supportive Practices: Specific for Early Childhood

Share information related to learning and development milestones, standards, and instructional practices.

- Share with families how indicators of quality are measured and how they can act on this information to make choices regarding early learning programs or services.
- Communicate the role of play and the importance of developmentally appropriate practice and active, hands-on learning in the instructional process



Supportive Practices: Specific for Elementary

Share information related to learning and development milestones, standards, and instructional practices.

- Share with families how the indicators of school and district level academic achievement and growth are measured.
- Communicate the role of play and the importance of developmentally appropriate practice and active, hands-on learning in the instructional process.
- Communicate with families what Every Student Succeeds Act (ESSA) indicators are, paying attention to the Career Readiness Indicators and how the Learning Communities are embedding career readiness across the education spectrum.



Standard Three continued

Learning Communities partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning and development.

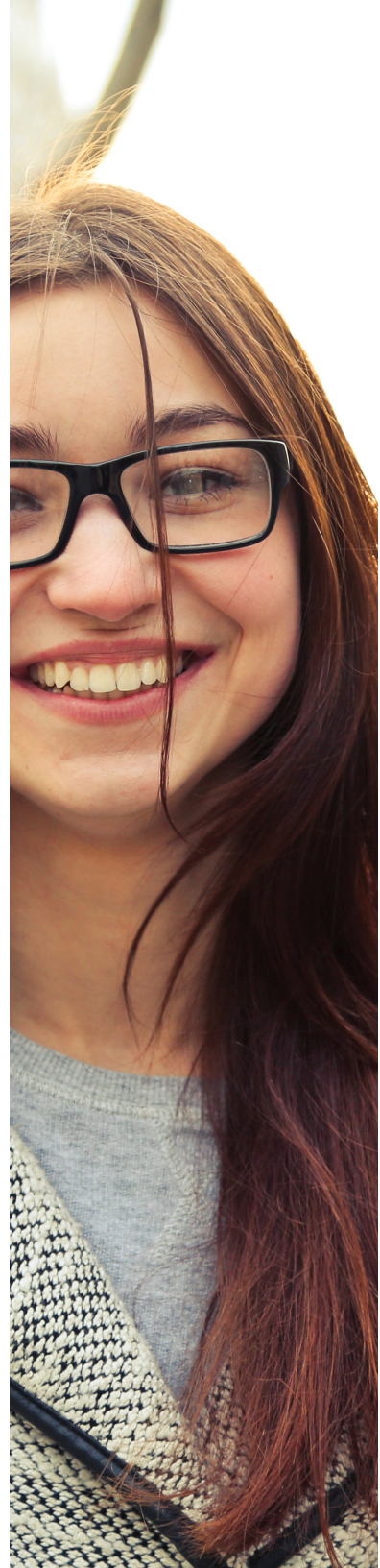


Supportive Practices: Specific to Middle/High School

Share information related to learning and development milestones, standards, and instructional practices.

- Share with families how the indicators of school and district level academic achievement and growth are measured.
- Communicate with families what ESSA indicators are, paying attention to the Career Readiness Indicator and how the Learning Community is embedding Career Readiness across the education spectrum.
- Provide information related to assessments such as the Keystone Exams, PSATs, and SATs that explain the purpose, content assessed, how to support their youth to prepare and understand how assessments relate to future goals and potential financial aid.
- Empower families and youth to seek out information and support related to the creation of college and career related goals. Identify strategies and supports necessary to meet their identified goals.
- Together, with families and youth, discuss opportunities for continued success, citizenship, and learning beyond high school.





Standard Four

Learning Communities provide intentional opportunities for families to connect and engage with each other.



Supportive Practices Birth to College, Career, Community Ready

- Promote opportunities for families of culturally and socioeconomically diverse families to get to know and support each other.
- Encourage families to identify develop and use informal and formal social networks, including family led organizations, family support networks, neighborhood groups, faith and spiritual communities, civic organizations, and other social groups.
- Encourage families to support each other and the Learning Community through clubs, booster organizations, service projects, and other family organizations.
- Identify and share information about formal and informal parent networking opportunities within the Learning Community (e.g., Parent to Parent of Pennsylvania, online groups, support groups, library groups, places where families informally gather like parks or sporting events).
- Create and routinely review policies that specify the expectations related to the Learning Communities' role in supporting family-to-family connections that allow families to share and learn from each other while maintaining confidentiality.
- Create intentional opportunities and space for families to connect with each other while respecting confidentiality (e.g. parent cafés, face to face interactions, social media).
- Create intentional opportunities for families to share experiences, resources, and provide information and support to each other. Recognize that the benefits of family-to-family support continue through high school and continue to offer opportunities that are relevant through the educational lifespan.
- Strategize innovative ways to ensure that families are aware of, and can connect to, other families to share their skills, interests, and expertise to develop a mentoring and/or welcoming opportunity in the learning and/or greater community.
- Create marketing materials for events that are gender neutral. Seek out input from individuals that are representative of the families within the Learning Community.
- Create a voluntary family contact list to support families to network with each other.
- Ensure that locations where family connections are hosted are physically accessible for a wide range of families; consider offering multiple dates, times, and locations to meet needs if necessary.

"I think this framework is so important particularly in supporting a culture in education that values relationships with families and partnerships."

PA Family Engagement Coalition Participant



Standard Five

Learning Communities support families as they develop their leadership and advocacy skills.



Supportive Practices Birth to College, Career, Community Ready

Leadership with their child

- Value and encourage families to be advocates and take the lead when planning goals for their child/youth.
- Recognize and acknowledge that when families share concerns related to their child/youth, they are acting as their advocate. Support families to advocate and participate in solution-based conversations.
- Support and encourage families to develop effective ways to navigate support systems and advocate for their child/youth.
- Support family members as decision-makers, value their participation, and provide a variety of ways for family member to have input in the decisions related to their child's/youth education.



Supportive Practices Birth to College, Career, Community Ready

Supporting Youth Development

- Develop student advocacy groups that promote youth skills and talents, and empower students to make a difference in life, family, neighborhood, and community through opportunities for meaningful participation.
- Support families to build their youth's leadership identity. Provide supports to both youth and families to enable a transition of the leadership role, as developmentally appropriate, to youth to be able to advocate on their own behalf.

Essential Questions for Reflection of a Family Engagement Practice

- Is it culturally responsive and equitable?
- Does it leverage the expertise, knowledge, and leadership of families, community partners, and the Learning Community?
- Is it an intentional, relationship-based approach that is connected to at least one of the standards?
- Does it support a family as their child's guide in the educational process?
- How will you evaluate/measure and share the effectiveness of the practice?

Standard Five continued

Learning Communities support families as they develop their leadership and advocacy skills.



Supportive Practices Birth to College, Career, Community Ready

Leadership within the Learning Community and beyond

- Inform families of the Learning Community's policies, procedures, and practices; and empower them to make recommendations for changes.
- Empower families as active participants and leaders in groups and training so that they can share skills, cultures, languages, and talents.
- Ensure that leadership development activities are inclusive and representative of the people who will be impacted by Learning Community practices. Including: fathers, other family members, family members of students with disabilities, English language learners, representative of the racial and ethnic demographics of the community. Engage in specific outreach activities to identify and recruit those that are currently under represented and consider how current approaches may be unintentionally excluding.
- Develop and implement policies and procedures that support the involvement of families in shared decision-making, this should include, but not be limited to discussion and decisions related to governance, fiscal decisions, instructional strategies.
- Provide a variety of ways for family members to share feedback related to their experiences with the Learning Community (e.g., suggestion box, requesting short surveys). Ensure families have access to share feedback in ways that are meaningful to them and allow for communication in their home language.
- Offer varied roles within the Learning Community to support families to initiate and expand their leadership (e.g., volunteer opportunities within the classroom or to support the classroom, serving on family advisory committees, planning or participating in learning and social events, review and provide input on policies and procedures).
- Investigate new state, federal, or local initiatives that may influence the program operation and recommend next steps. Provide a variety of ways for family members to participate in this process.
- As a community, including family leaders and Community Partners, examine aggregated data, maintaining confidentiality, related to outcomes for children/youth. Together, work to identify strategies to address concerns. Develop strategies that have a Learning Community-home connection, as well as utilize the assets of Community Partners.
- Connect and encourage families to volunteer opportunities within their community. (e.g., volunteer in their neighborhood, faith-based communities, Boy/Girl Scouts, sports coaching).
- Create meaningful opportunities for families to provide input, feedback, and evaluation of policies and procedures that affect them.
- Employ multiple methods to gather feedback from families regarding what is working and what improvements could be made. Provide opportunity for families to share what their barriers and challenges are to participate in efforts and activities that are created to support family engagement (e.g. host group conversations with families, conduct interviews, or distribute surveys).

Standard Six

Learning Communities build partnerships with families during times of transition.



