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Performance Standards

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Family Engagement Procedure

Family Engagement Documentation
The Family Engagement (FE) Notebook documents all family engagement activities and efforts, including recruitment, and contains copies of information sent to families. **Parent education topics and attendance must be retained for two years after completion.** Create one FE Notebook for your center/site and keep the applicable documents in tabs in the order they appear in the list below.

- **Approved Recruitment and Selection Plan:**
  - Current year in front and past years behind it

- **Recruitment Materials:**
  - Community Contact Log
  - Flyers and other marketing tools

- **Waitlist:**
  - Center/site’s **monthly** waitlist, with most recent in front.
  - **Selection Worksheet** or **Selection Spreadsheet**

- **Orientation:**
  - Sign-in sheet
  - Agenda and handouts
  - Center/site’s parent handbook

- **Parent Fund:**
  - Budget
  - Expenditure form with parent initials
  - Copy of receipts from all event expenditures

- **Parent Committee:**
  - Sign-in sheets
  - Meeting agendas/minutes
  - Announcements and reminders

- **Parent Education, Sub-Tabs by Month (September-August):**
  - Parent Training Topics Tracking Form
  - Samples of educational materials given to parents
  - Information given to parents about Peer Leadership Programs and Bus Driver/Interpreter/BIA trainings
  - Parent Referral Form

- **Policy Council (PC):**
  - Documentation of election process and results for electing PC representative
  - Policy Council Representative Notice and Verification Form
  - Communications between PC representative and Parent Committee
  - Written updates/minutes from PC meeting
• Parent Volunteers:
  o Volunteer training log and training materials
  o Volunteer sign-in sheets

• Other FE Opportunities, Sub-Tabs by Month (September-August):
  o Announcement flyers, handouts, agendas, evaluations, sign-in sheets, and child care provider information (if provided on site) for family events/activities (separate from Parent Committee)
  o Classroom menus
  o Community flyers
  o Documentation of involvement from:
    ▪ 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
**Orientation**

Once a family is enrolled, orient them to your program. 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 editable *Orientation PowerPoint* presentation to be used at group events is available on the [Early Learning WA Family Engagement webpage](#). We recommend inviting teachers, past parents, a current Policy Council Representative, transportation personnel (if applicable), Peer Educators, and the Center Director/Center Coordinator.

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.
Family Engagement Procedure

Encourage families to find program opportunities that fit their interests, cultural traditions, goals, and time availability. Also 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

Attendance Expectations
Discuss these attendance expectations with families:

- Regular attendance is important for school readiness.
- Families should call the center/site and transportation (if applicable to your center/site) if the child will be absent.
- Staff will follow up with families if there are unexplained or chronic absences.
- Family Support staff will conduct a home visit safety check if the child is absent for three consecutive days without contact from the family.
- Staff will regularly review the “Safe Arrival and Departure Agreement” (in Family Connections) with families.
- Families will make sure that the Emergency Treatment and Consent Form is up to date with emergency contacts and authorized release.

Health, Nutrition, Safety Orientation
Review the PSESD Early Learning Family Health Handbook so that families are familiar with the health and nutrition practices that may impact their participation in the program. Address the following topics using the handbook as a guide:

- When to keep children home from school due to illness
- What to expect during early learning health screenings
- What kind of medical and health documentation is required
- Foods from home
Home Visit Safety

Follow PSES’s safety policies and procedures, as well as the steps listed below.

Make sure someone is aware of your plans
- Leave complete information with co-workers:
  - Family’s name, phone number, and address of the visit location
  - Time and anticipated length of the visit
  - Expected return time to site
- Wear work identification (e.g., school district/employee badge).
- Check in with your supervisor when you complete the visit or are heading to your next visit.
- Carry a cellphone or have a system for checking in with a co-worker or your supervisor.

Be aware of your surroundings
- Know the neighborhoods that you visit by being observant and learning about them from families who live there. You may contact the local police station or sheriff’s office to ask if you should be aware of any safety concerns.
- Have clear directions to the visit location.
- Check with the family about parking, pets, etc.
- Make sure that you and family members are well when you make your visit, to avoid spreading communicable diseases. Your Health, Nutrition, Safety Coach is available for consultation.
- Be aware of people in the vicinity, adequate lighting and landscaping that could allow for the element of surprise.
- Bring only what you need to complete the visit. Make sure to keep confidential information with you.
- 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.

