

NORTH CAROLINA EARLY CHILDHOOD Family Engagement and Leadership Framework

OCTOBER 2020





Vision: North Carolina's birth to five early childhood systems are **family-centered** and **equitable**, serving children in the context of their **families** and **communities**.

Mission: Agencies **align strategies** to **engage** and **learn** from the adults in a child's life, and support practitioners to **build knowledge** and **skills** to engage families as partners. Families are empowered to **advocate** for their children, themselves, and systems improvement.



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For information about North Carolina’s early childhood Family Engagement and Leadership work, contact the **NCDHHS Division of Child Development and Early Education** at alexandra.morris@dhhs.nc.gov or 919-814-6300. For information about **The North Carolina Partnership for Children**, go to www.smartstart.org. To access this document online, go to <https://ncchildcare.ncdhhs.gov>.

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Overview

Background: How was this document developed?

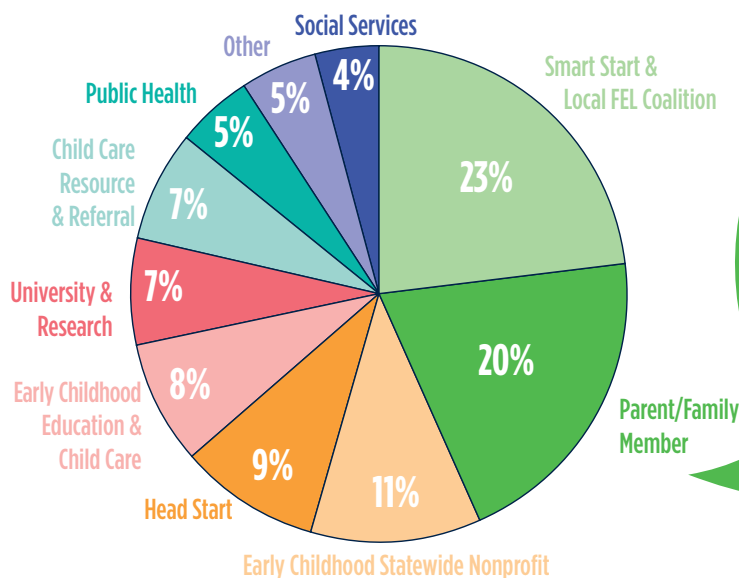
North Carolina’s early childhood Parent Engagement and Leadership Framework was developed in 2019 by a 74-person coalition of NC early childhood providers from different sectors on both state and local levels, as well as parents themselves. Known as the State Family Engagement and Leadership Coalition (FELC), this cross-sector group met consistently over six months to develop and refine the guiding principles and concepts featured in the Framework. The process was co-led by the NC Division of Child Development and Early Education (DCDEE) and The North Carolina Partnership for Children (NCPC), supported by a 12-person Accelerator Team, comprised of leaders from state-level agencies, family-led organizations and family leaders. The work was funded through the federal Preschool Development Grant Birth through Five Initiative (PDG B-5).

While many family engagement models are developed with the education sector as the primary context, the North Carolina Framework is intended for agencies and organizations *across* early childhood sectors,

in order to guide a systemic and wide-spread shift in the way services are designed and provided to families and young children in a range of service contexts. This shift reflects our definition of family engagement as “doing *with*—not *for*—families” and our vision that agencies and programs *align* strategies to intentionally engage and learn from the adults in a child’s life.

In developing the Framework, we put our own Guiding Principles into action, such as **Responsive Relationships** in which family story and perspective is valued, and **Shared Decisions** in which families are equal partners and active participants in goals and decisions. Family representatives comprised 20% of the state coalition, and were supported to participate fully in the six day-long FELC meetings through stipends for their time and travel. Family Leaders were featured in panel presentations and shared the stories of their journey into leadership and advocacy. Head Start parents attended with Family Engagement Coordinators and presented about the meaningful engagement and leadership opportunities they had experienced, such as being part of their Parent Policy Council. Parents from local family engagement coalitions have been working alongside providers to increase family voice in their local services and communities.

PARTICIPANT SECTOR CATEGORIES



“Early childhood is an exciting and challenging adventure. Family engagement has helped me feel connected and supported while I navigated the first years of life for our two youngest kids. Being a part of FELC allowed me to see just how much work goes into supporting families around our state. I appreciate the opportunity to be a part of the work and show organizational leaders that what is being done with families is working, and needs to continue with even more parent input.”

