



# Head Start Parent, Family, and Community Engagement Framework: Integrating Strategies for Program Progress

Revised



NATIONAL CENTER ON

Parent, Family and Community Engagement

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For more information about this resource,  
please contact us: [PFCE@ecetta.info](mailto:PFCE@ecetta.info) | 1-866-763-6481

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ADMINISTRATION FOR  
**CHILDREN & FAMILIES**



NATIONAL CENTER ON  
Parent, Family and Community Engagement

# INTRODUCTION

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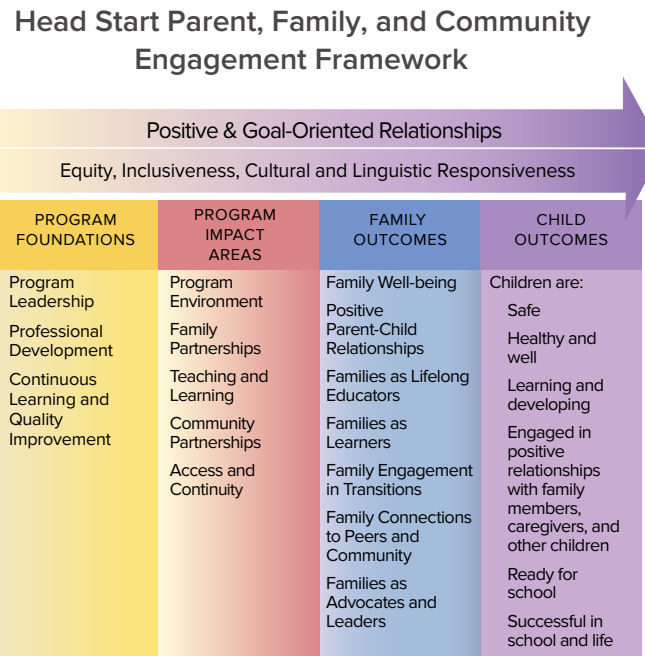
Integrating Strategies for Program Progress (ISPP) offers strategies that programs and families can use to achieve family outcomes using the Head Start Parent, Family, and Community Engagement (PFCE) Framework. The PFCE Framework promotes systemic, integrated, and comprehensive approaches to family engagement in line with the Head Start Program Performance Standards. Head Start and Early Head Start program directors, managers, staff and parents may use this exercise to assess their efforts to implement the PFCE Framework.

This guide may be used for five-year strategic planning, program design and management, continuous learning and improvement activities, professional development and program governance. The examples in this resource are drawn from strategies that programs are already using to address the interests and needs of families and to build on their strengths. Programs can apply the examples of strategies for better coordination and service delivery. These strategies are intended to promote culturally and linguistically responsive practices that support equity and inclusiveness.

The PFCE Framework—together with this guide—is intended to inspire a renewed spirit of collaboration as programs identify and take next steps to engage families and communities to achieve better outcomes for children and families.

# HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

The Head Start PFCE Framework describes the program elements—Program Foundations and Program Impact Areas—in early childhood programs that can work together to positively influence child and family outcomes. The Framework identifies equity, inclusiveness, cultural and linguistic responsiveness, and positive goal-oriented relationships as important drivers for these outcomes.



Programs and families are more likely to make progress toward family outcomes when the program elements are coordinated. While all of the family outcomes are relevant for Head Start and Early Head Start programs, they may not all be relevant for each family. Each family’s experience in Head Start and Early Head Start is uniquely determined by the family’s own interests, cultures, strengths, and needs and by the goals they set for themselves and their children. Families and programs work together toward these goals and outcomes by deciding on meaningful opportunities, recognizing barriers, and measuring progress.

## Parent and Family

We use the words *parent and family* to refer to all adult caregivers who interact with early childhood programs in support of their child.

*Parent* refers to biological parents, adoptive parents, and step-parents, as well as primary caregivers, such as grandparents, other adult family members, and foster parents or guardians. Parents include pregnant women and expectant partners.

*Families* can be biological or nonbiological, chosen or circumstantial. Family members are connected through cultures, languages, traditions, shared experiences, emotional commitment, and mutual support.

## PURPOSE OF THIS RESOURCE

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Integrating Strategies for Program Progress (ISPP) is designed to engage program leaders, staff, families and community partners in conversation and collaborations to support lasting change for children and families. Teams can use this exercise to learn from one another by sharing questions, successes and challenges related to family engagement. This guide may be used to:

1. **Develop a shared understanding and common language for family engagement.**
2. **Find examples of strategies that programs and families can use to make progress toward each of the seven family outcomes in the Head Start PFCE Framework.**
3. **Identify opportunities and priorities for using PFCE strategies to make progress toward family and child outcomes. Many of these strategies can be used to promote progress in several family outcomes at the same time.**
4. **Build on effective practices and identify practices that may need to be enhanced.**
5. **Inform five-year strategic planning, program design and management, continuous learning and improvement activities, professional development for staff, and program governance and strengthen coordination and service delivery.**

### Next Steps

After completing the exercise, you and your team may consider several options for next steps depending on your program's goals and priorities. For example, you might want to:

- Share new insights and opportunities for improvement with colleagues and families;
- Prioritize and tailor the list of strategies for each outcome used in your program;
- Choose an outcome and related strategies to focus on throughout every aspect of your program;
- Educate community partners about family outcomes and how these strategies promote family and child outcomes
- Use *Beginning a Self-Assessment* to take a closer look at current engagement strategies; and
- Assess and create an action plan to enrich current engagement strategies using *Markers of Progress*.

Whatever the next step, exploring on family outcomes and related strategies can help programs prioritize PFCE strategies and clarify how they connect. As program leaders, staff, families and community partners discuss family engagement, they can build the trusting partnerships needed to take steps to strengthen families' well-being and children's development and learning.

Data about effective PFCE practices may be used to inform five-year planning and decisions about program goals. This data can be used to inform the following:

- Program Self-Assessment
- Community Assessment
- Strategic long-term goals, and
- Goals for the provision of educational, health, nutritional, and family and community engagement program services.

## HOW THIS RESOURCE IS ORGANIZED

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This strategies in this resource are organized by each of the seven family outcomes in the Head Start PFCE Framework. You can use this guide to assess your program's progress toward each of the outcomes.

We have identified examples of strategies for implementing each of the Program Foundations and Program Impact Areas. You will see that families are included whenever possible as active partners in implementing these strategies.

