Family Engagement Resources

Family Connections to Peers and Community (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/rtp-family-connections.pdf

This resource presents a selected summary of research, promising practices, proven interventions, and program strategies intended to be useful for the Head Start, Early Head Start, and other settings serving young children and families.

Family Engagement: From the Early Years to the Early Grades (0-9)
http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf

This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices, provides recommendations, and highlights resources. An Executive Summary is available at http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement-executive-summary.pdf

Family Engagement and School Readiness (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/schoolreadiness-pfce-rtp.pdf

This research to practice brief highlights the skills that are essential for school readiness (e.g., self-regulation, joint attention) and the ways in which effective family engagement can prepare children to learn and thrive in school.

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature http://www.naeyc.org/files/naeyc/file/research/FamEngage.pdf (0-9)

This 2009 product provides a thoughtful review of the literature on family engagement that pertains to all young children across ethnic backgrounds and early childhood education programs.

Family Engagement Brief http://www.familieslearning.org/pdf/NCFL_Family_Engagement_Brief_.pdf (0-9)

This Spring 2014 brief explores some of the evidence supporting approaches to family engagement that are effective methods of improving academic achievement. It also includes an overview of different types of family engagement, including case study examples of promising practices and recommendations for parents, school personnel, program officials, and community members seeking increased family engagement in education. Examples illustrate a variety of cross-system approaches.

Fostering Parent and Professional Collaboration: Research Brief (0-9)
https://www.utoledo.edu/education/grants/partnerproject/focus/docs/Parent%20and%20Professional%20Collaboration%20Research%20Brief%20-%20Final.pdf

This document summarizes historical trends in parent-professional collaboration, with emphasis on families in which there is a child with a disability. It explains the research behind such collaboration, describes potential barriers to effective partnerships, and provides strategies for successful collaborations.

A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement (3-9) http://www.sedl.org/connections/resources/evidence.pdf

A seminal meta-analysis of the research on the impact of family and community engagement on student achievement with strategies and recommendations for putting the findings into action.

Parent Engagement Practices Improve Outcomes for Preschool Children (3-5)
http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf432769

This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.

A Portrait of Latino Fathers: Strengths and Challenges (0-9)
http://www.hispanicresearchcenter.org/wp-content/uploads/2017/02/A-Portrait-of-Latino-Fathers.pdf

Using analyses of nationally representative data about Latino fathers, this research brief presents key socio-demographic information, such as fathers' educational attainment and residential, marital, and employment status, because these characteristics have been linked to father engagement and child well-being in previous studies.

Evidence Sources

Family Engagement Resources

Parenting Matters: Supporting Parents of Children Ages 0-8

http://sites.nationalacademies.org/cs/groups/dbassesite/documents/webpage/dbasse_173455.pdf

The study described in this publication examined the state of the research on parenting and family engagement—including parental knowledge, attitudes, and practices that support healthy child development—and with providing a robust set of policy recommendations and future research directions to help move this work forward. Findings include effective parenting practices, elements of effective interventions, and evidence-based approaches for increasing engagement. Get individual chapters at http://www.nap.edu/download/21868# *and the full book at* http://download.nap.edu/cart/download.cgi?record_id=21868

Reframing Family Involvement in Education: Supporting Families to Support Educational Equity (3-9)

http://www.hfrp.org/publications-resources/browse-our-publications/reframing-family-involvement-in-education-supporting-families-to-support-educational-equity

This review summarizes research on family engagement as a powerful tool to support children's learning and development and presents a research-based, comprehensive, continuous and equitable approach to family involvement in education.

Responsiveness to Family Cultures, Values, and Languages (0-9)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/Dual%20Language%20Learners/disabilities/inclusion/position-statement.pdf

This position statement from the Division for Early Childhood underscores the commitments that are necessary for personnel to provide culturally and linguistically responsive practices that support each family.

The School-Family Connection: Looking at the Larger Picture - A Review of Current Literature (3-9)

http://www.sedl.org/connections/resources/sfclitrev.pdf

This document presents a review of current literature on family involvement, particularly in terms of partnerships among families, schools and communities. Summary briefs of the selected studies are provided at the end of the documents.

