
341. REFRAMING FAMILY ENGAGEMENT IN THE EARLY CHILDHOOD CLASSROOM, PROGRAM, & SYSTEM

2018 QRIS PRE-CONFERENCE SESSION



WELCOME & INTRODUCTION



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Ounce of Prevention Fund

- Moderators & Speakers
- Participants



SESSION GOALS

- Learn how states have created a strong family engagement and cultural inclusion in their systems
- Learn the supports given to programs and providers to strengthen their family engagement and cultural inclusions practices and policies
- Learn how family engagement standards can be used to strengthen equity and inclusion

AGENDA FOR THE DAY

- Pre-Word Cloud Activity
- Magnetic Statements (Small & Large Group Conversation)
- How Family Engagement and Cultural Competence are/can be Included in QRIS?: Presentations and Conversations
- Table Talks: Coaching and Professional Learning & Assessments and Standards for Family Engagement and Anti-bias
- Post-Word Cloud Activity
- Wrap-up & Evaluation

PRE-WORD CLOUD: WHAT IS THE ONE WORD YOU ASSOCIATE WITH OR THINK ABOUT WHEN YOU HEAR FAMILY ENGAGEMENT ?

- We will use an online polling feature called Poll Everywhere
- You can use your laptop or tablet to respond
- When **poll is activated**, you may respond in the following ways:
 - COMPUTER/TABLET: **PollEv.com/iheomairuka437**
 - CELLPHONE: TEXT **IHEOMAIRUKA437** to **22333** once to join

What is the one word you associate with or think about when you hear family engagement (pre)?

MAGNETIC STATEMENTS ACTIVITY INSTRUCTIONS

- There are 6 statements on the next slide. They are also posted around the room.
- Once we have read them together, please go stand next to the statement that “attracts” you – the one you most want to discuss.
- Once a group assembles, discuss why you were attracted to that particular statement.
- We will then share out highlights with the large group.

MAGNETIC STATEMENTS

- Program requirements and school readiness mandates conflict with or complement our ability to include family engagement in our program/system.
- Good family engagement, especially the program- or teacher-family partnership dimension, requires or enhances cultural competence.
- We have concerns or ideas related to documenting and measuring (rating) such an individualized process as family engagement in an accountability system.
- We have concerns or ideas related to providing families and/or teachers with the supports, incentives, or tools they need to be successful in family engagement.
- We have concerns or ideas related to supporting/implementing culturally relevant pedagogy via family partnerships.
- We have concerns or ideas related to prioritizing the different dimensions of family engagement for inclusion in an accountability system.



MAGNETIC STATEMENTS GROUP SHARING



PANELISTS PRESENTATION & CONVERSATIONS

State Example: INDIANA Family Engagement

Indiana's Family Engagement Journey

2014 Legislation created
ELAC and Early Education
Matching Grants

2014-15
Addition of On My Way
Pre-K Legislation



Indiana's Family Engagement Tool: How it is used and how it came to be?

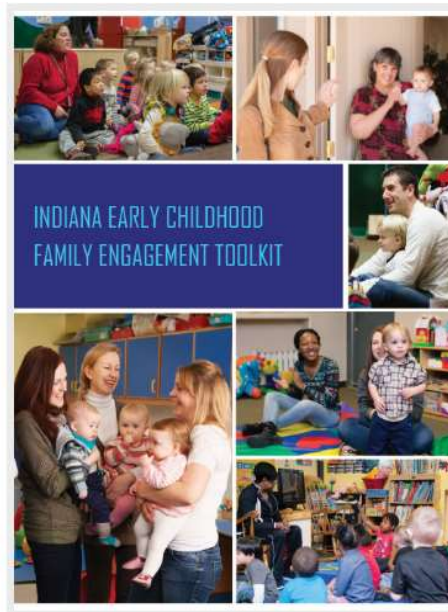
The Indiana Early Learning Advisory Committee (ELAC) Family Engagement Workgroup, which consists of 29 volunteers statewide, created a definition and framework of *family engagement* and then developed a toolkit developed for program self-assessment.

Resources used to develop this toolkit included the following:

- The Harvard Family Research Project:
- Strengthening Families Protective Factors framework, Center for the Study of Social Policy
- The Head Start Parent, Family, and Community Engagement Interactive Framework
- The U.S. Department of Education's, Partners in Education A Dual Capacity-Building Framework for Family-School Partnerships

An online version became available for program use in 2017.