– Allison Boyd, Parent Leader, Johnston County, NC

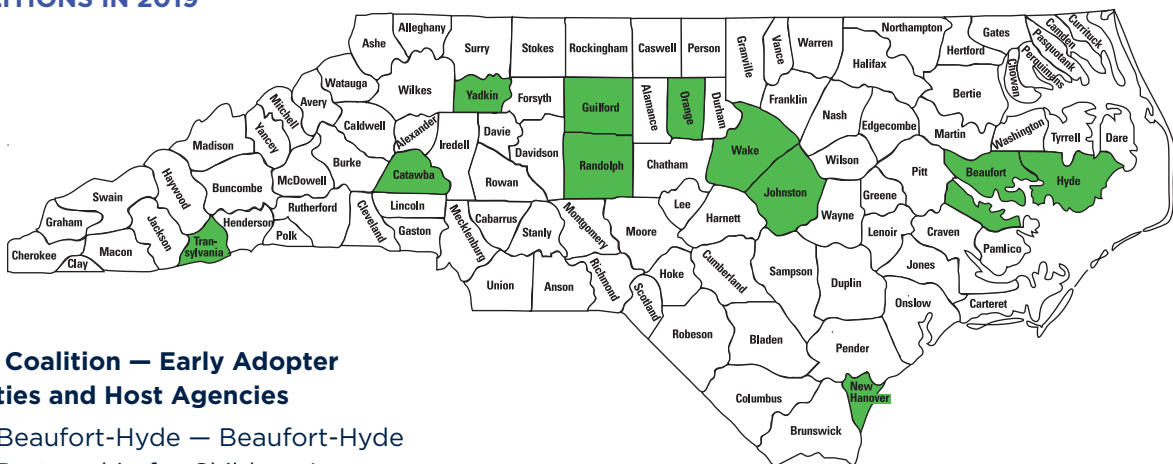


Elizabeth Servin, a parent representative from Randolph County said, “I’m so impressed by all the work you have done. As a parent representative I have learned a lot from each of you, and from hearing from all the other parents and representatives sharing their thoughts.”

Ten “Early Adopter” counties, led by Smart Start Local Partnerships for Children, participated in both the state-level Framework development process and in their own local-level planning process to increase family engagement in their communities. Their participation contributed a valuable state-local feedback loop, ensuring that family

experiences and provider roles “on-the-ground” informed the Framework concepts. The Early Adopter communities also cultivated family leadership in significant ways during their planning year. The Partnership for Children of Johnston County hosted a Family Leadership Summit in November 2019 attended by 37 parents and family members from 12 NC counties. The Randolph County Partnership for Children provided an Equity Training to families and local agency representatives in September 2019; participants learned what it means to collaborate and provide support families using an equity-driven lens.

TEN “EARLY ADOPTER” COUNTIES WHO FORMED LOCAL FAMILY ENGAGEMENT COALITIONS IN 2019



Local Coalition — Early Adopter Counties and Host Agencies

- Beaufort-Hyde — Beaufort-Hyde Partnership for Children, Inc.
- Catawba — Catawba County Partnership for Children
- Guilford — Guilford County Partnership for Children
- Johnston — Partnership for Children of Johnston County
- New Hanover — Smart Start of New Hanover County
- Orange — Orange County Partnership for Young Children
- Randolph — Randolph County Partnership for Children
- Transylvania — Smart Start of Transylvania County
- Wake — Wake County Smart Start
- Yadkin — Smart Start of Yadkin County, Inc.

Accelerator Team Agencies/Sectors

- North Carolina Division of Child Development and Early Education (DCDEE)
- North Carolina Partnership for Children (NCPC)
- North Carolina Early Childhood Foundation (NCECF)
- Exceptional Children’s Assistance Center
- North Carolina Division of Social Services, Child Welfare
- North Carolina Department of Public Instruction, Head Start State Collaboration Office
- North Carolina Division of Public Health
- Statewide Family Engagement Parent Representatives

Vision and Mission

Vision: North Carolina's **birth to five** early childhood systems are family-centered and equitable, serving children *in the context* of their families and communities.

Mission: Agencies align strategies to engage and learn from the adults in a child's life, and support practitioners to build knowledge and skills to engage families as partners. Families are empowered to advocate for their children, themselves, and systems improvement.

Introduction

Children grow and learn within the context of their family. When child- and family-serving organizations authentically partner with families, both the family and organization are enriched and services are more impactful. Yet family engagement can be difficult for families and organizations alike. North Carolina is working to enhance family engagement across sectors through strong collaborations and tools. The North Carolina Division of Child Development and Early Education (DCDEE) and its partners are pleased to introduce the North Carolina Family Engagement and Leadership Framework. Drawing from research, practice and the experiences of families, this Framework describes the necessary components needed to enhance the roles of families of children birth to five years old in child care, education, health and family support settings across the state.

The purpose of the Family Engagement and Leadership Framework is to define and identify important family engagement concepts to be applied across early childhood sectors and agencies. Based on input from multiple stakeholders, the framework describes guiding principles, agency-level and system-level conditions to be developed, system components as areas of focus, and action opportunities to increase effective engagement and leadership practices. While its focus is ages birth to five, this Framework can be applied to the birth to eight age range and beyond, allowing for increased strategic alignment with initiatives such as NC's Early Childhood Action Plan and Pathways to Grade-Level Reading.

A companion document **Family Engagement Action Guide** has been developed that includes practical tools and strategies to increase family engagement and leadership at the local, county and state levels. The Action Guide is a comprehensive roadmap documenting the experiences of ten local communities and their approach to community-level family engagement planning with family representatives and local agencies. We would like to express thanks to this cohort of communities, affectionately known as Early Adopters, who laid the groundwork for improving family engagement and leadership in North Carolina.

This Framework reflects the collective vision, wisdom and research to ensure all children succeed through the strategy that we know works best – family engagement.



Definitions

Family Engagement

Family Engagement is the process of building genuine relationships with families to help children grow and thrive. Family engagement means doing *with*—not *for*—families.

- At the program level, family engagement is an interactive process centered around providers building mutually respectful, positive, goal-oriented relationships with parents, with shared responsibility for the success of children.
- At the state systems level, family leaders partner with agencies to provide feedback on services, help with program planning and improvement, and advance a family-centered approach within rules, regulations, and service delivery.
- At both the program and state systems level, providers work together with families, professionals and community partners to advance equity, inclusiveness, and cultural and linguistic responsiveness.

