

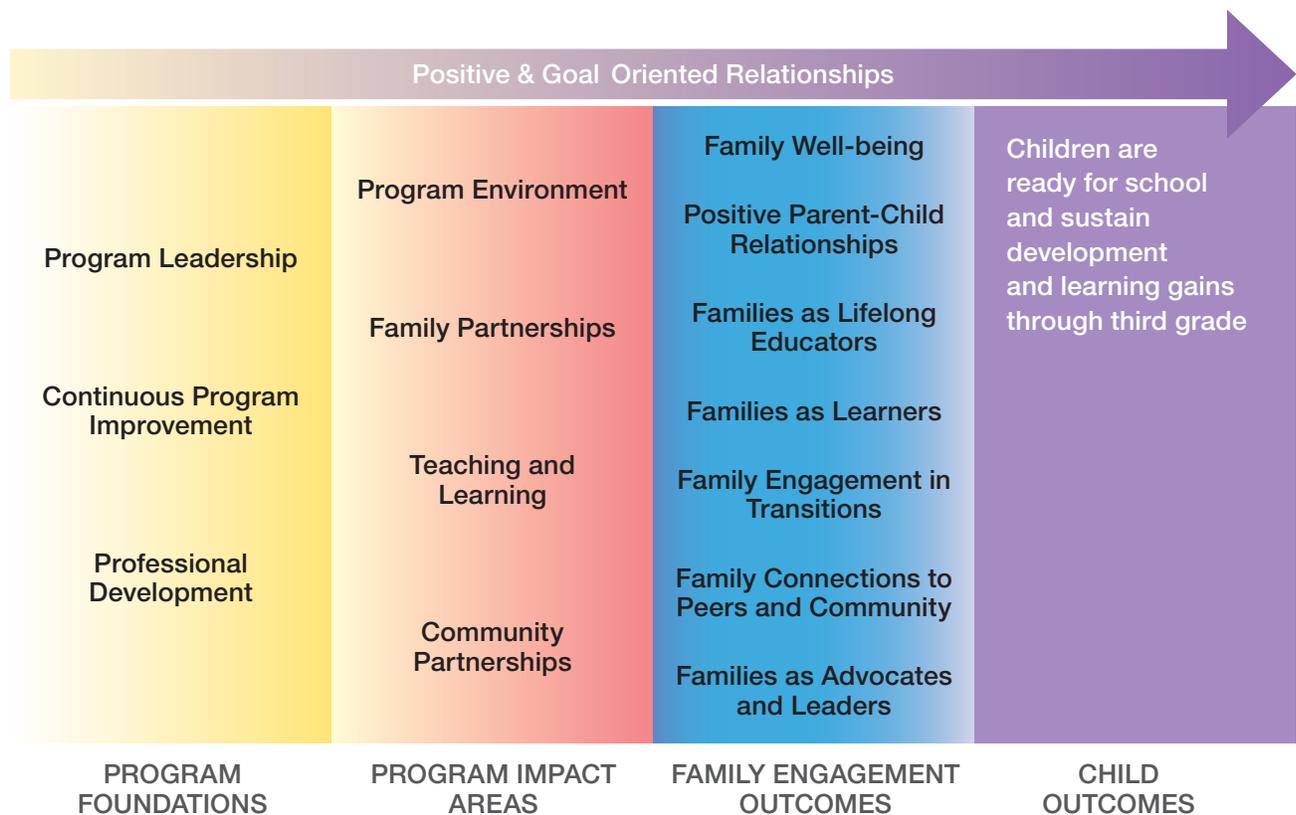


THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK ENGAGING FAMILIES—PRENATAL TO AGE 8

Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. The Parent, Family, and Community Engagement (PFCE) Framework is a road map for progress in achieving the kinds of outcomes that lead to positive and enduring change for children and families. The PFCE Framework was developed in partnership with programs, families, experts, and the National Center on Parent, Family, and Community Engagement. It is a research-based approach to program change that shows how an agency can work together as a whole—across systems and service areas—to promote parent and family engagement and children’s learning and development.