<http://www.elacindiana.org/elacindiana/wp-content/uploads/2016/01/Family-Engagement-Toolkit-1.pdf>



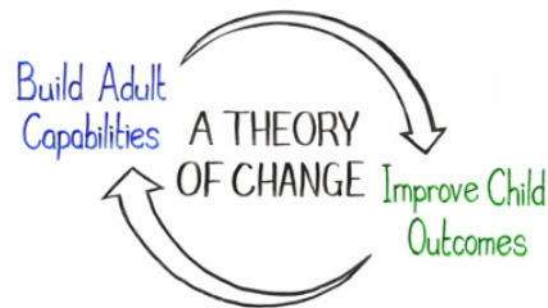
Highlights of Indiana's Family Engagement Tool

The Family Engagement Self-Assessment allows programs to assess their current family engagement practices on 22 indicators across four progressive stages (Entering, Emerging, Progressing, and Excelling). Many indicators at the Excelling level align with NAEYC family engagement standards for early childhood program accreditation.



Contents

- Family Engagement Self-Assessment
- Program, Family, and Child Outcomes
- Family Engagement Framework
- Definitions for the Family Engagement Goals



Sample Self-Assessment indicator:

8 Respecting and Incorporating Cultural Diversity <input type="checkbox"/> Not here yet.	
List your practices and activities here:	
<input type="checkbox"/> Entering	The program staff are responsive if families share information regarding their culture or traditions.
<input type="checkbox"/> Emerging	The program environment represents a multi-cultural approach to learning (diverse toys, posters, books, displays, dolls, for example).
<input type="checkbox"/> Progressing	Program staff gather information when a child first enters the program about family structure, favorite traditions, important cultural information that the family would want the program to understand. Information about the child and family is used to represent each child and family in the classroom environment.
<input type="checkbox"/> Excelling	Program staff invite family members to share information about important traditions and cultures with the children and staff. Family members are invited personally and in multiple ways.

Challenges

of programs completing self-assessment

Programs perception/ understanding

Gathering data

Successes

Pilot with On My Way Pre-K
– require in parent agreement

Use of QRIS coaches to assist programs

Partnerships – prize competitions



Next Steps

- Determine best practices/pilot models
 - Data/comments gathered from toolkit
 - Continue prize competition for programs displaying innovation and excellence - OECOSL capacity/quality grants
- Family Facing Website - launch 2018
 - Empower parents to build strong partnerships with programs
 - Support parents in making decisions - partner not just consumer

Family engagement is more than inviting families to open house, more than doing something for families-it's allowing families to be apart our community

Family Engagement is when I know families are connecting with each other outside of my facility. Families have started utilizing our community resource board, to sharing their memories of when their child/children were a particular age. I love being the change agent who helped to make it so

Family Engagement has always been a subject that brought some feelings of fear, intimidation and inadequacy for me. This has since been dispelled since our first Parent Board meeting last week! It was such a beautiful conversation of openness honesty, and gratefulness between our families and our family engagement, in all its forms, with a sense of joy and expectation!"



Focusing on Young Childrens' Learning & Supporting Families



REFRAMING FAMILY ENGAGEMENT IN THE EARLY CHILDHOOD CLASSROOM, PROGRAM, & SYSTEM

KATRINA MONTAÑO-WHITE



New Mexico's Early Learning System

New Mexico's Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
Home Visiting					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start				Head Start	
					NM PreK

New Mexico's Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
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	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start				Head Start	
					NM PreK

Prenatal

Project HATCH: Helping fAmilies To Come Home

Project HATCH: Helping All To Come Home

- A four-year project funded by the New Mexico Children, Youth and Families Department
- Designed to increase the quality of the **early parent-child relationship in families** with vulnerable infants who have been hospitalized in the Neonatal Intensive Care Unit (NICU)
- Improve the **social-emotional, developmental** and medical outcomes of fragile infants.