A Self-Assessment and Planning Tool for Nonprofits and Schools (3-9)

http://www.aecf.org/resources/engaging-parents-developing-leaders/

This publication introduces an assessment and planning tool to help programs evaluate their family engagement efforts and chart a path toward deeper partnerships with parents and caregivers. The tool spans just eight pages, with accompanying text outlining how to use it, how to assess its results and what real-world strategies and programs are already in play — and working — to boost family engagement.

State Approaches to Family Engagement in PreK Programs (3-5) http://ceelo.org/wp-content/uploads/2016/03/ceelo_policy_brief_family_engagement_2016_03_final_web.pdf?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term

This document shares the approaches taken by two states as they worked to develop guidance on family engagement. It addresses three aspects of this work: 1) why family engagement is important; 2) approaches to developing guidance for programs on family engagement; and 3) strategies to support effective implementation.

The Strengths of Latina Mothers in Supporting Their Children's Education: A Cultural Perspective (3-5)

https://www.childtrends.org/publications/the-strengths-of-latina-mothers-in-supporting-their-childrens-education-a-cultural-perspective/

This brief reports on what was learned through interviews with Latina immigrant mothers about the techniques they use to support their children's education. Implications of the finds are discussed as they relate to family empowerment and developing supporting family-teacher partnerships.

Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Learning: Implications for Early Care and Education Policy (0-6)

http://www.researchconnections.org/childcare/resources/30185/pdf

This brief highlights research that can inform policies to expand the capacity of early care and education programs to promote the engagement of linguistically diverse families with young children.

Tuning In: Parents of Young Children Tell Us What They Think, Know and Need (0-5)

https://www.zerotothree.org/resources/series/tuning-in-parents-of-young-children-tell-us-what-they-think-know-and-need

ZERO TO THREE released these results of a survey, drawn from a nationally-representative sample of 2,200 parents of children birth to 5 years, in June 2016. The results include findings on issues such as: parenting challenges; the dilemma of how to discipline young children; and what parents understand about early development. An overview/key insights document is available, in addition to the full report.

Family Engagement Resources

Beyond the Bake Sale: A Community-Based Relational Approach to Parent Engagement in Schools (3-9)
http://www.lsna.net/content/2/documents/beyond_the_bake_sale.pdf
This article presents case studies and lessons from research on three types of parent engagement collaborations between community-based organization and schools.

Building Partnerships: Guide to Developing Relationships with Families (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf
This resource supports early childhood personnel to discover definitions, tools, and strategies for reflective practice and supervision that can build positive goal- oriented relationships with families. The tools can be useful in many kinds of programs.

Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations (0-9)
http://www.hispanicresearchcenter.org/wp-content/uploads/2017/03/Cultural-Competence-Guide.pdf
This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.

Changing Systems & Practice to Improve Outcomes for Young Fathers, Their Children & Their Families (0-9)
http://www.cssp.org/pages/body/Changing-Systems-Practice-Young-Fathers.pdf
Research shows that the relationship between fathers and their children is essential to the well-being of families and the healthy development of children. However little attention is paid to the importance of engaging young fathers under age 26, particularly young fathers who are involved with child welfare systems. This report provides recommendations on how systems can better focus on father involvement to increase positive outcomes for fathers, their children and families. Policy recommendations are offered on father-inclusive organizational culture, father identification, father-focused practice, co-parenting, undocumented father, incarcerated fathers, and more. A companion video, featuring three fathers, is available at
https://youtu.be/2ZXTGExv3yE

Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings (0-9)
https://www.naeyc.org/files/yc/file/201001/LesserOnlineExtra2.pdf
*This article offers practical strategies for supporting young children whose family members are LGBT. An online supplement (*https://www.naeyc.org/files/yc/file/201001/LesserHandout310_2.pdf*) identifies children's books that positively feature characters who are LGBT.*

Engage Families for Anywhere, Anytime Learning (3-9)
http://journals.sagepub.com/doi/full/10.1177/0031721715579034
Learning extends well beyond the classroom into homes, museums, libraries, and digital learning environments. In this article, the authors share their views about re-imagining family engagement as it happens anywhere, anytime children learn. They offer three principles to guide family engagement practices: shared responsibility, connection, and continuity.

Engaged Families, Effective Pre-K: State Policies That Bolster Student Success (3-5)
http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/%202010/pknfamilyengagementfinalpdf.pdf
This report explores the ways family involvement enhances high-quality pre-k. It also recommends actions policy makers can take to ensure that state programs help families establish a firm foundation of engagement in their children's learning when it matters most – in the early years of life.

