

Family engagement begins when a family first contacts your program (as early as recruitment) and deepens throughout the time of their involvement. Encourage the involvement of the following populations:

- Fathers or father figures
- Parents or guardians working full time
- Family members who are absent due to deployment, incarceration, or other reason
- Families whose primary or home language is not English
- Other underrepresented families

Show the Family Engagement Opportunities web below to families so they can see how to get involved in their child’s learning and development, and how to have learning opportunities of their own. Encourage families to find program opportunities that fit their interests, cultural traditions, goals, and time availability.

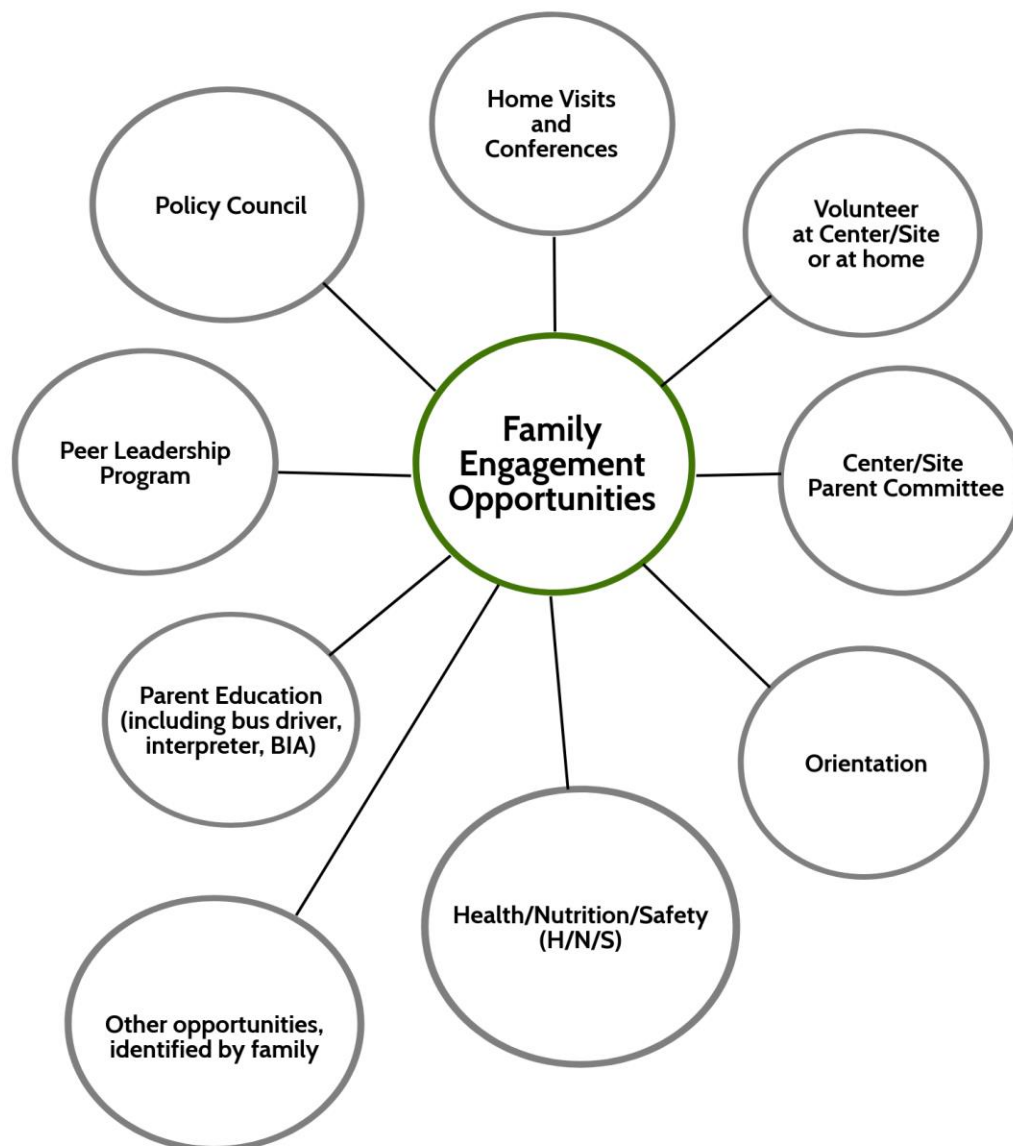


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Orientation

Orientation is for families to learn about Early Learning policies and procedures and all about your center/site. All families must have an Orientation before the child starts class, either as part of a group event or one-on-one at the enrollment visit.