New Mexico's Early Learning System of Systems					
Ages					
Prenatal	Birth to One	One	Two	Three	Four to Kindergarten Entry
Home Visiting					
	IDEA Part C Early Intervention – NM FIT PROGRAM			IDEA Part B EC Special Education	
	Child Care				
Early Head Start				Head Start	
					NM PreK

Birth to Three

The New Mexico **Home Visiting** Program Standards are organized by nine overarching areas addressing:

1. Program participation,
2. **Culturally sensitive** & relevant practice,
3. **Relationship-based** practices,
4. **Family goal-setting**,
5. Curriculum and program implementation,
6. Program management systems,
7. Staffing and supervision,
8. Community engagement, and
9. Data management

New Mexico's Early Learning System of Systems					
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Early Head Start				Head Start	
					NM PreK

Child Care
Early HS
Head Start
PreK

FOCUS TQRIS Impact

With FOCUS TQRIS, the New Mexico early learning system will have:

- A common quality rating system across all programs;
- Parents** and others will be able search for quality early learning in their community; and
- Local early learning programs across the state will be supported to provide high quality learning opportunities for our youngest children and to **effectively support families**.



The Full Participation of Each Child

FOCUS: Essential Elements of Quality

ESSENTIAL ELEMENT I: Foundations of Quality

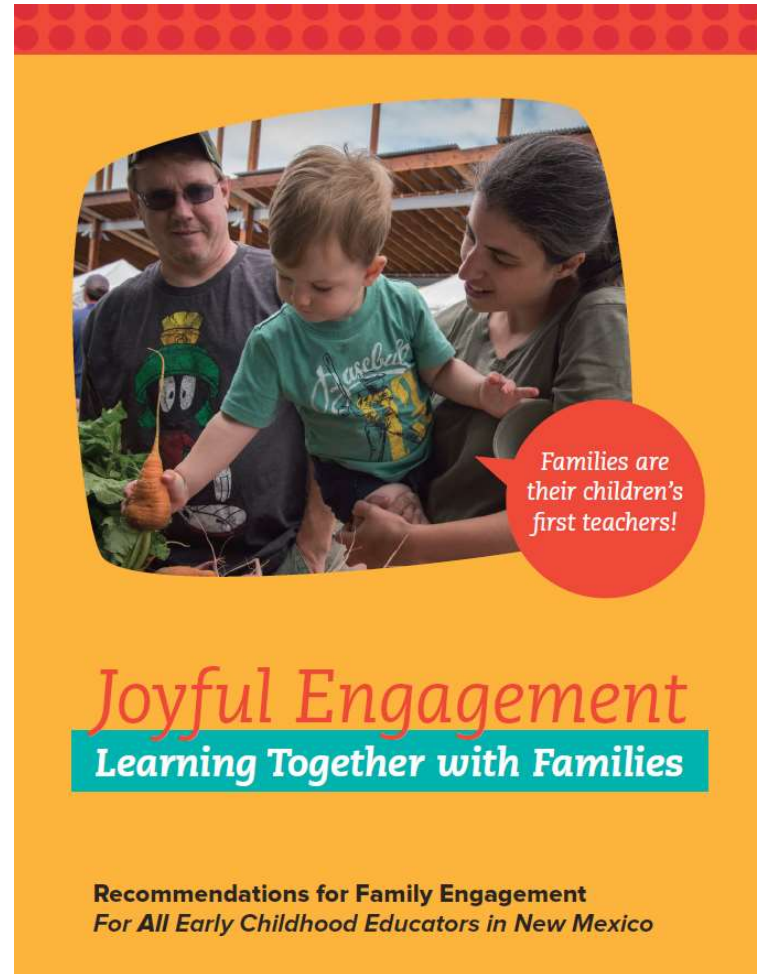
A. Full Participation of Each Child

- Family Engagement
- Inclusive Practices for Children with Developmental Delays or Disabilities
- Culture and Language Including the Support of Dual Language Learners (DLL)
- Promoting Social Relationships

DEFINITION – Full participation refers to the range of practices that promote engagement in play, learning, development, and a sense of belonging for each child.

RATIONALE – Research indicates that human development is the result of an interaction of nature (biological factors) and nurture (experience factors), with culture affecting caregiving practices (Shonkoff & Phillips, 2000). Every child in New Mexico has diverse strengths rooted in his or her family's unique culture, heritage, language, beliefs, and circumstances. Early learning programs that support the full participation of every child build on these strengths by promoting a sense of belonging, supporting positive social relationships, and enabling families and professionals to gain advocacy skills that positively impact the life of every child (State of New Mexico Children Youth and Families Department, 2010). In **FOCUS**, full participation is addressed in four areas: 1) how families are engaged in the development and learning of their children (family engagement); 2) how inclusive practices are implemented for young children with developmental delays and disabilities; 3) how the cultures and languages of each child, including young dual language learners (DLLs), are reflected and supported (culture and language including Dual Language Learners (DLLs); and 4) how focused attention is paid to promoting social relationships.