These strategies are not exhaustive and should not be considered a substitute for the Head Start Program Performance Standards.

### How to Complete this Resource

Use these instructions in your program with teams of program leaders, staff, family members, and community partners.

- Arrange a meeting space with tables to encourage conversation among small groups.
- Choose an outcome. If you have limited time, each table might focus on a single outcome. Team members may choose one they want to focus on or want to learn more about. If time allows, each table may choose a different outcome.  
If you are using this exercise over time, we encourage you and your teams to explore all the outcomes and how they connect.
- Review the sample strategies on the following pages and identify whether your program is or is not currently using each strategy. Add any strategies not listed in the tables. Please note, these sample strategies are not a complete list of strategies that your program could use to make progress toward family outcomes.
- Explore the sample strategies that your program is currently using and discuss how those strategies are working. Consider your program's areas of strength and areas of challenge. You may want to try a strategy or enhance your efforts. Ask staff members to share specific examples of effective strategies as used in your program.
- Ask one person at each table to take notes about the conversation. Debrief so that everyone hears an array of effective strategies they may find helpful.
- Use the worksheet at the end of each family outcome section and on page 38 to consider next steps to enhance your program's family engagement practices.

### Related Resources

Find these related resources on the Early Childhood Learning and Knowledge Center web site:

- Head Start Parent, Family, and Community Engagement Framework
- Head Start Early Learning Outcomes Framework
- Relationship-Based Competencies to Support Family Engagement
- Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five
- Measuring What Matters Overview and related resources
- Bringing the Parent, Family, and Community Engagement Framework to Your Program: Beginning a PFCE Assessment
- Using the Head Start Parent, Family, and Community Engagement Framework in Your Program: Markers of Progress



# FAMILY OUTCOME: Family Well-being

Families are safe, healthy, have opportunities for educational advancement and economic mobility, and have access to physical and mental health services, housing and food assistance, and other support services.

## EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Leaders ensure that policies, systems, supports, and resources are in place to strengthen family well-being through professional development, continuous learning and quality improvement, and community partnerships.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders promote the use of relevant data about family well-being from the community assessment and other sources to inform goal setting, five-year plans, and service delivery for the program.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders guide staff through implementation to support family and program progress, when five-year program goals are set in the outcome area of family well-being.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure coordination and promote teamwork across program systems and service areas.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding to ensure that staff members have appropriate training, coaching, supervision, and manageable caseloads to support family well-being.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders build relationships that honor the cultures and languages of families and staff in the program.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders develop and maintain effective partnerships with community leaders and organizations. These partnerships help ensure families have access to physical and mental health services, housing and food assistance, financial counseling, job preparation, safety, and other family support services.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders offer space at their facilities or at partnering agencies for parent and neighborhood discussion groups and for joint activities to recruit and enroll children and families in programs and services.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Program staff reflect on their daily practice and personal experiences to increase their self-awareness and the effectiveness of their skills to build relationships with families.</li> </ul>				
<ul style="list-style-type: none"> <li>Through supervision, coaching, and/or training, program staff have opportunities to build their knowledge and skills. (See note on page 8)</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn about adult mental health, child development, health, and mental health, and developmental screening. Staff also learn about and use strengths-based strategies to partner with families to support their children and family's health and development.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn about available resources and services to strengthen family financial well-being, housing stability, physical and mental health, and to address safety and related challenges.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff develop skills to build and maintain effective partnerships with community partners and agencies. Staff use these partnerships to foster family well-being for all families, including families experiencing adversities.</li> </ul>				

## 1. Family Outcome: Family Well-being, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>CONTINUOUS LEARNING &amp; QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff and families use child, family, program, and community data to understand family and community strengths, interests, needs, and any emerging trends.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs use data sources to track the progress families and the program are making toward program goals for family well-being (if identified as a goal in the program's five-year plan).</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families identify opportunities for program improvement. They analyze data to assess the availability and quality of services that support health, mental health and family well-being. They may review individual and program-wide family successes, effective staff practices, and referral processes.</li> </ul>				
<ul style="list-style-type: none"> <li>Family services staff, home visitors, family child care providers, teachers, health services staff, program staff and managers, and mental health consultants participate in discussions about the effect of family adversities on children's learning and development in ways that are respectful of families.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>				
<ul style="list-style-type: none"> <li>Program staff welcome and value families and communicate respect for the structures, cultures, and languages of families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff create and maintain inclusive, welcoming spaces and classrooms, with pictures and materials that reflect all families in the program and community.</li> </ul>				
<ul style="list-style-type: none"> <li>Forms, information, and books are available in families' home languages and reading levels.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff 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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share and post information about opportunities for employment, job training, apprenticeships, internships, and English language instruction.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and fathers work together to identify opportunities of interest in all program options.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff partner with pregnant women and expectant families, acknowledging that family engagement practices may look different for expectant families.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process for ongoing relationship building and as a foundation for setting goals, individualizing family services, and providing follow-up.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff conduct goal-oriented home visits to build relationships with families and to identify and support each family's interests and needs through the family partnership process. Teachers join when possible.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff communicate with families in their preferred language(s) and use interpretation services, when possible.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff ensure that families have timely information and resources about the services available through the program and in the community.</li> </ul>				



## 1. Family Outcome: Family Well-being, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>FAMILY PARTNERSHIPS, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff and families identify, access, and use community resources that promote the interests of the families in the program; they collaborate to address any barriers to access.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families work together to complete forms that may be required by health care providers, programs and agencies that provide benefits, school districts, or child welfare agencies.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff offer training and information for families about health, health literacy, mental health, and self-care as well as about setting and pursuing their family goals.</li> </ul>				
<b>TEACHING &amp; LEARNING</b>				
<ul style="list-style-type: none"> <li>Family services staff, home visitors, family child care providers, teachers, 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, oral care, breastfeeding, nutrition, and developmental screenings.</li> </ul>				
<ul style="list-style-type: none"> <li>Family services staff, home visitors, family child care providers, teachers, health managers, program staff and managers, and mental health consultants participate in discussions about the effect of family adversities on children’s learning and development in ways that are respectful of families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff observe and ask about children’s learning experiences at home and in the community to identify strengths.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use community and program assessment data, and they develop agreements with community partners in order to provide services to strengthen family well-being.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff partner with community agencies and promote opportunities to address families’ goals and interests for financial well-being and educational advancement.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff make referrals to families for services, proactively connecting families and community partners when possible (for example, using warm handoffs and follow up). Staff make plans with families about using referrals.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work with local child welfare, domestic violence, or crime victim support services agencies to help children and families experiencing violence.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, other program staff, referral sources, community partners, and service agencies to evaluate the effectiveness of services designed to strengthen family well-being.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff join and participate in community meetings and local initiatives to enhance the capacity of programs to respond to the strengths, interests, and needs of families.</li> </ul>				