Supportive Practices Birth to College, Career, Community Ready

- Develop, with the input of stakeholder families, policies, procedures, goals, and philosophies to address internal and external transitions.
- Support families to share information about their culture, language, and routines. Utilize this information to inform communication and transition practices.
- Leverage family experiences by asking which supports were most helpful during transitions and what information they wish they knew prior to transitions. Provide opportunities for them to share this information with incoming families.
- Offer opportunities for families, children, and youth to tour the Learning Community, observe routines, and meet key individuals related to the program prior to transition.
- Provide networking and mentoring opportunities for families experiencing similar transitions.
- Work with families that anticipate more challenging transitions with specific resources to assist in preparing for the transition.
- Participate in collaborative efforts with sending and receiving programs and schools to allow for sharing of information related to transition practices, policies, curriculum, and instructional strategies.
- Set clear expectations and ensure that staff understand roles in supporting transitioning children and youth into, within, and out of the program.
- Be knowledgeable about community resources in the event a significant change affects families, children, youth, and staff (e.g. natural disasters, loss, grief).



Supportive Practices Specific to Early Childhood

- Identify strategies and supports with families to ease the child into the program and ensure ongoing reciprocal communication with the family regarding the child's adjustment to the program.
- Invite school district personnel to review kindergarten registration and attendance policies with families.
- Collaborate with Community Partners (e.g. libraries, Early Learning Resource Centers) to provide information about kindergarten transition.
- Encourage the development and participation in a community-wide transition team that includes family members, multiple early education providers, and other Community Partners.

Standard Six continued

Learning Communities build partnerships with families during times of transition.



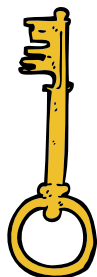
Supportive Practices Specific to Elementary

- Identify strategies and supports with families to ease the child into the program and ensure ongoing reciprocal communication with the family regarding the child's adjustment to the program.
- Encourage the development and participation in a community-wide transition team that includes family members, multiple early education providers, and other Community Partners.
- Collaborate with Community Partners (e.g. library programs) to provide information about kindergarten transition.



Supportive Practices Specific to Middle/High School

- Together, with graduates, provide opportunities for families and youth to listen and learn from each other.
- Recognize that the transition to middle and high school are significant to the social/emotional development and well-being of youth. Provide opportunities for youth and families to identify areas of growth and potential stressors.
- Provide opportunities for families to explore post-secondary and career options together with their youth.
- Empower youth to develop goals for continued learning and growth after high school and support them to work with their family to identify questions, concerns, and additional information they need to support their transition.
- Provide supports to families based on their identified questions and interests related to supporting their children to be college and career ready (e.g. support to apply for financial aid, information related to career pathways, information on military service options).



Key Finding: Family engagement activities don't have to be big, complex events. Build engagement through smaller or simpler activities integrated into the regular Learning Community routines/experiences.

Policy Background



This section highlights key laws, regulations and policy guidance that work together to create a foundation for Family Engagement in Pennsylvania.

Federal policy:

- Every Student Succeeds Act (ESSA)
 - Title 1 and Title 1 Part C (Migrant Education)
- Individuals with Disabilities Education Act (IDEA)
- Head Start Act
- Child Care and Development Block Grant Act (CCDGB)

State policy:

- Title 22 of the PA Code,
- Act 45 (established the Pennsylvania Pre-K Counts program and the regulations)
- Act 212 (Pennsylvania’s Early Intervention Program)
- Pennsylvania’s Child Care Certification Regulations

Key Policy Related to Early Care and Education in Pennsylvania

Programs that support our youngest learners are administered through a mixed delivery system. As a result, these programs have expectations that relate to their specific service model.

PA Pre-K Counts

State Policy: Regulation 405.47 of Title 22 of the Pennsylvania Code

Includes this language related to family engagement in PA Pre-K Counts.

“Parent Involvement: Approved providers shall develop and implement a plan for involvement and input of parents, families and guardians of children enrolled in the program to inform them of program goals, instructional strategies, and the progress of their children and to involve them in supportive activities designed to help ensure their child’s success.”

Additional PDE Guidance to PA Pre-K Counts Grantees:

Family engagement (termed in statute as parental involvement) is an important element that contributes to the success of the program and the children receiving its services. Family engagement requires vigilant planning and understanding of the diverse situation and needs of families and their children. Providers must use the Partnerships for Learning Key Learning Area of the Learning Standards for Early Childhood in the development and implementation of the parent engagement plan.

Elements to consider in development of a plan for family involvement include the following:

- Joint staff and parent planning.
- Policies for development and support of reciprocal relationships with families that acknowledges families as the child's first teacher.
- Establishment of a role for families in developing and evaluating program success.
- A regular system of reporting to families showing the progress of their children and provision of opportunities for families to contribute their ideas and thoughts about progress, using language and a communication vehicle that is understood and readily accessible to them.
- Involvement activities such as field trips, informational training, workshops, and other family and child events.
- Toy and book lending programs.

Monitoring of PA Pre-K Counts Policy:

Each program is assigned a Preschool Program Specialist who monitors the Parent Involvement Plans each grantee develops. The specialists review the plans and monitor the implementation of the plans. Specialists use a Program Review Instrument (PRI) for monitoring purposes. The PRI includes the following in relation to family engagement.

- Engages parents in multiple ways, including program decision making, participation in children's goal planning and educational activities;
- Parenting education (offers parent meetings);
- Utilizes parent bulletin boards to display agency information;
- Provides opportunities for volunteering;
- Distributes a parent/family handbook that includes required policies;
- Develops and implements an approved Parent Involvement Plan.

Keystone STARS

Federal Policy: Child Care Development Block Grant (CCDBG)

CCDBG requires that a state's Quality Rating Improvement Scale (QRIS) informs parents about the quality of providers through a consumer education website. In addition, CCDBG requires that parents who are receiving child care subsidy receive information about the quality of their chosen provider.

State Policy: Office of Child Development and Early Learning (OCDEL) Announcement KS-18 #02

This policy announcement outlines the Keystone STARS performance standards, included are some of the criteria that relate to family engagement across STAR levels.

Performance Standards starting at STAR 2 require:

- On-site Program Leadership Team and all staff complete orientation, topics include:
 - Overview of STARS System and Continuous Quality Improvement (CQI) Principles Elements of Assessing and Building Quality
 - The Pennsylvania Core Knowledge Competencies (CKC)
 - Continuous Quality Improvement (CQI)
 - PA Early Learning Standards
 - Supporting interactions with children and families
- A research-based developmental screening tool is used within 45 days of enrollment to identify children who may need additional evaluation and/or intervention strategies. Additional screening is provided as needed and per protocol with the chosen screener. Results of screening are communicated with families, support for referrals are offered as needed. Not applicable for School Age Child Care (SACC) only programs or for children enrolled in K-12 programs receiving SACC services at a Keystone STAR Program
- Program has a written policy to demonstrate how children are helped to transition between developmental stages. Policy includes a plan to share information with families. Policies might include activities that support transition from: role as infant to older child in mixed age group, teacher directed play to child directed play, one classroom/group or program to the next, and/or preschool to kindergarten / school age program to self-care.
- Program has a policy and/or practice in place to support and encourage family engagement. A minimum of one family conference is offered per year to discuss children's progress and behavioral, social, and physical needs.
- A current Family Handbook is distributed to outline program policies and practices beyond those required by certification.



At the STAR 3 & 4 levels, programs can obtain points for specific family engagement strategies for meeting these standards:

- A plan is written and implemented describing procedures to refer families to appropriate social, mental health, educational, wellness, and medical services.
- A minimum of two-family conferences are offered per year to discuss children's strengths, progress, behavioral, social, and physical needs, and the family's goals for their child.
- Program implements practices that support continuity of care to support continued, long-term relationships between a child and their primary teacher(s).
- Families are engaged in ways that demonstrate their participation in shaping the policies and procedures of the program and encourages family networking.
- Opportunities for families to attend education workshops are provided or accessed on topics such as: early literacy; adult/family literacy; positive family child interactions; cultural awareness; developmental issues; health and safety; and/or other topics that address the identified needs and interests of enrolled families. Translation/Interpreters are provided for families as needed.
- The Strengthening Families Protective Factor Framework or a similarly focused evidence-based tool is used to assess engagement of and interactions with families.
- A current community resource handbook or materials are available to all families and includes community and school-based resources and/or information about direct services to promote child/family safety, health, and stability.
- To support learning at home, a variety of methods are used to communicate with families about curriculum objectives, early care and education goals, and effective strategies.

Monitoring of Keystone STARS Policy:

Pennsylvania's business partners, the Early Learning Resource Centers (ELRCs), monitor programs use of the standards. Monitoring includes official designation visits.

"The collaborative process allowed us to express our visions, build on what we knew, learn from one another, released creative energy and inspired partnerships."