Joyful Engagement



New Mexico Early Learning Guidelines (ELG's)

The Importance of Families

You as family members are so important in helping your children grow and develop! Your children need you to help them learn to do things that are just beyond their reach. Because you help them feel safe and secure, they are more confident and will try new things, take risks, and gain new skills. They are becoming the students, workers, and productive adults that they can be!

You are important! Thanks for all you do to support your children.



Download this brochure and related documents at www.newmexicokids.org under the Caregivers & Educators tab.

What are the New Mexico Early Learning Guidelines?



**A Brief Introduction
for Families**

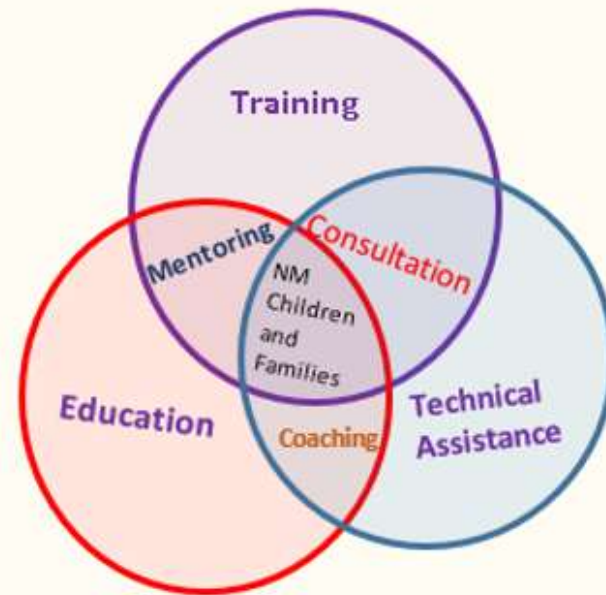


New Mexico's key components of early learning professional development:

- ✓ formal education, training,
- ✓ technical assistance, coaching,
- ✓ consultation,
- ✓ mentoring,
- ✓ and communities of practice

The New Mexico Comprehensive Training and Consultation is the Foundation for New Mexico's Integrated and Responsive Professional Development System

Key Components of New Mexico's Early Learning Professional Development System [1]



Effective and supported Early Childhood Workforce

[1] Adapted from Early Childhood Education Professional Development: Training and Technical Assistance Glossary. Copyright © 2011 National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies

Regional Early Learning Consultation Hubs

- Composition The New Mexico Comprehensive Early Learning Training and Consultation Center is comprised of five (5) Regional Early Learning Consultation Hubs
- Ensuring coordination, alignment and responsiveness to each early learning program in New Mexico
- Paying special attention to underserved and un-served communities.



Thank you!

Katrina Montano-White
New Mexico

Wrap-Up/Reflection





BREAK



The Ounce and Educare Approach to Intensive Family Engagement in Early Childhood Education

Mallary I. Swartz, Director, Family Engagement Research
QRIS National Meeting, 2018



Strong families help spark the fire within every child.





The Ounce Approach to Family Engagement

Overview

Rooted in 30+ years of experience in working with parents through Doula/Home Visiting, Center-based Early Head Start/Head Start and Educare programs.