## 1. Family Outcome: Family Well-being, cont.

ACCESS & CONTINUITY	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Programs use community assessment data to prioritize enrollment of families with the greatest need, including families experiencing homelessness or domestic violence, and children who are in foster care.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff develop and proactively implement systems and a recruitment plan to ensure that community demographics are reflected in the program's enrollment data.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work with local community partners and service agencies to identify, recruit, and enroll families from the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders offer new families an orientation that highlights the opportunities in the program to strengthen family well-being. Staff and parent leaders emphasize the importance of regular attendance and participation in home visits and socializations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders review attendance data to identify ways to best partner with families to address any challenges and improve attendance.</li> </ul>				

Note: Knowledge and skills about strengthening family well-being may include:

- Supporting families' efforts to set and pursue their goals in such areas as education, financial literacy and stability, economic mobility, housing stability, and safety
- Having respectful and sensitive conversations with families while maintaining confidentiality and professional boundaries
- Using relationship-based competencies and strategies to partner with families
- Applying Head Start's Multicultural Principles to inform work with families and children
- Using community and program data to enhance provision of services to families
- Engaging in mental health consultation to better understand and support families' mental health
- Understanding adversities that can impact family well-being. 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.

**1. Family Outcome: Family Well-being, cont.**

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>



# FAMILY OUTCOME: Positive Parent-Child Relationships

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

## EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Leaders ensure that policies, systems, supports, and resources are in place to strengthen positive parent-child relationships. Leaders accomplish this through professional development, continuous learning and quality improvement, family and community partnerships, and program communications.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that relevant data from community assessment and other sources are used to inform program goal setting and five-year plans to strengthen parent-child relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders guide staff through implementation to support family and family progress, when five-year program goals are set in this outcome area.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders promote the use of coordinated approaches and teamwork across systems and services for program service delivery and continuous improvement in support of positive parent-child relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders engage community organizations and families to help identify parenting curricula that (a) support the development of warm and nurturing relationships, and (b) are culturally and linguistically responsive.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding to ensure that staff members are prepared to select and implement parenting curricula through training, coaching, and supervision.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Program staff learn about a wide range of approaches to raising children. They engage in self-reflection with, and receive guidance from, other staff and leaders on their practice and perspectives about raising children.</li> </ul>				
<ul style="list-style-type: none"> <li>Through supervision, coaching, and/or training, program staff have opportunities to build their knowledge and skills. (See note on page 13)</li> </ul>				
<ul style="list-style-type: none"> <li>Staff members receive appropriate training, coaching, supervision, and supports to select and implement parenting curricula.</li> </ul>				
<b>CONTINUOUS LEARNING &amp; QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff use data from community and program assessment tools, related surveys, observation, and ongoing conversations with families to better understand family roles, caregiving practices and cultures, and social supports.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff analyze and use data to enhance program practice and services to support family well-being, in line with any related program goals and five-year plans.</li> </ul>				

## 2. Family Outcome: Positive Parent-Child Relationships, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
<b>CONTINUOUS LEARNING &amp; QUALITY IMPROVEMENT, cont.</b>	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff gather and analyze data from parent meetings or parenting curriculum meetings to improve program services for children and families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families collect and use information to select, implement, and evaluate a parenting curriculum. Evaluation efforts include methods of testing and refining the delivery of program services over time.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff welcome each family and share observations of positive interactions between family members and their child. Examples include what families say and do during everyday routines, including at drop off, at reunions at the end of the day, and during home visits.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff respect and support parent-child relationships in ways that value families' cultures, languages, and structures. Program staff also recognize diverse influences on caregiving practices and family development.</li> </ul>				
<ul style="list-style-type: none"> <li>Photographs, posters, and other materials displayed or available in the program show examples of positive interactions between families and children.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff welcome fathers in many ways, including displaying images, providing books, and sharing stories that reflect strong relationships between fathers and their children.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work to build strengths-based relationships with families that focus on family resilience and resources, and on what families already do to build strong parent-child relationships. Staff work with each family to develop and support plans to seek help for challenges that may interfere with these positive relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide opportunities for parents to reflect on and share parenting information and ideas with each other.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff use the family partnership process to learn about families' cultures, caregiving practices, and parenting goals.</li> </ul>				
<ul style="list-style-type: none"> <li>During home visits with expectant families, program staff offer families opportunities to learn about expectant parenting, prenatal health, and their developing roles as new parents and caregivers. Staff ask about families' interests and questions. Staff recognize that family engagement practices may look different for pregnant women and expectant families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff support the efforts of mothers, fathers, and other family members to connect with their child at all ages and stages of development and during periods of developmental change. Program staff foster strong co-parenting relationships, and are responsive to each family's unique structure and situation.</li> </ul>				
<ul style="list-style-type: none"> <li>During home visits with expectant families, program staff offer families opportunities to learn about expectant parenting, prenatal health, and their developing roles as new parents and caregivers. Staff ask about families' interests and questions. Staff recognize that family engagement practices may look different for pregnant women and expectant families.</li> </ul>				

## 2. Family Outcome: Positive Parent-Child Relationships, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>FAMILY PARTNERSHIPS, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff support the efforts of mothers, fathers, and other family members to connect with their child at all ages and stages of development and during periods of developmental change. Program staff foster strong co-parenting relationships, and are responsive to each family's unique structure and situation.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff foster meaningful, reciprocal relationships between each parent and child in ways that are responsive to and respectful of families' cultures and languages.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families seek support from other program staff, managers, mental health consultants, and community partners when there are challenges with the parent-child relationship that may require additional services and supports.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff maintain confidentiality and professional boundaries when engaging with families to enhance warm, nurturing, and positive parent-child relationships.</li> </ul>				
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff partner with families at the program and during home visits to learn about their child's development and learning, acknowledging the importance of nurturing relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn from families about children's verbal and nonverbal cues and signals in ways that help them understand and respond to children's behavior.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff encourage meaningful, reciprocal relationships between parents and their children in ways that are both culturally and linguistically receptive and responsive.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff use family practices as much as possible at the program to ensure continuity of care and to reinforce quality parent-child practices.</li> </ul>				
<ul style="list-style-type: none"> <li>Families and program staff talk about the importance of home and heritage language(s) for child development and learning.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use community assessment data and develop agreements with community partners that support positive parent-child relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff partner with community and family-led organizations to address the strengths and needs of families experiencing adversities.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff link families with community organizations and agencies to offer access to parenting resources that are responsive to the cultural and linguistic strengths and needs of all families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, referral sources, and community partners to evaluate how helpful and effective program services are in supporting parents' relationships with their children.</li> </ul>				