Adapted from: Head Start/National Center on Parent, Family and Community Engagement childcareta.acf.hhs.gov

Family Engagement Continuum

The Family Engagement Continuum demonstrates different levels of parent/family participation with services. The parent role and level of partnership shifts with the level of engagement. See **Appendix B** for expanded version.

Adapted from: ABLLe Change Participant Handbook from Michigan State University and Early Childhood Investment Corporation.



Family Leadership

Family Leadership occurs when parents and family members have the knowledge, skills and opportunity to represent a “parent voice” to help shape their communities, programs and policies at the local or state level.

Family Leaders help early childhood programs, schools, social services, health care providers and other entities become more responsive to and supportive of children and families. They may be parents, grandparents, kinship care providers, foster parents or anyone in a parenting role. They are speaking from their own perspective and are not speaking or acting in a staff role for an organization or other entity.

Every family member has the potential to become a Family Leader. Example roles include:

- Ambassadors who share information about early intervention, early childhood education or health services through community outreach or social media;
- Activists who champion community improvements for young children, such as practices and policies that support family well-being and equity;
- Change makers who identify problems and help create systemic improvements in early learning, health and development.

Adapted from: Parents Anonymous parentsanonymous.org

FAMILY ENGAGEMENT CONTINUUM

Continuum Level:	INVOLVEMENT	ENGAGEMENT	LEADERSHIP
Parent Role:	RECIPIENT	CONSULTANT/PARTNER	CHANGE AGENT
Level of Partnership:	Participates in services and is given information about available services and ongoing efforts.	Asked for feedback and is involved in discussions about problems and which change strategies should be used. Provides information that is used to make decisions.	Influences decisions and takes part in implementing actions, collecting and analyzing data, and strategic planning.

Equity

Equity is an approach to ensure all individuals and groups thrive by identifying and reducing unfair differences in access to opportunity, networks, power, resources, and supports. Equity-focused strategies address policies, practices, attitudes and cultural messages that reinforce unequal outcomes, and serve to eliminate disparities based on race, gender, class, immigration status, language, sexual orientation, disability, or another demographic indicator.

For additional definition and sources, see [Key Equity Terms and Concepts: A Glossary for Shared Understanding](#).

Inclusiveness

Inclusiveness is defined as a value that upholds and honors the worth and dignity of all people. Inclusive systems share power with people who have been historically excluded or marginalized. Inclusive approaches include strategies to produce programs, policies and practices that incorporate the history, assets, lived experiences, values, perspectives and goals of excluded or marginalized communities.

Cultural Responsiveness

Culture is defined by family traditions, place of birth, home language, community resources, social norms, and racial and ethnic identity. A family's cultural beliefs and practices influence their choices and goals for education, child-rearing, health and wellness.

Cultural responsiveness is a way of operating that is grounded in learning and shifting perspectives, as an aspect of inclusive practice. Culturally responsive systems learn from and adjust to the unique cultural history and perspectives of families. This includes strategies to ensure alignment between services implementation and family experiences—creating partnerships where providers and families share power and value one another's contributions.

Trauma-Informed Approach

A program, organization, or system that is trauma-informed: 1) Realizes the widespread impact of trauma and understands potential paths for recovery; 2) Recognizes the signs and symptoms of trauma in clients, families, staff, and others involved with the system; 3) Responds by fully integrating knowledge about trauma into policies, procedures, and practices; and 4) Seeks to actively resist re-traumatization. According to SAMHSA, the six key principles fundamental to a trauma-informed approach include: Safety; Trustworthiness and transparency; Peer support; Collaboration and mutuality; Empowerment, voice and choice; Cultural, historical, and gender issues.

From: Substance Abuse and Mental Health Services Administration, [SAMHSA's Concept of Trauma and Guidance for a Trauma-Informed Approach](#).

"PROVIDERS" INCLUDE:

- Service providers and staff in health, education, family support and social services
- Early childhood teachers, child care providers and center directors
- Early childhood professionals, specialists and therapists
- Home visitors and parent educators
- Leaders, managers and supervisors



Guiding Principles

What Does Family Engagement and Leadership Look Like?

RESPONSIVE RELATIONSHIPS

Families experience responsive relationships with the people who work with them, in which family story and partnership is valued.

SHARED DECISIONS

Families are equal partners and active participants in goals and decisions about their child’s well-being, development and learning.

WELCOMING ENVIRONMENTS

Spaces are created to feel welcoming and safe for families.

COMMUNICATION

Communication is a two-way street, easy to understand, and ongoing.

ADVOCACY

Families are empowered to advocate for themselves and their communities.

PROGRAM PLANNING

Families help with the planning and improvement process of programs.

ACCOUNTABILITY

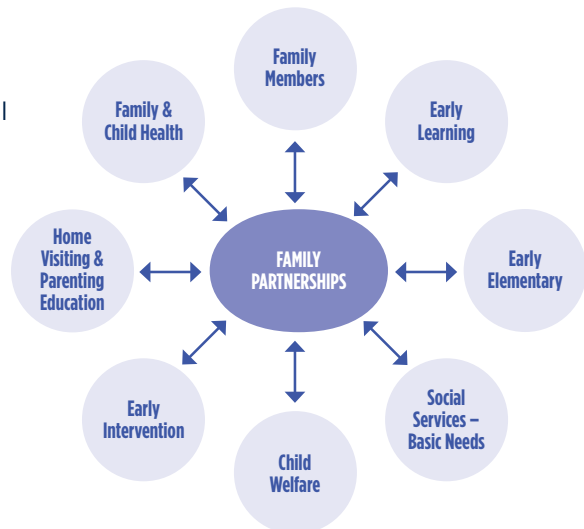
Partner organizations are held accountable on how well they include families in their self-assessment and planning.