Engaged Parents and SUCCESSFUL Students: An Overview of Local and National Parent Engagement in Education Efforts (3-9)
http://www.roadmapproject.org/wp-content/uploads/2012/11/Final-Report_Engaged-Parents-Successful-Students-Report-9-12-12.pdf
This report, prepared by the Office of the Education Ombuds for the Road Map Project, provides a scan of: family engagement practices and models at the national level; policies, practices and outcomes at the school district level in the South King County/South Seattle Road Map Project region; and, perspectives from parent focus groups.

Engaging Diverse Families http://www.naeyc.org/familyengagement (0-9)
This guidance from the NAEYC highlights six key principles of effective family engagement. Additional information is available for each principle, along with examples of real programs that use these principles in their daily work.

Family Engagement Resources

Ethnographic Interviewing: Asking the Right Questions to the Right People in the Right Ways (0-9)
http://cdq.sagepub.com/content/13/1/101.full.pdf+html
This paper describes the influence of culture on the interview process and describes an approach to ethnographic interviewing of families that enables professionals to ask the right questions to the right people in the right ways so they can assist families in meeting the needs of their children.

Families Know Best http://www.buildinitiative.org/Portals/0/Uploads/Documents/FamilyKnowsBest.pdf **(3-9)**
This BUILD Initiative brief discusses the state of the field in incorporating family information into kindergarten entry assessments and the role that such family information can play.

Family and Community Involvement: Reaching Out to Diverse Populations (3-9)
http://www.sedl.org/pubs/family29/family_involvement.pdf
This handbook was designed for teachers, principals, superintendents and other educators who want to develop meaningful parent and community involvement in public education in culturally and linguistically diverse communities. The strategies outlined in this guide can help get you started, based on lessons learned and evidence-based practices.

Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents (0-9)
http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf
This annotated bibliography describes resources that can help families and educators to facilitate comfortable and supportive partnerships in the interest of successful outcomes for children with disabilities. The research reports, articles, and examples of best practices and practical tools included in this guide suggest methods of developing positive and productive collaboration between schools and families so they can work together to ensure better services for students.

Family Involvement in Elementary School Children's Education (3-9) http://www.hfrp.org/publications-resources/browse-our-publications/family-involvement-in-elementary-school-children-s-education
This Harvard Family Research Project brief discusses the processes (parenting, home-school relationships and responsibility for learning outcomes) that contribute to the academic achievement and social development of elementary school children, with implications for school and district policy and practice.

Growing Up with Undocumented Parents: The Challenges Children Face (0-9)
https://www.edcentral.org/undoc-parents/
In response to the question "how are children of undocumented immigrants impacted by their parents' immigration status?" a recent report by the Migration Policy Institute (MPI) examined a host of risk factors that children of undocumented parents face at higher levels than U.S. children and children of immigrants overall. Researchers concluded that growing up with undocumented immigrant parents presents children with clear disadvantages.

Having Their Say: Parents Describe Why and How They are Engaged in Their Children's Education (3-9)
http://www.parentinvolvementmatters.org/system_files/library/34.pdf
Karen Mapp's article describes the findings from a study that identified factors that contributed to successful educational partnerships between schools and families. The paper concludes with implications for practice and further research.

Involvement or Engagement? (3-9)
http://www.ascd.org/publications/educational-leadership/may11/vol68/num08/Involvement-or-Engagement¢.aspx
This article by Larry Ferlazzo discusses family involvement ("doing to") and the family engagement ("doing with") strategies that can make a bigger difference in student achievement, particularly with marginalized families and communities.

Little Children, Big Challenges: Incarceration (3-9) http://www.sesamestreet.org/parents/topicsandactivities/toolkits/incarceration?utm_source=BUILD+ECE+News%2C+September+18%2C+2013&utm_campaign=Build+news&utm_medium=email
Sesame Street created this guide for family members and caregivers to help early childhood professionals and families to use every day routines to help children to express their feelings, talk about incarceration, and connect with family members.

Los Niños Aprenden En Casa: Valuing and Connecting Home Cultural Knowledge With an Early Childhood Program http://www.naeyc.org/files/yc/file/200311/ValuingHomeCulture.pdf **(3-9)**
This article presents the findings from a five-day parent Institute where parents from a bilingual community were taught how children learn, followed by an activity with the children and teachers. Parents were also asked to reflect on what they had learned. Through this Institute, parents realized the importance of teachable moments in the home and the teachers learnt to appreciate the strengths of the different families.