## 2. Family Outcome: Positive Parent-Child Relationships, cont.

ACCESS AND CONTINUITY	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff work with all families, including expectant families and families with children who have a disability or an identified developmental delay. Programs prioritize serving families with the greatest need, including those experiencing homelessness, involved in child welfare, and facing other challenges.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff conduct outreach that emphasizes the role of Head Start and Early Head Start in nurturing parent-child relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff develop and carry out plans to recruit and enroll families, collaborating with community partners that work to strengthen positive parent-child relationships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families work together to identify predictable and consistent routines and supports that help children attend school regularly. Program staff use family practices as much as possible at the program for continuity of care.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders ensure that parent handbooks offer information about parenting resources and the importance of secure attachment in the parent-child relationship.</li> </ul>				

Note: Knowledge and skills about positive parent-child relationships may include:

- Child development and parent-child interactions, including the role of temperament and family cultures
- Caregiving practices for all families, including expectant families, new mothers and fathers, young parents, and families of children with an identified or suspected disability or developmental delay
- Mental health and wellness and the effect of excess stress and adverse experiences on parent-child relationships (such as the effects of homelessness and substance use or misuse)
- The importance of home languages to promote the development of a positive cultural and individual identity for all children and their families
- Communication styles and relationship-building with parents
- Strategies for supporting families' efforts to set and pursue their goals for their children
- Strategies for supporting fathers and grandparents raising children and other family structures
- Partnering with families in ways that promote equity, inclusiveness and cultural and linguistic responsiveness

## 2. Family Outcome: Positive Parent-Child Relationships, cont.

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>





# FAMILY OUTCOME: 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.

## EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Leaders ensure that policies, systems, supports, and resources are in place to support families as their children’s lifelong educators through professional development, continuous learning and quality improvement, and family and community partnerships.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure the use of relevant data from the community assessment and other sources to inform goal setting and five-year plans to enhance parents’ participation in their children’s learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders guide staff through implementation to support family and program progress, when five-year program goals are set in this outcome area.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders promote coordinated approaches and teamwork across systems and services to address the importance of families as lifelong educators.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding to ensure that staff members have the appropriate training, coaching, and effective supervision they need to partner with diverse families and affirm the role of family members as the lifelong teachers of their children.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that staff and families have opportunities to share knowledge and experiences about children in the program with each other and to review ongoing child assessment data. Leaders ensure that appropriate data systems are in place for sharing data in accessible formats for families.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders collaborate with other early childhood development agencies, local school districts, and other community partners to promote the role of families as their children’s lifelong educators.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders and staff develop data-sharing agreements with local school districts to track children’s progress and learning through third grade.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Program staff engage in reflective practice and reflective supervision to promote the value of parental expertise.</li> </ul>				
<ul style="list-style-type: none"> <li>Through supervision, coaching, and/or training, program staff have opportunities to build their knowledge and skills. (See note on page 18)</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn about how to use child assessment data and family goals to support parents’ role as their child’s first and lifelong educators. Staff learn about sharing ongoing assessment data with families and soliciting parent observations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff receive training and support about choosing learning materials and resources to offer to families for use at home and in the community.</li> </ul>				

### 3. Family Outcome: Families as Lifelong Educators, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>CONTINUOUS LEARNING AND QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff gather and analyze data from the family partnership process and parent surveys to learn about families' cultural values, traditions, roles, expectations, goals, and concerns for their children. Staff use this data to partner with families in ways that support engagement in their children's learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families discuss children's progress regularly.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff develop formats and ways to share ongoing child assessment data that are understandable and meaningful to families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff receive training and support about choosing learning materials and resources to offer to families for use at home and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff collaborate with school district staff to gather and analyze data that show children's progress through third grade. Programs develop data-sharing agreements with local school districts.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff use child assessment and parent observation data to strengthen program practices that promote parents' participation in their children's learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, other program staff, referral sources, and community partners to evaluate the helpfulness and effectiveness of program services.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff collaborate with school district staff to gather and analyze data that show children's progress through third grade.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff welcome families to observe and participate in their child's learning activities in the classroom, at home, and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Fathers are included in parent-child learning activities at the program and during home visits. Staff, fathers, and father figures partner to identify opportunities to participate in ways that are of interest to fathers.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff offer resources and information about family learning and literacy activities in families' home language(s) for all program options.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs post pictures of parents and children learning together at home, in the program, and in the community.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff share community resources with families to enhance their children's learning and development.</li> </ul>				

### 3. Family Outcome: Families as Lifelong Educators, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>FAMILY PARTNERSHIPS, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process as a tool for ongoing relationship building and a basis for supporting any goals families have for their children’s learning and development.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families share information about community resources and services for children with an identified disability or developmental delay.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and parents work together to complete forms that may be required by early intervention programs, schools, other early childhood programs, or other service providers.</li> </ul>				
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff partner with families in learning about their child’s unique learning preferences, strengths, and needs, while acknowledging families’ primary role as their child’s first and lifelong educator.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and families share information and observations about their children’s social, emotional, and cognitive development and discuss practices that support child outcomes as outlined in the Head Start Early Learning Outcomes Framework (ELOF).</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families observe, gather, share, and use child assessment and parent observation data regularly to inform children’s continued learning at home, in the program, and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff talk with families about the importance of home language(s) and strategies for supporting children who are dual or multi-language learners.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff review community assessment data to identify and develop community partnerships to engage families in their children’s learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff encourage families, whenever possible, to use community resources that are culturally and linguistically responsive and that support their role as their child’s first educator.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff partner with cultural organizations to enhance the program’s capacity to be culturally and linguistically responsive to families’ interests and children’s learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share information and resources about educational programs and community organizations with families at the program and during home visits.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work with community partners to support families’ role as lifelong educators. These partners may include early intervention programs, local school districts, other early childhood development programs, libraries, museums, cultural organizations, and parks or any community resource that supports learning for young children and their families.</li> </ul>				