Partnerships Across Early Childhood Sectors

Family partnerships create improved system, program, family and child level outcomes across early childhood sectors. Families are valued as critical partners in the delivery of programs and services within each sector and related organization.

Sectors include the following types of organizations:

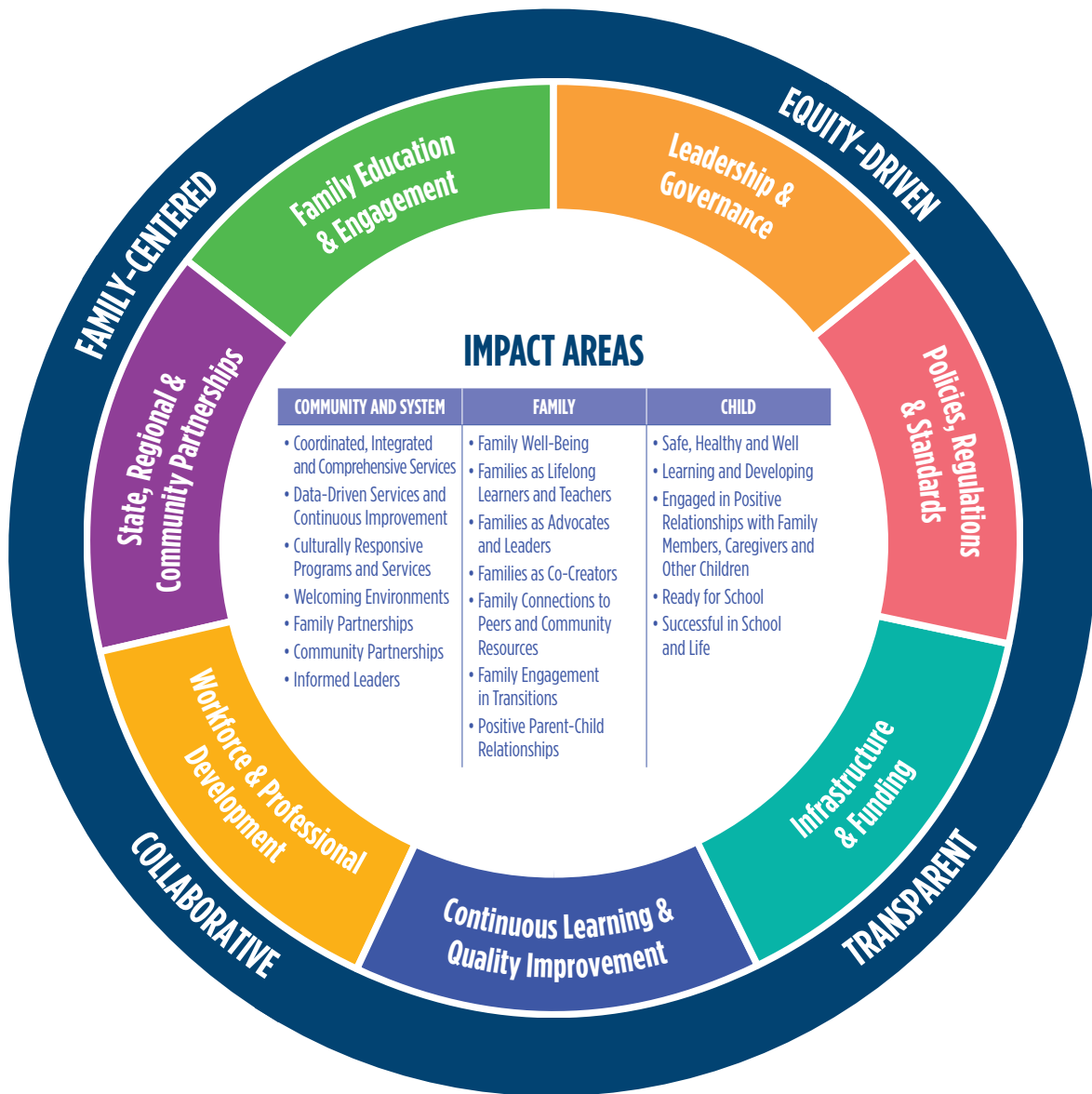
- Local and state government agencies and Legislators
- Non-profit and private community agencies
- Faith-based and advocacy agencies
- Researchers and technical assistance providers
- Higher education community colleges and universities



Family Engagement and Leadership: System-Level Implementation

OUTER CIRCLE = **Conditions for Success**

INNER CIRCLE = **System Components**



Adapted From: *Parent, Family, and Community Engagement Framework for Early Childhood Systems*, National Center on Parent, Family and Community Engagement, 2018

Conditions For Success

How Do Agencies Support Family Engagement and Leadership?

Four “Conditions for Success” have been identified for successful family engagement to take place in systems, agencies and communities. Agencies can use the descriptions under each condition to evaluate their organization’s present effectiveness or to shape their vision for family engagement.