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 PSES staff before visiting a family in their home when you have a safety concern.
Family Engagement Procedure

Home Visits
Families can be engaged in their child’s learning through home visits. The family’s home is the child’s primary learning environment. We must remember that it is the family’s personal space and it is a privilege and an honor to be invited. The benefits of home visiting emerge and thrive through the relationships we develop.

Family Support staff must provide a minimum of one home visit each quarter, for each enrolled family. To count as one of the required home visits, each must meet these criteria:

- 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

The enrollment visit is not counted as one of the required home visits per year. However, a separate 30-minute family engagement portion can be added to the enrollment visit that is counted as an official home visit.

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. After July 1st, a family’s first home visit may take place during the enrollment visit in a location agreed upon with the family, if 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 am 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.

2. **Visits must align with ECEAP Mobility Mentoring checkpoints.**

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. Be flexible when possible and be clear about the purpose of your visit.

Consider the family’s traditions and cultures before your visit. Be aware of your personal biases and that different life experiences can affect your relationship with each other.

Also 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, make efforts to combine home visits with other program staff, whenever possible. Bring information about program and community updates, events, and opportunities, as well as the required documents listed on the next page.

For families enrolled in both ECEAP and one of DCYF’s Home Visiting Services Program (HVSP) such as Nurse Family Partnership or Parents as Teachers, you must provide joint family support visits with HVSP staff whenever possible. During these joint visits, make sure related requirements are met, staff from each program are included, and shared goals are designed so programs are integrated for families, when possible.
## Family Engagement Procedure

<table>
<thead>
<tr>
<th>What</th>
<th>Goal of Visit</th>
<th>Documents Required (all programs, unless specified)</th>
<th>Staff Resources</th>
</tr>
</thead>
</table>
| **Enrollment Visit**          | 1. Orient the family to the program, including schedules, routines, and systems that your center/site has in place.  
                               2. Get to know the family using *Family Connections*.  
                               3. 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 attendance, school readiness and transition to Kindergarten or BHS transition to Preschool.  
                               4. Learn about family strengths, interests, needs, and goals.  
                               5. 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 *Family Strengths and Goal Planning Form*.  
                               6. Connect families with relevant community resources and referrals as needed. | • *Family Connections*  
                               • *HS ONLY: Family Contact Log*  
                               • *Emergency Treatment and Consent Form*  
                               • *IF APPLICABLE: Family Strengths and Goal Planning Form*  
                               • *ECEAP ONLY: Mobility Mentoring documents* | • *Family Engagement Procedure*  
                               • *Race and Ethnicity List* |
| **Goal Setting Visit**        | 1. Continue to get to know the family using *Family Connections*.  
                               2. 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 attendance, school readiness and transition to Kindergarten or BHS transition to Preschool.  
                               3. Continue to learn about family strengths, interests, needs, and goals.  
                               4. Set/update goals with the family including timeline for follow up.  
                               5. Continue to connect families with relevant community resources and referrals as needed. | • *Family Connections*  
                               • *HS ONLY: Family Contact Log*  
                               • *Family Strengths and Goal Planning Form*  
                               • *UPDATE AS NEEDED: Emergency Treatment and Consent Form*  
                               • *ECEAP ONLY: Mobility Mentoring documents* | • *Family Engagement Procedure* |
| **Transition Visit**          | 1. Reflect with family on their experience in their Early Learning program.  
                               2. Connect families with relevant community resources and referrals as needed.  
                               3. Identify if/when goal is achieved and possible next steps.  
                               4. Complete items for transition to Kindergarten/Preschool. | | See ERSEA Procedure for more information on transitions. |
Family Engagement Procedure

Attendance
PSESD has an Early Learning to Post-Secondary focus on supporting and promoting regular and consistent attendance/participation in educational programs. Research shows that children benefit most from Early Learning programs and are more school ready when they attend class/home visits regularly. When children miss class/home visits, absenteeism impacts school readiness. Nationwide, chronic absenteeism is defined as missing 10% of school for any reason. On average, school is in session for 180 school days. 10% means missing 18 out of 180 school days per year or 2 days per month. Connect with schools in your community and learn about their attendance policies, supports, and resources to support attendance at your center/site conversations with families.

Make sure to explore PSESD’s Early Warning Systems and read its available resources, including the Attendance Awareness Toolkit.

All Early Learning staff must complete PSESD’s attendance-related online courses prior to the first day of class (or as soon as possible for staff hired after the program year has started).