Print Sources

Family Engagement Resources

Partnering with Families of Children with Special Needs (0-9)
http://www.naeyc.org/files/yc/file/200909/FamiliesOfChildrenWithSpecialNeeds0909.pdf
Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.

Partnerships for Learning: Conferencing with Families http://tyc.naeyc.org/articles/pdf/Seplocha.pdf **(0-9)**
Holly Seplocha's article provides 13 pointers on how to use conferencing with families effectively. A handout for families is included which suggests ways in which families can be more active participants in the family-teacher conference.

Program Preparedness Checklist Version 5: A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ProgramPreparedn.htm
This tool was designed to help Head Start and Early Head Start programs to promote school readiness for Dual Language Learners (DLLs) by examining their systems and services for children and families who speak languages other than English.

Raising Young Children in a New Country: Supporting Early Learning and Healthy Development Handbook and Tip Sheets https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/fcp/docs/raising-young-children-in-a-new-country-bryc5.pdf **(0-5)**
This handbook focuses on refugee families parenting children from the prenatal period through age 5. It provides families with information about: healthy development; early learning and school readiness; and family engagement in early care. This handbook brings together the dual expertise of the Refugee Resettlement and the early childhood Head Start/Early Head Start communities, and it is intended as a resource for all those serving refugee families.

Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families
http://www.clasp.org/admin/site/publications/files/0267.pdf **(0-9)**
This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as relevant demographic and socio-economic characteristics of immigrant families that likely influence children's participation in early learning programs. It then discusses policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs.

Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families https://www2.ed.gov/about/overview/focus/early-learning-teacher-and-parent-resource-guide.pdf **(0-9)**
This January 2017 resource from the U.S. Department of Education was developed to enhance state and local efforts to support immigrant children from birth through the elementary grades. The first half provides tips for educators in early learning programs and elementary schools as well as schools, districts, and states to: (1) facilitate school enrollment by immigrant families; (2) promote healthy child development in the school setting; (3) encourage caregiver engagement in their children's education; and (4) build staff knowledge about immigrant children and their educational needs. The second half provides tips for parents and guardians on how to facilitate children's learning and education starting at birth.

Supporting Families of Children with Disabilities in Inclusive Programs (0-5)
http://www.naeyc.org/files/yc/file/200601/KaczmarekBTJ.pdf
This article presents ways in which inclusive early childhood intervention programs can support children with disabilities and their families. These include coordinated planning, establishing ongoing communication, and helping families to access community resources. Advantages and challenges of each approach are shared, as well as suggestions for addressing the challenges.

Supporting Transnational Families https://www.naeyc.org/files/yc/file/201007/ChoOnline.pdf **(0-9)**
This article focuses on transnational families—those from another country, with some family members living in the U.S. while other family members remain in the homeland—and shares practical ideas for early childhood teachers.

Tools and Resources for Ensuring Meaningful Communication With Limited English Proficient Parents (3-9)
https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap10.pdf
This 2016 publication highlights tools and evidence-based practices for building partnerships with family members in ways that support both diverse cultures and languages.

Why Do Parents Become Involved? http://vanderbilt.edu/peabody/family-school/papers/1997.pdf **(3-9)**
This article discusses the research on parent's motivations and school and family practices that may strengthen parental involvement in their child's education and school community.

Print Sources

Family Engagement Resources

Best Practices in Family and Community Engagement Video Series: Engaging Fathers Extended Learning Activity (3-5)

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/fatherengagement/best-practice-video-engaging-fathers.html

*Watch this video to learn about the strategies and practices one program uses to engage fathers and support positive child and family outcomes. Find examples of strong program leadership, a welcoming environment, and a commitment to family partnerships. A facilitator's guide (*https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-fathers-facilitator-guide.pdf*) is available to support the use of this resource.*

Bridging Worlds Interactive Case: Family Engagement in the Transition to Kindergarten (5-6)

http://www.hfrp.org/hfrp-news/news-announcements/bridging-worlds-interactive-case-family-engagement-in-the-transition-to-kindergarten

This online interactive case lets learners engage and reflect on a difficult situation related to family engagement. Using the interactive case will allow learners to grapple with real-world dilemmas and come up with real-world solutions, consider family strengths, and think about how to develop trusting relationships with families.