Adapted from: Center for the Study of Social Policy’s Parent Engagement and Leadership Assessment Guide and Toolkit

<p>FAMILY-CENTERED</p>	<ul style="list-style-type: none"> • Agencies prioritize engaging families as partners as a central strategy to achieving positive, equitable and sustainable outcomes for children and families. • Agencies and communities intentionally engage a “mindset shift” in which all community members view families as capable and engaged partners, creating an environment of mutual trust. Parents are valued for their skills, expertise, knowledge and lived experiences. • Agency teams consistently examine their own policies, procedures, values and implicit biases in order to promote a shift in power from agency-centered to family-centered. • Families and staff work together to design, implement, and evaluate agency programming, policies, and practices.
<p>EQUITY-DRIVEN</p>	<ul style="list-style-type: none"> • Agencies make it a priority to understand families’ experiences and break down barriers created by structural and individual racism and other types of discrimination. • Agencies prioritize addressing bias, racial equity, cultural competency and inclusion by building it into professional development, policies, practices, and operations. Equity is distinguished from equality in its meaning and intent. • Agencies and policies are culturally responsive: families representing the diversity of the community are actively included, share power, and act to support positive change.
<p>COLLABORATIVE</p>	<ul style="list-style-type: none"> • Agencies make program decisions with, not for, families, by partnering with families and parent-led organizations from the start and continually. • Agencies and parents work together to create feedback loops and identify opportunities to advocate for better policies and practices. • Agencies collaborate with parent-led organizations for recruitment, training, and support of parent/family leadership. • Agencies across sectors intentionally align with each other around high-quality family engagement standards and practices.

TRANSPARENT

- Agencies ensure families have access to information and supports that make it possible for them to fully participate and influence agency and system-level change processes.
- Agencies ensure key materials related to decision-making processes are available and accessible to family leaders in formats, language and literacy level that they can understand.
- Family leaders partner in all phases of agency and systems-level change, from brainstorming to ongoing evaluation of programs and practices.
- Formal boards and committees include at least 20% family leaders.
- Agencies consistently communicate to families that their input is valid and how their engagement influences decisions.



Early Childhood System Components & Opportunities for Action

This framework uses the term “system” to describe a network of organizations, programs and services which interact around a common goal or set of outcomes. “Early childhood system” refers to the sectors, entities and services which serve young children birth-8 years old; this includes child care facilities, schools, health care providers, community providers, advocates, social services, faith-based organizations, family support, home visiting, nutrition, parenting education, therapists and more.

The term “system component” describes areas into which system aspects are organized and assessed. System-level organizational processes affect how well family engagement and leadership is provided and supported, leading to better outcomes for young children, families and communities. “Opportunities for Action” are examples of strategies that can be used to increase high-quality family engagement leadership, policies and practices within each system component. “Opportunities for Action” examples include a range of short-term and short-term approaches from the local-level to the state-level and are offered to provide possible strategic actions; however, there are many other strategies that could be identified and undertaken by a program or community. Additional strategies are described in the **Family Engagement Action Guide**.

There are seven early childhood system components that work together to promote effective family engagement.

COMPONENT 1
Leadership & Governance

Leaders and staff across agencies and sectors identify shared objectives and coordinate efforts to: 1) to raise the visibility of family engagement, 2) respond to the voices of families and communities, and 3) effectively communicate results and challenges.

OPPORTUNITIES FOR ACTION

- A. Utilize an agency-level self-assessment tool to assess and guide improvement of community and agency family engagement practices and strategic plans, such as Center for the Study of Social Policy’s [“Parent Education and Leadership Assessment Guide and Toolkit”](#).
- B. Create and facilitate formal parent leadership roles to serve on advisory bodies and create feedback loops that include all families served by the early childhood system.

>> See [Action Guide](#) for more ideas.

COMPONENT 2
Policies, Regulations & Standards

The wisdom and experiences of families, providers, and community members meaningfully informs the policymaking process and the development of regulatory guidance and implementation tools. Federal, state, and local policies across children’s health, early care and education, family support, social services, and early intervention can serve to: 1) emphasize family engagement as a priority, 2) promote effective and equitable practices, and 3) hold the system accountable for achieving desired child and family outcomes.

OPPORTUNITIES FOR ACTION

- A. Include family engagement competencies and activities in quality-rating and monitoring, such as the QRIS star rating system for child care centers. Use [“Key Indicators of High Quality Family Engagement”](#) to guide competencies.
- B. Change internal and cross-sector policies to emphasize family engagement as a priority.

>> See [Action Guide](#) for more ideas.

COMPONENT 3
Infrastructure & Funding

Finance decisions, fiscal policies, and infrastructure support a coordinated cross-sector early childhood system that provides opportunities to integrate family engagement and leadership at all levels. This infrastructure includes, but is not limited to: 1) systems for quality rating and improvement, 2) licensing and monitoring, 3) communication platforms, 4) program evaluations, 5) personnel evaluations and 6) coordinated data.

OPPORTUNITIES FOR ACTION

- A. Incentivize continuous improvement, collaboration, and the adoption of family engagement practices, standards, and policies in early childhood programs and services.
- B. Issue grants and contracts for programs, service delivery, and training and technical assistance that include specific requirements on implementing family engagement practices, such as adopting a shared family engagement and leadership plan, or building in feedback loops.

>> See [Action Guide](#) for more ideas.



