

Early Childhood Family Engagement Standards

Barbara Gannaway
Project Coordinator

Kansas Coalition for Effective Family Engagement (KCEFE)

Kansas Coalition for Effective Family Engagement Purpose

The purpose of the Kansas Coalition for Effective Family Engagement (KCEFE) is to strengthen early learning outcomes of vulnerable children by developing leadership and building capacity of families, schools, and communities to work together to promote success.

Kansas Coalition for Effective Family Engagement Goals

Goal 1:

To develop and disseminate state standards for family engagement that are aligned and utilized across agencies, organizations, and programs.

Goal 2:

To engage 10 Kansas counties for development of family engagement capacity at the local level.

Standards Development Team

Vicki Adams, Director, Special Education, Liberal Public Schools

Kayzy Bigler, Special Health Care Needs Program Manager, KDHE

Cammie Braden, Program Coordinator, Keystone Parents as Teachers

Leadell Ediger, Director, Child Care Aware

Michele Hays, Consultant, English Language Learners, KSDE

Cathie Huckins, Director, Shawnee County Infants and Toddlers (TARC)

Linda Long, Consultant, KCCTO

Chelie Nelson, Consultant, KITS EC Sp. Ed. & MTSS & EC Literacy/Language Dev.

Janet Newton, Consultant, EC and Parents as Teachers, KSDE

June Rempel, Consultant and Teacher, USD 266, Maize PAT & Preschool EC & KPP

Vicky Roper and B.J. Gore, KCSL

Vera Stroup-Rentier, Consultant, Sp. Ed. Consultant, KSDE

Erick Vaughn & Heather Shrotberger, KS Head Start

Process

- ▶ Reviewed research
 - ▶ Harvard Family Research Project
 - ▶ National Association for the Education of Young Children
 - ▶ Center on School, Family, and Community Partnerships

Process

- ▶ Reviewed examples of other EC standards
 - ▶ The Head Start Parent, Family, and Community Engagement Framework
 - ▶ Hawaii Early Learning and Development Standards (HELDS)
 - ▶ Maryland's Early Childhood Family Engagement Framework
 - ▶ Massachusetts's Early Childhood Family Partnership Guideline

Process

- ▶ Presentations:
 - ▶ Kansas K-12 Family Engagement Standards
 - ▶ Early Learning Standards
 - ▶ Head Start Family Engagement Framework
 - ▶ Early Childhood Framework
 - ▶ Strengthening Families: The Protective Factors Framework

Proposed Early Childhood Family Engagement Standards

Draft completed 11/18/14

Families as Foundation

All families are recognized and promoted as their child's first and most influential teacher.

- ▶ Families provide stability in daily experiences for their children
- ▶ Families provide nurturing environments for their children
- ▶ Families promote learning for their children
- ▶ Children have good physical health as appropriate for their development
- ▶ Children demonstrate developmentally appropriate growth and learning skills

Stakeholders Who is responsible?	Strategies What can/should we do?	Results How will this help my child?
<p>Families Early Childhood Professionals Community Partners Educational systems</p>	<p>Children live with consistent primary caregivers Families provide basic necessities in a consistent home Children's health care needs are met Families read, talk, and play with their children daily Families practice effective, positive parenting behaviors Families make child rearing decisions based on knowledge of child development Families access learning opportunities with their children such as going to the library, park, museum, etc. Children's nutritional needs are met Children demonstrate age appropriate skills including:</p> <ul style="list-style-type: none">• fine motor• gross motor• self-care• communication• cognitive• social emotional	<p>Strengthened families and communities Optimal child development Reduced child abuse and neglect Promotes school readiness</p>

Families as Advocates

Families actively engage as an advocate and decision maker for their child.

- ▶ Families have opportunities that promote informed options and decision making
- ▶ Programs and communities engage families by providing opportunities to be involved in program leadership and decision-making
- ▶ Programs and communities empower families to be advocates
- ▶ Families are aware of resources for selecting and accessing needed services

Stakeholders Who is responsible?	Strategies What can/should we do?	Results How will this help my child?
Families Early Childhood Professionals Community Partners Educational systems	Families form connections with peers and mentors Families participate and are engaged in decision making opportunities Families have opportunities to work with their child's community partners and educators Gather and organize important documents (health, education, etc.) Early Childhood Professionals, Community Partners and Educational systems ensure families are engaged in the decision making process	Strengthened families and communities Optimal child development Reduced child abuse and neglect Promotes school readiness

Families as Communicators

Early childhood providers and families have effective and ongoing communication.

- ▶ Program and family consistently initiate communication and share knowledge that is timely and continuously facilitated through multiple methods.
- ▶ Practices supports and resources are responsive to the cultural, ethnic, racial, language and socioeconomic characteristics and preference of families and their communities

Stakeholders Who is responsible?	Strategies What could/should we do?	Results How will this help my child?
Families Early Childhood Professionals Community Partners Educational systems	<p>Educational environments offer formal and informal opportunities for families and educators to build interactive relationship.</p> <p>Educational environments provide families with written policies and procedures.</p> <p>Educators engage in ongoing collaboration with families to plan and monitor children’s learning goals and progress towards these goals.</p> <p>Educators seek out information about children’s lives, families and communities integrate with families are culturally and linguistically appropriate.</p> <p>Integrate families’ traditions and culture into instructional practices, events, and activities.</p> <p>Decision making groups respond to the cultural and linguistic make-up of their community.</p> <p>Know your child’s strengths and interests and share them.</p>	<p>Strengthened families and communities</p> <p>Optimal child development</p> <p>Reduced child abuse and neglect</p> <p>Promotes school readiness</p>

Families as Partners

Successful partnerships exist between families and professionals based upon mutual trust and respect.

- ▶ Educational environments actively engage families in their children's education.
- ▶ Early childhood professionals use child and family strengths as a basis for engaging families.
- ▶ Families promote learning for their children.

Stakeholders Who is responsible?	Strategies What can/should we do?	Results How will this help my child?
<p>Families Early Childhood Professionals Community Partners Educational systems</p>	<p>Provide resources and supports flexible, individualized and tailored to the child and family's preferences and styles. Partner with families to build on existing abilities and increase family's competence. Consistently communicate and share knowledge with each other.</p> <p>Use mutually agreed upon communication methods.</p> <p>Work together to develop goals that are important to the child and family and promote learning.</p> <p>Partner in transition planning.</p>	<p>Strengthened families Optimal child development Reduced child abuse and neglect Promotes school readiness</p>

Families as Community Members

Families are active participants in their communities and connect to resources and services.

- ▶ Comprehensive services are available, affordable, and accessible.
- ▶ Communities provide broad supports for families.
- ▶ Families live in safe and stable environments.

Stakeholders Who is responsible?	Strategies What can/should we do?	Results How will this help my child?
<p>Families Early Childhood Professionals Community Partners Educational systems</p>	<p>Communities utilize a needs assessment to identify supports and resources to better support families (What do you have? What is needed?)</p> <p>Stakeholders are responsible for cross communication in order to ensure a successful referral system</p> <p>Collaboration exists among community organizations</p> <p>Stakeholders build upon existing services</p> <p>Communities provide tools and support to help families navigate available services</p> <p>Communities provide networks of support</p> <p>Resources and supports are provided in ways that are flexible</p> <p>Families are aware of resources through a variety of sources, e.g. social media.</p>	<p>Strengthened families and communities</p> <p>Optimal child development</p> <p>Reduced child abuse and neglect</p> <p>Promotes school readiness</p>

Contact:

Barbara Gannaway

bgannaway@kfast.net

785-640-1422