An **Orientation PowerPoint** presentation to be used at group events is available. It is recommended to invite teachers, past parents, a Policy Council Representative, transportation personnel (if applicable), Peer Educators, and the Center Director/Center Coordinator.

Home Visits

Families can be engaged in their child’s learning through home visits. Trust is built through listening and understanding the family’s perspective and supporting goals that parents have for their child and family, as their child’s first teacher.

Staff must provide a minimum of one visit per quarter, per enrolled family. To count as one of the required home visits, each must be:

- A minimum of 30 minutes
- Face-to-face with the parent or guardian
- In a location agreed upon with the family
- Scheduled based on individual family needs
- Planned with individualized content for each family for each visit



For enrollment to count as one of the required family support visits, the family engagement portion ([Family Connections](#) or [Family Connections – EHS-HB](#)) must be a minimum of 30 minutes.



ECEAP

1. **Documentation in ELMS begins every July 1st of the new program year. While you may enroll families for the new program year before July 1st, minutes you spend on the family engagement portion of enrollment will not be counted as a formal family support visit in ELMS.**
2. **After July 1st, a family’s first home visit may take place during the enrollment visit in a location agreed upon with the family, as long as family engagement is at least 30 minutes.**

EXAMPLE 1: The Doe Family has an enrollment visit on July 2nd at 10:00 am and their first home visit is at 11:00 for a minimum of 30 minutes. Both visits are scheduled to occur at the site.

EXAMPLE 2: The Doe Family completed their enrollment visit on April 27 for the 2018-2019 program year. While at the Enrollment visit, the Doe Family also scheduled their first home visit on July 2nd in their home.

Preparing for Home Visits

When scheduling home visits, consider how families prefer to be contacted and where they prefer to meet, based on responses on the [Emergency Treatment and Consent Form](#). If you have difficulty connecting with a family, document every effort made to schedule/reschedule. Make sure to have an interpreter available if needed.

Review the family file and check with other staff regarding follow up needs. To better meet the needs of families with children in multiple programs, staff should make efforts to combine home visits with other program staff, whenever possible.

ECEAP

For families enrolled in DEL's Home Visiting Services Program (HVSP), such as Nurse Family Partnership or Parents as Teachers, staff must participate in joint visits whenever possible. Both programs must support families to design and achieve shared goals whenever possible, which will allow for integration of goals set with home visitor or ECEAP family support staff with families.

Bring information about program and community updates, events, and opportunities, as well as the required documents listed on the next page.

Preparing for Home Visits, cont.

What	Goal of Visit	Documents Required (all programs, unless specified)	Staff Resources
Enrollment Visit	<ol style="list-style-type: none"> Orient the family to the program, including schedules, routines, and systems that your center/site has in place. Get to know the family using <i>Family Connections</i>. Discuss the parent/guardian's role as their child's first and most important teacher. Share with families how they can be involved in their child's learning and development, and how they can have learning experiences of their own. Encourage families to find the program opportunities that are the best fit for their interests, cultural traditions, goals, and time availability. Discuss school readiness and transition to Kindergarten or EHS transition to Preschool. Learn about family strengths, interests, needs, and goals. Introduce the goal setting process that will happen in the future. If family is currently working on a goal with another program, collaborate with parent on setting the same or similar goal on the <i>Family Strengths and Goal Planning Form</i>. Connect families with relevant community resources and referrals as needed. 	<ol style="list-style-type: none"> Family Connections (pages 1-6) EHS-HB ONLY: Family Connections – EHS Home-Based (pages 1-6) Family Contact Log AS NEEDED: Consent for Use of Interpreter IF APPLICABLE: Family Strengths and Goal Planning Form ECEAP ONLY: <i>Mobility Mentoring</i> documents 	<ol style="list-style-type: none"> <i>Family Engagement Guidance</i> Family Engagement Opportunities web Race and Ethnicity List
Goal Setting Visit (2nd and/or 3rd home visit)	<ol style="list-style-type: none"> Continue to get to know the family using <i>Family Connections</i>. Continue to discuss the parent/guardian's role as their child's first and most important teacher. Share with families how they can be involved in their child's learning and development, and how they can have learning experiences of their own. Encourage families to find the program opportunities that are the best fit for their interests, cultural traditions, goals, and time availability. Discuss school readiness and transition to Kindergarten or EHS transition to Preschool. Continue to learn about family strengths, interests, needs, and goals. Set/update goals with the family including timeline for follow up. Continue to connect families with relevant community resources and referrals as needed. 	<ol style="list-style-type: none"> Family Connections (pages 1-6) EHS-HB ONLY: Family Connections – EHS Home-Based (pages 1-6) Family Contact Log Family Strengths and Goal Planning Form AS NEEDED: Consent for Use of Interpreter ECEAP ONLY: <i>Mobility Mentoring</i> documents 	<ol style="list-style-type: none"> <i>Family Engagement Guidance</i> Family Engagement Opportunities web Race and Ethnicity List
Transition Visit (3rd and/or 4th home visit)	<ol style="list-style-type: none"> Reflect with family on their experience in their Early Learning program. Connect families with relevant community resources and referrals as needed. Identify if/when goal is achieved and possible next steps. Complete items for transition to Kindergarten/Preschool. 	<p>COMING SOON</p> <p>IF APPLICABLE: "Returning Child Information" page of Early Learning Application</p>	<p>COMING SOON</p>