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

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



parent and family engagement include the following: Program Leadership, Continuous Improvement and Professional Development of all staff.

PROGRAM LEADERSHIP *The director, the governing board, policy council, parent committees and management teams determine the way that Head Start and Early Head Start programs engage parents, families, and the community.* To begin, program leadership sets a clear vision and ambitious goals for PFCE. Program leadership makes sure that program systems (such as communication and human resources) integrate practices that help parent and family engagement to flourish. Leadership outlines strategic plans that bring systems, people, and activities together in a way that values staff and enhances parent and family engagement in the program.

CONTINUOUS IMPROVEMENT *Leadership is committed to continuously improving systems and activities to engage and support parents and families.* With a strategic PFCE vision and goals set by program leadership, programs can conduct staff and parent surveys and use data from surveys, intakes, assessments and family partnership processes to set benchmarks. From there, staff can review reports, assess program progress, make decisions, and change or refine PFCE goals and actions.

PROFESSIONAL DEVELOPMENT *PFCE training is important to all staff, but their professional development will focus uniquely around their roles in the program.* To have a solid foundation for achieving family engagement outcomes, professional development plans should be comprehensive and include training, supervision, recognition, and information about career options. Giving staff members regular opportunities to come together as a “community of learners” helps them find mutual support and ideas for turning training and information into action. It also helps them gain new insights from working in cross-service area teams, such as teaching, family services, and home visiting.



PROGRAM IMPACT AREAS

With a solid PFCE foundation in place, program leadership and staff are set to work in partnership with parents, families, and the community on activities that promote family engagement and work toward family goals. To do this, programs align PFCE strategies across four impact areas: Program Environment, Teaching and Learning, Family Partnerships, and Community Partnerships.

PROGRAM ENVIRONMENT *Families feel welcomed, valued, and respected by program staff.* To make an impact on program environment, program leadership supports all staff to build relationships, both with each other and with families and communities. Staff and families work together to set expectations and support family goals and children’s learning and development in culturally and



linguistically responsive ways. Two-way communication and relationship building with families are adapted to meet changing family and community circumstances. In addition, opportunities are provided for family support and development through the family partnership process and through intentional parent/family peer groups within the program and community.