COMPONENT 4 Continuous Learning & Quality Improvement (CQI)

Continuous learning and quality improvement decisions are data-driven, apply lessons from past efforts, and contribute to desired outcomes for children and families. Key elements include: 1) building safety and trust in using data, 2) agreements on core indicators and appropriate assessment tools, 3) building coordinated data systems, and 4) collaborative decision-making processes.

OPPORTUNITIES FOR ACTION

- A. Providers and families collaboratively determine how to use data to inform decisions at the program, policy, and system levels.
- B. Periodically assess how well early childhood programs:
 - a. Adopt and integrate comprehensive family engagement standards
 - b. Seek and include the diverse perspectives and feedback of all families participating in early childhood programs and services
 - c. Respond to families' perspectives and feedback
 - d. Provide appropriate professional development
 - e. Use qualitative and quantitative data to inform policy and funding decisions.

>> See [Action Guide](#) for more ideas.



COMPONENT 5 Workforce & Professional Development

Early childhood service providers across sectors have consistent training and expectations for family engagement and leadership, and have access to related professional development opportunities. An array of resources, training, coaching, and other supports guides professional development, based on the strengths and needs of each sector's early childhood providers.

OPPORTUNITIES FOR ACTION

- A. Utilize a practice-level self-assessment tool to assess and guide supervisor and staff family engagement practices and professional development goals, such as "[Relationship Based Competencies – Professional Development Assessments](#)" or "[Strengthening Families Self-Assessment Tool](#)".
- B. Build family engagement and equity-driven knowledge and skills into higher education coursework, job descriptions and training for providers and administrators who work with families or young children. See "[Relationship-Based Competencies](#)" (Appendix B) and "[Diversity-Informed Tenets for Work with Infants, Children, and Families](#)".

>> See [Action Guide](#) for more ideas.



COMPONENT 6
State, Regional & Community Partnerships

Collaborative partnerships across multiple sectors and at every level are essential for a fully functioning early childhood system to be responsive to and effectively engage all families and their children. Parent and family leaders provide vital information, advocacy, and support to such partnerships.

OPPORTUNITIES FOR ACTION

- A. Support leaders at every level to remove barriers and cultivate aligned partnerships among community stakeholders and initiatives.
- B. Support parent/family leadership training and development of family leader networks on local, regional and state levels, so that families are prepared to participate as advocates and leaders in planning and decision-making at the program, community, and system levels.

>> See [Action Guide](#) for more ideas.

COMPONENT 7
Family Education & Engagement

Family engagement relies on two-way, relationship-based interactions between families and early childhood professionals to share information and work together to build each other's knowledge and skills. As families expand their knowledge and leadership skill sets, they become more effective in guiding their child's care, as well as in advocating for higher quality and equitable access to services.

OPPORTUNITIES FOR ACTION

- A. Model strategies to recognize families as decision-makers, trusted peers, leaders, and advocates for their children, themselves, and their communities.
- B. Create structures that support communication between families and early childhood service providers utilizing multiple platforms, such as community meetings, websites, social media, online forums and surveys.

>> See [Action Guide](#) for more ideas.



Research & Impact Areas

Both family engagement and family leadership are processes that contribute to higher outcomes for children, for families, and within the systems that serve them. Research demonstrates that:

- Family engagement plays a major role in children’s school readiness, influencing their social-emotional and academic competencies (e.g., Starkey & Klein, 2000; Powell et al., 2010; Sheridan, Knoche, Edwards, Bovaird, & Kupzyk, 2010; Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011).
- These effects have been found all the way through K-12 and beyond (El Nokali, Bachman, & VotrubaDrzal, 2010; Froiland, Peterson, & Davison, 2013; Jeynes, 2016).
- Family engagement also improves child-teacher relationships (Dearing, Kreider, & Weiss, 2008) and helps smooth child and family transitions to kindergarten (Smythe-Leistico et al., 2012).
- Access to information about their children’s learning and development affects families’ self-efficacy, confidence, and skills (Green, Walker, Hoover-Dempsey, & Sandler, 2007; Hoover-Dempsey, Walker, & Sandler, 2005).
- This access also influences families’ motivation to trust, collaborate, and remain positively involved with providers and programs (Rosenblatt & Peled, 2002; Powell et al., 2010).

Source: Parent, Family, and Community Engagement Framework for Early Childhood Systems Series (2018)

Additionally, research tells us that when parents take on leadership roles in early childhood programs, schools and communities, everybody benefits:

- Children experience greater opportunities, both at home and at school (Henderson, Kressley, & Frankel, 2016)
- Parents develop knowledge and skills, while also building connections and self-confidence (Henderson, Kressley, & Frankel, 2016)
- Early childhood programs, schools and other programs are better able to meet the needs of the children, families and the community they serve (Auerbach, 2010)
- Communities are stronger when they understand the needs of the people who live there (Henderson, Kressley, & Frankel, 2016).

Source: Enhance Parents’ Advocacy and Leadership Skills: A Guide for Head Start and Early Head Start Staff (2019).

Additional source documents: Head Start Parent, Family, and Community Engagement Framework, 2nd Edition, p 8-9 (2018) and for additional research on the practices and effects of family engagement, see Policy Statement on Family Engagement from the Early Years to the Early Grades from the U.S. Department of Health and Human Services and U.S. Department of Education (2016), and Understanding Family Engagement Outcomes: Research to Practice Series from the National Center on Parent, Family and Community Engagement, listed in Appendix A.