Attendance Follow Up
Follow up on all unreported or unknown absences daily. Document all family contact and all efforts made to support families with attendance in the Family Contact Log using the code ‘A’ for attendance.

⚠️ For children transported by bus: Designated staff must call transportation to verify a child’s absence AND call the family immediately or no more than 30 minutes after class starts if the absence was not reported prior to class time.

⚠️ For children who are self-transported: Designated staff must call the family within 60 minutes after class starts if the absence was not reported prior to class time.

Following Up on Chronic Absences
During quarterly Interdisciplinary Staffings, do the following for all children identified as having chronic absences:

• Review previous attendance follow up and resources that were shared with the family.

• Identify additional supports for the family, depending on the reasons for absences. This may include the following:
  o Connecting with your Education, Family Engagement, and Health, Nutrition, Safety Coaches
  o Connecting with your Mental Health Consultant
  o Connecting families to community agencies

• Complete additional Staffings as needed to further support families.

• Document additional details in the Family Contact Log (HS/EHS) or ELMS (ECEAP).
Family Engagement Procedure

Following Up After Loss of Contact with Family

- If a child has been absent for 2 consecutive days without family contact, Family Support staff must reach out to emergency contacts to relay the message that the parent should contact staff as soon as possible.

- If a child has been absent for 3 consecutive days without family contact, Family Support staff must conduct a home visit safety check on the 4th day. Make sure to review the Home Visit Safety section of this document.
  - If the family is not home, leave a message. The message must include the reason you conducted an unscheduled home visit, your name and phone number, and the next steps the family should take to report the reason for absence. Make sure to review Documentation Protocols and the Confidentiality Procedure.
  - Staff must notify center leadership if a family cannot be reached after a home visit safety check.

- A family may contact other center/site staff besides Family Support. Make sure any family contact is communicated internally. If the family does not contact center/site staff within 3 business days after the home visit safety check, the child may be involuntarily withdrawn and placed on the waitlist. Refer to the Exit/Drop section of the ERSEA Procedure.

Attendance Success Plan for Classrooms

If your center/site’s average daily attendance falls below 90% for any month, analyze the causes and patterns of absenteeism and develop a brief plan to improve attendance. Write the plan on the space provided on the attendance and meal count report. Example plans are listed below:

- **Frequent absences due to illness:**
  - “Families are planning a family education seminar on habits to stay healthy at next month’s parent meeting on November 15, 2015.”
  - “Families received tips on how to stay healthy during flu season.”
  - “Families are creating a health living campaign to stay healthy during winter months.”

- **Frequent absences due to transportation:**
  - “Staff and families are working together to brainstorm resolution to transportation barrier.”
  - “Staff is implementing ReadyRosie so that learning continues at home.”

You are encouraged to collaborate with other early learning or education partners on solutions, activities, family/child support and parent engagement ideas that promote healthy attendance habits.

IEP/IFSP Services and Attendance

A child may qualify for IEP/IFSP services before and after enrolling in the program. If a child’s attendance is impacted due to IEP/IFSP services received from another entity (e.g. school district, medical services, etc.), continue to encourage the family to bring their child to class every day. If a schedule accommodation is needed, please reach out to your Disability Consultant for guidance and support.
Alternative Attendance Plans

With approval from PSESD, Alternative Attendance Plans (AAPs) may be created for children and families who are experiencing an emergent situation that is temporarily keeping the child from regularly attending class or participating in home visits. For ECEAP, this is done in partnership with the Department of Children, Youth, and Families (DCYF).

These plans are for children and expectant mothers who are currently enrolled and attending PSESD Early Learning programs. They should include parent input with the goal of returning to class or home visits. **Emergent situations must be any of the following:**

- Mental wellness, health, or safety concern for the parent/caregiver or child
- May be part of a child’s behavioral support plan
- Prevention of child’s harm to self or harm to others
- Children experiencing homelessness, as defined by McKinney-Vento
- Extended leave due to cultural or religious reasons lasting 30 calendar days or less

**AAPs do not include routine absences such as joint custody agreements. AAPs also cannot be used as a disciplinary measure.**

Provide specific details on how your team will make sure comprehensive services are delivered while the child is in a temporary alternative setting. The AAP does not have to include activities for all domains. Center Leadership should make sure that both teacher and Family Support have a working relationship to accomplish the plan and are detailed in sharing with the family.

An AAP can be approved for up to 30 calendar days. Complete and submit a new plan if the proposed return date changes.