PA Family Engagement Coalition
Participant



Child Care Works (Child Care Subsidy)/Resource and Referral Services

Federal Policy: Child Care Development Block Grant (CCBDG)

CCBDG outlines a variety of requirements related to information that states must make available to families. These include:

- The availability of the full diversity of child care services to promote informed parental choice, including information about:
 - The availability of child care services under this part and other programs for which families may be eligible, as well as the availability of financial assistance to obtain child care services;
- Other programs for which families that receive assistance under this part may be eligible, including:
 - Temporary Assistance for Needy Families (TANF)
 - Head Start and Early Head Start
 - Low-Income Home Energy Assistance Program (LIHEAP)
 - Supplemental Nutrition Assistance Program (SNAP)
 - Special supplemental nutrition program for women, infants, and children (WIC)
 - Child and Adult Care Food Program (CACFP)
 - Medicaid and the State children's health insurance programs
 - Programs carried out under section 619 and part C of the Individuals with Disabilities Education Act (IDEA)
- Research and best practices concerning children's development, meaningful parent and family engagement, and physical health and development, particularly healthy eating and physical activity; and
- State policies regarding social emotional behavioral health of children which may include positive behavioral health intervention and support models for birth to school-age or age-appropriate, and policies to prevent suspension and expulsion of children birth to age five in child care and other early childhood programs

State Policy: Policy and Procedure Manual for Subsidized Child Care

The Child Care Subsidy program is administered through a business partnership with the Early Learning Resource Centers (ELRCs). The objectives/requirements of the ELRCs are outlined in the Policy and Procedure Manual for Subsidized Child Care.

Within the manual there are several areas that relate to the engagement of families including resource and referral services and practices related to interviewing parent/caretakers. (These services are available to all families, regardless of their eligibility for subsidized child care):

Resource and Referral Services:

- Educate families regarding the benefits of quality care and its relationship to positive child development.
- Respond to family's need for information on how to locate and choose child care that best meets the needs of the family.
- Encourage families to become familiar with the legal requirements of a regulated child care program.
- Ensure staff is knowledgeable of local community and state services which may benefit families.
- Consumer Education:
 - A description of the different types of regulated child care – centers, group homes and family homes.
 - The ELRC should be able to describe each of these service options to families.
- Information on OCDEL Regional Certification Offices to include:
 - Address and phone number
 - A listing of services offered such as certification and monitoring of child care programs.
 - Information on how to file a complaint and how to request a complaint history regarding a child care provider.
 - Information on how to access financial assistance for child care. The ELRC should provide information and applications for the Child Care Works program (Child Care Subsidy) and should maintain information on other forms of child care financial assistance available in the community.



The following steps will be followed by the ELRC when interviewing a parent/caretaker:

- Establish rapport with the parent/caretaker.
- Demonstrate positive interpersonal and communication skills.
- Communicate with the parent/caretaker in a manner that is sensitive to culture and language needs.
- Offer printed materials that are written with consideration of culture and language diversity.
- Collect information from the parent/caretaker and assess the parent/caretaker's needs.
- Provide information to help families choose the best option for their children by discussing the following topics:
 - General explanation of the Keystone STARS continuous quality improvement program, including contact information for the ELRCs.
 - Indicators of quality child care.
 - Positive impact of early education on child development.
 - Types of care in your local community
- Provide materials to help families make an informed decision about the child care option that best meets the needs of their family.
- Offer information about other programs for which the parent/caretaker may be eligible, including how and where the parent/caretaker may apply for the program(s).
- If requested, provide referrals to the parent/caretaker.
 - Obtain the family's needs and preferences.
 - Provide a list of referrals, based on the needs and preferences of the family, generated by COMPASS Provider Search.
 - In the event that the generated referral provides zero matches, discuss altering search criteria with the parent/caretaker to produce an acceptable result.
- Encourage the parent/caretaker to utilize the steps and checklists provided when visiting and/or speaking with a potential provider.
- Offer follow-up assistance and support. The ELRC should always let the parent/caretaker know that it is available for future calls, questions and support.

State Policy: Pa Code Title 55 Public Welfare Chapter 3041 Subsidized Child Care Eligibility

Provides guidance related to eligibility for subsidized child care, as well as parent or caretaker rights and responsibilities.

Monitoring of Child Care Subsidy Program: Pennsylvania’s business partners the Early Learning Resource Centers (ELRCs) implement the child care subsidy program. OCDEL conducts onsite monitoring at least twice a year of each ELRC grantee/region (for state and federal compliance for use of funds and programming).

Early Intervention (EI)

Federal Policy: Individuals with Disabilities Education Act 2004 (IDEA)

Federal IDEA regulations outline requirements of states to engage families. Some key areas related to family involvement/engagement identified through these regulations include:

- The establishment of a State Interagency Coordinating Council (SICC) that mandates that at least 20 percent of the members must be parents, including minority parents, of infants or toddlers with disabilities or children with disabilities aged 12 years or younger, with knowledge of, or experience with, programs for infants and toddlers with disabilities and at least one parent member must be a parent of an infant or toddler with a disability or a child with a disability aged six years or younger.
- Each State must ensure that the parents of a child referred to Early Intervention (EI) are afforded the right to confidentiality of personally identifiable information, including the right to written notice of, and written consent to, the exchange of that information among agencies, consistent with Federal and State laws. If a parent objects during the time period provided by the State, no disclosure of such information is permitted.
- That traditionally underserved groups, including minority, low-income, homeless, and rural families and children with disabilities who are wards of the state, are meaningfully involved in the planning and implementation of EI.
- The parent or parents of the child as well as other family members, as requested by the parent, are required team members of their child’s evaluation and Individual Family Service Plan (IFSP)/ Individualized Education Plan (IEP) teams and have the opportunity to participate in service and placement decisions. In addition, a member of an IEP team cannot be excused from attendance without the parents’ written consent to the proposed excusal.
- EI services are designed to meet the developmental needs of an infant or toddler with a disability and the needs of the family to assist in the infant’s or toddler’s development.

- Family assessment shall be family directed and designed to determine the resources, priorities of the family and to identify the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.
- As a key member of a child's IFSP/IEP team, parents are afforded certain rights to disagree. IDEA defines several processes parents can use to disagree; these include filing a state complaint, mediation and due process. These processes include needing to be held at a time and place that is reasonably convenient to the parents involved, parents have the right to be accompanied and advised by counsel or expert, and a copy of the hearing record must be provided to the parents at no cost.

State Policy: Act 212 Early Intervention Services System Act

Defines how Early Intervention is to be provided in Pennsylvania and establishes the requirement to have Local Interagency Coordinating Councils (LICC) which must include parents as members. LICC are authorized to advise and comment on the development of local interagency agreements for their specified geographic area and to communicate directly with the Department of Education, the Department of Health, the Department of Human Services.

State Policy: Chapter 14 Regulations & Chapter 4226 Regulations

There are two Pennsylvania state regulations that apply to EI. Infants and toddlers (birth through age 2) fall under Chapter 4226 and Preschoolers/eligible young children (age 3-5) fall under Chapter 14. Both sets of regulations minimally follow federal requirements of IDEA. Listed below are some further definitions of how families are engaged in EI in PA:

- In Chapter 4226.61, county programs must ensure that each child receives a timely comprehensive multidisciplinary evaluation and a voluntary family-directed assessment of the needs of the child's family to assist in the development of the child. The family assessment must be family directed and designed to determine the resources, priorities and concerns of the family and to identify the supports and services necessary to enhance the family's capacity to meet the developmental needs of the child.

"Children do not come with instructions. Recognizing that parents are both experts about their children and eager to learn how to ensure their children have the best opportunities for success in life implies that we have to work together: parents/family members, learning community staff and broader community partners to support each other as we launch our children into adulthood."

PA Family Engagement Coalition Participant

- IFSP meetings must be held in settings and at times that are convenient to the family, in the native language of the parent, unless it is clearly not feasible to do so and in a manner, that ensures that the EI services to be provided to an infant or toddler with a disability are selected in collaboration with the parent. IFSP meeting arrangements shall be made with, and written notice provided to, the family and other participants early enough before the meeting date to ensure that they will be able to attend, but no later than 5 days before the scheduled meeting date. With the concurrence of the family, a statement of the family's resources, priorities and concerns related to enhancing the development of the infant or toddler with a disability must be included in the IFSP.
- Transition from infant/toddler EI services is defined and establishes that a transition plan must be completed in consultation with the toddler's family and must include discussions with, and training of, the toddler's parent regarding future placements and other matters related to the toddler's transition and with parental consent, transmission of information about the toddler, including evaluation and assessment information and copies of the toddler's IFSPs, to the preschool EI program to ensure continuity of services.
- Parents rights are further defined in state regulations and include the following: the parent shall be fully informed of all information relevant to the activity for which consent is sought, in the parent's native language, and that consent can be revoked at any time. Written parental consent must be obtained before conducting the initial screening and evaluation, determining eligibility for funding and initiating and changing EI services. Before an EI service is provided or changed, the contents of the IFSP shall be fully explained to the parent. If the parent does not consent to the delivery of a particular EI service or withdraws consent after first providing it, that service may not be provided. Those EI services to which the parent consented shall be provided. Parents can decline services at any time.
- Each preschool EI program shall provide annual public notification, published or announced in newspapers or other media, or both, with circulation adequate to notify parents throughout the area served by the program of child identification activities and of the procedures followed to ensure confidentiality of information pertaining to eligible young children.
- An IEP is a written plan for the provision of appropriate EI services to an eligible young child, including services to enable the family to enhance the young child's development. Progress monitoring information should include dated progress and documented parental feedback.