Bringing Families Together: Building Community (0-5)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html

Watch this video for tips that programs can use to bring families together and build a strong sense of community. Sheltering Arms Educare Program in Atlanta, GA shares real-life experiences from their Head Start/Early Head Start program that have successfully built connections to improve family well-being and enhance outcomes for children.

CONNECT Module 3: Communication for Collaboration (0-5)

http://community.fpg.unc.edu/connect-modules/learners/module-3

This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions.

CONNECT Module 4: Family-Professional Partnerships (0-5)

http://community.fpg.unc.edu/connect-modules/learners/module-4

This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions. Included in the module are suggestions for activities, handouts, video and audio clips.

Engaging Families in the Transition to Kindergarten (4-6)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/kindergarten.html

This video provides concrete strategies to support children and their families as they transition into kindergarten. It highlights the important role that developing strong partnerships between families, programs, and schools play in making this important transition successful.

Engaging Fathers http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html **(0-5)**
This video explores the strategies that Early Education Services in Brattleboro, VT uses to engage fathers in their children's learning and development.

Family and Community Partnerships for School Readiness (0-5)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html

Watch this video for strategies that Chautauqua Opportunities, Inc. in Dunkirk, NY uses to promote school readiness. The program works with families, schools, and local programs to prepare children for school. Services support family well-being, leadership and advocacy skills, and the transition to new environments.

Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature http://www.researchconnections.org/files/meetings/ccprc/2009/Halgunseth.pdf **(0-9)**
This set of PowerPoint slides summarizes findings and recommendations from the 2009 literature review of the same title.

Family Engagement in Public Libraries (0-5)

https://www.youtube.com/watch?v=RpMkXa4LpIg&feature=youtu.be

This 9-minute video presentation provides background information on family engagement in public libraries.

Family Engagement Resources

Audiovisual Sources

Family Engagement is Key to the Success of Children (3-5)
http://www.rwjf.org/en/library/research/2017/02/parent-engagement-practices-improve-outcomes-for-preschool-child.html
This 2-minute video summarizes how supporting the efforts of families to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success. A companion brief is also available at **http://www.rwjf.org/content/dam/farm/reports/issue_briefs/2017/rwjf432769**

Family Engagement With TS GOLD (3-5)
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FamilyEngagementWithTSGOLD.asp
This video, the first of a two-part series, features a teacher and a parent describing key family communication features and benefits in TS GOLD. A second video, "Aiden's Parent-Teacher Conference" illustrates the use of TS GOLD during an actual parent-teacher conference.

Finley's Parent-Teacher Conference (3-5)
http://www2.cde.state.co.us/media/resultsmatter/RMSeries/FinleysParent-TeacherConference_SA.asp
This video explains the importance of parent-teacher conferences for parents and for teachers. The clip shows the process of a parent-teacher conference and illustrates a variety of practices such as active listening and focusing on strengths.

Journeys of Hope and Courage: Using Storytelling Approaches to Partner with Families (3-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/journeys-hope-courage.html
Watch this series of documentary-style videos to learn about the power of storytelling. Explore the impact of hearing the stories of a family when working toward positive outcomes for families and children and learn useful strategies for genuine conversations. The narrative for each video is in Spanish with English subtitles.

Learning in Partnership: Using Data and Reflective Practice in Programs (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html
See examples of how the Family, Infant, and Preschool Program (FIPP) in Morganton, NC relies on data to inform decision-making. Data is collected through observation, research, and bonds with families. Program leadership sets the tone with a pledge to ongoing improvement and staff development. Reflective practice in both staff and families provides the basis for shared goal setting and genuine partnerships.

Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation **(0-5)**
What you do and say matters! Explore and practice everyday strategies to develop positive goal-oriented relationships with a family with these simulations. Simulation 1 allows you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of developing and implementing goals with families.

Partnerships for Change: Listening to the Voices of Families (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html
Watch this video to see how the Red Cliff Early Childhood Center effectively partners with families, schools, and local organizations. The video underscores how family well-being is rooted in a respect for culture, values, and home language.