Home Visit Safety



Follow your center/site's safety policies and procedures, as well as the steps listed below.

Make sure someone is aware of your plans

- Always leave complete information with co-workers.
 - family's name and phone number
 - address of the visit
 - time of scheduled visit and anticipated length of the visit
 - expected time of return to site
- Wear easily recognizable work identification (e.g., school district badge).
- Use common sense, trust your judgment and leave immediately if there is danger.
- Make sure your supervisor knows your visit schedule, including the name, address, time of the visit and your expected return time. Always check in with your supervisor when you complete the visit and are heading to your next visit.
- Know the neighborhoods that you visit by being observant and by getting to know important details of the neighborhood from the people you visit. You can always contact the local police station or sheriff's office to ask if you should be aware of any safety concerns.
- Make sure that you are well and that the family members are well when you make your visit, to avoid spreading communicable diseases. Your Health Coordinator is always available for consultation.
- Carry a cellphone or devise a system for checking in with a co-worker or your center director.

Be aware of your surroundings

- Get clear directions to the home.
- Check with the family about parking, pets, etc.
- Be aware of people in the vicinity, adequate lighting and landscaping that could allow for the element of surprise.
- Bring only what you need for the visit.
- Carry your keys in your hand.
- Walk assertively, confidently and look others in the eye.
- Once inside a home, be aware of where the exits are.

Use common sense and trust your judgment

- If you feel unsafe, leave. Often our "gut instincts" are correct.
- If you believe family members in the home are unsafe, call the police.
- In rare situations, a visit to the home is not safe. Plan with co-workers, your supervisor or a PSESD coordinator before visiting a family in their home when you have a safety concern.

Policy Council (PC)

Parents can learn more about the Early Learning Program and participate in the governance of the program as a Policy Council Representative. Family Support staff must elect at least 2 representatives and complete the [Policy Council Representative Notice and Verification Form](#). Family Support is responsible for assisting parent representatives to carry out their role. This might mean helping them find child care and transportation options, so they can attend the Policy Council meetings. They also support parent representatives in finding effective ways to communicate information from the Policy Council meetings back to their center/site Parent Committee and receive information from parents to take to Policy Council meetings.

--- Additional PC information coming soon ---

Parent Committee

---Information coming soon ---

Parent Education

Peer Leadership Program

Parents who are interested in learning about Health, Literacy, Math, Money Management are encouraged to register for the Peer Leadership Program at PSESD. Site teams complete the [Parent Referral Form](#) and support the parent in arranging for childcare and transportation to six evenings of curriculum training. After completing the training, parents can, upon request, teach the curriculum to other parents. This program is an excellent opportunity for parents who want to learn facilitation and training skills.

Bus Driver Training

See the [Parent Professional Learning](#) page for more information and resources.

Interpreter Training

See the [Parent Professional Learning](#) page for more information and resources.

Bilingual Instructional Assistant (BIA) Training

See the [Parent Professional Learning](#) page for more information and resources.

--- Additional Parent Education information coming soon ---

Volunteer Opportunities

---Information coming soon ---

Health/Nutrition/Safety Opportunities

---Information coming soon ---

Other Opportunities

Families may identify other opportunities for family engagement.