Monitoring of Early Intervention Policy

Each infant, toddler and preschool EI program is assigned an EI Advisor and EI Technical Assistance Consultant who provides training, technical assistance and cyclical on-site monitoring using the EI Verification Tool. This tool includes review of policies and procedures, interviews of administrators and parents as well as observations. There is a Quality Enhancement Plan (QEP) that is developed with the local programs to ensure compliance and promote continuous quality improvement efforts.

Family Support Programs

Evidence Based Home Visiting

Federal Policy: Social Security Act, Title V (42 U.S.C. 711) and amended by Bipartisan Budget Act of 2018 (P.L. 115-123), Title VI, Subtitle A, Maternal Infant Early Childhood Home Visiting (MIECHV)

This Act established the funding mechanism to support state implementation of evidence-based MIECHV. The Act specifies that funding must be utilized to expand evidence-based home visiting program models for at-risk families.

Program Implementation Policy/Requirements: In Pennsylvania, six state and federally-funded evidence-based home visiting models are implemented: Early Head Start (EHS), Family Check Up for Children (FCU), Healthy Families America (HFA), Nurse Family Partnership (NFP), Parents as Teachers (PAT) and SafeCare Augmented. Each of these evidence-based models provide guidance related to implementation to ensure fidelity.

Requirements across all models:

- Utilize a curriculum that focuses on engaging families to support their child's learning and development.
- Work directly with parents and caregivers to create goals for themselves and their families. Creation of individualized transition plans for their family.
- Provide and connect the family to additional community resources as requested.

Requirements of EHS and PAT:

- Create advisory councils that include parents.
- Offer a monthly facilitated group meeting of parents and their children enrolled in home visiting.

Monitoring of Home Visiting Policy

Each Family Support program is assigned to a Family Support Consultant (FSC) who provides training, technical assistance, and a cyclical monitoring review. The FSC reviews the programs' policies and procedures to ensure that they are aligned with state and federal requirements. Through monthly and quarterly data collection, the FSC continuously monitors family enrollment, staffing, as well as stories of family successes and challenges.

Family Centers

Federal Policy: Social Security Act, Title IV-B, Subpart 2, Promoting Safe and Stable Families Act

Pennsylvania uses available funding through this Act to support child abuse prevention strategies, including the establishment and support of community-based Family Centers.

Family Centers are community hubs where parents with young children can attend programs, access resources and connect with other parents.

Requirements of Family Centers are outlined in grantee requirements and include:

- Responsive to community needs.
- Establish an advisory council of which parents are required members.
- Offer evidence-based home visiting services for pregnant women and parenting families with young children.

Monitoring of Family Center Policy:

Each Family Center is assigned to a FSC who provides training, technical assistance, and a cyclical monitoring review. The FSC reviews the programs' policies and procedures to ensure that they are aligned with state and federal requirements.



Promoting Responsible Fatherhood programs, Parent to Parent of Pennsylvania and Pennsylvania Family Support Alliance (PFSA) parent support groups

Federal Policy: Child Abuse Prevention and Treatment Act (CAPTA), Title II, Community Based Child Abuse Prevention Act (CBCAP)

CBCAP funds are used to:

- support community-based programs and activities
- strengthen and support families; and
- foster understanding, appreciation and knowledge of diverse populations in order to effectively prevent child abuse and neglect.

Promoting parent leadership and participation in the planning, implementation and evaluation of prevention programs is outlined in the federal policy. The federal policy also mandates meaningful involvement of parents of children with disabilities, parents with disabilities, racial and ethnic minorities, and members of underrepresented and underserved groups. The CBCAP state application requires the inclusion of a plan for training and technical assistance related to parent leadership and family involvement.

State Policy:

In Pennsylvania, CBCAP funds are used to support Promoting Responsible Fatherhood programs as well as parenting support programs, such as Parent to Parent of Pennsylvania and those offered through Pennsylvania Family Support Alliance. Requirements of these programs are outlined in grantee requirements.

Monitoring of Policy - Family support programs are required to report on their activities through quarterly narrative reports to their Family Support Consultant.

Positive Parenting Programs funded through the Children’s Trust Fund (CTF)

State Policy: Act 151 of 1988, Children’s Trust Fund Act

The mission of the Pennsylvania Children’s Trust Fund (CTF) is to prevent child abuse and neglect in Pennsylvania. To do this the CTF Board of Directors funds community-based primary and secondary prevention programs that strengthen and support families, including evidence-based home visiting and positive parenting/education programs.

For more information on Pennsylvania’s CTF programs and initiatives see the resource section.

Monitoring of Positive Parenting Programs Policy – Grantees are required to utilize the Pennsylvania Home Visiting and Family Support Database to report on the number of families served by their CTF-funded programs. When families exit the program, information related to whether outcomes are met, is entered. Technical assistance is delivered through ongoing communication and site visits by the Family Support Consultants.

Head Start

Federal Policy: The Head Start Program Performance Standards, Department of Health and Human Services, Administration for Children and Families Subpart E: Family and Community Engagement

A program must integrate parent and family engagement strategies into all systems and program services to support family well-being and promote children’s learning and development. Programs are encouraged to develop innovative two-generation approaches that address prevalent needs of families across their program that may leverage community partnerships or other funding sources.

A program must:

- (1) Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement;
- (2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community;
- (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability;
- (4) Provide parents with opportunities to participate in the program as employees or volunteers;
- (5) Conduct family engagement services in the family’s preferred language, or through an interpreter, to the extent possible, and ensure families have the opportunity to share personal information in an environment in which they feel safe; and,
- (6) Implement procedures for teachers, home visitors, and family support staff to share information with each other, as appropriate and consistent with the requirements in part 1303 subpart C, of this chapter; FERPA; or IDEA, to ensure coordinated family engagement strategies with children and families in the classroom, home, and community.

1301.3 Policy council and policy committee

(a) *Establishing policy councils and policy committees.* Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level.

(b) *Composition.* (1) A program must establish a policy council in accordance with section 642(c)(2)(B) of the Act, or a policy committee at the delegate level in accordance with section 642(c)(3) of the Act, as early in the program year as possible. Parents of children currently enrolled in each program option must be proportionately represented on the policy council and on the policy committee at the delegate level.

(e) *Reimbursement.* A program must enable low-income members to participate fully in their policy council or policy committee responsibilities by providing, if necessary, reimbursements for reasonable expenses incurred by the low-income members.

1302.34 Parent and family engagement in education and child development services.

4) Parents have the opportunity to learn about and to provide feedback on selected curricula and instructional materials used in the program;

"The framework provides ideas that are in line with the Performance Standards (Head Start). Overall, it will be a great supportive benefit to families of vast resources and research backed data."

PA Family Engagement Coalition Participant



Licensed Child Care

State Policy: 55 Pa. Code, Chapters 3270 (Child Care Centers), 3280 (Group Child Care Homes), and 3290 (Family Child Care Homes)

This chapter applies to facilities in which out-of-home care is provided, at any one time, for part of a 24-hour day to seven or more children, 15 years of age or younger.

