

Louisiana's

Birth-12 Parent & Family Engagement Framework



September 2021



Acknowledgment

The Louisiana Department of Education would like to thank the many stakeholders who contributed to the development of the Louisiana's Be Engaged Birth-12 Framework. The framework was influenced by state level data, existing research, and best practices for family and community engagement. The Birth-5 section was developed by the Early Childhood Family Engagement Stakeholder Committee, inclusive of families, early learning leaders, early childhood programs, Head Start program representatives, community leaders, and members of the Louisiana Department of Health (LDH) and Louisiana Department of Education (LDOE). The Committee reviewed and adopted a federal resource, the Parent, Family, and Community Engagement Framework, published by the Office of Head Start. The K-12 section was adopted from the Kansas Parent Information Resource Center (KPIRC), a project of the Kansas State Department of Education (KSDE) Technical Assistance System Network (TASN), in partnership with the Kansas Community and Family Engagement (CAFÉ) Advisory Council, the Council for Chief State School Officers (CCSSO), the National Association for Family, School, Community Engagement (NAFSCE) and the Center for Enhancing Early Learning Outcomes (CEELO). The framework provides voluntary guidelines of best practices for schools and other programs.

Louisiana believes that children are our highest priority; families are our partners; educators are valued professionals; graduates must be ready; equity matters; choice expands opportunities; schools are invaluable to communities; and our future is bright.



Introduction

Family Engagement is one of the most powerful predictors of social-emotional development, educational attainment and success in school and life for children and youth. (Global Family Research Project, 2018). The Louisiana Department of Education believes that those closest to children (parents, families and communities) drive decision making. This belief prompted the creation of the Be Engaged, Birth-12 Framework that would be inclusive of the most influential stakeholders. It is a comprehensive approach that is designed to narrow educational achievement gaps through high-quality family and community engagement.

The development of Louisiana's Be Engaged Birth-12 Framework combines research and best practices while being responsive to the 26,000 parent and family responses received through the state's Parent and Family Engagement Survey administered in the Spring of 2021. If significant improvements are to be made in education, it is imperative to begin with developing engagement platforms for families whose educational journey starts with the early childhood community networks and transitions to school systems for grades K through 12. This Framework is designed to provide guidance to support families through the educational experience. This all encompassing framework consists of six overarching themes: 1) Cultivating Relationships 2) Implementing Meaningful Communication 3) Supporting the Success of All Students 4) Supporting Families as Advocates 5) Sharing Power and Decision Making and 6) Collaborating with Community Partners.

As the framework is implemented, it is critical that families, community members and educators ensure that every child and family have ongoing, consistent opportunities to engage in meaningful ways. The Department developed guiding principles to shape the implementation of the framework in communities. These guiding principles are strengths-based approaches, cultural and linguistic responsiveness, equity and inclusion, and relationship-based practices. This set of core principles will guide the work around ongoing parent, family, and community engagement. Recognizing that all families are unique, this B-12 framework aims to embrace diversity, deepen our understanding about family engagement and positively influence educational outcomes while minimizing engagement barriers.



A Shared Definition for Family Engagement:

Family engagement is an empowering partnership among families, educators, practitioners and the community with shared responsibility for the personal success of children and youth.

- » An **Empowering Partnership** means that families, educators, practitioners and the community cultivate and sustain relationships that are active, equitable and respectful to support the learning and social-emotional growth of children and youth.
- » **Shared Responsibility** means that families, educators, practitioners and the community collaborate and communicate to promote positive educational outcomes for children and youth.
- » The **Personal Success** of children and youth means the accomplishment of their desired visions and goals.

Global Family Research Project: Joining Together to Create a Bold Vision for Next Generation Family Engagement (2018).

Alignment of Early Childhood Goals and K-12 Standards

Goals are important to have, and provide an overall purpose to the work that is being done. Louisiana's B-12 Framework is structured in a manner that allows the Early Childhood Goals to create pathways to the behavioral standards in K-12. The seven Early Childhood Goals provide direction for what is desired in the future and the six K-12 Standards, based on K-12 National Standards for Family-School Partnership, achieve the goal. Additionally, The Early Childhood goals and K-12 Standards support LDOE's commitment to ensuring intentional, high-quality family and community engagement happens everyday.