Impact Areas:

COMMUNITY AND SYSTEM	FAMILY	CHILD
<ul style="list-style-type: none"> • Coordinated, Integrated, and Comprehensive Services • Data-Driven Services and Continuous Improvement • Culturally Responsive Programs and Services • Welcoming Environment • Family Partnership • Community Partnerships • Informed Leaders 	<ul style="list-style-type: none"> • Family Well-Being • Families as Lifelong Learners and Teachers • Families as Advocates and Leaders • Families as Co-Creators • Family Connections to Peers and Community Resources • Family Engagement in Transitions • Positive Parent-Child Relationships 	<ul style="list-style-type: none"> • Safe, Healthy and Well • Learning and Developing • Engaged in Positive Relationships with Family Members, Caregivers and Other Children • Ready for School • Successful in School and Life



Appendix A

Resources:

ABLE Change Process for Systems:

- [ABLE tools](#)

Center for the Study of Social Policy:

- [Key Equity Terms and Concepts: A Glossary for Shared Understanding](#)
- [Parent Education and Leadership Assessment Guide and Toolkit](#) (agency-level assessment)
- [Parent Education and Leadership Assessment Guide and Toolkit: Questions for Grantmakers, Policy Advocates & Capacity-builders](#) (policy-level assessment)
- [Strengthening Families™ Self-Assessment Tool for Center-Based Early Care and Education Programs](#) (practice-level assessment)

Child Welfare Information Gateway:

- [Family Engagement Inventory](#) (cross-discipline comparison tool)

Irving Harris Foundation:

- [Diversity-Informed Tenets for Work with Infants, Children, and Families](#)

National Association for the Education of Young Children:

- [Family Engagement In Action](#)

National Association for Family, School, and Community Engagement:

- [Resources for Professionals](#)

National Center on Parent, Family and Community Engagement:

- [Enhance Parents' Advocacy and Leadership Skills](#)
- [Head Start Parent, Family, and Community Engagement Framework, 2nd Edition](#) (2018)
- [Key Indicators of High Quality Family Engagement](#)
- [Parent, Family, and Community Engagement Framework for Early Childhood Systems Series](#)
- [Relationship Based Competencies to Support Family Engagement & Professional Development Assessments](#) (practice-level assessment)
- [Understanding Family Engagement Outcomes: Research to Practice Series](#)

U.S. Department of Education

- [Policy Statement on Family Engagement from the Early Years to the Early Grades](#)
- [State Approaches to Family Engagement in Pre-K Programs](#)

U.S. Department of Health & Human Services:

- [PDG B-5 Parent Engagement Resource List](#)

W.K. Kellogg Foundation

- [Cultivating a Community of Champions for Children: Through Transformative Family Engagement](#)

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Appendix B • Family Engagement Continuum



- Families talk with providers/staff during routine interactions, such as appointments, home visits, drop off and pick up.
- Families attend meetings and participate in social events.
- Staff provides resources/ideas for families to use at home.
- Families share suggestions and concerns with staff.
- Families and staff work together to create activities that reflect cultural traditions and values of families in the program.
- Families volunteer for leadership activities and provide ongoing and meaningful input about programming.
- Families and staff share in the development of activities and events based on their strengths/interests/abilities.
- Families and staff work together to discuss, implement and share responsibility for a child's learning/development/health plan.
- Families advocate on behalf of self and children with schools, doctors, and other professionals.
- Family representatives serve on and give input to boards, councils and decision-making groups which guide the programs serving children and families.
- Families form advisory committees which influence programming and policy decisions in their community/region/state.
- Families advocate for statewide early childhood policies which improve the lives of young children and parents.

Appendix C

Relationship-Based Competencies

Relationship-Based Competencies to Support Family Engagement (from National Center on Parent, Family and Community Engagement, 2018)	
COMPETENCY	PROFESSIONAL PRACTICE
1. Positive, Goal-Oriented Relationships	Engages in mutually respectful, positive, goal-oriented partnerships with families to promote positive child and family outcomes
2. Self-Aware and Culturally Responsive Relationships	Respects and responds to the cultures, languages, values and family structures of each family
3. Family Well-Being and Families as Learners	Supports families' reflections on and planning for their safety, health, education, well-being and life goals
4. Parent-Child Relationships and Families as Lifelong Educators	Partners with families to build strong parent-child relationships and supports parents as the first and lifelong educators of their children
5. Family Connections to Peers and Community	Works with families to strengthen their support networks and connections with other parents and community members who can address families' strengths, interests and challenges
6. Family Access to Community Resources	Supports families' use of community resources to make progress toward positive child and family outcomes
7. Leadership and Advocacy	Works alongside parents to build on their strengths as advocates for their families and as leaders in the program and community
8. Coordinated, Integrated and Comprehensive Services	Works with other professionals and agencies to support coordinated, integrated and comprehensive services for families across the organization, community and system
9. Data-Driven Services and Continuous Improvement	Collects information with families and reflects with them to inform goal-setting, planning and implementation to effect progress and outcomes for families, children, programs and communities
10. Professional Growth	Shows professionalism and participates actively in opportunities for ongoing professional development related to family engagement

eclkc.ohs.acf.hhs.gov/family-engagement/article/relationship-based-competencies-support-family-engagement