The PA child care regulations outline a variety of areas that impact family engagement. Including (but, not limited to) these key provisions:

- **Service to a child with special needs (as per § 3270.17, § 3280.16 and § 3290.15).** Operators shall make reasonable accommodation to include a child with special needs, permit individuals who provide specialized services on the premises, and make staff and parents aware of community resources for the family of a child who may have special needs.
- **Communication with parents (as per § 3270.22, § 3280.21, § 3290.19).** The operator shall establish communication in the language or mode understandable to the parent.
- **Parent access and participation (as per § 3270.23 § 3280.22, § 3290.20).** A parent of a child in care shall be permitted free access, without prior notice, throughout the center whenever children are in care, unless a court of competent jurisdiction has limited the parental right of access to the child; Opportunity shall be provided for parents to participate in the facility's program; the operator shall promote parent participation and keep documentation on file.
- **Availability of certificate of compliance and applicable regulations (as per § 3270.25, § 3280.24; § 3290.22).** The facility's current certificate of compliance, a copy of the applicable regulations, instructions for contacting regional OCDEL office must be posted in a conspicuous location used by parents. Each inspection summary must also be posted until each regulatory noncompliance has been verified corrected.
- **Emergency plan (as per § 3270.27, § 3280.26, § 3290.24).** Each facility shall provide to the parents of each enrolled child a letter explaining the emergency procedures and any subsequent updates and include a method of contacting parents as soon as reasonably possible in the event of an emergency and when the emergency has ended.
- **Daily activities and homework (as per § 3270.111 and § 3270.116) and (§ 3280.111 and § 3280.116); and (§ 3290.111).** A written plan of daily activities and routines, including a time for free play shall be established for each group. A written plan of daily activities and routine shall be flexible to accommodate the needs of individual children and the dynamics of the group. Daily experiences shall recognize the child as an individual and give some choice of activities that respect personal privacy, lifestyle and cultural background while promoting the development of skills, social competence and self-esteem. Homework supervision shall be provided for school-age children in accordance with arrangements determined by the parent and the operator.

- **Application, Admission and Agreement (as per § 3270.121, § 3270.122, § 3270.123 and § 3270.124); and (§ 3280.121, § 3280.122, § 3280.123 and § 3280.124); and (§ 3290.121, § 3290.122, § 3290.123 and § 3290.124).** The operator shall review with the parent, at the time of application, the facility's general daily schedule, hours for which care is provided, fees, responsibilities for meals, clothing, health policies, supervision policies, night care policies, dismissal policies, transportation and pick-up arrangements. The parent shall receive the information in writing at the time of enrollment. A child shall be interviewed or observed by the operator and when possible shall have the opportunity to visit the facility prior to being admitted for care. The child shall be told as much about the service being planned as he can understand. Each child enrolled in the facility shall have an individual record established and maintained by an operator. Information shall be kept current.



K-12 Public School System

Federal Policy: Section 1116, **Every Student Succeeds Act (ESSA)**, Title I Parent and Family Engagement Title I Parent and Family Engagement

Section 1116 of ESSA requires Local Education Agencies (LEAs) to provide opportunities for parents and family members to be partners and decision-makers in various aspects of the Title I program. An LEA may receive funds under Title I only if:

- The LEA conducts outreach to all parents and family members;
- The LEA implements programs, activities, and procedures for the engagement of parents and family members; and
- The LEA planned and implemented the Title I program with expectations and objectives for meaningful parent and family engagement.

Title I LEA Level Parent and Family Engagement Requirements:

- The LEA Parent and Family Engagement Policy must be revised annually with parent and family input and disseminated to parents and family members.
- At the beginning of the school year the LEA must notify parents of each student attending all Title I schools that the parents may request the qualifications of the teachers and paraprofessionals.

Title I Parent and Family Engagement Use of Funds:

- An LEA must reserve 1 percent if the Title I funds are \$500,000 or more. LEAs are not limited to reserving more than 1 percent.
- Not less than 90 percent of the 1 percent set aside must be distributed to the schools, with priority given to high-need schools.
- Parents and family members must have input on how the funds are allotted for parent and family engagement activities.

3 ESSA, Section 1116(a)(1) 4 ESSA, Section 1116(a)(2)
5 ESSA, Section 1112(e)(1)(A) 6 ESSA, Section 1116(3)



LEAs that are required to reserve funds must use the funds to carry out activities and strategies consistent with the LEA Parent and Family Engagement Policy, and must include at least one of the options below:

- Professional development for school and LEA personnel on parent and family engagement strategies; Supporting programs that reach parents and family members at home, in the community, and at school;
- Disseminating information on best practices;
- Collaborating, or providing schools with subgrants to collaborate, with community-based or other organizations to improve parent and family engagement; and/or
- Engaging in other activities that are described in the LEA/School Parent and Family Engagement Policies.



Title I School Level Parent and Family Engagement Requirements

Title I requires documentation that Title I parents and family members are involved in the planning, implementation, and evaluation of these components. Each Title I school is responsible for the following parent and family engagement requirements:

- Develop and revise annually with parent and family input the school, parent, and Family Engagement Policy;
- Disseminate the policy to parents and family members in a language they can understand;
- Develop and revise annually, with parent and family input, a school-parent compact that outlines how the parents and family members, the school staff, and students will share responsibility for improved student achievement and address the importance of communication between parents and family members and teachers;
- Inform parents and family members of state academic standards, curriculum, state and local assessments, and how to monitor their child's progress;
- Provide training materials for parents and family members;
- Educate staff, with parent and family input, on the value and contributions of parents and family members to work as equal partners, how to communicate with parents and family members, and how to build ties between parents and family members and the school;
- Coordinate with other parent and family engagement programs, including, but not limited to, federal, state, and local preschool programs;
- Provide any other reasonable support for parent and family engagement activities as requested by the parents and family members; and
- Hold an annual Title I parent and family member meeting to provide timely information to Title I parents about the purpose of Title I.

State Education Agency (SEA) Title I Monitoring

The SEA monitors the LEAs' parent and family engagement policies and practices to determine if the policies and practices meet the requirements of this section. This is done once every four years or annually based on risk.

State Policy: Title 22 of the PA Code

Chapters 10, 12, 14 and 16 of Title 22 describes how parents should be notified or engaged in student services.

Chapter 10

This chapter outlines requirements that relate to the Safe Schools Act. These include relationships between schools and law enforcement and reporting to parent's incidents and resolutions that occur on school property or activities.

* Section 23 outlines how a school should consult with parents when responding to an incident involving a student with a disability.

* Section 25 mandates the notification of parents/guardians of incidences in compliance with the Safe Schools Act.

Chapter 12

This chapter outlines student rights and responsibilities, including compulsory attendance. It also outlines parents' rights to be notified about school rules, suspensions, expulsions, hearing processes, searches, and various student programs (such as nutrition services, diagnostic services, career information or any other consultative service). For hearings and discipline processes, this chapter outlines timelines and key procedures.

In addition, 12.41 Student Services requires each school entity to prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning of its student services:

(a) Each school entity shall prepare a written plan for the implementation of a comprehensive and integrated K-12 program of the student services based on the needs of its students. The plan shall be prepared and revised in accordance with the time frames and procedures described in § 4.13(c) (relating to strategic plans). Services offered by community agencies in public schools shall be coordinated by and under the general direction of the school entity.

(b) Though the variety of student services offered will differ from school to school depending upon its size and the needs of its students, the following categories of services shall be provided by each school entity in planning its student services:



(1) Developmental services for students that address their developmental needs throughout their enrollment in school. Developmental services include guidance counseling, psychological services, health services, home and school visitor services and social work services that support students in addressing their academic, behavioral, health, personal and social development issues. When prekindergarten is offered, these services must include nutritional services or referrals. Nutritional services include:

- (i) Federal and State funded school meal programs.
- (ii) Special Supplemental Feeding Program for Women, Infants and Children (WIC).
- (iii) Food Stamp Program.
- (iv) Pennsylvania Fresh Foods Program.
- (v) Local food and nutrition services for children and families.

(2) Diagnostic, intervention and referral services for students who are experiencing problems attaining educational achievement appropriate to their learning potential.

- (i) Student services staff use diagnostic services to identify barriers that limit a student's success in school. Intervention services actively engage student services staff in activities planned to reduce or eliminate specific barriers to student success.
- (ii) Student services staff may arrange for referrals to other school-based or school-linked professionals or may refer parents and guardians to appropriate community-based services for assistance.

"We parents, learning community staff and partners have talked for years about the importance of creating a statewide vision of family engagement that sets/creates a shared guide, goals and expectations. To finally realize such a vision is phenomenal and invaluable to our families, children, learning communities and partners in Pennsylvania!"

PA Family Engagement Coalition Participant

(3) Consultation and coordination services for students who are experiencing chronic problems that require multiple services by teams or specialists.

- (i) Consultation services are used by student services staff, in partnership with parents or guardians, to obtain assistance to address barriers and issues that are outside the scope of the student services professional.
- (ii) Consultation and coordination services may be used to assist in the diagnosis, intervention or referral of students who face barriers to success.
- (iii) Coordination services connect school resources with other available resources to assist students in meeting their educational objectives.

