

“Moving from Parent Involvement to Family Engagement”

**NIHSDA
June 11, 2014**

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Program Manager Training
and Technical Assistance**



**THE NATIONAL CENTER ON
Parent, Family, and
Community Engagement**

Introductions



Hello Mañari
Guten Tag
Nyob zoo
Ni hao ma
Salam
Buenos días
Kia ora
Osivo
KONNIKT WA
Bonjour CERVIST

bonjour ciao HEY THERE!
hola hello
GREETINGS good morning hi.



Evaluation

Instructions:

Please fill out the box
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Presentation Survey
with the information
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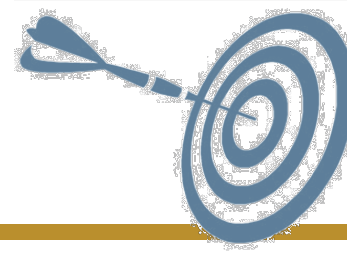
- Event Name: NIHSDA
- Date: June 11, 2014

Presenter (s): Guylaine

Presentation:

Moving from PI to FE

Training Objectives



- Explore and identify the differences and connections between parent involvement and family engagement.
- Explore relationship-based practices that support engagement success.

Your Participation is Key



“A little knowledge that acts is worth infinitely more than much knowledge that is idle.”

-Kahlil Gibran



K What I K now	W What I W ant to Know	L What I L earned	D What Will I Do With This k nowledge?

Involvement



Engagement



It is important because...

“When you work hand-in-hand with families to build trusting relationships, you help families support their children to reach their fullest potential.”

Markers of Progress



Engagement is a Relational Process

Positive & Goal-Oriented Relationships



One Way and Two Way Interactions

Parent Involvement

- A one way behavior: parents come to the center
- Or parents let the home visitor in



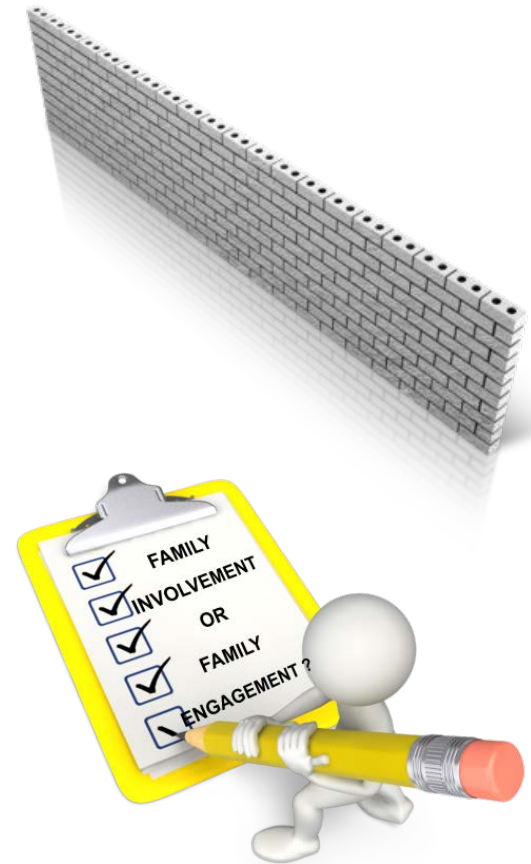
Family Engagement

- A two way interaction: parents and staff come toward each other
- Parents and staff are both changed, both change each other through this interaction



Parent Involvement and Family Engagement

What are the barriers?



Barriers to Involvement and Engagement are Different

Examples of Barriers to Involvement

- Transportation
- Child care
- Work obligations
- Scheduling conflicts
- Bad weather

Examples of Barriers to Engagement

- Fear
- Suspicion
- Distrust
- Pride
- Cultural uniqueness
- Feelings of being unwelcome, disrespected, or overpowered
- Power imbalance
- Misunderstandings
- Beliefs about parent and teacher roles

When we actively engage with each other and families...

...All Benefit.