Early Childhood Be Engaged Goals

The Early Childhood Goals focus on high-quality parent, family, and community engagement that impacts the learning and development of all children. Meaningful family engagement requires clear goals to guide the implementation and coordinate resources. Community networks, educators, families, and communities use the framework to plan, identify gaps and build the collective capacity across multiple stakeholders involved in supporting family engagement. Community networks are provided additional guidance on implementation and strategies in the Early Childhood Be Engaged document.

» Goal 1: Family Well-being

Families are provided with connections to health and safety resources, opportunities for educational advancement and economic mobility, physical / mental health services, housing and food assistance, and other family support services.

» Goal 2: Positive Parent-Child Relationships

Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's health, development, and learning.

» Goal 3: Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.

» Goal 4: Families as Learners

Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.

» Goal 5: Family Engagement in Transitions

Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments.

» Goal 6: Family Connections to Peers and Community

Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor the inclusivity of families' home language and culture and enhance families' social well-being and community life.

» Goal 7: Families as Advocates and Leaders

Parents and families advocate for their children and play active roles in early childhood programs. They participate in decision making, program/policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.

K-12 Be Engaged Standards

The PTA National Standards for Family-School Partnerships provide local education agencies and schools with guidance in implementing evidence-based practices for meaningful family, school and community collaborations.

» K-12 Standard 1: Welcoming All Families

Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

» K-12 Standard 2: Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

» K-12 Standard 3: Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

» K-12 Standard 4: Speaking Up for Every Child

Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

» K-12 Standard 5: Sharing Power and Decision Making

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

» K-12 Standard 6: Collaborating with Community

Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.



Alignment of Early Childhood Goals and K-12 Standards

The Louisiana's Be Engaged B-12 Framework is organized under the umbrella of six themes for parent, family, and community engagement that are universal to early childhood and K-12. The alignment chart below illustrates how Louisiana's educational communities provide consistent family engagement opportunities throughout a child's progression from early childhood to formalized school settings. School systems, community networks, and families use the Framework to support our beliefs, inform practices and plan for implementation.



Cultivating Relationships

Effective change happens best when intentional relationships are established which foster shared experiences.

EC GOAL 2:
POSITIVE PARENT-CHILD RELATIONSHIPS

EC GOAL 3:
FAMILIES AS LIFELONG EDUCATORS

K-12 STANDARD 1:
WELCOMING ALL FAMILIES



Implementing Meaningful Communication

Regular two-way communication delivers real social value and increases chances of achieving intended outcomes.

EC GOAL 2:
POSITIVE PARENT-CHILD RELATIONSHIPS

EC GOAL 3:
FAMILIES AS LIFELONG EDUCATORS

K-12 STANDARD 2:
COMMUNICATING EFFECTIVELY



Supporting the Success of All Children

Taking an integrated approach to focus on the "whole child" is necessary to ensure that all children develop to their full potential.

EC GOAL 1:
FAMILY WELL-BEING

EC GOAL 2:
POSITIVE PARENT-CHILD RELATIONSHIPS

K-12 STANDARD 3:
SUPPORTING STUDENT SUCCESS



Supporting Families as Advocates

Families should be equipped with knowledge that enables them to enhance and drive policy, practice and system transformation.

EC GOAL 4:
FAMILIES AS LEARNERS

EC GOAL 7:
FAMILIES AS ADVOCATES AND LEADERS

K-12 STANDARD 4:
SPEAKING UP FOR EVERY CHILD



Sharing Power and Decision Making

All family voices should be heard and reflected in school planning, practices and decision making.

EC GOAL 7:
FAMILIES AS ADVOCATES AND LEADERS

EC GOAL 5:
FAMILY ENGAGEMENT IN TRANSITIONS

K-12 STANDARD 5:
SHARING POWER AND DECISION MAKING



Collaborating with Community Partners

Organizations in the school community such as: churches, businesses and nonprofit groups should be provided with opportunities to share expertise, resources and responsibility for student outcomes.