Program Environments: Responsive Programming for Migrant Families (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/video-series.html
Watch this video for promising practices from a Head Start program for migrant families in San Luis Obispo, CA. It illustrates ways to foster strong relationships and partnerships between families and staff based on evidence that effective partnerships support parent-child connections, family well-being, and goal-setting.

Relationship-Based Practices: Talking with Families about Developmental Concerns (0-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/pfce_simulation/home.html
This simulation allows early childhood professionals to practice partnering strategies in a safe virtual environment. Learn how to make intentional choices about what to discuss with family members and how to respond to their feedback.

Online

Building Partnerships: Guide to Developing Relationships with Families (0-5)
http://eclkc.ohs.acf.hhs.gov/pgor/
Discover the role that positive goal-oriented relationships play in effective parent, family, and community engagement and school readiness. Find definitions, tools, and guides for reflective practice and supervision. This guide is also available as a PDF at **http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/building-partnerships-developing-relationships-families.pdf**

Family Engagement Resources

Center for Parent Information and Resources http://www.parentcenterhub.org/resources/ **(0-9)**
This site features resources, in English and Spanish, to support families who have children with or at risk for disabilities. Topics range from parental rights and dispute resolution to evidence-based practices and accommodations. While CPIR specifically focuses on supporting families of children with disabilities, it provides a wealth or resources and link to support all families.

CONNECT Module 3: Communication for Collaboration (0-5)
http://community.fpg.unc.edu/connect-modules/learners/module-3
This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions.

CONNECT Module 4: Family-Professional Partnerships (0-5)
http://community.fpg.unc.edu/connect-modules/learners/module-4
This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions.

Creating a Welcoming Early Childhood Program for Lesbian-Gay-Bisexual-Transgender (LGBT) Families (0-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/inclusive-early-childhood.html
Administrators, early childhood professionals, and family members can use these resources to help build strong partnerships that lead to successful family and child outcomes in early childhood settings. See details below.

> **Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs**
> http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-checklist-for-programs.pdf
> *One of the first steps to creating a welcoming early childhood program is to assess what you are doing well and identify areas for growth. Providers, teachers, and administrators can use this checklist for self-assessment. You can also use it to begin conversations with staff, family members and guardians.*

> **Partnering with Parents Who Identify as LGBT**
> http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-partnering.pdf
> *Explore this resource to learn more about engaging parents and guardians who identify as LGBT. What you learn can help you create a welcoming and inclusive environment, build staff professionalism, and engage all families in your program.*

> **Resources About Diverse Family Structures**
> http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-resources.pdf
> *Expand your knowledge with the latest information and research about partnering with parents who identify as LGBT. Also, learn how to create inclusive early childhood settings.*

> **Children's Books that Include Diverse Family Structures**
> http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/lgbt-children-books.pdf
> *Offer children an inclusive look at all kinds of families by adding some of these great children's books to your program's library.*

DEC Recommended Practices: Family Practices http://ectacenter.org/decrp/topic-family.asp **(0-8)**
This website features checklists of evidence-based practices for supporting families, with emphasis on families of young children with or at risk for disabilities.

Early Childhood Family Engagement Framework: Maryland's Vision for Engaging Families with Young Children (0-9) https://www.montgomerycountymd.gov/HHS-Program/Resources/Files/CYF%20Docs/ECAC/MDFamEngageFinal.pdf
The Framework is designed to support thinking and action regarding the implementation of family engagement policies and practices both at the state level and among early care and education providers who serve young children, including children from poor families, children with disabilities and special health needs, and dual language learners.

Family Engagement Resources

Effective Family Engagement Principles http://www.naeyc.org/familyengagement **(0-8)**

These best practice principles for effective family engagement are provided by the National Association for the Education of Young Children's Engaging Diverse Families Project.

Engaged Families, Effective Pre-K: State Policies That Bolster Student Success (3-5)

http://www.pewtrusts.org/~/media/legacy/uploadedfiles/pcs_assets/%202010/pknfamilyengagementfinalpdf.pdf

This report from Pre-K Now identifies policies that can enhance family engagement in state pre-kindergarten and highlights examples from states that are leading the way. The report also addresses how family engagement programs must ensure efforts to respect the linguistic and cultural diversity of the populations they serve.

Engaging Families in Pre-K Education http://www.pewtrusts.org/our_work_report_detail.aspx?id=59866 **(3-5)**

This report identifies policies that enhance family involvement in pre-K education and provides examples of states that use those particular policies.