Appendix D

Family Engagement and Leadership Coalition Representation

Accelerator Team Agencies/Sectors

- North Carolina Division of Child Development and Early Education (DCDEE)
- North Carolina Partnership for Children (NCPC)
- North Carolina Early Childhood Foundation (NCECF)
- Exceptional Children’s Assistance Center
- North Carolina Division of Social Services, Child Welfare
- North Carolina Department of Public Instruction, Head Start State Collaboration Office
- North Carolina Division of Public Health
- Statewide Family Engagement Parent Representative

Accelerator Team Members

- Ayana Barnes, North Carolina Partnership for Children
- Deborah Day, North Carolina Division of Social Services, Child Welfare
- Allison Boyd, Statewide Family Engagement Parent Representative
- Amy Garrett, Statewide Family Engagement Parent Representative (through July 2019)
- Safiyah Jackson, North Carolina Partnership for Children
- Mary Mathew, North Carolina Early Childhood Foundation
- Karen McKnight, North Carolina Head Start State Collaboration Office
- Christy Moore, North Carolina Division of Public Health
- Alexandra Morris, Division of Child Development and Early Education
- Kristi Snuggs, Division of Child Development and Early Education
- Laura Weber, Exceptional Children’s Assistance Center
- Donna White, North Carolina Partnership for Children

Local Coalition — Early Adopter Counties & Host Agencies

- Beaufort-Hyde — Beaufort-Hyde Partnership for Children, Inc.
- Catawba — Catawba County Partnership for Children
- Guilford — Guilford County Partnership for Children
- Johnston — Partnership for Children of Johnston County
- New Hanover — Smart Start of New Hanover County
- Orange — Orange County Partnership for Young Children
- Randolph — Randolph County Partnership for Children
- Transylvania — Smart Start of Transylvania County
- Wake — Wake County Smart Start
- Yadkin — Smart Start of Yadkin County, Inc.

State Family Engagement & Leadership Coalition Members (2019)

Carolyn Abdullah FRIENDS National Center for CBCAP	L'Teisha Curtis Telamon Head Start
Kara Allen-Eckard NCSU Center for Family & Community Engagement	Deborah Day♦ Division of Social Services
Katina Allen* Guilford County Parent Representative	Pamela Federline Cumberland Smart Start
Sheila Arias* Moms Rising	W. Oscar Fleming National Implementation Research Network/ Frank Porter Graham Child Development Institute/UNC-CH
Magda Baligh Halifax - Warren Smart Start	Jewell Gardner Beaufort-Hyde Partnership for Children
Micki Bare Randolph Partnership for Children	Amy Garrett* Randolph County Parent Representative
Ayana Barnes♦ North Carolina Partnership for Children	Jozetta Gatewood* Beaufort-Hyde Partnership for Children/Parent Representative
Marsha Basloe Child Care Services Association	Lakeasha Glaspie New Hanover Smart Start
Temale Batts* Parent Representative/Chapel Hill-Carrboro City Schools	Lorena Gonzalez Division of Child Development and Early Education/NC PreK
Jennifer Baucom Mcknight Child Dev Center	Alysia Haddox* Prevent Child Abuse NC/ Cumberland Co.
Sofia Baucom East Coast Migrant Head Start Project	Ronda Hawkins Sandhills Community College
Denise J. Bennett NC Early Intervention Branch - ITP	Gayle Headen Wake County Smart Start
Allison Boyd♦♦ Johnston Co./State Accelerator Team Parent Representative	Mary Herbenick Get Ready Guilford
April Butler* Guilford County Parent Representative	Kamona Herring UNC-TV, Public Media NC
Silvia Campos RCS Head Start	Sheila Hoyle Southwestern Child Development Center
Karen Carmody Duke/Center for Child and Family Health	Katura Jackson Child Care Resource Center
Carolyn Choplin Smart Start of Yadkin County	Safiyah Jackson♦ North Carolina Partnership for Children
Greer Cook Division of Public Health/MIECHV	Vivian James DPI/Office of Early Learning

NORTH CAROLINA EARLY CHILDHOOD

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Maria Layne-Stevens
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Sharon Loza
North Carolina Infant and Young Child Mental
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Samuel Maldonado*
Orange County Literacy

Mary Mathew♦
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Karen McKnight♦
NC Department of Public Instruction

Christy Moore♦
Division of Public Health

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Alexandra Morris♦
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Lisa Mousalli*
Transylvania County
Parent Representative

Diane Nelson
Smart Start of Transylvania County

Melissa Pearl*
The Family Place

Christina Peterson
Partnership for Children of Johnston County

Tina Petrofsky*
Parent Representative (Head Start)

Mary Lee Porterfield
UNC Greensboro

Joy Potts
UNC-TV, Public Media NC

Kim Radcliffe
Partnership for Children of Guilford County

Rhonda Rivers
LeafSpring School

Beverly Roberts
Exceptional Children's Assistance Center

LaKeisha Ross-Johnson*
Catawba County Partnership for Children

Catherine Scott-Little
UNC-Greensboro

Elizabeth Servin*
Randolph Partnership for Children

Leslie Mari-Ellen Simmons
NC Department of Public Instruction

Janet Singerman
Child Care Resources, Inc. (Charlotte)

Cornelia Singletary
Division of Social Services

Dionne Smith
Orange County Partnership for Young Children

Kristi Snuggs♦
Division of Child Development & Early Education

Denise Squier
CCRI/NC CCR&R Council

Felice St. John
Smart Start of Transylvania County

LouMecia Staton
Partnership for Children of Guilford County

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* = parent/family representative

♦ = Accelerator Team member