EC GOAL 3:
FAMILIES AS LIFELONG EDUCATORS

EC GOAL 6:
FAMILY CONNECTIONS TO PEERS AND COMMUNITY

K-12 STANDARD 6:
COLLABORATING WITH COMMUNITY

Cultivating Relationships

EC Goal 2: Positive Parent–Child Relationships	EC Goal 3: Families As Lifelong Educators	K-12 Standard 1: Welcoming all Families
<p>Parents and families develop warm relationships that nurture their child’s health, development, and learning.</p>	<p>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.</p>	<p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>
<p>Community networks and educational leaders create and maintain professional systems that promote positive, strength-based relationships, cultural responsiveness and equitable and reflective practices with the intention of supporting family, child, and program growth.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Educational leaders ensure that policies, systems, supports, and resources are in place to strengthen positive parent-child relationships. ○ Educational leaders allocate resources and funding to ensure that staff members are prepared to select and implement parenting strategies through training. ○ Build strengths-based relationships with families that focus on family resilience and open door policy for families. ○ Program staff and families work together to promote parent-child relationships. ○ Engage organizations and families to help identify parenting strategies that (a) support the development of warm and nurturing relationships, and (b) are culturally and linguistically responsive. ○ Program staff and families build ongoing, reciprocal, and respectful relationships. ○ Facilitate cultural and linguistic responsiveness. 	<p>Community networks, educational leaders and programs provide opportunities to learn about onsite and online educational resources and training opportunities for family members through community, state, and national organizations. Programs develop practices and activities that honor parents’ and families’ knowledge about their children and help to strengthen their ability to support learning and development.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Welcome and value families and communicate respect for the structures, cultures, and languages spoken by families. ○ Create and maintain inclusive, welcoming spaces and classrooms, with pictures and materials that reflect all families in the program and community. ○ Initiate and engage in responsive and respectful relationships with mothers, fathers, and other family members. ○ Staff show interest in learning about each family’s cultures, languages, unique strengths, concerns, interests, hopes, values, and needs. ○ Engage in reflective practices to promote the value of parental expertise. ○ Support the learning goals of families by inviting them to volunteer or apply for jobs in the program that relate to their employment goals or career interests. ○ Create connections and encourage families to use community resources such as libraries, museums, and digital or online resources that provide opportunities to explore their family’s learning interests. 	<p>Families have a personal relationship with one or more school staff members and feel comfortable sharing their thoughts and opinions.</p> <p>Families entering the school are greeted personally, have a clear sense of where to go, and find the overall environment inviting. Information about school and community programs related to child and family needs is available in common areas for families. There are opportunities for family members to participate in meaningful volunteer opportunities within the school. School activities for families are designed with the individual needs and interest of all families. Activities are accessible for all.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Create a family friendly front office. ○ Greet families promptly in their home language. ○ Make “Family Parking” only spaces. ○ Train all staff to welcome families. ○ Provide easy to navigate school buildings with clear, concise and culturally sensitive signage. ○ Ask families for feedback on their experiences in the school. ○ Promote a “family friendly” vision through school letterhead, signatures on emails, welcome message on school phone, website. ○ Schedule time to speak with all who wish to see school staff ○ Invite families to visit the school. ○ Celebrate families with a bulletin board or hallway as a celebration area. ○ Invite families to share about their culture at a staff training. ○ Create a family friendly school website.

