



Family Engagement Resources

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for Pennsylvania’s Office of Child Development and Early Learning (OCDEL).

Last Updated: October 2020

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Evidence

[Advancing Equity-Driven Family Engagement for Systems Change in Early Childhood \(0-5\)](#)

This policy brief explores how early childhood leaders can advance efforts to engage families along a continuum, from first teacher to policy advocate for systems change in early childhood. The brief recommends actions to program directors, agency directors, funders and policy makers.

[Child Care and Early Education for Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Families: Research-to Policy Resources \(0-5\)](#)

The early care and education (ECE) system serves a diverse range of families from many different backgrounds, structures, and capacities. This Research-to-Policy Resource List compiles empirical research on American LGBT families' experiences with ECE and providers' experiences and preparation for working with LGBT families. The three reviews that begin the list summarize the research literature published through 2012. The remaining resources on the list include the research literature published after the period covered by those reviews.

[Effective Ways to Support Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Families: Research-to Policy Resources \(0-8\)](#)

Those of us who work in the early childhood field recognize that each day provides the opportunity to engage with, learn from, and serve as a resource to a diverse range of families from many different backgrounds, structures, and capacities. There are varying estimates, but between 2 and 4 percent of American adults identify as LGBT, and this percentage has grown over the past five years. This Research-to-Policy Resource List compiles empirical research on American LGBT families' experiences with ECE and providers' experiences and preparation for working with LGBT families. The three reviews that begin the list summarize the research literature published through 2012. The remaining resources on the list include the research literature published after the period covered by those reviews. They have been divided into those that focus on LGBT families and those that focus on providers.

[Family Connections to Peers and Community \(0-5\)](#)

This resource presents a selected summary of research, promising practices, proven interventions, and program strategies intended to be useful for the Head Start, Early Head Start, and other settings serving young children and families.

[Family Engagement: From the Early Years to the Early Grades \(0-9\)](#)

This 2016 joint policy statement from the US Departments of Education and Health and Human Services reflects the shared position that strong family engagement is central to promoting children's healthy development, school readiness, and academic achievement in elementary school and beyond. The policy statement reviews the research base, legal requirements, and best practices that support effective family engagement in children's learning, development, and wellness. It also identifies effective family engagement practices, provides recommendations, and highlights resources. [An Executive Summary is also available.](#)

[Family Engagement, Diverse Families, and Early Childhood Education Programs: An Integrated Review of the Literature \(0-9\)](#)

This 2009 product provides a thoughtful review of the literature on family engagement that pertains to all young children across ethnic backgrounds and early childhood education programs.

[Information Memorandum on the Importance of Meaningful Father Engagement \(0-9\)](#)

On October 17, 2018, the Administration for Children and Families (ACF) issued a joint Information Memorandum (IM) emphasizing the importance of meaningful father engagement in all ACF programs to better serve children and families. The memorandum highlights research findings that demonstrate the value of father involvement in the lives of children and families and identifies promising practices to promote and sustain meaningful father engagement, regardless of a father's physical location or custodial participation.

[Parent Engagement Practices Improve Outcomes for Preschool Children \(3-5\)](#)

This January 2017 research brief describes research-based approaches to effectively engage families and children at risk for poor school readiness. The brief highlights findings from recent studies with preschool children (ages 3-5) and focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies. It finds that supporting parents' efforts to help their children develop during the preschool years improves a child's school readiness, reduces behavior problems, enhances social skills, and promotes academic success.

[A Portrait of Latino Fathers: Strengths and Challenges \(0-9\)](#)

This research brief presents key socio-demographic information, such as educational attainment and residential, marital, and employment status, because these characteristics were linked to father engagement and child well-being in previous studies.

[Parenting Matters: Supporting Parents of Children Ages \(0-8\)](#)

The study described in this publication examined the state of the research on parenting and family engagement, including parental knowledge, attitudes, and practices that support healthy child development. Findings include effective parenting practices, elements of effective interventions, and evidence-based approaches for increasing engagement. [Get chapters on the National Academies Press website](#) and/or [the full book is also available](#).

[Reframing Family Involvement in Education: Supporting Families to Support Educational Equity \(3-9\)](#)

This review summarizes research on family engagement as a powerful tool to support children's learning and development and presents a research-based, comprehensive, continuous, and equitable approach to family involvement in education.