(c) Student services must:

- (1) Be an integral part of the instructional program at all levels of the school system.
- (2) Provide information to students and parents or guardians about educational opportunities of the school's instructional program and how to access these opportunities.
- (3) Provide career information and assessments so that students and parents or guardians might become aware of the world of work and of a variety of career options available to individual students.
- (4) Provide basic health services outlined in Article XIV of the Public School Code of 1949 (24 P.S. § § 14-1401—14-1423) for students and information to parents or guardians about the health needs of their children.
- (d) When student assessments using individual surveys are administered, parents or guardians shall be informed of the nature and scope of the surveys and of their relationship to the educational program of their child, consistent with section 445 of the General Education Provisions Act (20 U.S.C.A. § 1232h) regarding protection of pupil rights. Parents or guardians, or the student if the student is 18 years of age or older, shall have the right to refuse to participate in the survey by means of procedures established by the school entity.
- (e) Persons delivering student services shall be specifically licensed or certified as required by statute or regulation.
- (f) The Department will provide guidelines and technical assistance to local education agencies in planning student services.

The Pennsylvania Migrant Education Program (PA-MEP):

Federal Policy: Title 1 Part C (Migrant Education)

The PA-MEP serves children from birth through age 21, as well as their families, who face a number of potential obstacles to educational success – such as poverty, high mobility, language barriers, cultural adjustment, and limited access to health care. To address these challenges, the PA-MEP provides a wide range of services, including:

- Supplemental and enrichment learning opportunities;
- In-home support services;
- Language and cultural support;
- Preschool services;
- Student leadership programs;
- Postsecondary enrollment support.

Special Education:

Federal Policy: Individuals with Disabilities Education Act 2004 (IDEA)
Federal IDEA regulations outline requirements of states to engage families.

Some key areas related to family involvement/engagement identified through these regulations include:

- Each State must ensure that the parents of a child recommended for an IEP are afforded the right to confidentiality of personally identifiable information, including the right to written notice of, and written consent to, the exchange of that information among agencies, consistent with federal and state laws. If a parent objects during the time period provided by the State, no disclosure of such information is permitted.
- That traditionally underserved groups, including minority, low-income, homeless, and rural families and children with disabilities who are wards of the state, are meaningfully involved in the planning and implementation of an IEP.
- The parent or parents of the child as well as other family members, as requested by the parent, are required team members of their child's evaluation and IEP teams and have the opportunity to participate in service and placement decisions. In addition, a member of an IEP team cannot be excused from attendance without the parents' written consent to the proposed excusal.

- As a key member of a child's IEP team, parents are afforded certain rights to disagree. IDEA defines several processes parents can use to disagree; these include filing a state complaint, mediation and due process. These processes include needing to be held at a time and place that is reasonably convenient to the parents involved, parents have the right to be accompanied and advised by counsel or expert, and a copy of the hearing record must be provided to the parents at no cost.
- Providing training to enable personnel to work with and involve parents in their child's education, including parents of low income and limited English proficient children with disabilities. This may include joint training for administrators, parents, teachers, related services personnel, behavioral specialists, and other school staff on effective strategies for positive behavioral interventions and behavior management strategies that focus on the prevention of behavior problems.
- Children with disabilities and their parents may receive training and information designed to assist the children in meeting developmental and functional goals and challenging academic achievement goals, and in preparing to lead productive independent adult lives. They are also to receive training and information on their rights, responsibilities, and protections under this chapter, to develop the skills necessary to cooperatively and effectively participate in planning and decision making relating to early intervention, educational, and transitional services.

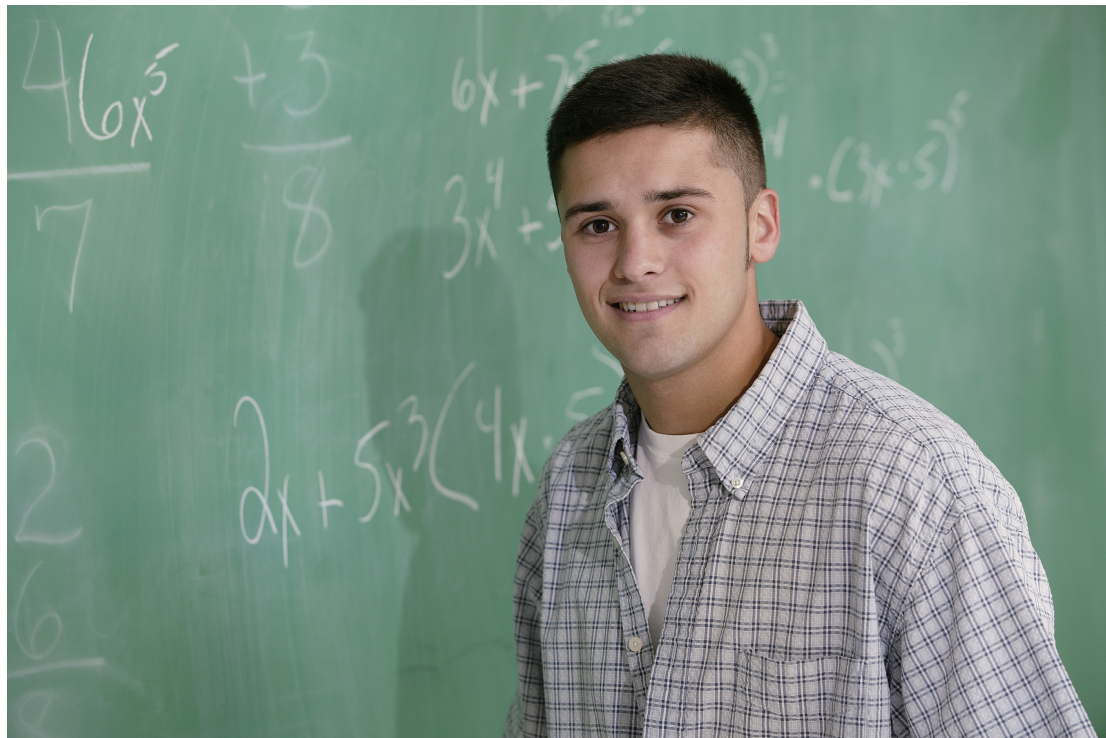
State Policy: Chapter 14 Regulations

- Gives further clarity on timelines and procedures during the IEP process, as well as due process hearings, on the rights of parents.
- Mandates that the parent be notified every time there is the use of restraint of an individual student. Mandates a meeting of the IEP team within 10 school days of the behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan, or a change of placement to address the behavior.

State Policy: Chapter 16

Chapter 16 outlines the requirements, procedures and timelines for notifying and involving parents in evaluating a student for a GIEP. Additionally, it outlines requirements, procedures and timelines for notifying and involving parents in renewing, canceling or revising the GIEP as well as procedures and timelines for hearings of those effects.

The preceding laws, regulations and policies mandate the requirements related to family engagement within Learning Communities. The Pennsylvania Birth through College, Career, Community Ready Family Engagement Framework is a resource to support and guide implementation strategies that align with federal and state requirements.



Resources



Timeline of Family Engagement

- **1897:** First meeting of the National Mothers Congress (National PTA's predecessor).
- **1899:** Mrs. Frederick Schoff is elected as the first Pennsylvania PTA President.
- **1920s:** The National Congress of Colored Parents and Teachers is formed to serve children in segregated states.
- **1950:** The first national parent conference marked the rise of the Parent Movement to support appropriate services for children with disabilities.
- **1965:** ESEA (Elementary and Secondary Education Act) first federal provision for family involvement for parents created.
- **1966:** Migrant Education Program established nation-wide.
- **1970:** Parent participation as policy: The Head Start policy manual, *70.2, The Parents* is published, mandating a local formal structure to empower and requiring parents' involvement in policy making and program operation through Parent Committees, Policy Committees and Policy Councils.
- **1972:** *Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania*, the first right-to-education suit in the country, to overturn Pennsylvania law and secure a quality education for all children. The case resulted in a consent decree in which the state agreed to provide a free public education for children with intellectual disabilities.
- **1975:** *Public Law 94-142* guaranteed a free appropriate public education to each child with a disability across the country. Outlines Parent Participation Requirements around communication, student level decision making and planning, information access, systems-level decision making and planning.
- **1978:** Parent Advocacy: Winston Austin, a father from Akron Ohio, is the first Head Start parent to testify before Congress.
- **1986:** Federal legislation for the Early Intervention Program included the requirement of and Interagency Coordinating Council that includes parents of young children with disabilities to advise and assist the lead agency.
- **1990:** Revision of *Public Law 94-142* changed the name from *Education of the Handicapped Act* to the *Individuals with Disabilities Education Act (IDEA)* and established the Parent Training and Information Center system on a nationwide basis.
- **1990:** Pennsylvania Title I Statewide Parent Advisory Council (SPAC) founded.
- **1992:** Pennsylvania Family Centers founded (collaboration among PA Departments of Education, Human Services and Health).
- **1994:** The National Fatherhood Initiative formed.
- **1996:** Pennsylvania Parent to Parent of PA, a statewide network to link families of children and adults with disabilities or special needs, started.
- **1997:** National PTA releases Standards for developing and evaluating effective parent involvement programs.