Implementing Meaningful Communication		
EC Goal 2: Positive Parent–Child Relationships	EC Goal 3: Families as Lifelong Educators	K-12 Standard 2: Communicating Effectively
<p>Parents and families develop warm relationships that nurture their child’s health, development, and learning.</p>	<p>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.</p>	<p>Families and school staff engage in regular, two-way, meaningful communication about student learning.</p>
<p>Communication is the basis for relationship building. Two-way communication is at the center of family engagement.</p> <p>Community networks create ongoing, consistent opportunities to develop trusting relationships using two-way communication, and activities aligned with learner outcomes.</p> <p>Program leaders provide professional development, coaching, or training for staff to build their communication and skills about:</p> <ul style="list-style-type: none"> • Communication styles and relationship-building with parents. • Understanding adversities that can impact family well-being and make communication and everyday interactions stressful. These adversities may include parental depression, trauma, alcohol or substance use or misuse, homelessness, domestic violence, child maltreatment, food insecurity, mental illness, social isolation, and other challenges that may be associated with poverty. • Strategies for supporting fathers and grandparents raising children and others who are part of nontraditional family structures. <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Educators and staff provide two-way effective communication strategies that provide back and forth conversations and that empower families to provide input on their children’s progress in a manner that is culturally appropriate (e.g, phone calls, home visits, family/teacher meets, text messaging app, etc.). ○ Having respectful and sensitive conversations with families while maintaining confidentiality and professional boundaries. ○ Using relationship-based competencies and strength-based communication strategies to partner with families. ○ Partnering with families in ways that promote equity, inclusiveness, and cultural and linguistic responsiveness. ○ Program staff communicate with families in their preferred language(s) and use interpretation services when possible. 	<p>Educational leaders and staff engage in regular communication with families to understand their goals for their children and themselves and work toward those goals together.</p> <p>Program staff and families discuss children’s progress regularly in order to:</p> <ul style="list-style-type: none"> • Understand how their children learn • Incorporate families’ learning goals for their children • Recognize parents’ successes in their role as their children’s first and most important educators • Identify opportunities to partner to support their children’s learning <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Program staff gather and analyze data from multiple data sources (e.g., parent surveys, home visits, conferences, and interviews) to learn about families’ cultural values, traditions, roles, expectations, goals, and concerns for their children. Staff use this information to partner with families in ways that support engagement in their children’s learning. ○ Staff and families work as a team to support the goals that families identify for their children, including goals for children who may need early intervention services. ○ Programs and staff use two-way communication to show that they value parents’ expertise and want to learn more about their family and culture. ○ Program staff consistently connect with families to discuss child assessment and observations parents have about their child’s strengths and challenges. ○ Program staff talk with families about the importance of home language(s) and strategies for supporting children who are dual or multilingual learners. ○ Program staff follow up with families, referral sources, and community partners to evaluate the helpfulness and effectiveness of program services. 	<p>Effective Communication Strategies</p> <ul style="list-style-type: none"> • Schools have a system in place with multiple strategies to facilitate two-way communications with families and community members on a regular basis. • Information is disseminated with enough time for families to respond for follow up appropriately as needed. – Communication needs to be comprehensive and take place throughout the year and in different venues • Communications are respectful, honest, timely, and collaborative. <p>Communication Across Roles</p> <ul style="list-style-type: none"> • School staff and families feel equally able to contact one another in support of a child’s learning and recognize that no single means of communication will be sufficient to meet the needs of all families. • Families, students, and community members are regularly asked for their input regarding issues and concerns. <p>Culturally Proficient Communication</p> <ul style="list-style-type: none"> • School staff have an understanding of how the various cultures represented in their school view education and schooling practices so that they can engage in meaningful conversations with individuals of different backgrounds. • School activities are representative of all families, and families feel safe sharing information about their child, family, culture, or experience to enhance student learning <p>What does it look like in practice?</p> <p>Use Multiple Communication Paths</p> <ul style="list-style-type: none"> ○ Review all correspondence and replace the word parent with family. ○ Arrange personal calls between families and staff. – Include two-way social media. ○ Provide bi-lingual staff and translation services. ○ Attend high profile community events. ○ Establish home visits. ○ Organize focus groups and receive feedback. <p>Survey Families</p> <ul style="list-style-type: none"> ○ Determine the best way to communicate by surveying families. ○ Include in multiple languages. ○ Available to all families. ○ Share results. ○ Set goals from data. ○ Discover the effectiveness of technology. <p>Access to Principal and Teachers</p> <ul style="list-style-type: none"> ○ Provide in small groups and with individuals. ○ Set up in an unhurried atmosphere. ○ Maintain visibility. ○ Engage as a greeter.