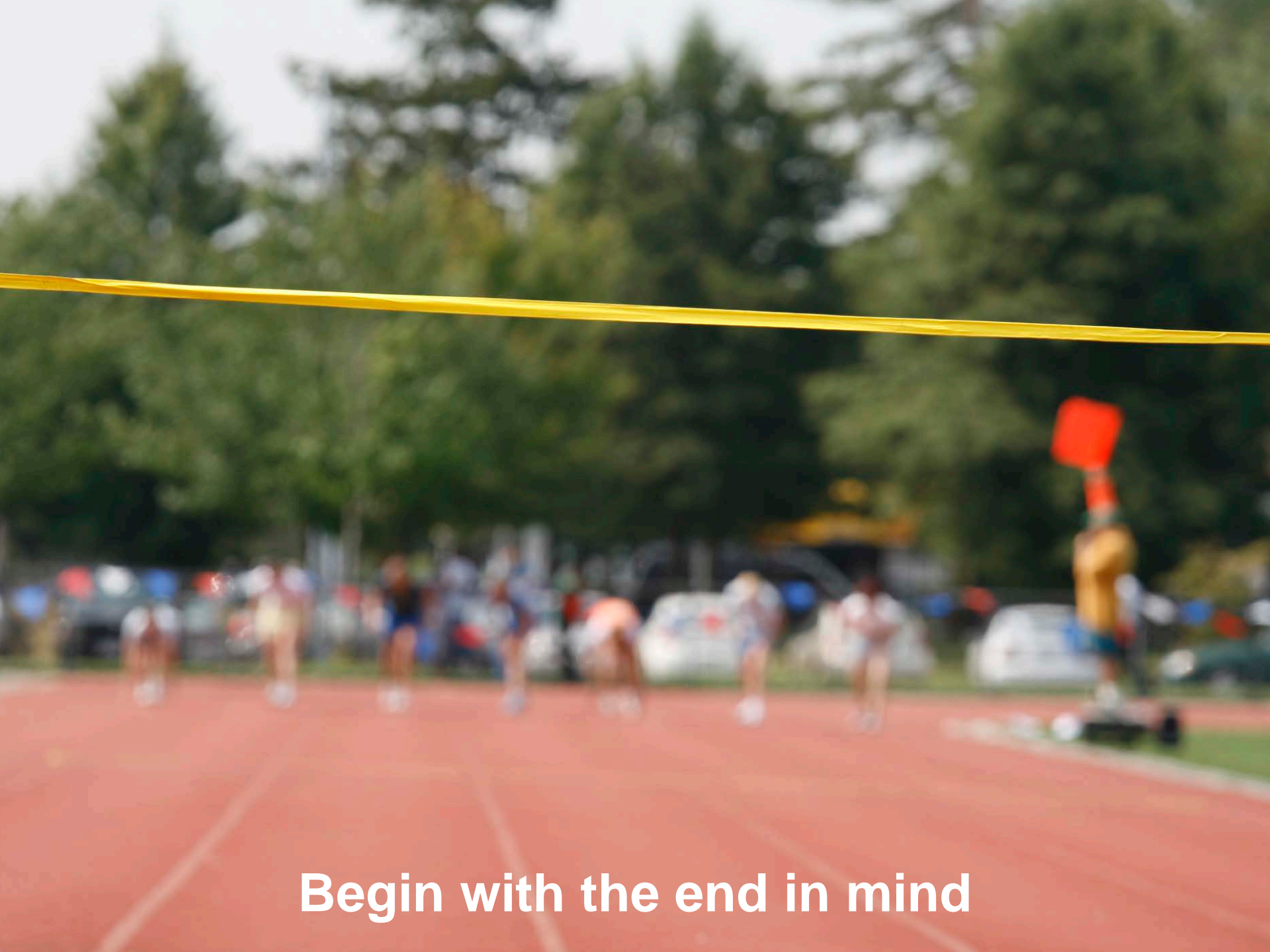
- ***Children*** will be healthier and more ready for kindergarten
- ***Families*** will be more engaged in your program & in the public school
- ***Staff and programs*** will achieve higher levels of quality
- ***Community partners*** will provide stronger supports to the next generation