- **2001:** Elementary and Secondary Education Act (ESEA) reauthorized to No Child Left Behind defines in statute, "Parental involvement: The participation of parents in regular two-way, and meaningful communication involving student academic learning and other school activities."
- **2002-2005:** Parent Information and Resource Centers (PIRC) Philadelphia and Pittsburgh funded through the Federal Department of Education to support effective parental involvement policies.
- **2004:** Individuals with Disabilities Education Act (IDEA) Reauthorized & aligned with No Child Left Behind (NCLB).
- **2004 & 2005:** Pennsylvania Governor's Institutes on Family Engagement. (Family & Staff teams received professional development and developed action plans to support family engagement at the LEA level.)
- **2005:** Parent Involvement Consultants (PIC) Consultants hired as a skilled group of parent involvement specialists, available to assist LEA's in designing, implementing, and evaluating effective family engagement efforts.
- **2006-2012:** Pennsylvania Statewide Parent Information and Resource Center in existence.
- **2007:** PA Family Involvement Network developed a draft policy statement for the Pennsylvania Department of Education.
- **2007:** PA Training and Technical Assistance Network Parent Consultants hired to increase parents' voice in the education of students with disabilities, and encourage relationship building between home and school.
- **2008:** Pennsylvania Office of Child Development and Early Learning creates a full time, dedicated position to support Family Engagement.
- **2011:** PA Training and Technical Assistance Network, at the direction of the Bureau of Special Education, developed and begin to implement a formal training plan for LEA's to support Family Engagement efforts.
- **2014:** Federal Department of Education releases the Dual Capacity Framework for designing family engagement initiatives that build capacity among educators and families to partner with one another around student success.
- **2014:** As part of the revision of the PA Early Learning Standards, the Program Partnership Standards revised and aligned with three national resources: The Head Start Parent, Family, Community Engagement Framework; Strengthening Families Protective Factors and the National PTA Family, School, Community Engagement Standards & expanded to grades K-2.
- **2016:** Elementary and Secondary Education Act (ESEA) Reauthorization becomes Every Student Succeeds Act (ESSA).

"I find it very valuable that this coalition supports the fact that parents are essential partners in their children's academic achievement, and actually taking time to actively listen to parents."

PA Family Engagement Coalition Participant

STRATEGIES TO SUPPORT FAMILY ENGAGEMENT TRAUMA INFORMED PRACTICES

A program, organization or system that is trauma informed...

- Realizes the widespread impact of trauma
- Recognizes the signs and symptoms
- Responds
- Seeks to actively resist re-traumatization.

Key Trauma-Informed Concepts

- Question: What happened to you?
- Symptoms: Should be seen as adaptations to traumatic events
- Healing: Happens in relationship

FACT: One out of every four children attending school has been exposed to a traumatic event that can affect learning and/or behavior.

Principle: Safety

- Be warm, respectful, and non-threatening
- Listen openly and do not judge
- Role model and facilitate calm interactions.

Principle: Trustworthiness & Transparency

- Clarify what families should expect
- Maintain confidentiality
- Empathize with families and ask how you can help



Principle: Peer Support

- Key vehicle to:
- Building Trust
 - Establishing Safety
 - Empowerment

Principle: Collaboration

- Respond to families concerns
- Balance the need to obtain information (i.e. filling out paperwork) with families identified needs
- Identify and problem-solve barriers

Principle: Empowerment, Voice and Choice

- Strengths-based
- Recognize that experiences are unique
- Focus on resilience and a belief in recovery
- Maximize family choice (referrals, meeting times/locations)

Principle: Responsive to Culture, History and Gender

- Recognize the healing value of traditional cultural connections
- Recognize and address historical trauma
- Recognize and address cultural stereotypes and bias including race, ethnicity, sexual orientation, gender, ability, age, geography.

For additional information: <https://www.samhsa.gov/nctic/trauma-interventions>

Using Technology to Support Family Engagement



Benefits to Using Technology to Support Family Engagement

- Opens communication with families
- Easy and great way to share and remind families of upcoming events/ opportunities
- Builds connections with families – strengthens relationship between home and learning community

Building Relationships (Two-Way Communication)

- Remind (app)
- Class Dojo (app)
- Social Media Platforms (for example Facebook)
- Talking Points (message app with language translation)
- Email



Sharing Information (One-Way Communication)

- Message from Me
- SchoolWay
- YouTube
- Website
- Social Media platforms

Tools Families Can Use to Support Their Child's Learning and Development

- Ready Rosie
- Early Learning GPS
- Museum Apps (for example Smithsonian, National Geographic)

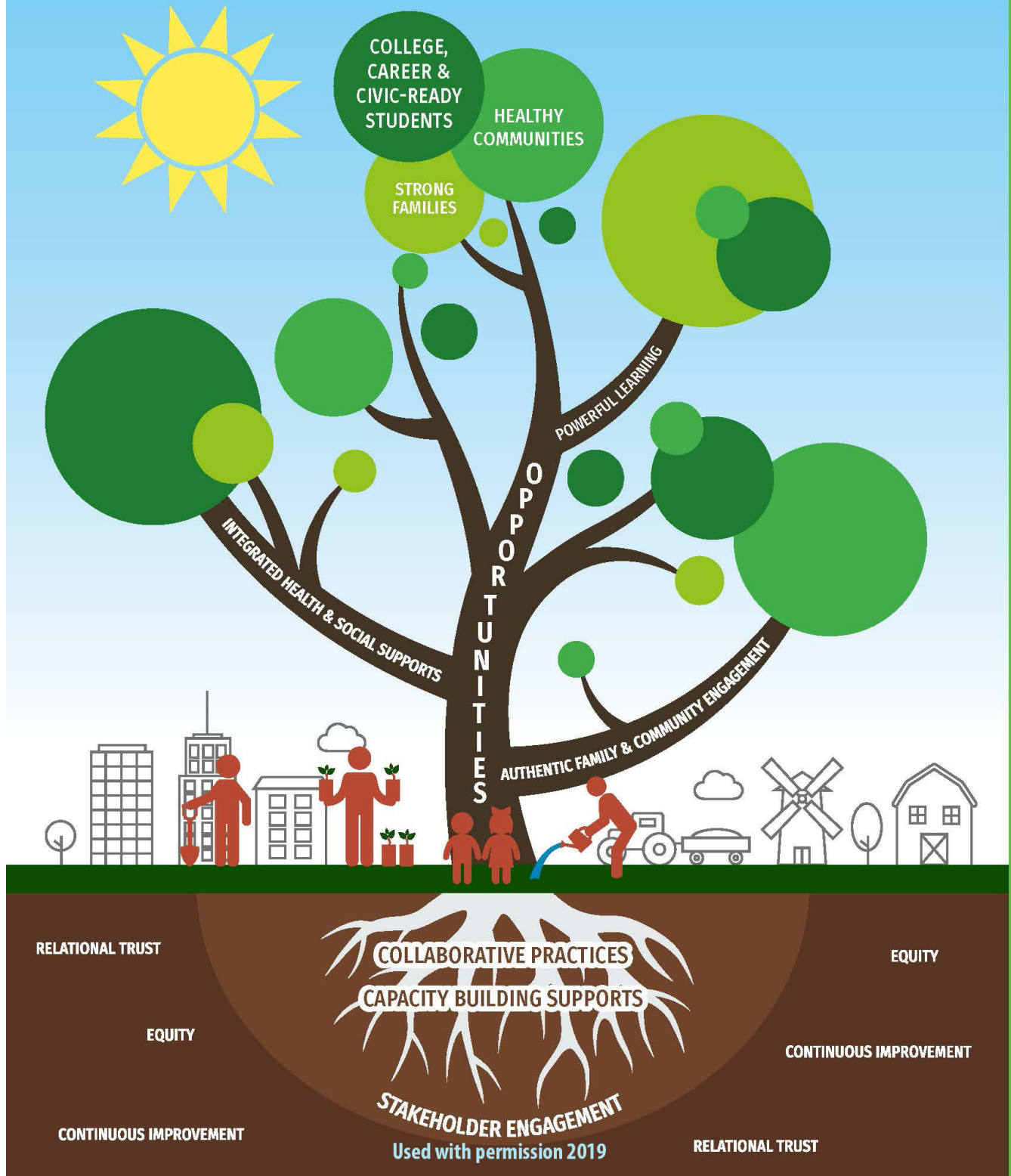


Utilize trusted educational resources to assure that technology decisions to support family engagement are developmentally appropriate and are in line with your learning community's confidentiality policies, vision, mission and goals (for example: Common Sense Education).