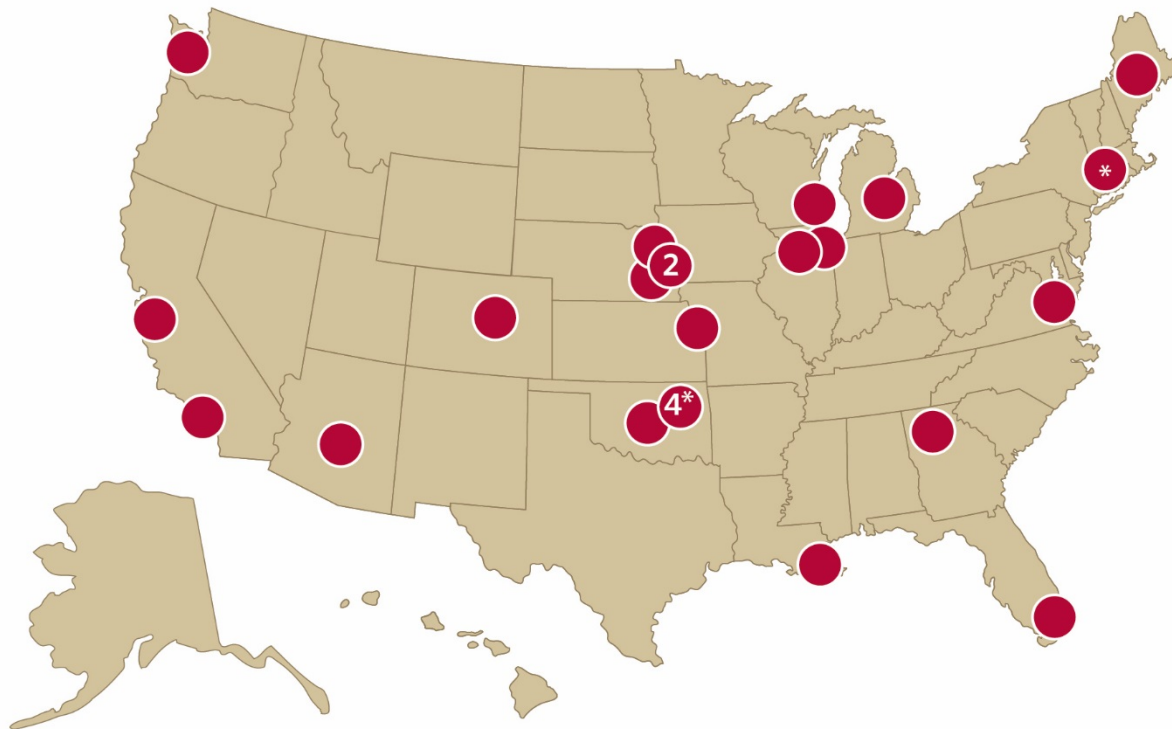
Our Approach

- Parents are the primary educators and nurturers of their children.
- Strong parent-child relationships are fundamental to children's learning and success.
- Staff are facilitators and partners in helping families build their own capacity.



A Paradigm Shift

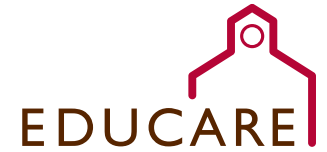
From...	To...
Family engagement as an add-on	Family engagement as an essential, fundamental component of an effective teaching and learning practice
Perception of families' deficits	Perception of families as resilient
Family involvement	Family engagement
Provider holding power	Sharing power with parents
Role of provider as expert	Viewing parents as experts
Provider doing to and for parents	Provider partnering with and supporting parents in order to build parents' capacity, and promote parental comfort, competence, and confidence



- Arizona (Phoenix)
- Atlanta
- California at Silicon Valley (San Jose)
- Central Maine (Waterville)
- Chicago
- Denver
- Flint, MI
- Kansas City, KS
- Lincoln, NE
- Los Angeles at Long Beach
- Miami-Dade
- Milwaukee
- New Orleans
- Oklahoma City
- Omaha at Indian Hill
- Omaha at Kellom
- Seattle
- Springfield, MA*
- Tulsa at Hawthorne
- Tulsa at Kendall-Whittier
- Tulsa at MacArthur
- Tulsa at Clinton Elementary School*
- Washington, DC
- West DuPage, IL
- Winnebago, NE