Once approved, your team will be informed. Continue to document the comprehensive services the child and family receive in ELMS (ECEAP) or the Family Contact Log (HS/EHS). See the alternative attendance flow chart on the next page for more details.

If you lose contact with the family while an AAP is place, refer to the Exit/Drop section of the ERSEA Procedure. For attendance codes, see the Attendance and Meal Count Procedure.

Keep all submitted (approved and not approved) AAPs in the family file.
Alternative Attendance Plan Flow Chart

Teaching/Family Support staff become aware of upcoming absence that may qualify for an Alternative Attendance Plan (AAP)

Teacher and Family Support complete Interdisciplinary Staffings to determine if an AAP would best support the family.
Connect with PSESD Coaches/Consultants when necessary.

Teacher and Family Support complete AAP with family, in person OR phone.
Document the conversation in the Family Contact Log or ELMS.

Family Support emails completed form to their Team Manager.
Approval will be determined by your Site Support Team.

Team Manager will notify Family Support whether the plan is approved or not approved within 5 business days of receiving AAP, then archive form and email correspondence.

Family Support will file the approved/not approved plan in the family file.

If an AAP exceeds 30 calendar days, your Team Manager will collaborate with DCYF to get approval.
Family Engagement Procedure

Continuity of Care

Families enrolled in a Child Care or Full Day Full Year program must have the ability to pay for the childcare portion at the time of enrollment. This ability to pay can include Working Connections Child Care (WCCC) state child care subsidy, grant funding, self-pay, or any combination. Once enrolled, the source of funding should cover the childcare costs except the co-pay, when applicable.

Continuity of Care (COC) Funds are used when there is a temporary lapse in the funding source. You must request for these funds and they must be approved by PSESD before being made available to the child care center. When center/site staff become aware of the loss of childcare funding, either from the parent or the funding source, determine if the loss is permanent or temporary.

If the loss of funding is permanent, refer the child for Part Day services, where available. If the parent is not interested in Part Day, this is considered a voluntary withdrawal from the program and the child is discontinued on the attendance roster.

If the loss of funding is temporary, follow these steps:

- Complete a Continuity of Care Request for Funds. COC is only used when childcare costs will be reinstated within 60 days. COC will be approved in 30-day increments.
- Support parents to resolve the break in WCCC subsidy or other funding sources as soon as possible.
  - If a parent is unable to reinstate the WCCC Subsidy or other funding, develop a transition plan and the child should be placed on a Part Day waitlist, with or without an opening. Additional COC funds will be provided to support attendance and transition to Part Day.
  - Part Day centers/sites are encouraged to over-enroll to accommodate the child. Contact your Team Manager to collaborate and see if this is a viable option.
  - COC funds may be used to support the child for up to 120 days or until the Part Day program ends.
    - If there is no Part Day program available in the community, the child is withdrawn. Work with the parent to find alternate sources of learning programs in the community (co-ops using scholarships, library programs, community play and learn programs, etc.). If children transition to another model to support Continuity of Care, refer to the ERSEA Procedure – EN-6.
- Work with the parent to determine alternate methods to cover childcare costs while funding is temporarily interrupted. This may include other agencies (county funding, etc.) or family members supporting the cost, employer assistance, etc.
- If the parent had a WCCC subsidy and it is reinstated at any time during the period covered by a COC Request, immediately contact your Team Manger to rescind or amend the COC Request.
- The Early Learning Fiscal Team will send the Continuity of Care Authorization to Pay invoice to the Center Director for billing processing. Center/site staff are responsible for sending in claims. The claim must match the COC Request and include all required documentation.

WCCC has policies in place to help prevent most interruptions in care. Families who enroll their children in full year child care programs will be authorized for up to 12 months while enrolled. If a family becomes ineligible for WCCC subsidy during this period, the Department of Children, Youth and Families (DCYF) is required to give advance and adequate written notice of termination or reduction in services. This is a mandatory part of DCYF’s basic service delivery. Recipients must receive at least a 10-day notice. Parents are not required to remove children from care the same day they notify DSHS of changes in their circumstances.
ReadyRosie
ReadyRosie is a required parenting curriculum for Head Start and Early Head Start center-based programs that supports children and families on their journey of well-being, self-reliance, and success. ECEAP programs may also use this curriculum to support families. Each center/site will choose a Level of Engagement:

1. Community Access
   - Advertises ReadyRosie Access
   - Parents sign-up on their own
   - ECEAP Only

2. Little Commitment
   - One video a month
   - Family Support Staff sign-up parents

3. Medium Commitment
   - Two videos a month
   - Family Support Staff sign-up parents

4. High Commitment
   - Two or more videos a month
   - One family workshop throughout the year
   - Family Support Staff sign-up parents

5. Full Commitment
   - Two or more videos a month
   - Two or more family workshops throughout the year
   - Family Support Staff sign-up parents

Below are some recommendations for how to integrate ReadyRosie in your center/site's family engagement efforts.