### 3. Family Outcome: Families as Lifelong Educators, cont.

ACCESS AND CONTINUITY	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Program staff seek families' input during the recruitment and enrollment process to assess children's strengths and needs and to plan for individualized services.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders offer all families an orientation about Head Start and Early Head Start that emphasizes each family's role in their children's learning and healthy development.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share information with families about the importance of consistent attendance and participation in home visits and socializations for children's learning.</li> </ul>				

Note: Knowledge and skills about families as lifelong educators may include:

- Children's learning and development, and the importance of developmental screening
- Observing, guiding, and promoting everyday learning for all children, recognizing their strengths and learning preferences
- Recognizing and engaging parents' and families' strengths and expertise to support their children's learning and development including social-emotional development
- Supporting children who are dual language or multi-lingual learners
- Supporting families' efforts to set and pursue their goals for their children
- Supporting parents' advocacy for children who have disabilities or suspected delays and knowledge of their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA)
- Applying Head Start's Multicultural Principles in work with children and families

### 3. Family Outcome: Families as Lifelong Educators, cont.

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>

# 4

## FAMILY OUTCOME: 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.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Program staff seek families’ input during the recruitment and enrollment process to assess children’s strengths and needs and to plan for individualized services.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders offer all families an orientation about Head Start and Early Head Start that emphasizes each family’s role in their children’s learning and healthy development.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share information with families about the importance of consistent attendance and participation in home visits and socializations for children’s learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding to ensure that staff members have appropriate training, coaching, effective supervision, and manageable caseloads to partner with families to support their parenting, educational, career, financial, or life goals.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that program staff maintain confidentiality, privacy, and boundaries.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders supports families as learners by partnering with community organizations that offer resources that advance families’ learning interests.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding to plan and implement a parenting curriculum and parenting groups that support family learning.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Program staff engage in reflective practice using adult learning theory to better understand their own learning preferences and the learning preferences of families.</li> </ul>				
<ul style="list-style-type: none"> <li>Through supervision, coaching, and/or training, program staff have opportunities to build their knowledge and skills. (See note on page 22)</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families learn about onsite and online educational resources and training opportunities for family members through community, state, and national organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families create a list or database of their skills and expertise. The information is available to support learning opportunities for each other and for members of the community.</li> </ul>				
<b>CONTINUOUS IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff and families learn about onsite and online educational resources and training opportunities for family members through community, state, and national organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families create a list or database of their skills and expertise. The information is available to support learning opportunities for each other and for members of the community.</li> </ul>				

#### 4. Family Outcome: Families as Learners, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>CONTINUOUS IMPROVEMENT, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff share with community partners aggregate information about families' learning interests to enhance family access to adult education and training.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families and community agencies about the referral process and the effectiveness of the services in adult education and training settings.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>				
<ul style="list-style-type: none"> <li>Program staff respect and support the efforts of families to explore their learning interests.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide timely notice of family learning opportunities during home visits and at the program.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff offer information in the home language(s) of families in a way that is responsive to families' expressed learning interests and needs.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff create opportunities for families to connect with other families in the program or community that are working toward similar learning and educational goals.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process as a tool for ongoing relationship building and as a basis for advancing the family's own learning interests and goals.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff 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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff facilitate families' participation in parenting classes, informational meetings, and training events. Staff arrange for transportation, child care, food, and interpreters if needed.</li> </ul>				
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process as a tool for ongoing relationship building and as a basis for advancing the family's own learning interests and goals.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff 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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff facilitate families' participation in parenting classes, informational meetings, and training events. Staff arrange for transportation, child care, food, and interpreters if needed.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs 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.</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				

#### 4. Family Outcome: Families as Learners, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>TEACHING AND LEARNING, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff 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.</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, other program staff, referral sources, and community partners to evaluate whether or not services are helpful and effective.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff partner with educational institutions that provide continuity of education and training through career ladders, certificate and degree programs, apprenticeships, and internships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff 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.</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, other program staff, referral sources, and community partners to evaluate whether or not services are helpful and effective.</li> </ul>				
<b>ACCESS AND CONTINUITY</b>				
<ul style="list-style-type: none"> <li>Program staff share outreach information and resources with families about the benefits of participating in Head Start and Early Head Start programs, including the opportunities for family learning.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn about each family's unique beliefs, life goals, experiences, and educational interests during the intake and enrollment process.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff develop a partnership with the local Temporary Assistance to Needy Families (TANF) office to enroll children of parents who are engaged in job training, work, or educational activities.</li> </ul>				

Note: Knowledge and skills about family learning may include:

- Children's development, temperament, learning preferences, interests, and personality
- Principles of adult learning
- Adult education and training opportunities
- Partnering with parents to support their learning goals and interests through employment, educational and other opportunities
- The importance of culture and language in child and family development



#### 4. Family Outcome: Families as Learners, cont.

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>

# 5

## FAMILY OUTCOME: Family Engagement in Transitions

Parents and families encourage and advocate for their child’s learning and development as they transition to new learning environments within and between, Early Head Start, Head Start, early childhood services, early elementary grades, and beyond.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Leaders ensure that policies, systems, supports, and resources are in place to facilitate planning and collaboration for seamless transitions for children and families between learning settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that community and program data are used to inform goal setting, five-year planning, and continuous improvement to support families’ transitions to new learning settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders guide staff through implementation to support family and program progress, when program goals are set in this outcome area.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders partner with families, local schools, Head Start and Early Head Start programs, and other early childhood settings and community organizations to plan for transitions.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funding for joint training and meetings with families, program staff, and professionals in new learning settings and other agencies. Resources may include space, transportation, interpretation services, food, and child care services.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders develop data-sharing agreements to facilitate the transition for children and families to kindergarten and to track children’s progress and learning in kindergarten through third grade.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Through supervision, coaching, and/or training, program staff have opportunities to build their knowledge and skills. (See note on page 27)</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff learn about local school districts to gain an understanding of shared goals, operational differences, priorities, requirements, and learning expectations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff conduct joint planning and training sessions across Head Start, Early Head Start, school districts, and other stakeholders, where appropriate. Topics for the training may include: information about Head Start and the receiving schools, strategies for partnering with all families in inclusive and responsive ways, kindergarten readiness, curricula, child assessment, and the importance of recognizing and fostering children’s home and heritage languages.</li> </ul>				
<b>CONTINUOUS LEARNING AND QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff gather data from discussions with families, the family partnership process, and parent surveys to understand families’ goals, hopes, and cultural values and expectations for their children’s transition into new learning settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff collect and share information with families and community members to enhance family access to services and opportunities that can support their transition to new settings.</li> </ul>				