As of June 2018
*In construction

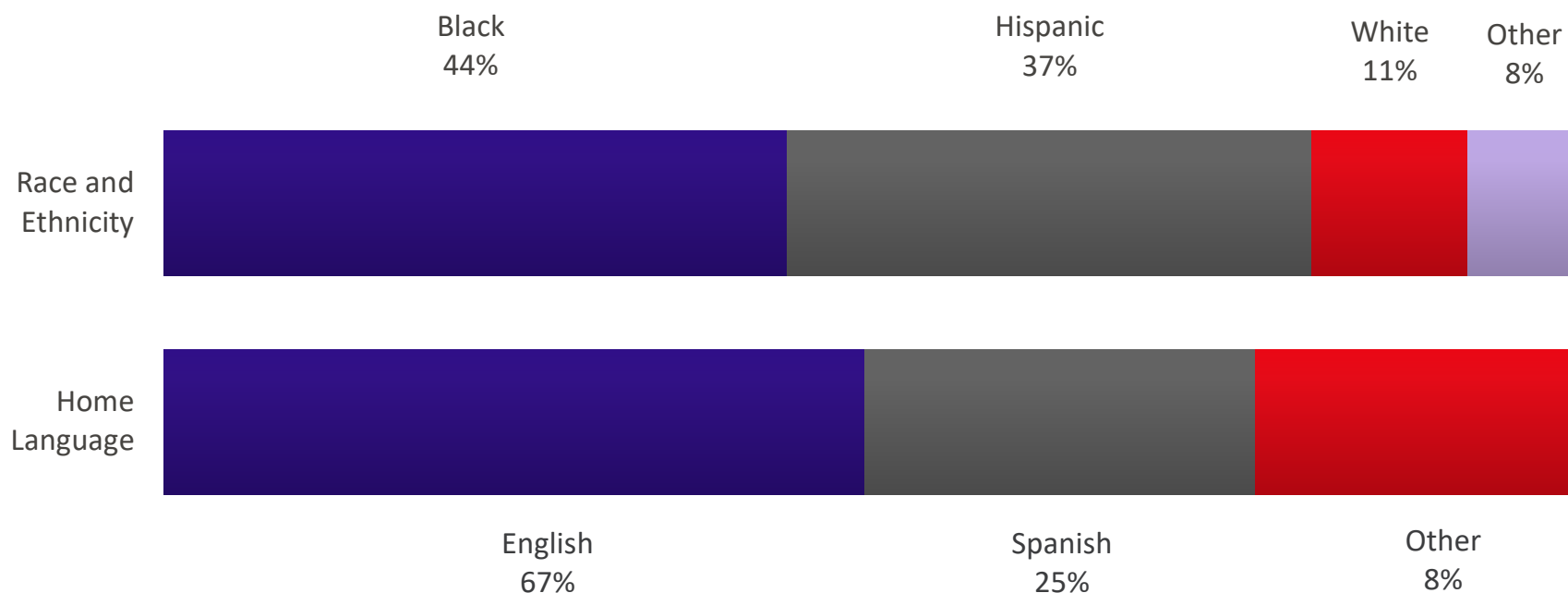
About Educare



- Educare advances high-quality early education practices and the policies that support them.
- Educare's comprehensive model is grounded in research.
- Educare schools:
 - Serve children ages 6 weeks to 5 years from financially challenged families
 - Offer full-day, full-year services, low child-staff ratios and small class sizes
 - Have four primary domains of practice—data utilization, embedded professional development, high-quality teaching practices and intensive family engagement
 - Collect and analyze data for continuous quality improvement