<table>
<thead>
<tr>
<th>Family Interactions</th>
<th>How to Integrate ReadyRosie</th>
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</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>This is a great opportunity to introduce ReadyRosie to families for the first time. The goal is to give a good first impression of ReadyRosie, help families understand how it works, and set some goals about how to use it throughout the year. Check out the <a href="#">Introducing ReadyRosie to your Families</a> article for tips and ideas.</td>
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</tbody>
</table>
| Family Literacy or Math Event Peer Programs Recruitment | Consider using these ReadyRosie Family Workshops for your family events to extend literacy and math into the home and family life:  
   - [Words Matter! Building a Literacy-rich Home Environment](#)  
   - [Math Matters! Build a Math-Rich Home Environment](#)  
   These can also be used as recruitment tools for parent participation in PSESD Early Learning Peer Programs. |
| Parent-Teacher Conferences Home Visits | Build meaningful partnerships with families during these times. They are key opportunities to suggest ideas, strategies, and resources to families. |
| Parent Volunteers         | Families have an opportunity to volunteer by becoming ReadyRosie ambassadors. You can provide ReadyRosie training to families who can then work with other families to come up with creative ways to use ReadyRosie throughout the program year. |
| Family Goal Setting       | ReadyRosie is a great resource to support families in creating SMART goals. |
| Communication             | ReadyRosie Share gives you the ability to create custom playlists of content and share with families through a variety of formats. |
| Transitions               | ReadyRosie is a great resource to support families through transitions. |

⚠️ If you are not yet connected to ReadyRosie, reach out to your Family Engagement Coach.
Family Engagement Procedure

Mobility Mentoring

Mobility Mentoring is a required tool for ECEAP that supports children and families on their journey of well-being, self-reliance, and success.

Elements of Mobility Mentoring

- **Introduction Bridge**
- **Bridge to Self-Reliance**: The Bridge is an assessment tool that helps families set goals and chart their path to economic mobility and independence. It is also a framework that builds integrated, future-oriented decision-making and allows the family to organize and achieve positive steps.
- **Pre/Post Assessment**
- **Family Strengths and Goals Planning Form**: The SMART (Specific, Measurable, Attainable, Relevant, Time-Bound) Goals format is used to set goals that lead towards economic mobility outcomes and to use data to measure individual and program-wide progress and effectiveness.
- **Coaching**: Coaching is a parent-directed process designed to improve parent decision-making, persistence, and resilience. In using the Bridge as the program frame and in engaging in a deliberate one-on-one partnership, this process enables the parents to mentor themselves.

Timeline

- **Pre-Assessment**: Complete and enter in ELMS by November 30 for families enrolled by November 1.
  - For families enrolled after November 1, continue to complete the pre-assessment. ELMS will not allow any assessments to be entered after November 30 but do keep the assessment in the family file and continue to add family goals in ELMS.

- **Mid-Year Check-in**: Revisit the Family Strengths and Goals Planning Form with families and update in ELMS by March 30.

- **Post-Assessment**: Complete and enter in ELMS by June 30.
Family Engagement Procedure

Family Events
Each center/site must provide a minimum of one family event per quarter, including a minimum of one Peer Program Teachback.

Gather input from each family
- Use *Family Connections* to gather information about families’ interests and learning preferences.
- Get more information about families from other forms you have completed with them and in conversations throughout the program year.
- Use the *Parent Training Topics Tracking Form* to determine the level of interest in each topic and plan quarterly events in partnership with parents. Events can include the Orientation and the End-of-Year Celebration. All other topics can be addressed in various ways, such as parent newsletters, one-on-one visits, and brochures.

Support families by helping them plan events that reflect their needs and interests
Involving and support families in the planning and implementation of each family event and activity. When parents participate in this process, they gain skills that will be useful for employment and in managing their own households.