PFCE Framework



THE HEAD START PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

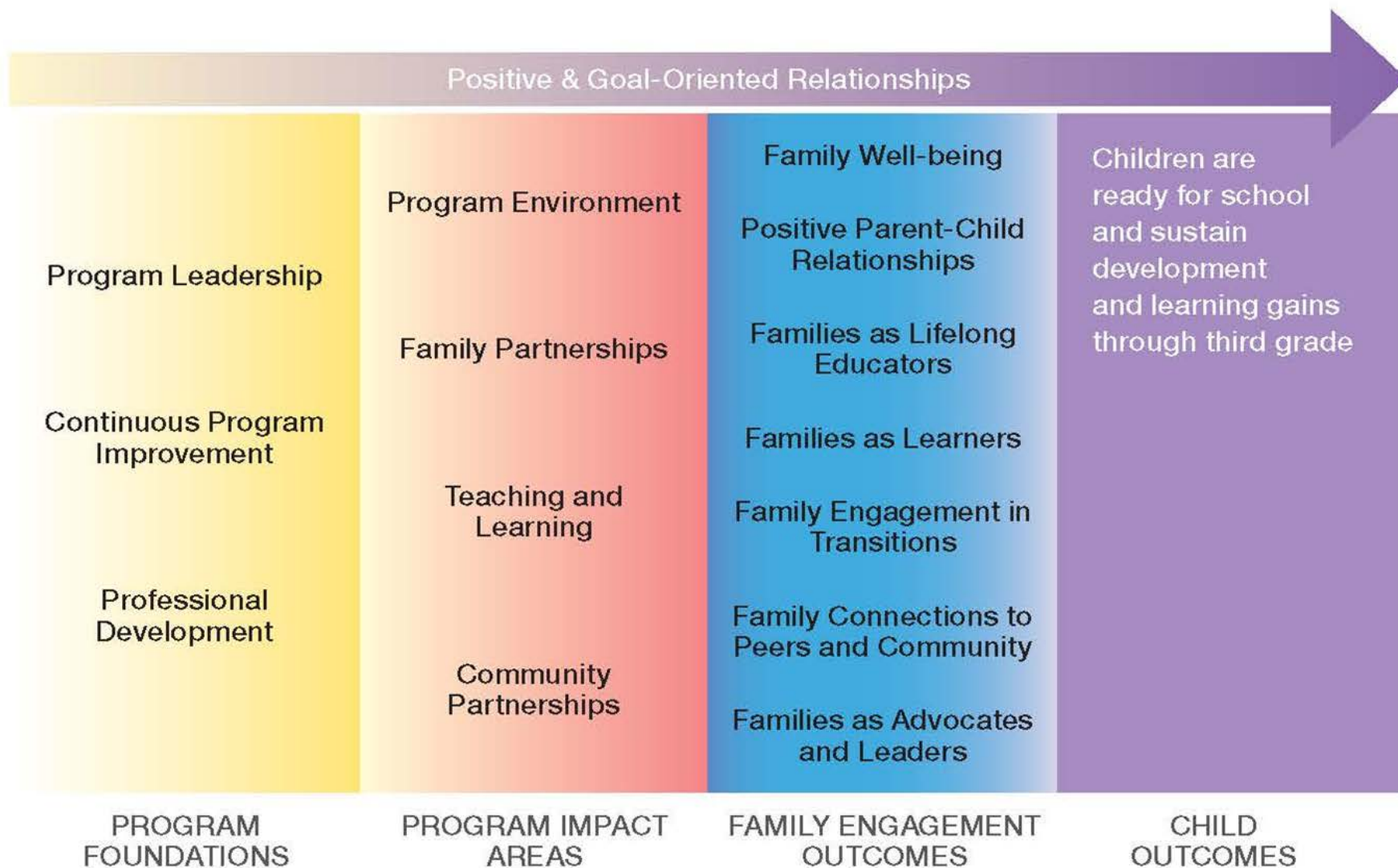
PROMOTING FAMILY ENGAGEMENT
AND SCHOOL READINESS,
FROM PRENATAL TO AGE 8



Begin with the end in mind

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.



Head Start Parent and Family Engagement Outcomes

1. FAMILY WELL-BEING

Parents and families are safe, healthy, and have increased financial security.

2. POSITIVE PARENT-CHILD RELATIONSHIPS

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

3. FAMILIES AS LIFELONG EDUCATORS

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

4. FAMILIES AS LEARNERS

Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.

5. FAMILY ENGAGEMENT IN TRANSITIONS

Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.

6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY

Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

7. FAMILIES AS ADVOCATES AND LEADERS

Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.

Vote with your Feet



Question

How does a family achieving this outcome affect their child?

Report Out!