pennsylvania
DEPARTMENT OF EDUCATION

COMMUNITY SCHOOLS FRAMEWORK

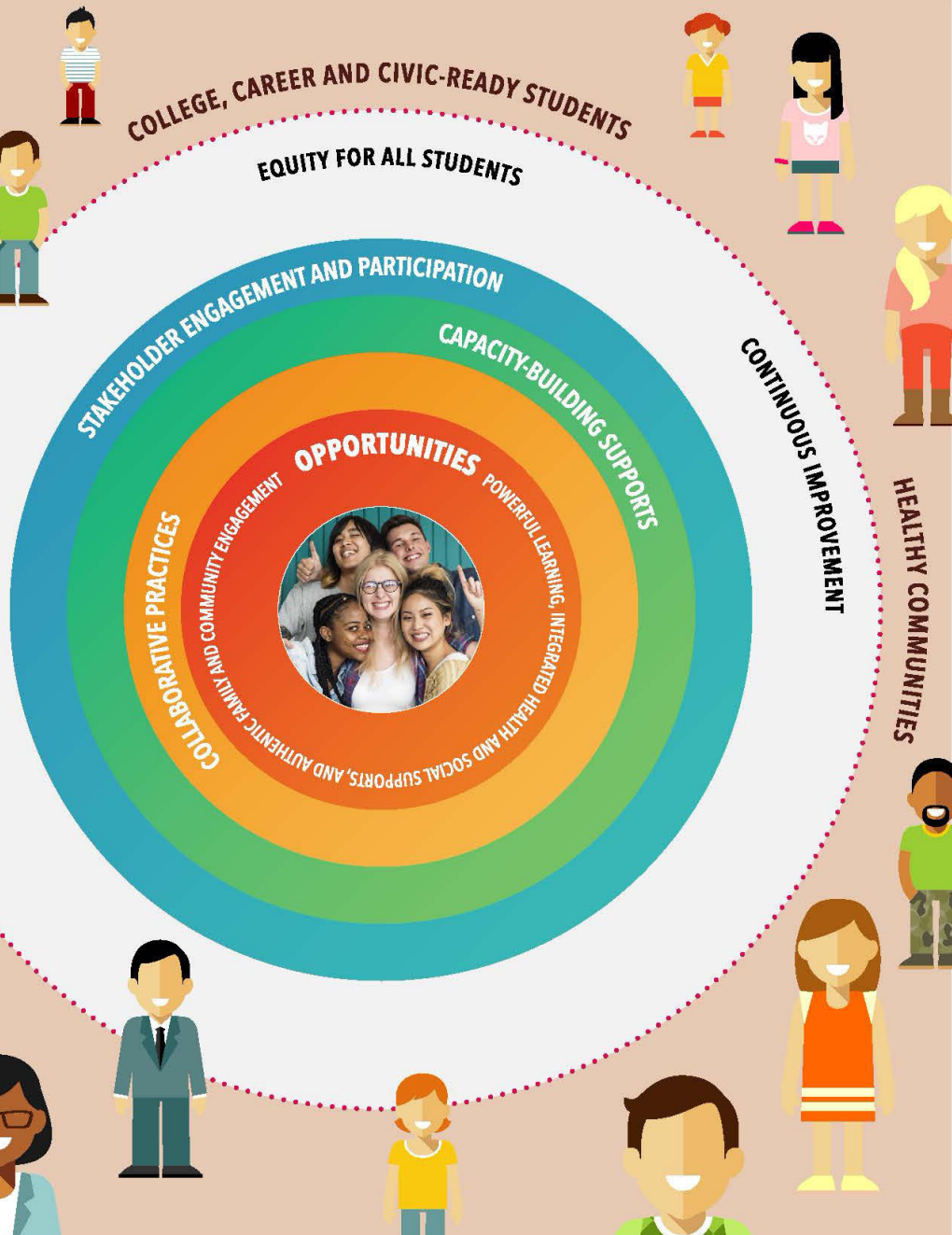


COMMUNITY SCHOOLS FRAMEWORK

KEY

The community school framework puts students at the center.

- Supporting students are key opportunities: powerful learning, integrated health and social supports, and authentic family and community engagement.
- Undergirding these opportunities are a set of collaborative practices: shared ownership for results, strategic community partnerships, resource coordination, data-driven planning, and inclusive leadership.
- Capacity-building supports nurture these collaborative practices: coaching for continuous improvement, all-stakeholder leadership development, and professional learning.
- All of these gears are driven by stakeholder engagement and participation.
- Community schools are nurtured by relational trust among stakeholders, a sharp focus on equity for all students, and a continuous improvement process designed to enhance performance and improve results.
- Results: college, career and civic-ready students; strong families; and healthy communities.



Used with permission 2019



Resources

Policy and Program Information:

Federal Policy

For additional information on the federal policies referenced in this document:

- Child Care Development Block Grant (CCDBG) www.acf.hhs.gov/occ/ccdf-reauthorization
- Community Based Child Abuse Prevention (CBCAP) www.acf.hhs.gov/cb/resource/cbcap-state-grants
- Every Student Succeeds Act (ESSA) www.education.pa.gov/K-12/ESSA/Pages/default.aspx
- Individuals with Disabilities Education Act (IDEA) sites.ed.gov/idea

State Policy and Program Information:

For additional information on the state policies, agencies and programs referenced in this document:

State Policies, Program Information and Standards:

- Early Intervention <https://bit.ly/2yh67dw>
- Early Learning Resource Centers: raiseyourstar.org
- Family Support Programs: <https://bit.ly/2wrB8ld>
- Future Ready PA Index www.education.pa.gov/K-12/ESSA/FutureReady/Pages/default.aspx
- Keystone STARS and STARS Standards: <https://bit.ly/2HHdQUX>
- Pennsylvania 21st Century Community Learning Centers: <https://bit.ly/2MdUCuq>
- Pennsylvania Child Care Regulations: <https://bit.ly/2r98MTm>
- Pennsylvania Education Standards: www.pdesas.org/standard
- Pennsylvania Learning Standards for Early Childhood (including Program Partnership Standards): <https://bit.ly/2WtKcul>
- Pennsylvania Pre-K Counts and Head Start Supplemental Assistance Program: <https://bit.ly/2Nof87z>
- Pennsylvania School Code, Pennsylvania's education regulations and Basic Education Circulars: <https://bit.ly/2YSWOcg>

Resources continued

Policy and Program Information continued:

Pennsylvania Departments and Partners:

- Early Intervention Technical Assistance (EITA) www.eita-pa.org
- Pennsylvania Department of Education www.education.pa.gov
- Pennsylvania Department of Human Services www.dhs.pa.gov
- Pennsylvania Key www.pakeys.org
- Pennsylvania Promise for Children www.papromiseforchildren.com
- Pennsylvania Training and Technical Assistance Network (PaTTAN) www.pattan.net
- Statewide Parent Advisory Committee (SPAC) www.spac.k12.pa.us

National training and technical assistance organizations that supported the development of this framework:

- Campaign for Grade Level Reading www.gradelevelreading.net
- Council of Chief State School Officers (CCSSO) www.ccsso.org
- Maryland State Board of Education www.marylandfamiliesengage.org
- Mid Atlantic Equity Consortium www.maec.org
- National Association for Family, School, and Community Engagement (NAFSCE) www.nafsce.org
- New America www.newamerica.org
- Policy Equity Group www.policyequity.com
- Scholastic www.teacher.scholastic.com/education/family-and-community-engagement.htm

Additional National Family Engagement Resources

- Coalition for Community Schools www.communityschools.org
- National Center for Cultural Competence* www.nccc.georgetown.edu
- National Fatherhood Initiative www.fatherhood.org
- National Network of Partnership Schools www.nnps.jhucosos.com

*Resources with an asterisk * include an self assessment tool that can be used to inform your family engagement efforts.*

Resources continued

Resources that informed and support the implementation of *Pennsylvania's Birth through College Career Community Ready Family Engagement Framework*

- Global Family Research Project globalfrp.org
- Head Start Parent, Family, Community Engagement Framework: <https://bit.ly/210QicK>
- National PTA: National Standards for Family School Partnerships*: <https://bit.ly/2VTgvyj>
- Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships www2.ed.gov/documents/family-community/partners-education.pdf
- Pennsylvania Equity and Inclusion Toolkit: <https://bit.ly/2EwBJP5>
Relationship-Based Competencies to Support Family Engagement*: <https://bit.ly/2XcmEal>
- School Readiness Consulting – Study
- School Readiness Consulting – Zine
- School Readiness Consulting – Storytelling Toolkit
- School Readiness Consulting – Report
- Simple Interactions www.fredrogerscenter.org/initiatives/simple-interactions

Organizations to Support Families in Pennsylvania:

- Parent Education & Advocacy Leadership Center (PEAL) pealcenter.org
- Parent to Parent of Pennsylvania www.parenttoparent.org
- Pennsylvania PTA www.papta.org
- Philadelphia Hispanos Unidos para Niños Excepcionales (HUNE) www.huneinc.org/home.html
- Mission Empower missionempower.org

*Resources with an asterisk * include an self assessment tool that can be used to inform your family engagement efforts.*