Supporting the Success of All Children

EC Goal 1: Family Well-being	EC Goal 2: Positive Parent-Child Relationships	K-12 Standard 3: Supporting Student Success
<p>Families are provided with connections to health and safety resources, opportunities for educational advancement and economic mobility, physical / mental health services, housing and food assistance, and other family support services.</p>	<p>Parents and families develop warm relationships that nurture their child's health, development, and learning.</p>	<p>Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>
<p>Community networks, educational leaders, programs, teachers, communities and families work as a team to develop and learn about the goals that families identify for their children. Together they share information about child development, safety, health and mental health, nutrition, and developmental screenings.</p> <p>Collaborate to build strengths-based relationships with families that focus on family resilience and resources, and build on what families already do.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> <input type="radio"/> Program staff support the efforts of parents, caregivers, and other family members to connect with their child at all ages and stages of development and during periods of developmental change. <input type="radio"/> Staff and families work as a team to support the goals that families identify for their children, including goals for children who may need early intervention services. <input type="radio"/> Program staff also recognize diverse influences on caregiving practices and family development. <input type="radio"/> Program staff ensure that families have timely information and resources about the services available through the program and in the community. <input type="radio"/> Program staff and parent leaders review attendance data to identify ways to best partner with families to address any challenges and improve attendance. <input type="radio"/> Program staff and families utilize expert support from other staff, mental health consultants, early interventionists, and community partners to improve child outcomes. 	<p>Programs and staff respect and support parent-child relationships in ways that value families' cultures, languages, and structures. Collaborate with each family to develop plans to seek help for challenges that may interfere with these positive relationships.</p> <p>Staff and families share information and observations about their children's social, emotional, and cognitive development, and create a plan.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> <input type="radio"/> Program staff partners with families in learning about their child's unique learning preferences, strengths, and needs. <input type="radio"/> Program staff share community resources with families to enhance their children's learning and development inclusive of resources and services for children with an identified disability or developmental delay. <input type="radio"/> Program staff talk with families about the importance of home language(s) and strategies for supporting children who are dual or multilingual learners. <input type="radio"/> Display photographs, posters, and other available materials in the program to show examples of positive interactions between families and children. <input type="radio"/> Welcome fathers in many ways, including by displaying images, providing books, and sharing stories that reflect strong relationships between fathers and their children. 	<p>Educators and families partner to identify and implement plans and practices that support jointly identified desired outcomes or goals for students.</p> <p>Educators ask families for information about their child, family, culture, values, norms, beliefs, and/or community to use in classroom planning.</p> <p>Families work with teachers, administrators, and other school staff to identify, act on, and achieve their hopes and goals for their child.</p> <p>Educators get to know individual families and their stories so that teachers can understand what families need to support their child's learning.</p> <p>Families have information, tools, and training about child development and how to create supportive learning environments outside of school that are linked to what the child is learning in the school environment.</p> <p>Conferences and visits are arranged by the school or as requested by families based on students' individual needs.</p> <p>What does it look like in practice?</p> <p>Parent-Teacher Communication About Student Progress</p> <ul style="list-style-type: none"> <input type="radio"/> Dispense family friendly data with families. <input type="radio"/> Use academic and social emotional data discussions. <input type="radio"/> Share positive news. <input type="radio"/> Teachers provide families with tips and tools for student learning. <input type="radio"/> Implement student-led conferences. <input type="radio"/> Engage families in Individual Plans of Study. <p>Link Student Work to Academic Standards</p> <ul style="list-style-type: none"> <input type="radio"/> Teachers explain standards and assessments. <input type="radio"/> Display work with corresponding standards. <input type="radio"/> Discuss how programs and activities link to standards. <p>Share School Progress Offer progress updates to families.</p> <ul style="list-style-type: none"> <input type="radio"/> Involve families in discussions about the school's Multi-Tier System of Support (MTSS). <input type="radio"/> Explain school report card. <input type="radio"/> Share progress on school attendance, readiness, reading and math proficiency and summer learning.

