



ARTICLES

Cheatham, G. A., & Santos, R. M. (2011). Collaborating with families from diverse cultural and linguistic backgrounds. *Young Children, 66*(5), 76–82.

Information in this article focuses on culture-based differences in time orientation and communication styles. Awareness of differences in time and communication orientation characteristics and behaviors can lead to more effective staff-family communication.

Santos, R. M. (2004). Ensuring culturally and linguistically appropriate assessment of young children. *Young Children, 59*(1), 48–50.

This article emphasizes the importance of seeking information from family members to ensure culturally and linguistically appropriate assessment of young children.

Woods, J. J., & McCormick, K. M. (2002). Welcoming the family. Toward an integration of child- and family-centered practices in the assessment of preschool children. *Young Exceptional Children, 5*(3), 2–11.

This article addresses ways to use alternative assessment methods that support family engagement in ongoing assessment of their children.

Woods, J. J., & Lindeman, D. P. (2008). Gathering and giving information with families. *Infants and Young Children, 21*(4), 272–284. Retrieved from http://depts.washington.edu/isei/iyc/21.4_woods.pdf

This article describes a framework and five strategies that support a reciprocal process for gathering information with families. The focus of the article is on younger children but the strategies described are also applicable to families of preschool age children.

BOOKS AND CHAPTERS

Brotherson, M. A., Summers, J. A., Bruns, D. A., & Sharp, L. M. (2008). Family-centered practices: Working in partnerships with families. In P. J. Winton, J. A. McCollum, & C. Catlett (Eds.), *Practical approaches to early childhood professional development: Evidence, strategies, and resources* (pp. 53–80). Washington, DC: ZERO TO THREE: National Center for Infants, Toddlers, and Families.

This chapter provides a comprehensive overview of family issues, family-centered policy and practices, and professional development strategies to support early childhood professionals in working in partnerships with families.

Koralek, D. G. (2007). *Spotlight on young children and families*. Washington, DC: National Association for the Education of Young Children.

This is a collection of articles from *Young Children* that address various aspects related to family engagement in early childhood programs.

WEB RESOURCES

Birth to 5: Watch Me Thrive!

<http://www.acf.hhs.gov/programs/ecd/watch-me-thrive>

This federal initiative from the Office of the Administration for Children and Families seeks to promote healthy child development. It includes resources and guidance for families and providers on developmental and behavioral screenings to track a child's progress.

Family and Community Partnerships: Supplementary Materials

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/center/Dual%20Language%20Learners/fac/partnerships/PrintMaterials.htm>

This list of print resources will be useful for Head Start staff in promoting partnerships with dual language learners and their families.

Family Engagement and Ongoing Child Assessment

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/family-engagement-and-ongoing-child-assessment-081111.pdf>

This collection of documents, developed by the National Center on Parent, Family and Community Engagement, is designed to support Head Start staff in effectively using information with families about child development and learning.

The Head Start Parent, Family, and Community Engagement Framework

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/center/framework/interactive.html>

This document describes a framework that includes strategies for building staff-family partnerships in Head Start including sharing information about children's progress.

Parent, Family, and Community Practices and Outcomes Executive Summary

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/pfcp-outcomes-executive-summary-081111.pdf>

This summary of the nature and importance of relationships in Head Start programs includes descriptions of partnerships that support children's progress.

Resources for Supporting and Involving Families in Meaningful Ways

<http://www.naeyc.org/files/yc/file/200601/FamilyResourcesBTJ.pdf>

This is a comprehensive list of articles, books, multimedia resources and websites that offer information on collaborating with families.

Young Dual Language Learners: Gathering Background Information

http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/docs/dll_background_info.pdf

This resource, developed by the National Center on Cultural and Linguistic Responsiveness, offers guidelines for staff to obtain information from children's families on a child's overall language background.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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