

Key Features	Key Family Engagement Indicators
Communication	<ul style="list-style-type: none"> • Frequent and ongoing communication using diverse methods • Elicits respectful, frequent two-way communication that honors the family’s culture and background • Regular written communication using multiple formats (e.g., social media, e-mail, newsletters, calendar, etc.) • Parent handbooks provided • Families invited to share their knowledge of their children Families’ preferred communication means are used (e.g., face to face, e-mail, phone, letter, etc.) • Efforts are made to communicate with children and families in their preferred language and access linguistic supports as necessary • Staff schedules allow time for meaningful communication with families • Written philosophy supporting communication as means of developing provider–family relationships is used • Bulletin boards maintain updated program information and events • Initial, intake, or orientation meeting and materials that introduce families to the program incorporated • Families notified in advance when changes or transitions will occur (e.g., classroom changes, substitutions, other events)
Family Needs & Feedback Inform Program	<ul style="list-style-type: none"> • Families encouraged to participate in provider and program evaluations and surveys • Family choice and decision making promoted • Families invited to voice their concerns and collaborate with staff to determine a mutually agreeable resolution • Program has a written family feedback procedure for collection and use of information • Program completes Strengthening Families Self-Assessment Checklist, and findings are incorporated into program planning • Families evaluate and provide input on the curriculum • Family input guides program planning and policies • Family advisory group and/or families participate in governance and decision making • Program collaborates with parents to create and incorporate individual written educational and developmental goals for the child and family • Meetings and events are determined by family schedules and needs • Program is adapted using creative strategies to meet child and family needs in a manner intended to strengthen child development and family functioning • Program conducts child assessments and shares results with families in a manner that invites and considers the parent’s perspective • Family strengths and needs assessments and a plan for utilizing information gathered is established • Hiring practices reflect efforts to hire and maintain staff and volunteers with the cultural, linguistic, and racial characteristics of the families served

<p>Collaborative Activities with Families</p>	<ul style="list-style-type: none"> • A formal family engagement model utilized • Regular parent/teacher conferences that encourage sharing between the provider/teacher and the family • Frequent family participation in the program is encouraged regardless of racial, religious, and cultural backgrounds; income level; gender; abilities; or language preference • Program encourages parent volunteer opportunities that capitalize on the strengths, interests, and skills of the family • Program facilitates social networking and collaborative opportunities between families • Program partners with families to honor, respect, and learn from their cultural and linguistic diversity • Opportunities exist for family and staff to get to know one another and allows program staff to learn from the family's knowledge of their child (e.g., interests, approaches to learning, the child's developmental needs, and family's concerns, and goals for their children) • Families are welcomed into the program at all times • Diversity is reflected in images and languages included on posters, signs, and other program materials • Family activities that demonstrate consideration for their needs and interests • Family traditions are shared in classrooms. and family photos are displayed • Activities encourage the development of parents confidence and competence • Male participation is encouraged and acknowledge that fathers are equally knowledgeable caretakers • Collaboration with families to facilitate child success in the early childhood setting when professional values and practices differ from the family's values, beliefs, and practices
<p>Community Resources & Family Support</p>	<ul style="list-style-type: none"> • Support and planning around transitions is provided (e.g., preschool, classroom changes, kindergarten) • Community resource list developed and shared • Program identifies and engages community partners • Program shares child development information across all domains (cognitive, physical, social, and emotional) and other topics relevant to families • Training, education, and support to parents to prepare them to advocate and exercise their rights and responsibilities concerning the education of their children is provided • Program shares health, safety, nutrition, and wellness information with families • Educational workshops and trainings offered to families (e.g., informational workshops, career workshops, education meetings, parent training, etc.) • Families assisted to navigate resources, linked to family supports, and provided with direct advocacy (e.g., helps make initial phone calls for families, attends IEP's) • Program has a Family Resource Center and/or staff provides consultations that include parenting and community service information • Relationships with public and community-based services developed (e.g., health, school districts, social service agencies, etc.) • Families offered direct support resources such as transportation • Program provides resources for extending learning experiences into the home • Program includes home visitation that incorporates family caregivers and the child • Child abuse and neglect education and prevention support provided