[Responsiveness to Family Cultures, Values, and Languages: Integrating Cultural and Linguistic Diversity into Policy and Practices \(0-9\)](#)

This position statement from the Division for Early Childhood underscores the commitments that are necessary for personnel to provide culturally and linguistically responsive practices that support each family.

[The Strengths of Latina Mothers in Supporting Their Children's Education: A Cultural Perspective \(3-5\)](#)

This brief reports on what was learned through interviews with Latina immigrant mothers about the techniques they use to support their children's education. Implications of the finds are discussed as they relate to family empowerment and developing supporting family-teacher partnerships.

[Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Learning: Implications for Early Care and Education Policy \(0-6\)](#)

This brief highlights research that can inform policies to expand the capacity of early care and education programs to promote the engagement of linguistically diverse families with young children.

[Tuning In: Parents of Young Children Tell Us What They Think, Know and Need \(0-5\)](#)

The findings from ZERO TO THREE's research study details parenting challenges, the dilemma of how to discipline young children, and what parents understand about early development. An overview/key insights document is available, in addition to the full report.

Print

[Building Relationships with New Families: The Benefits of Gradual Enrollment \(0-5\)](#)

This article highlights strategies for helping families and their children discover expectations, understand routines, and ask questions, all of which can ease everyone's transition into a new program.

[Changing Systems & Practice to Improve Outcomes for Young Fathers, Their Children & Their Families \(0-9\)](#)

Research shows that the relationship between fathers and their children is essential to the well-being of families and the healthy development of children. However little attention is paid to the importance of engaging young fathers under age 26, particularly young fathers who are involved with child welfare systems. This report provides recommendations on how systems can better focus on father involvement to increase positive outcomes for fathers, their children and families. Policy recommendations are offered on father-inclusive organizational culture, father identification, father-focused practice, co-parenting, undocumented fathers, incarcerated fathers, and more. [A companion video featuring three fathers is available on YouTube.](#)

[Developing Culturally Responsive Approaches to Serving Diverse Populations: A Resource Guide for Community-Based Organizations \(0-9\)](#)

This resource guide is designed to help community-based organizations to serve the needs of their diverse populations by using culturally thoughtful and responsive approaches. Along with an overview of existing instruments, tools, and resources, this document offers evidence-based insights, including ways to examine collaboration through a diversity lens.

[Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Families in Early Childhood Settings \(0-9\)](#)

This article offers practical strategies for supporting young children whose family members are LGBT.

[Engaged Families, Effective Pre-K: State Policies That Bolster Student Success \(3-5\)](#)

This report explores the ways family involvement enhances high-quality pre-k. It also recommends actions policy makers can take to ensure that state programs help families establish a firm foundation of engagement in their children's learning when it matters most – in the early years of life.

[Ethnographic Interviewing: Asking the Right Questions to the Right People in the Right Ways \(0-9\)](#)

This paper describes the influence of culture on the interview process and describes an approach to ethnographic interviewing of families that enables professionals to ask the right questions to the right people in the right ways so they can assist families in meeting the needs of their children.

[Families Know Best \(3-9\)](#)

This BUILD Initiative brief discusses the state of the field in incorporating family information into kindergarten entry assessments and the role that such family information can play.

[Family Engagement and Children with Disabilities: A Resource Guide for Educators and Parents \(0-9\)](#)

This annotated bibliography describes resources that can help families and educators to facilitate comfortable and supportive partnerships in the interest of successful outcomes for children with disabilities. The research reports, articles, and examples of best practices and practical tools included in this guide suggest methods of developing positive and productive collaboration between schools and families so they can work together to ensure better services for students.

[Formula for Success: Engaging Families in Early Math Learning \(0-9\)](#)

Early math ability is one of the best predictors of children's later success in school. This compilation of articles was designed to provide families with guidance, inspiration, and motivation to support their young children's mathematical development effectively. They show that math is part of our everyday lives and is conditioned by relationships, culture, and values; math can be an enjoyable parent-child experience; and digital media can be harnessed to promote math learning—for children and parents.

[Having Their Say: Parents Describe Why and How They are Engaged in Their Children’s Education \(3-9\)](#)

Karen Mapp’s article describes the findings from a study that identified factors that contributed to successful educational partnerships between schools and families. The paper concludes with implications for practice and further research.