## 5. Family Outcome: Family Engagement in Transitions, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>CONTINUOUS LEARNING AND QUALITY IMPROVEMENT, cont.</b>				
<ul style="list-style-type: none"> <li>Program staff regularly review and use child progress data to provide the most relevant and effective opportunities and services to families as they prepare for and transition to new settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and community organizations develop data-sharing agreements to support transitions for children with identified disabilities or developmental delays and their families with parental consent and as permitted by law.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff collect, analyze, and share data from program assessment tools, related surveys, and program practices with families and receiving school staff to strengthen transition practices and partnerships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff follow up with families, other program staff, staff in the new learning setting or school, and community partners to evaluate the effectiveness of services to support transitions.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>				
<ul style="list-style-type: none"> <li>Program staff invite families to observe their children learning in the classroom and to share experiences from home. These opportunities can help families begin conversations with teachers and staff in new learning settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff facilitate families' participation at meetings and informational sessions to help families understand the process of their children's transition to new learning settings. Staff arrange for transportation, child care, interpretation services, food, and other supports if needed to promote participation.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff create opportunities for families to connect with other families in the program or community who have children of similar age transitioning to new learning settings, or who have done so recently</li> </ul>				
<ul style="list-style-type: none"> <li>Throughout the program year, staff highlight for families the importance of preparing for the transition to kindergarten.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process as a tool to (1) encourage families to participate actively in children's transitions to new learning settings, and (2) learn about families' goals for their children's learning and development.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families partner to understand how families and children experience transitions, and how they can provide both academic and social-emotional support for children during these times.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide families with information, training, and connections to future educational settings to help facilitate the transition process for families and children.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff ensure that families know about their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA).</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide opportunities for children, families, future teachers and school staff to meet and begin to build positive, trusting relationships.</li> </ul>				

## 5. Family Outcome: Family Engagement in Transitions, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff and families talk together about how children communicate and their verbal and nonverbal cues and signals. They also discuss the children’s learning preferences and personalities with the new program or school staff.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff consistently connect with families to discuss child assessment and observations parents have about their child’s strengths and challenges. Staff encourage parents to initiate and participate in similar discussions with teachers and staff in the receiving school or program.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff individualize transition activities for each child, recognizing their cultures, language(s), developmental level, and ability. They provide additional and timely support to children and families, as needed.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share information with staff in the new learning setting about the importance of recognizing and fostering children’s home and heritage languages.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work with local education agencies (LEAs) and programs to ensure that information about the receiving school or program is provided in families’ home languages and literacy levels.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff ensure that families know about their local public school programs to support dual language learners’ transition into schools.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff establish collaborative relationships, partnerships, communications, and Memoranda of Understanding (MOUs) with other early childhood programs, LEAs, schools, early intervention organizations, and other community organizations to prepare for transitions and to support children’s continued learning and development in the new setting.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and parent leaders can work with receiving schools to learn what families might expect of K-12 instruction and share parent expectations. Programs, local schools, and parent leaders can partner to offer shared training about effective communication and partnership between parents and teachers.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff communicate with families about the health information required for a child transitioning to a new setting. If the child has a health care or learning need, staff and parents inform the nurse, health staff, or special education director in the new setting.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families partner with after-school or “out-of-school” organizations in the community to ensure children’s physical, mental, and emotional health needs are met as children transition from Early Head Start or Head Start to a new learning setting.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff coordinate with other Head Start and Early Head Start and early childhood programs, LEAs, and receiving schools to support effective transitions for children and families who move out of the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff seek community partners that can help provide family support services for families who transition from the program.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders and program staff develop data-sharing agreements with local school districts to track children’s progress and learning in kindergarten through third grade.</li> </ul>				

## 5. Family Outcome: Family Engagement in Transitions, cont.

ACCESS AND CONTINUITY	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<ul style="list-style-type: none"> <li>Programs highlight the importance of school readiness and preparation for transitions in their recruitment and outreach to prospective parents.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff work with LEAs, early intervention programs, social service agencies, public benefits programs, and other health and wellness providers to identify groups of children eligible for Head Start who are not enrolled in state pre-K, or who are receiving early intervention services.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs partner with LEA homelessness liaisons to enroll younger siblings of school age children experiencing homelessness.</li> </ul>				

Note: Knowledge and skills about family engagement in transitions may include:

- Promoting strong, positive, goal-oriented relationships among families, Head Start and Early Head Start staff, and professionals in the new setting
- Developing individualized transition plans for all children and families
- Partnering with staff at the receiving schools, school districts, other early education programs and social service organizations, Head Start, and Early Head Start, including developing data-sharing agreements
- Supporting parents' advocacy for their children and knowledge of their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA)
- Collaborating and solving problems when there are differing perspectives between families and program or school staff
- Adhering to ethical standards, confidentiality, privacy, and professional boundaries to guide discussions and data-sharing during transitions

**5. Family Outcome: Family Engagement in Transitions, cont.**

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>



# FAMILY OUTCOME: 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 and are inclusive of families' home language and culture, and they enhance families' social wellbeing and community life.

## EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Leaders ensure that policies, systems, supports, and resources are in place to facilitate planning and to create opportunities for families to connect to formal and informal social networks.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure program staff are able to facilitate opportunities and group activities for parents to develop relationships with their peers. Leaders allocate resources and funding for these activities when feasible.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders guide staff implementation and support family and program progress toward any program goals set in this outcome area, using community assessment and program data.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders and program staff ensure that the program offers a parenting curriculum and parenting groups to offer parents opportunities to learn about children's learning and development, to share information with other families, and to support each other.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders form community partnerships to link families with meaningful support networks. These networks may include cultural organizations, faith-based communities, parent-led organizations, peer-to-peer groups, learning communities, and support groups.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders offer space for parent and neighborhood discussion groups, with arrangements for interpretation services, transportation, child care, food, and other supports.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that the program has policies and established protocols related to privacy, confidentiality, and the appropriate use of social media.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Staff and families participate in training and workshops that address the benefits of social and professional connections with peers and other community members.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and parent leaders learn and receive guidance about connecting children and families with peers and community members and organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and families have opportunities to learn and share about existing social networks for families with young children within the local, state, and national community.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and families share information about existing local parent-to-parent organizations, family-led peer networks, and school-community efforts initiated by parents.</li> </ul>				

## 6. Family Outcome: Family Connections to Peers and Community, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>CONTINUOUS LEARNING AND QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders use data to identify and map social networks in the local community, region, or state.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff use community assessment, program data, and conversations with families to understand the opportunities and challenges related to building relationships among families in the community. Other data sources may include: the family partnership process, family surveys, and notes from meetings with community partners.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff analyze and use information to enhance program practices and to track progress toward any program goals related to strengthening parent connections to peers and the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff use data to guide the selection, implementation, and evaluation of parenting curriculum, including efforts to test and refine the delivery of the program over time.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders connect with parents and gather data to evaluate how well the program is addressing their goals, interests, and expectations.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families share timely information about informal and formal networks and mentoring opportunities in the program and community.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs partner with community organizations to offer group classes for 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.</li> </ul>				
<ul style="list-style-type: none"> <li>Families have opportunities to participate in support and advocacy groups with other parents, including those of children with an identified disability or developmental delay.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide space and resources, as necessary, for events led by parents and for parents. Program staff encourage parents and families to learn from each other.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff use safe, protected social media platforms to connect peers with each other and with community resources, in line with program protocols.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process to learn about families' formal and informal networks for support, information, and learning. Together, staff and families explore families' interests in forming or renewing social connections.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff link parents to support groups, educational programs, parenting classes, and other activities where they can celebrate successes and share concerns.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders create events and celebrations to connect mothers, fathers, grandparents, and other caregiving family members for peer support.</li> </ul>				



## 6. Family Outcome: Family Connections to Peers and Community, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff support families' interests and goals by offering volunteer opportunities in the program that build skills and encourage peer-to-peer connections.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff, fathers, and father figures partner to identify opportunities of interest to fathers.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff promote parent connections through community activities and events. These may include health fairs, cultural celebrations, family literacy events, school board meetings, training, neighborhood meetings, and information sessions for new immigrants and refugees.</li> </ul>				
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders facilitate peer discussions, workshops, and training events where parents can share their successes, concerns, and aspirations for their children's learning and development in a safe and supportive environment.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff provide space and resources for regularly scheduled group activities in the classroom and socializations and encourage communication among families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families participate in group activities, training, parenting sessions, mentoring programs, community-based support groups, and events that address families' common interests and concerns.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff collaborate with community organizations that offer opportunities for families to address shared goals and aspirations, including for economic mobility and educational advancement.</li> </ul>				
<ul style="list-style-type: none"> <li>Families participate and volunteer in community activities and outreach events to form connections with other families and to access resources.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families encourage community partners to participate in program activities, including Policy Council and Health Services Advisory Committee.</li> </ul>				
<b>ACCESS AND CONTINUITY</b>				
<ul style="list-style-type: none"> <li>Program staff develop plans for outreach and recruitment, working with community organizations and family-led networks that bring families with young children together. Staff and parent leaders sponsor outreach events with family networks or parent-led organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families offer all families an orientation about Head Start and Early Head Start that highlights opportunities to connect with peers in the program and in the community.</li> </ul>				

Note: Knowledge and skill related to promoting family connections to peers and community may include:

- Identifying social networks and networks for parents of young children
- Developing and supporting peer networks for families in the program and community
- Facilitation skills for meetings and group activities.
- Effective communication, group decision-making, and problem-solving skills
- Peer mentoring and coaching

**6. Family Outcome: Family Connections to Peers and Community, cont.**

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>

# 7

## FAMILY OUTCOME: Families as Advocates and Leaders

Parents and families advocate for their children and play leadership roles in Head Start and Early Head Start. They participate in decision-making, policy development, and organizing activities in communities and states to improve children’s safety, health, development, and learning experiences.

### EXAMPLES OF STRATEGIES FOR PROGRAM PROGRESS

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROGRAM LEADERSHIP</b>				
<ul style="list-style-type: none"> <li>Program staff develop plans for outreach and recruitment, working with community organizations and family-led networks that bring families with young children together. Staff and parent leaders sponsor outreach events with family networks or parent-led organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families offer all families an orientation about Head Start and Early Head Start that highlights opportunities to connect with peers in the program and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure the use of relevant community-assessment and program data to inform any program goals and five-year plans that promote family advocacy and leadership.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that program staff and families work together to build relationships that support families’ leadership and advocacy skills. Leaders also ensure that program staff and families have access to related training.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders ensure that Parent Committees and Policy Council meetings have time on the agenda for families to share their thoughts and ideas for supporting and improving program and community services.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders allocate resources and funds for advocacy and leadership training for staff and families, including parents of children with an identified disability or developmental delays.</li> </ul>				
<ul style="list-style-type: none"> <li>Program leaders and staff invite community advocates and leaders to co-sponsor advocacy and leadership training.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders advocate for opportunities for parents to take leadership roles in community organizations and initiatives.</li> </ul>				
<b>PROFESSIONAL DEVELOPMENT</b>				
<ul style="list-style-type: none"> <li>Program staff engage in reflective practice to learn about family members as advocates and leaders for their children’s development and for their families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families work together to create a shared understanding of how to partner and collaborate with each other to build advocacy and leadership skills.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff participate in training and receive coaching to build their knowledge and skills. (See note on page 36)</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff offer mentor-coach training for former Head Start and Early Head Start families, elders, and service providers in the community to serve as mentors and supports for parent leadership development.</li> </ul>				