The Family and Provider/Teacher Relationship Quality (FPTRQ) Measures (0-5)

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/relationship/measuring-relationship-quality.html

The Family and Provider/Teacher Relationship Quality measures are comprehensive tools that assess the relationships between families and early care and education providers for children birth to five years of age. The measures are appropriate for use across different types of early care and education settings.

Family Engagement http://ectacenter.org/topics/familyeng/familyeng.asp **(0-9)**

This collection of resources from the Early Childhood Technical Assistance Center (ECTA) includes particular emphasis on engaging families of young children with disabilities.

Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents (0-9)

http://www.hfrp.org/content/download/4289/116678/file/FE-ChildrenWithDisabilities.pdf

This resource guide provides an annotated bibliography describing resources for both educators and parents in three areas of parent-professional partnerships: a) Families as advocates, b) Family roles in assessment and intervention, and c) Families as partners in student learning.

Family Engagement in Transitions: Transition to Kindergarten (5-6)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/transitions-kindergarten.pdf

Explore this resource to enhance your understanding about the impact the transition to kindergarten has on children and families and find examples of successful program practices.

Family Involvement in Early Childhood Education (0-9)

http://www.hfrp.org/content/download/1181/48685/.../earlychild hood.pdf

This document discusses the importance of family involvement in early childhood care and education and school-home relationships. The implications for policy, practice, and research are presented.

Family Engagement and Ongoing Assessment (0-5)

http://hsicc.cmail19.com/t/j-i-kdydikt-birkrkrs-q/

This set of guides describes how to share information effectively with families in genuine partnerships. You can use the four guides to explore strategies for sharing information about screening and ongoing child assessment with families in early childhood programs.

The Family Partnership Process: Engaging and Goal-Setting with Families (0-5)

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/engaging-and-goal-setting-with-families.pdf

The guide provides examples of ways to gather information about families' strengths, hopes for their children, and challenges. It also lays out specific strategies to engage families in conversations about goal-setting.

Father Engagement Resources (0-5)

https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement

This section of the National Center on Parent, Family, and Community Engagement provides a variety of resources targeted to engaging and supporting the involvement of fathers.

Family Engagement Resources

Fatherhood Initiative Resource Guide (0-5) https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/father-male-involvement/famcom_bib_00158_091905.html

The Fatherhood Initiative is intended to strengthen the role of fathers in families. This resource guide stresses that strong families are essential to the future of the nation, and that both mothers and fathers play essential roles in ensuring the well-being of their children. Materials in the guide include bibliobriefs, books and reports, videos, and internet resources.

Gathering and Using Information That Families Share (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf

In order to support the learning and development of young DLLs, staff members need to understand children's backgrounds and experiences with more than one language or dialect. This resource can help you learn to gather accurate and useful language information for assessment and planning.

Handbook on Family and Community Engagement (0-9)
http://www.schoolcommunitynetwork.org/downloads/FACEHandbook.pdf

The Handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice accumulated over the years. More important, it gives us a guide with which we can travel to a new plain in our quest for each and every student's academic, personal, social, and emotional development.

Harvard Family Research Project: Family Involvement Resources http://www.hfrp.org/family-involvement **(0-9)**
This website offers a wealth of resources on family engagement models, research and policy across developmental periods.

Head Start Father Engagement Birth to Five Programming Guide (0-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/father-engage-programming.pdf
The Programming Guide is designed to help programs make father engagement live and breathe in every part of your program. It offers many ideas for implementing father engagement strategies across systems and services as a part of your everyday work. It is available in Spanish at
https://eclkc.ohs.acf.hhs.gov/hslc/Espanol/participacion/docs/father-engage-programming-esp.pdf

Indiana Early Childhood Family Engagement Toolkit (0-8)
http://www.in.gov/fssa/files/FamilyEngagementToolkit_Final.pdf

This toolkit was developed to help support programs along a path toward effective family engagement. It includes a 22-indicator self-assessment, examples of how program actions can transform interactions with families, and, by extension, enhanced outcomes for young children.

Las Manos de Apá (0-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/fatherengagement/LasManosdeApa.htm
This set of materials is designed to support Latino fathers as early literacy models for their children. The resources outline a practice model for working with Latino fathers by creating father-friendly environments, building community, sharing stories and supporting early literacy for young children. Many of the resources are available in English and Spanish.