Supporting Families as Advocates

EC Goal 4: Families as Learners	EC Goal 7: Families as Advocates and Leaders	K-12 Standard 4: Speaking Up for Every Child
<p>Parents and families develop warm relationships that nurture their child’s health, development, and learning.</p>	<p>Parents and families advocate for their children and play active roles in early childhood programs. They participate in decision-making, program/policy development, and organizing activities in communities and states to improve children’s safety, health, development, and learning experiences.</p>	<p>Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p>
<p>Community networks and program partners provide opportunities for families to learn about child development, positive behavior strategies, parenting programs/resources, and family literacy activities.</p> <p>Program leaders and staff form partnerships with adult educators, training organizations, and local employers. These partnerships reflect the languages, heritages, and cultures of the families and staff in the program and in the larger community.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Program staff participate in community meetings and initiatives that enhance the program’s capacity to partner with families for their own educational and economic advancement. ○ Program staff support the learning goals of families by inviting them to volunteer or apply for jobs in early childhood programs that relate to their employment goals or career interests. ○ Program staff facilitate families’ participation in parenting classes, informational meetings, and training events. ○ Program staff and families participate in group activities, mentoring programs, peer / social groups, community-based support groups, and events that address families’ common interests and concerns. ○ Program staff encourage families to use community resources such as libraries, museums, and digital or online resources that provide opportunities to explore the family’s interests and goals. ○ Program staff follow up with families to evaluate whether or not services are helpful and effective. 	<p>Community networks and program partners support families to advocate for themselves and their children while connecting them to information, support, and resources is essential to family partnerships in high-quality settings. Supports and resources are most effective when they acknowledge families’ own advocacy, focus on family strengths, and recognize families’ concerns and priorities.</p> <p>Community networks and program partners ensure that program staff and families work together to build relationships that support families’ leadership and advocacy skills through training.</p> <p>Educational leaders allocate resources and funds for advocacy and leadership training for staff and families, including parents of children with an identified disability or developmental delay and undeserved populations.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Programs, staff and families learn together about effective ways to advocate for their children and families, and for community issues that concern parents. ○ Program leaders and staff invite community advocates and leaders to participate in and co-sponsor advocacy and leadership training. ○ Staff and parent leaders post and distribute information about existing parent-to-parent organizations, family peer networks, and parent-led quality improvement and school-community partnerships. ○ Programs and staff partner with families with children who have an identified disability or developmental delay as families learn about the child’s challenges, treatment resources, and available services and as they build their knowledge and skills to advocate for their child. ○ Program leaders develop relationships with local cultural organizations and invite representatives to participate in program activities to support parent leadership. ○ Program staff and parent leaders work together to identify opportunities for parent leadership and advocacy beyond the program, including future transitions from the program. 	<p>Families are engaged in school planning, leadership, and meaningful volunteer opportunities that result in changes and improvements at the school.</p> <p>Opportunities are available to support the development of family capacity and family leadership and advocacy skills so that families may take a more active role in school and/or district planning.</p> <p>Families are provided with information on how to understand and make meaning of information provided about their child, including assessment results, so that they can participate in educational decision-making as partners.</p> <p>Educators and school staff provide families with objective information so families can make informed decisions about their child’s education.</p> <p>What does it look like in practice?</p> <p>Families Understand How the School and District Operate</p> <ul style="list-style-type: none"> ○ Inform families about policies and procedures. ○ Describe the role of family engagement in schools. ○ Explain mission and goals of school including family-friendly vision. <p>Families Understand Rights And Responsibilities Under Federal Law</p> <ul style="list-style-type: none"> ○ Provide summary of parent rights from ESEA and IDEA. <p>Learning About Resources</p> <ul style="list-style-type: none"> ○ Notify families of resources and programs that promote student success. ○ Share meetings to inform about after school programs. ○ Dispense a handbook with resources available in school and community. <p>Conflict Resolution</p> <ul style="list-style-type: none"> ○ Develop clear written procedures for conflict resolution. ○ Provide information from school to families on conflict resolution.