[Involvement or Engagement? \(3-9\)](#)

This article by Larry Ferlazzo discusses family involvement (“doing to”) and the family engagement (“doing with”) strategies that can make a big difference in student achievement, particularly with marginalized families and communities.

[Joining Together to Create a Bold Vision for Next-Generation Family Engagement: Engaging Families to Transform Education \(3-9\)](#)

The paper begins with a challenge: How do we work with families and communities to co-create the next generation of family and community engagement, providing equitable learning pathways—both in and out of school and from birth to young adulthood—that will enable all children to be successful in the 21st century? The paper identifies five promising, high-leverage areas that can serve as the “building blocks” for family engagement strategies: reducing chronic absenteeism, data sharing about student and school climate indicators, the academic and social development of youth in and out of school, digital media, and the critical transition periods in children’s learning pathways. [An executive summary is also available.](#)

[Leading Family Engagement in Early Learning: A Supplemental Guide \(0-9\)](#)

This guide examines best practices for family engagement within a variety of spaces, from public libraries to schools. It includes a collection of free resources that thoughtfully offer evidence for culturally-responsive and effective ways to engage families.

[Lesbian, Gay, Bisexual, and Transgender \(LGBT\) Families: Tools for Directors in Supporting Staff Discussion Dealing with Fears \(0-9\)](#)

This article offers practical strategies for structuring safe conversations about issues that honor diverse perspectives and build staff capacity to support each and every family.

[Little Children, Big Challenges: Incarceration \(3-9\)](#)

Sesame Street created this guide for family members and caregivers to help early childhood professionals and families to use every day routines to help children to express their feelings, talk about incarceration, and connect with family members.

[Opening Doors for Young Parents \(0-9\)](#)

This report from the Annie E Casey Foundation documents the barriers that young families face. It examines national and state-level trends — highlighting areas of opportunity and concern — and then shares potential solutions that can help these families thrive. The report warns that we cannot change these odds by solely focusing on children when their lives are indelibly shaped by the adults raising them.

[Partnering with Families of Children with Special Needs \(0-9\)](#)

Intended for educators, this article provides readers with an understanding of the experience and processes that families go through upon learning their child has a disability, as well as basic information about IFSP and IEP services. It also explains several strategies for working with families with children with disabilities.

[Reaching All Children? Understanding Early Care and Education Participation Among Immigrant Families \(0-9\)](#)

This paper summarizes evidence about the participation of young children of immigrants in early care and education programs as well as relevant demographic and socio-economic characteristics of immigrant families that likely influence children’s participation in early learning programs. It then discusses policy recommendations for state and local administrators of pre-kindergarten and other early care and education programs.

[Resource Guide: Building a Bright Future for All: Success in Early Learning Programs and Elementary School for Immigrant Families \(0-9\)](#)

This January 2017 resource was developed to enhance state and local efforts to support immigrant children from birth through the elementary grades. The first half provides tips for educators; the second half provides tips for family members and guardians on how to facilitate children's learning and education starting at birth.

[Strong at the Broken Places: The Resiliency of Low-Income Parents \(0-9\)](#)

This April 2017 policy report shares how, despite the barriers to healthy development that poor children face, many of them have resilient parents who help them not just survive but thrive. The report explores common attributes among parents who are able to function well when faced with challenges as well as parenting styles most closely associated with positive social and developmental behavior in children. It uses data from more than 2,200 low-income families surveyed as part of the Fragile Families and Child Wellbeing Study. Recommendations for developing programs and policies that can enhance the well-being and life opportunities of both parents and their children are included.

[Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children's Life Success \(0-8\)](#)

This paper provides a general overview of research that can inform policies and practices aimed at building the capacity of early care and education programs to promote parent engagement in linguistically diverse families.

[Why Do Parents Become Involved in Their Children's Education? \(3-9\)](#)

This article discusses the research on parent's motivations and school and family practices that may strengthen parental involvement in their child's education and school community.

Audiovisual

[Aiden's Parent-Teacher Conference \(3-5\)](#)

This video shows the use of TS GOLD during a parent-teacher conference. It is the sequel to Family Engagement with TS GOLD.

[Bringing Families Together: Building Community \(0-5\)](#)

Watch this video for tips that programs can use to bring families together and build a strong sense of community. Sheltering Arms Educare Program in Atlanta, GA shares real-life experiences from their Head Start/Early Head Start program that have successfully built connections to improve family well-being and enhance outcomes for children.