National Center for Homeless Education's Resources on Parent Involvement (0-9)
http://center.serve.org/nche/ibt/parent_inv.php

The center provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness.

National Center for Family/Professional Partnerships http://www.fv-ncfpp.org **(0-9)**
The goal of the National Center is to provide leadership in helping families in helping families of children and youth with special health care needs/disabilities and professionals partner to improve care. The Center website offers tools, resources, and more.

Our Family https://www.niot.org/nios-video/our-family **(5-9)**
In Our Family, children share stories about all kinds of families. Today's children come from families living in one home or two, some are being raised by one mom or one dad, or they might have two parents/caregivers or live with grandparents or other family members. Others have parents/caregivers of different ethnic backgrounds, or who are lesbian, gay, bisexual or transgender. And some children are adopted or live in blended families. This short film can be used to encourage conversations about the many diverse family constellations, to give children the opportunity to see and appreciate their own families, and to be open and respectful to those who are different from them. A discussion/activity guide is available at
https://www.niot.org/nios/lesson/our-family-film-lesson-guide

Family Engagement Resources

Fathers for Life (0-5)
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/father-engagement/father-male-involvement/FathersLife.htm
This resource was developed to encourage and support positive relationships of families with young children of incarcerated fathers or fathers on probation or parole. The site includes program manuals and other resources that would be useful to programs or individuals who want to engage and support families in which a member is or has been incarcerated.

National Center on Parent, Family and Community Engagement (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family
This website from Head Start contains information on the Parent Family and Community Engagement Framework as well as related resources that are useful for educators and service providers.

Our Journey to Success: Early Education for Children in Indigenous Migrant Families (0-5)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/ind-flipbook.pdf (English)
http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/ind-flipbook-esp.pdf (Spanish)
This resource is based on indigenous leaders' and families' powerful stories of courage and hope. They share their advice on family and community needs and assets. The resource supports the importance of indigenous culture and language to children's achievement in school and to long-term child and family well-being.

Reaching All Children: Understanding Early Care and Education Participation Among Immigrant Families (0-9)
http://www.clasp.org/resources-and-publications/publication-1/0267.pdf
This document discusses the research on young immigrant children and how their socio-economic characteristics can influence their participation in early care and education programs.

Saving Stories http://savingstories.community **(0-9)**
Saving Stories is a project to collect and save stories from refugee community members in the suburban Pittsburgh boroughs of Baldwin and Whitehall. The ultimate goal of the project is to see the stories preserved in the form of bilingual picture books for children. Both English and the refugee's native language are represented in each finished product, thus reaching a wider audience and promoting both native and English literacy. Illustrations created by district students accompany the text. Eight initial stories are available at http://savingstories.community/action.html

Strengthening Families™ http://www.cssp.org/reform/strengtheningfamilies **(0-9)**
Learn about a protective factors framework based on engaging families, programs and communities at this website.

Supporting Children Who Have an Incarcerated Parent (3-9)
http://youth.gov/sites/default/files/COIP_TipSheet-Teachers_508.pdf
This tip sheet offers evidence-based practices for teachers of young children.

Toolkit of Resources for Engaging Families and the Community as Partners in Education (0-9)
The four parts of this thoughtful set of resources offer reflections, activities, and evidence that can be used to promote community and family engagement in ways that also reflect culturally thoughtful practices. Many of the activities could also be used in courses or staff development to build a insights and understanding.
Part 1: Building an understanding of family and community engagement
http://relpacific.mcrel.org/wp-content/uploads/2016/03/ToolkitPart1.pdf
Part 2: Building an understanding of family and community engagement
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-2_Jan2015.pdf
Part 3: Building trusting relationships with families and the community through effective communication
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part-3_Jan2015.pdf
Part 4: Engaging all in data conversations
http://relpacific.mcrel.org/wp-content/uploads/2016/03/Part4_May2015.pdf

Vermont Family Network http://www.vermontfamilynetwork.org/ **(0-9)**
The mission of Vermont Family Network is to empower and support all Vermont families of children with special needs. They offer services and support related to early childhood, health, mental health, education, transition, and specific disabilities.

ZERO to THREE Military Family Projects (0-3)
http://www.zerotothree.org/about-us/funded-projects/military-families/
This resource can help programs and military families care for very young children.