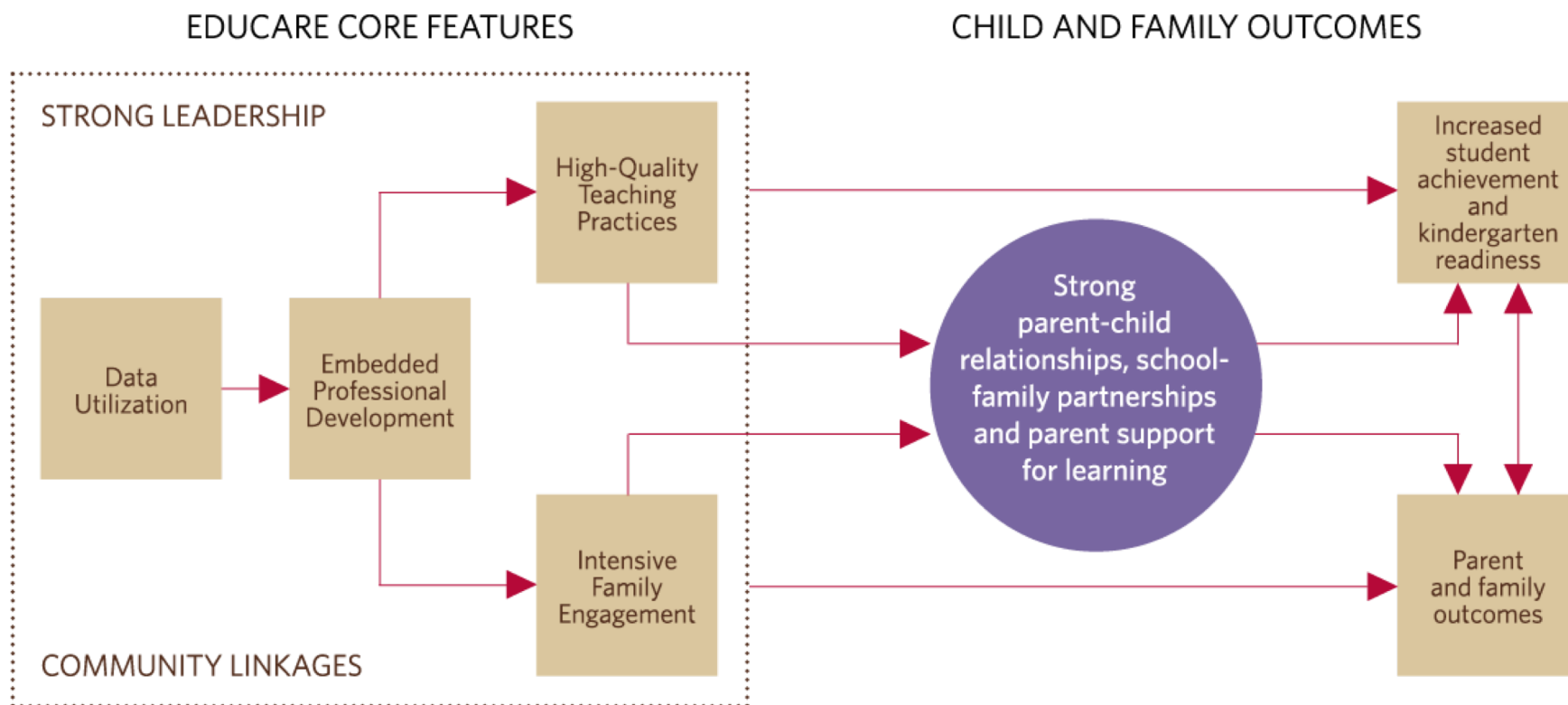
Diversity in Educare Programs

Nearly 90% of Educare students across the country are from minority backgrounds, and about 1 in 3 are dual-language learners.



Race, ethnicity and language characteristics of Educare children, 2014–2015 (N= 2,732).