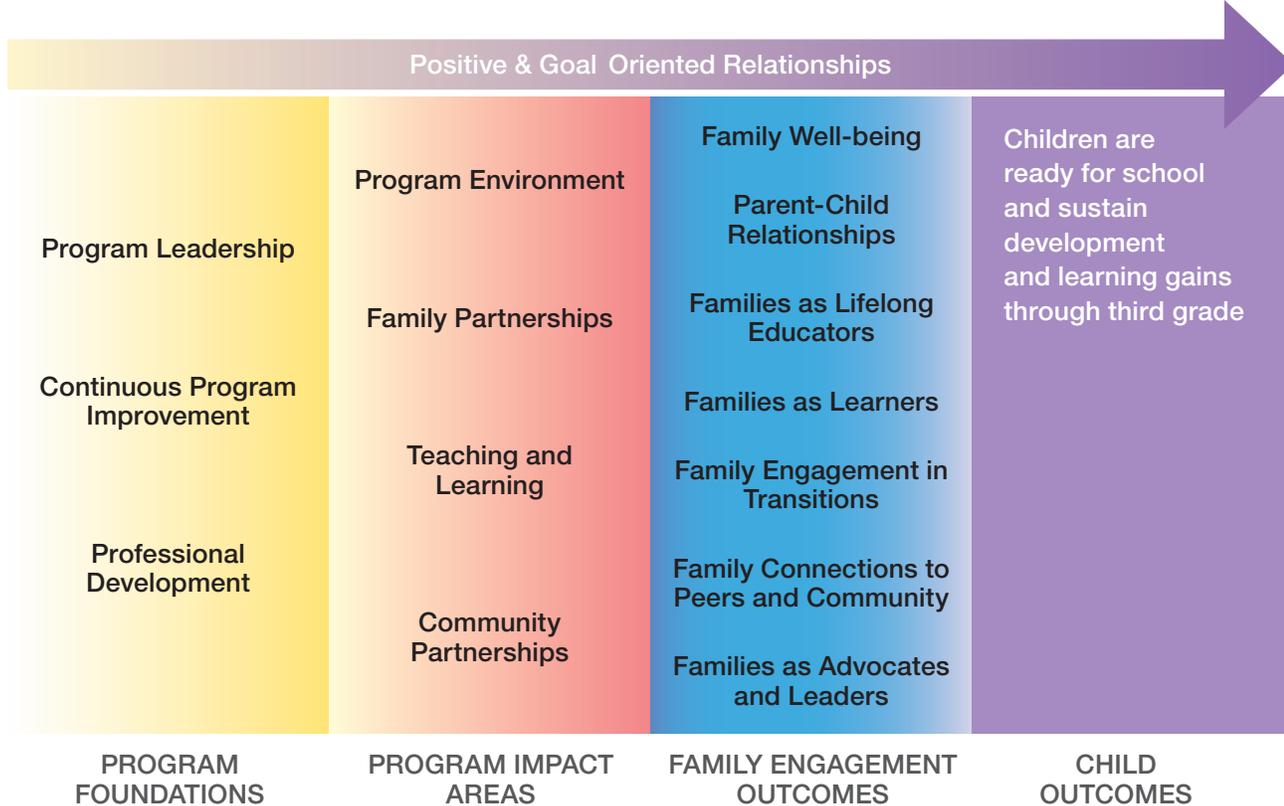
FAMILY PARTNERSHIPS *Families work with staff to identify and achieve their goals and aspirations.* To make an impact in the area of family partnerships, staff and families build ongoing, respectful and goal-oriented relationships. This means identifying and acting on family goals and aspirations and using program and community supports and resources to promote progress on family and child development goals.

TEACHING AND LEARNING *Families are engaged as equal partners in their children's learning and*

development. To make an impact in engaging families as equal partners in children's learning and development, staff and families work together to build strong relationships that support information sharing with each other about children's learning and developmental progress. Programs ensure that families have access to information about their child and that the information is understandable and meaningful. Parents share their knowledge about their child's interests and progress at home, and together staff and families use this information to set and work toward goals for the child in the classroom, home, and community.

COMMUNITY PARTNERSHIPS *Communities support families' interests and needs and encourage parent and family engagement in children's learning.* To make an impact in the area of community partnerships, staff and families collaborate with community, health,

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK



mental health, social service, and school partners to build peer networks, link families and children to needed services, and support successful transitions for children and families.

PARENT AND FAMILY ENGAGEMENT OUTCOMES

Programs are more likely to achieve family engagement outcomes when PFCE foundations are in place and PFCE activities are occurring across impact areas. Parent and Family Engagement (PFE) Outcomes will support promising child outcomes such as enhanced school readiness skills, sustained learning, and developmental gains across early childhood education and into elementary school.

The PFE Outcomes include examples of program

strategies that are informed by both research and performance standards. This is not an exhaustive list of strategies. The assumption is that program strategies are locally and individually tailored. For example, program strategies would be individualized based on culture and language and different parent strengths, challenges, and perspectives — including those of fathers, mothers, grandparents, kith and kinship caregivers, LGBT parents, expectant parents, teen parents, guardians and others.

While all of the PFE Outcomes are relevant for each program, not all of the PFE Outcomes are relevant for each family. This means that while there are examples of progress for families included here, each family’s HS/EHS experience is uniquely determined by their own interests, needs and goals

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

Parent, Family, and Community Engagement Framework

POSITIVE, GOAL-ORIENTED RELATIONSHIPS



PROGRAM FOUNDATIONS

PROGRAM IMPACT AREAS

FAMILY ENGAGEMENT OUTCOMES

CHILD OUTCOMES