## 7. Family Outcome: Families as Advocates and Leaders, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>PROFESSIONAL DEVELOPMENT, cont.</b>				
<ul style="list-style-type: none"> <li>Program leaders and staff invite community advocates and leaders to play an active role in the professional development of staff and families and to co-sponsor advocacy and leadership training.</li> </ul>				
<ul style="list-style-type: none"> <li>Parent leaders and staff organize and participate in training to enhance leadership, communication, and advocacy skills to build awareness of issues important to families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders support families in learning about their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA).</li> </ul>				
<b>CONTINUOUS IMPROVEMENT AND QUALITY IMPROVEMENT</b>				
<ul style="list-style-type: none"> <li>Program staff gather and analyze data from the family partnership process and from conversations with parents and families about their experiences with leadership activities in the program and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff analyze and use information to enhance program practices and to track progress toward any program goals related to strengthening parent leadership, if identified.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families use data to understand and address opportunities and challenges for parent advocates and leaders in the program and community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families offer and lead skill-building opportunities and peer mentoring and coaching.</li> </ul>				
<b>PROGRAM ENVIRONMENT</b>				
<ul style="list-style-type: none"> <li>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 advocates and leaders.</li> </ul>				
<ul style="list-style-type: none"> <li>Leaders partner with family members in program governance (e.g., Policy Council and Parent Committee).</li> </ul>				
<ul style="list-style-type: none"> <li>Staff and parent leaders post and distribute information about existing parent-to-parent organizations, family peer networks, and parent-led quality improvement and school and community partnerships.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and parent leaders work together to identify opportunities for parent leadership and advocacy beyond the program, including future transitions from the program.</li> </ul>				
<b>FAMILY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff use the family partnership process to identify families' potential interests, skills, experiences, and goals related to leadership and advocacy.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff share information about parent leadership activities in the program, including the Policy Council or Parent Committees, and in the community or state.</li> </ul>				
<ul style="list-style-type: none"> <li>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 school board meetings, serving as a community board member, and participating in efforts to influence legislative agendas.</li> </ul>				

## 7. Family Outcome: Families as Advocates and Leaders, cont.

	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
<b>TEACHING AND LEARNING</b>				
<ul style="list-style-type: none"> <li>Program staff welcome and encourage families in their efforts to advocate for their children’s learning in the program and in the community.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families share information about advocating for early intervention services.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff ensure that families know about their rights under federal and state laws to support families’ advocacy for themselves and their children.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff create opportunities for parents with children with an identified disability or developmental delay to serve as a resource for other families.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families prepare for transitions and discuss ways to advocate for their children in new educational settings.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families together meet with teachers and staff in the new learning setting to share information about the child in the families’ language of choice, where possible. They identify parent leadership opportunities in the new educational setting.</li> </ul>				
<ul style="list-style-type: none"> <li>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.</li> </ul>				
<b>COMMUNITY PARTNERSHIPS</b>				
<ul style="list-style-type: none"> <li>Program staff promote opportunities for families to connect with leaders in local parent-led organizations—for example, early intervention advocacy groups, parent-school organizations, and parent organizations.</li> </ul>				
<ul style="list-style-type: none"> <li>Program leaders, staff, and families work together to build relationships with community organizations and resources that offer opportunities for family leadership and advocacy.</li> </ul>				
<ul style="list-style-type: none"> <li>Program leaders and staff invite community advocates and leaders to play an active role in the professional development of Head Start and Early Head Start staff and families and to co-sponsor advocacy and leadership training.</li> </ul>				
<ul style="list-style-type: none"> <li>Program staff and families partner with advocacy groups that create opportunities and address issues on behalf of children, families, and communities, including children with an identified disability or developmental delay.</li> </ul>				
<ul style="list-style-type: none"> <li>Staff, families, and program leaders identify ways to continue family leadership and advocacy after transitioning from the program.</li> </ul>				
<ul style="list-style-type: none"> <li>Programs communicate with community agencies and LEAs about family leadership and advocacy opportunities in Head Start and Early Head Start in order to promote continued parent leadership in new settings.</li> </ul>				

## 7. Family Outcome: Families as Advocates and Leaders, cont.

ACCESS AND CONTINUITY	This strategy is currently used in our program.		If yes, is this an area of strength? Or an area of challenge?	
	Yes	Not Yet	Strength	Challenge
• Parent leaders partner with program staff to plan and support enrollment and outreach events.				
• Parent leaders provide guidance to modify ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) policies and procedures and to identify issues that may affect enrollment or attendance.				
• Parent leaders offer guidance to program staff for outreach to families that are experiencing homelessness, social isolation, and other challenges that may stem from poverty and other adversities.				
• Program staff sponsor outreach activities with parent leadership organizations that advocate for families with children with an identified disability or developmental delay.				
• Program staff and parent leaders highlight opportunities for leadership and advocacy during orientations for new families.				

Note: Knowledge and skills about family leadership and advocacy may include:

- Becoming leaders and advocates
- Offering mentoring and coaching
- Using multicultural principles that relate to staff and families
- Communicating, making decisions collaboratively, negotiating, and facilitating meetings

**7. Family Outcome: Families as Advocates and Leaders, cont.**

<b>AREAS OF STRENGTH</b>	<b>AREAS OF CHALLENGE</b>	<b>ADDITIONAL RESOURCES</b>
<p>Use this space to note the strategies your program uses. How can you build on these areas of strength? Which are areas of strength? Why?</p>	<p>Use this space to reflect on those strategies that are not currently used or considered less effective. What are the challenges? How can you enhance the related practices?</p>	<p>Use this space to note resources needed to enhance PFCE practice(s) in your program. Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>

# PLAN OF ACTION FOR IMPLEMENTING THE PFCE FRAMEWORK STRATEGIES

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Using the information your team discussed and noted, please choose two to three outcomes you or your program would like to prioritize and focus on for the next year.

<p><b>Outcome</b> Which outcome do you plan to focus on? Why?</p> <p><b>Strategies</b> Which strategy or strategies do you plan to focus on? Why?</p> <p><b>Next Steps</b> What do you see as your next steps? What additional resources are needed?</p> <p>Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>
<p><b>Outcome</b> Which outcome do you plan to focus on? Why?</p> <p><b>Strategies</b> Which strategy or strategies do you plan to focus on? Why?</p> <p><b>Next Steps</b> What do you see as your next steps? What additional resources are needed?</p> <p>Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>
<p><b>Outcome</b> Which outcome do you plan to focus on? Why?</p> <p><b>Strategies</b> Which strategy or strategies do you plan to focus on? Why?</p> <p><b>Next Steps</b> What do you see as your next steps? What additional resources are needed?</p> <p>Resources may include: leadership support, professional development, community partnerships, technical assistance or others.</p>





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Parent, Family and Community Engagement