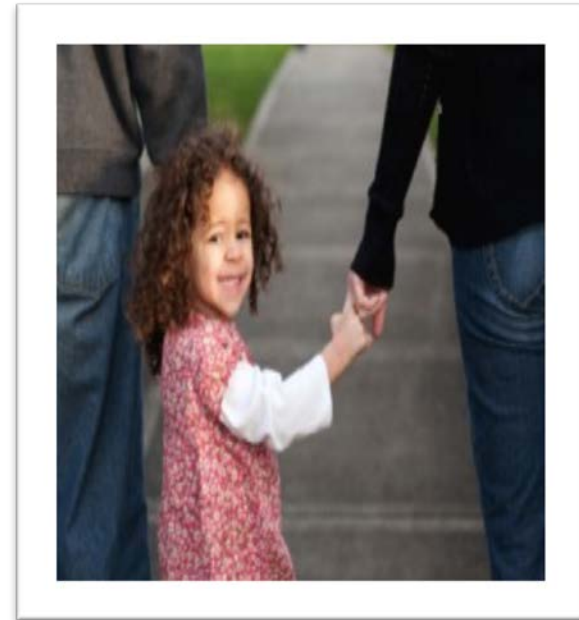


<div>K</div> <div>What I Know</div>	<div>W</div> <div>What I Want to Know</div>	<div>L</div> <div>What I Learned</div>	<div>D</div> <div>What Will I Do With This knowledge?</div>

Evaluation



Thank you!



Please contact us or your ECE Specialist:

NCPFCE@childrens.harvard.edu

Or

855-208-0909 (Toll Free)

www.ncpfce.org

What are the ingredients for Engagement success?

- Building goal-directed relationships with families
- **A set of beliefs, attitudes, behaviors and activities**
- Crossing contexts - at home, in the early childhood program, school & community
- A shared responsibility



Relationship-based Practice



Positive & Goal-Oriented Relationships

What are Positive, Goal-Oriented Relationships?



Engaging in mutually respectful, goal-oriented partnerships with families to promote both child and family outcomes

Using a set of beliefs, attitudes, practices, and activities



Attitude

A frame of mind that we
take towards someone



Strengths-Based Attitudes

- Families are the first and most important teachers of their children
- Families are our partners with a critical role in supporting child's development
- Families have expertise about their child
- Families have something valuable to contribute

Relationship-Based Practices for Family Engagement

1. Describe observations of the child's behavior to open communication with the family
- 2. Reflect on the family's perspective**
3. Support parental competence
- 4. Focus on the family-child relationship**
5. Value a family's passion
6. Reflect on your own perspective

What practices and attitudes does this teacher use with this parent?



Additional Resources to Support You

Head Start and Early Head Start Relationship-Based Competencies

for Staff and Supervisors who Work with Families



Best Practices in Family and Community Engagement

Video Series



Research to Practice Series

Overview



Remember: It is Everybody's Business



“In the end, what matters is what we do with parents and how that changes their interactions with their children. When they get a job or get a degree or get involved in program governance, it can transform how they see themselves and how they see the future for their children as well.”

Office of Head Start Manager

You'll get mixed up, of course, as you already know.
You'll get mixed up with many strange birds as you go.

So be sure when you step.

Step with great tact and remember that

Life's a Great Balancing Act.

Just never forget to be dexterous and deft.

And never mix up your right foot with your left.

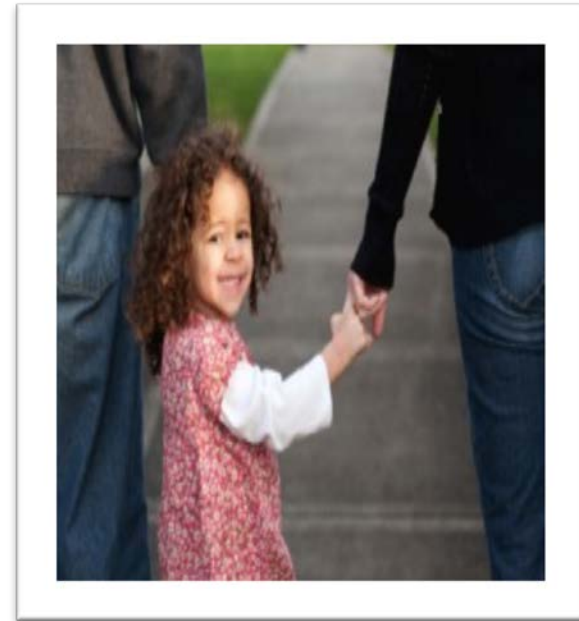
-Dr. Seuss, Oh the Places You'll Go



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