Provide parent funds for family events and activities
- Make sure families are familiar with the *Parent Fund Policy* and procedure. These funds are set aside for families to spend on trainings and activities that interest them.
- Help parents estimate the cost of activities and aid them in generating options to stay within their budget.

Use interpreters and translated materials
To make sure all families can benefit and participate, provide interpreters in languages spoken by families in your program and translate written materials for events.

Consider food, child care, and transportation needs
Providing a healthy meal and child care at the event makes it easier for families to attend. Honor families’ cultural and ethnic practices and remember food safety practices when serving food. Activities that are geared toward both parents and children will also reduce the need for child care. Plan activities in accessible locations for families with transportation difficulties or discuss alternative options with them.
Parent Leadership

Parent Funds

Parent Funds support family engagement opportunities in events and activities designed by parents, for parents. They provide opportunities for parents to develop budgets and make decisions on spending based on the guidelines developed by Policy Council each fiscal year. The skills a parent learns in this process can transfer to building and managing a family budget and may be useful in employment.

Each center is expected to maintain Parent Funds separate from program funds as part of their center budget for the fiscal year. If your center has services at more than one location (sites), you may determine if the Parent Center Committee and the Parent Funds will be for the entire center, or if each individual site will have their own Parent Center Committee and Parent Funds. The final budget plan must be approved by your Parent Center Committee by November 1 and recorded in your meeting minutes. Documentation of Parent Funds for Family Child Care (FCC) is kept at PSESD.

Parent Funds recordkeeping is the responsibility of the Center Director or Center Coordinator and the Family Support staff, in partnership with their Policy Council Representative or Parent Center Committee Leader. Use the Parent Fund Budget Planning Form and the allowable categories for expenditures as a guide. The Parent Fund Policy explains what expenditures are allowable.

Parent Center Committee

The Parent Center Committee meeting offers parents opportunities to plan events, activities, and trainings that enhance their own adult learning and support their child’s school readiness. All parents/guardians of children enrolled in your program are part of the Committee. Parents share in decision making and may decide to elect parents to serve as Chairperson or Co-Chairpersons, Secretary, and Treasurer. The Parent Center Committee may elect parents in these roles for the entire program year or may rotate roles. Your center’s Policy Council Representative and/or Parent Center Committee Leader are responsible for signing documents related to the use of Parent Funds for all types of family events.

Opportunities for parents to meet must be offered regularly throughout the year. You are expected to ask parents from the previous year to participate to help plan and implement the first family event. This provides an opportunity to set the stage for future events and activities. “Getting to know you” or “Ice breaker” activities, time to explore interests, and opportunities for parents to engage in various ways are important elements to include in your first meeting.

The Parent Center Committee, with your support, must document their ideas, planning and any decisions they make at their meetings. They also must document family events, activities and trainings. Documentation may include any of the following:

- Minutes showing evidence that parents have designed events, activities and trainings for themselves
- Minutes which show decisions made (e.g., approval of use of Parent Funds)
- In-kind documentation related to family events, activities and training
- Marketing materials such as newsletters and flyers to announce upcoming meetings, events, activities and trainings
- Agendas to show what meetings, events, activities and trainings have occurred
- Sign in sheets that indicate parent attendance
- Evidence of parent evaluation of family events, activities and trainings

All documentation listed above must be kept in your Family Engagement Notebook.
Family Engagement Procedure

**Policy Council (PC)**
Parents can learn more about the PSESD Early Learning Program and participate in the governance of the program as a Policy Council Representative. Parent Center Committee must elect at least two representatives and Family Support complete the *Policy Council Representative Notice and Verification Form* and are 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 at PSESD. Also support parent representatives in finding effective ways to communicate information between Policy Council and Parent Center Committee. For more information, visit the [Policy Council page](#) of Early Learning WA.

**Peer Leadership Program**
Parents who are interested in learning about Health, Literacy, Math, or Money Management are encouraged to register for the Peer Leadership Program at PSESD. This program is an excellent opportunity for parents who want to learn facilitation and training skills. 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 teach the curriculum to other parents upon request.

To meet the quarterly family event requirement, provide a minimum of one Peer Program Teachback. If your center/site has a Peer Parent, you must schedule a Teachback to support the parent’s leadership development. See the [Parent Professional Learning](#) page for more information and resources.

**Bus Driver, Interpreter, and Bilingual Instructional Assistant (BIA) Training**
See the [Parent Professional Learning](#) page for more information and resources.

**Other Opportunities**
Support families to identify other opportunities for family engagement as needed.