[CONNECT Module 3: Communication for Collaboration \(0-5\)](#)

This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions.

¡También disponible en español!

[CONNECT Module 4: Family-Professional Partnerships \(0-5\)](#)

This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips. **¡También disponible en español!**

[Empowering Parents and Caregivers in Oakland CA \(0-5\)](#)

In Oakland, the Lotus Bloom Family Resource Center creates physical spaces and develops educational opportunities that enable adults (parents and other caregivers) and young children aged 0-5 to experience learning together. The goal of the center is to increase the school readiness of children prior to the beginning of kindergarten by connecting with families as early as possible. This video highlights the work the center performs in collaboration with Oakland Unified School District.

[Engaging Families in the Transition to Kindergarten \(4-6\)](#)

This video provides strategies to support children and their families as they transition into kindergarten. It highlights the importance of strong partnerships between families, programs, and schools play in making this important transition successful.

[Engaging Fathers \(3-5\)](#)

Watch this video to learn about the strategies and practices one program uses to engage fathers and support positive child and family outcomes. Find examples of strong program leadership, a welcoming environment, and a commitment to family partnerships. A facilitator's guide and a viewer's guide are available at the same URL.

[Here's to Grandparents! \(0-5\)](#)

One out of 4 children under the age of five is cared for by a grandparent while parents work or go to school. These three short films profile families in which grandparents play significant roles in sharing the care.

[A Home Visit with Ares' Family \(0-3\)](#)

In this video, Ohio speech-language pathologist Lindsay Miketa delivers an early intervention home visit during the COVID-19 pandemic. The video illustrates the experience of a family new to early intervention that has only received home visits via video conferencing. The story is accompanied by insightful observations offered by Lindsay and Ares' parents, Jacqueline and Daniel.

[A Home Visit with Sam's Family \(0-3\)](#)

This video illustrates an early intervention home visit delivered by Ohio occupational therapist Angela Spano via video conferencing during the COVID-19 pandemic. The video shows how home visits support the entire family and features insightful observations offered by Sam's mother Kayla and Angela.

[**A Home Visit with Zander's Family \(0-3\)**](#)

This video illustrates an early intervention home visit delivered by Ohio physical therapist Paula Clark via video conferencing during the COVID-19 pandemic. The video features insightful observations offered by Zander's mother Margaret and Paula.

[**Indicators of High-Quality Family Engagement in QRIS and Continuous Quality Improvement Systems: Connecting Research and Practice \(0-5\)**](#)

Family engagement is crucial to high-quality early childhood care and education policy and programs for children's learning and development. Watch this archived webinar to learn about eight key indicators of high-quality family engagement and how to incorporate them into quality assurance systems in line with the Parent, Family, Community Engagement Framework for Early Childhood Systems.

[**Partnerships for Change: Listening to the Voices of Families \(0-5\)**](#)

Watch this video to see how the Red Cliff Early Childhood Center effectively partners with families, schools, and local organizations. The video underscores how family well-being is rooted in a respect for culture, values, and home language.

[**Program Environments: Responsive Programming for Migrant Families \(0-5\)**](#)

Watch this video for promising practices from a Head Start program for migrant families in San Luis Obispo, CA. It illustrates ways to foster strong relationships and partnerships between families and staff based on evidence that effective partnerships support parent-child connections, family well-being, and goal setting.

[**Recommended Practice Module 5: Families \(0-5\)**](#)

This free, online module offers content related to supporting children's learning and development through quality adult-child and child-child interactions. Objectives target what family-centered practices are, how to build the capacity of families, and strategies for building trusting partnerships with families. The module introduces and illustrates the recommended practices using narrated slide presentations, videos, activities, readings, and simulations. A companion Learning Guide provides additional resources for faculty and professional development providers to use in addressing the content of the module.

[**Supporting Children and Families Experiencing Homelessness: An Interactive Learning Series for Early Childhood Professionals \(0-5\)**](#)

This learning series was designed to enhance knowledge around family homelessness and the McKinney-Vento Homelessness Assistance Act's definition of "homeless" as it refers to children and youth. Module topics include an overview, understanding family homelessness, understanding the McKinney-Vento definition of "homeless", determining a family's homeless situation, identifying and reaching out to families experiencing homelessness, enhancing program access and participation for children experiencing homelessness, and building relationships with families.