Sharing Power and Decision Making

EC Goal 5: Family Engagement in Transitions	EC Goal 7: Families as Advocates and Leaders	K-12 Standard 5: Sharing Power
<p>Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments.</p>	<p>Parents and families advocate for their children and play active roles in early childhood programs. They participate in decision-making, program/policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences.</p>	<p>Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.</p>
<p>Communities provide a variety of transition activities and/or programs to increase opportunities for all children and families by engaging in reflective practices to learn about family members as leaders for their children's development and to share in decision making.</p> <p>Community networks and program partners explore and understand how families and children experience transitions, and how they can provide academic, social, and emotional support during any early childhood transition (e.g., from home to child care, from child care into a pre-K setting, and from an early childhood setting into a formal kindergarten classroom).</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Leaders ensure that policies, procedures, support, and resources are in place for children and families to experience in early childhood transition programs. ○ Programs and staff provide opportunities for families to share in decision making of the development, monitoring, and evaluation of transition opportunities (e.g., community network meetings, local policy council and parent committees) and contribute to program planning and evaluation. ○ Provide families with information, training, and connections to future educational settings and facilitate the transition process for families and children. ○ Staff collect, analyze, and share data from assessment tools, related surveys, and program practices with families and receiving staff to strengthen and evaluate transition practices and partnerships. ○ Program staff and families prepare for transitions and discuss ways to advocate for their children in new educational settings. Staff and families work together to create a shared understanding of how to partner and collaborate with each other in ways that enable families to recognize themselves as parent leaders. ○ Parent leaders and staff organize and participate in training to enhance leadership, communication, and advocacy skills to build awareness of issues important to families (e.g., early childhood transitions, child development, screenings, positive behavior support). 	<p>Community Network Leaders ensure that program staff and families work together to build relationships that support families' leadership and advocacy skills.</p> <p>Community Networks and Educational Leaders ensure that program staff and families have access to relevant training. Resources and funds are allocated for advocacy and leadership training for staff and families, including parents of children with an identified disability or developmental delay.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Collaborate with various stakeholders (e.g., LEAs, early intervention programs, social service agencies, public benefits programs, and other health and wellness providers) to identify children who are not enrolled in state pre-K, or who are receiving early intervention services. ○ Partnering with parent leaders offers families an orientation that highlights the opportunities in the program to strengthen family well-being. ○ Partner with LEA homelessness liaisons to enroll younger siblings of school-age children experiencing homelessness. ○ Programs and families share information about families' roles and successes as leaders and advocates with receiving schools, LEAs, and relevant community educational services. An example is information about early intervention services that families have found and used. ○ Staff and parent leaders emphasize the importance of regular attendance and participation in home visits and socializations. ○ Program staff and families learn together about effective ways to advocate for their children and families, and for community issues that concern parents. Examples include leading a community event, speaking at community or community network meetings, serving on committees, serving as a board member, and participating in efforts to influence legislative agendas. 	<p>The school does take into account the historical context of where families may have strived or struggled, their current realities, and the desired future outcomes for their children.</p> <p>The school provides strategies to staff on communicating with families who are English language learners.</p> <p>Families, teachers, administrators, and other school staff use school and community supports and resources to promote students' progress.</p> <p>Educators have knowledge of the community they serve, including the community's need.</p> <p>Community partnerships exist among community health, mental health, social service, and youth organizations as well as school partners to build peer networks, link families and students with needed services, and support successful transitions for children and their families.</p> <p>What does it look like in practice?</p> <p>Having a Voice in Decisions That Affect Children</p> <ul style="list-style-type: none"> ○ Arrange families' input into school improvement plans, principal selection, budget, grading system. ○ Inform families of proposed changes to the school policies, practices and programs. <p>Address Equity Issues</p> <ul style="list-style-type: none"> ○ Discuss with families the root causes of achievement gap and strategies to close those gaps. ○ Discuss with families barriers to family engagement in their children's learning. <p>Develop Parent Leadership</p> <ul style="list-style-type: none"> ○ Encourage families to facilitate or lead discussions/focus groups. ○ Learn about families' interests and desires as leaders. ○ Meet with diverse families to learn about unique needs.