Educare Model

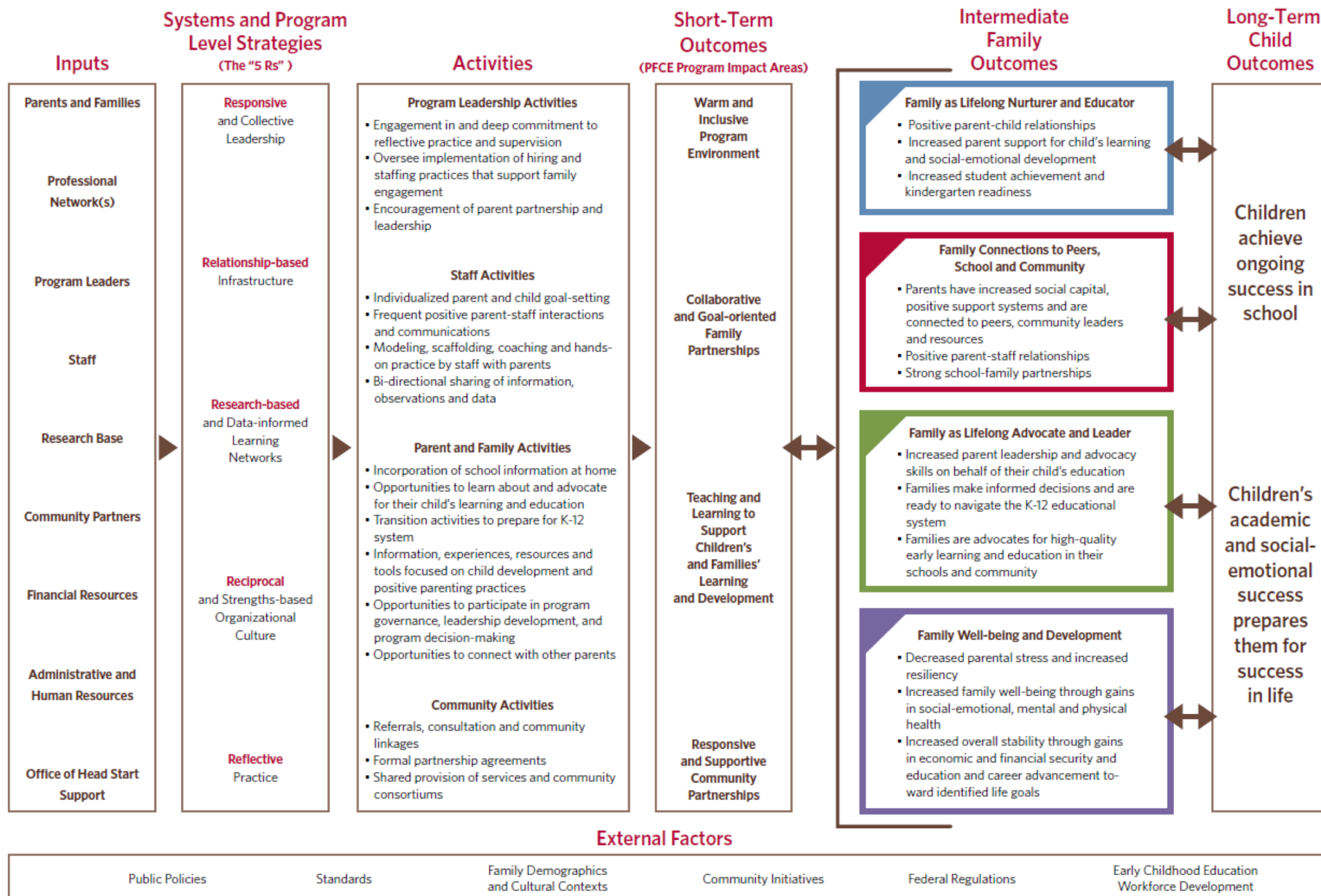


Educare Intensive Family Engagement

- Empowers and strengthens parents' capacity to fully realize their role as strong nurturers, educators, and leaders in their families, schools, and communities, in order to support their children's success in school and in life.
- Offers on-site family support services and promote the parent-child relationship
- Implements an interdisciplinary approach

Intensive Family Engagement Logic Model

Educare empowers and strengthens parents' capacity to fully realize their role as strong nurturers, educators, and leaders in their families, schools, and communities, in order to support their children's success in school and in life.





EDUCARE

Educare Video

<https://www.youtube.com/watch?v=2NJAZydGVrc>

Coaching and Professional Learning

- Embedded professional development in Educare:
 - Takes place in classroom or program in real time or shortly before/after daily work
 - Is centered on issues of actual practice
 - Includes routines such as team lesson planning, reflective supervision, coaching, data dialogues, reflective practice groups, peer learning communities and communities of practice
- Educare Best Practices
 - New training series rooted in research-based programming focused on Educare's four core features including Intensive Family Engagement
 - Provides practical instruction to improve practice and deliver stronger family and child outcomes
 - Helps center-based programs and staff develop their knowledge, skills, and practices to meet quality standards in early education

Wrap-Up

- Reflections
- Wonderings
- Questions



A large dark purple circle on the right contains the text 'the Ounce'. To its left, a large light purple circle contains social media icons and handles. Several other circles of varying sizes and shades of purple are scattered in the background.

the Ounce



@theOunce



/ounceofpreventionfund



/ounceofpreventionfund



/theOunce



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theOunce.org

TABLE TALK I: COACHING AND PROFESSIONAL LEARNING

- We will have a 15-minute table conversation
- Then we will have a 5-minute large group sharing
- Questions to consider:
 - Do you have a process in place to support coaching and professional learning of family engagement and anti-bias cultural competence?
 - If yes, what does your process look like (e.g., selection, duration, coaching approach)
 - If not, what are the concerns or barriers do you have (e.g., funding, staffing, lack of leadership)?

TABLE TALK II: ASSESSMENTS AND STANDARDS FOR FAMILY ENGAGEMENT AND ANTI-BIAS CULTURAL COMPETENCE

- We will have a 15-minute table conversation
- Then we will have a 5-minute large group sharing
- Questions to consider:
 - Do you have definitions and standards for family engagement and anti-bias cultural competence?
 - If so, what are they? What assessments do you use to assess these these areas?
 - If not, what are the concerns or barriers do you have (e.g., lack of leadership, not needed, lack of valid tools)?

POST-WORD CLOUD: WHAT IS THE ONE WORD YOU ASSOCIATE WITH OR THINK ABOUT WHEN YOU HEAR FAMILY ENGAGEMENT

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 - CELLPHONE: TEXT **IHEOMAIRUKA437** to **22333** once to join

What is the one word you associate with or think about when you hear family engagement (post)?



WRAP-UP & EVALUATION

■ **THANK YOU FOR PARTICIPATING!!**

THANK YOU & CONTACT INFORMATION

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- Iheoma U. Iruka – iiruka@highscope.org
- Katrina Montano White – Katrina.MontanoWhit@state.nm.us
- Mary Lee Porterfield – mlporter@uncg.edu
- Mallary Swartz – mswartz@ounceofprevention.org