Collaborating with Community Partners

EC Goal 3: Families as Lifelong Educators	EC Goal 6: Family Connections to Peers and Community	K-12 Standard 6: Collaborating with Community
<p>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities.</p>	<p>Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor the inclusivity of families' home language and culture and enhance families' social wellbeing and community life.</p>	<p>Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p>
<p>Community networks and educational leaders develop outreach plans for engagement and recruitment, working with community organizations and family-led networks that bring families with young children together. These may include health fairs, cultural celebrations, family literacy events, school board meetings, training, neighborhood meetings, and information sessions for new immigrants and refugees.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Through the use of a coordinated enrollment, early childhood programs engage former and currently enrolled families, staff, and community members to expand access to quality programs. ○ Program staff work with local community partners and service agencies to identify, recruit, and enroll families from the community. ○ Programs partner with community organizations to offer group classes for pregnant women and expectant families, mothers, fathers, grandparents, and other family members who are working towards similar learning and educational goals. ○ Classes may address parenting, family literacy, life skills, employment, money management, and English language proficiency. ○ Program staff provide space and resources (in-kind), for regularly scheduled socializations and group activities in the classroom and encourage communication among families, when possible. 	<p>Community networks and educational leaders form community partnerships to link families with meaningful support networks. Formal and informal peer-to-peer activities and social networking opportunities for families foster a sense of community within a program and increase families' abilities to obtain supports and resources.</p> <p>When families are a part of a social network of peers, they can share ideas and aspirations, and problem-solve together. These networks may include cultural organizations, faith-based communities, family-led organizations, peer-to-peer groups, learning communities, and support groups.</p> <p>What does it look like in practice?</p> <ul style="list-style-type: none"> ○ Program staff and parent leaders identify opportunities for families to connect and share information with other families who have children of similar age, common interests, and shared activities in the program and in the community. ○ Create connections and encourage families to use community resources such as libraries, museums, and digital or online resources that provide opportunities to explore their family's learning interests. ○ Program staff promote parent connections through community activities and events. ○ Provide space and resources (in-kind), as necessary, for events led by parents and for parents. Encourage parents and families to learn from each other. ○ Staff and parent leaders learn and receive guidance about: <ul style="list-style-type: none"> • Identifying social networks for parents of young children • Developing and supporting peer networks for families in the program and community • Developing and strengthening facilitation skills for meetings and group activities. • Effective communication, group decision-making, and problem-solving skills 	<p>Schools identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p> <p>Schools connect families to community resources that strengthen and support students' learning and success.</p> <p>Families, teachers, administrators, and other school staff use school and community supports and resources to promote students' progress.</p> <p>Educators engage in the community they serve to build relationships. Community partnerships exist among community health, mental health, social service, and youth organizations as well as school partners to build peer networks, link families and students with needed services, and support successful transitions for children and their families.</p> <p>What does it look like in practice?</p> <p>Link to Community Resources</p> <ul style="list-style-type: none"> ○ Create a family resource area/center. ○ Provide community/school resources to students and families. ○ Provide a list of community resources. <p>Organize Support from Community Partners</p> <ul style="list-style-type: none"> ○ Collaborate with community and business representatives. ○ Establish internships/mentorships with community members. ○ Students participate in mock interviews with community members. ○ Encourage community members to sponsor scholarships. <p>Consider the School a Hub of the Community</p> <ul style="list-style-type: none"> ○ Encourage family and community use of the school library, media center and gym. ○ Offer GED/adult education after school hours. ○ Invite community groups to use the school. <p>Partner with Community Groups to Strengthen Families and Support Students</p> <ul style="list-style-type: none"> ○ Offer students work related skills in areas such as graphic design, entrepreneurship, welding, carpentry and provide for internships within the community. ○ Sponsor health fairs. ○ Partner with mental health services/agreements with providers for services in school.

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