[**Supporting Family Leaders \(0-5\)**](#)

These videos were developed to highlight strategies, practices, and approaches for effectively preparing and supporting new, or emerging, family leaders to engage in systems-level advocacy and decision-making.

[**Supporting Grayson's Family \(0-3\)**](#)

In this video, Grayson's parents Niki and Matt describe how home visits they receive via video conferencing engage and support the entire family during stresses associated with the COVID-19 pandemic. Early interventionist Jenny Seuntjens highlights key strategies including focusing on all family members, embedding intervention in typical everyday routines, and following the family's lead.

[**Una visita en el hogar con la familia de Liam \(A Home Visit with Liam's Family\) \(0-3\)**](#)

In this video, Ohio occupational therapist Marta Gonzalez delivers an early intervention home visit during the COVID-19 pandemic. The video illustrates how home visits delivered through video conferencing can continue to support children and their families when in-person visits are not possible. The story is shared through insightful observations offered by Marta and Liam's mother, Yinna. **Este video está en español. English subtitles available.**

Online

[Aligning and Integrating Family Engagement in Positive Behavioral Interventions and Supports \(3-9\)](#)

This 2017, free e-book provides guidance for enhancing family engagement in schools from pre-Kindergarten through high school. It includes information on the foundations of family engagement (FE), a review of FE in the context of Positive Behavioral Interventions and Supports (PBIS) and Multitiered Systems of Support (MTSS), and strategies for applying ideas in local sites and across systems. It addresses the unique needs of children at risk and emphasizes the critical issue of cultural competence.

[Building Family Engagement through Communication Strategies \(0-5\)](#)

The [National Center for Pyramid Model Innovations](#) recently developed this infographic on Communicating with Families: Helpful Suggestions. It highlights communication strategies that early childhood programs can use to engage with families and invite families to share information about their child, themselves, and what they see as important.

[Building Partnerships: Guide to Developing Relationships with Families \(0-5\)](#)

This resource supports early childhood personnel to discover definitions, tools, and strategies for reflective practice and supervision that can build positive goal-oriented relationships with families. The tools can be useful in many kinds of programs.

[Creating a Welcoming Early Childhood Program for LGBT-Headed Families: A Checklist for Programs \(0-8\)](#)

This checklist can be a helpful resource for directors, educators, specialists, and families in examining the extent to which programs are welcoming to and supportive of families of diverse cultures, languages, and configurations.

[CONNECT Module 3: Communication for Collaboration \(0-5\)](#)

This module describes effective communication practices for professional and families in early education and intervention. It links specific communications practices with particular purposes. Information on research findings and related policies are provided as well as examples of embedded interventions. **¡También disponible en español!**

[CONNECT Module 4: Family-Professional Partnerships \(0-5\)](#)

This module presents effective practices for developing family-professional partnerships in a process of developing rapport, forming shared decisions, and partnering with the family to address challenges. Information on research findings and related policies are provided as well as examples of embedded interventions, activities, handouts, video and audio clips. **¡También disponible en español!**

[Creating a Welcoming Early Childhood Program for Lesbian-Gay-Bisexual-Transgender \(LGBT\) Families \(0-5\)](#)

Administrators, early childhood professionals, and family members can use this set of resources to help build strong partnerships that lead to successful family and child outcomes in early childhood settings.

[DEC Recommended Practices: Family Practices \(0-8\)](#)

This website features checklists of evidence-based practices for supporting families, with emphasis on families of young children with or at risk for disabilities.

[The Diversity-Informed Tenets for Work with Infants, Children, and Families \(0-3\)](#)

The Tenets can empower individual practitioners, agencies and systems of care to identify and address the social justice issues intricately intertwined with all infant mental health work. The Tenets are rooted in belief that self-awareness and intentional action are the cornerstones of principles of equity and inclusion.

[Engaged Families, Effective Pre-K: State Policies That Bolster Student Success \(3-5\)](#)

This report from Pre-K Now identifies policies that can enhance family engagement in state pre-kindergarten and highlights examples from states that are leading the way. The report also addresses how family engagement programs must ensure efforts to respect the linguistic and cultural diversity of the populations they serve.

[Engaging Families in Pre-K Education \(3-5\)](#)

This report identifies policies that enhance family involvement in pre-K education and provides examples of states that use those policies.

[Family Engagement \(0-9\)](#)

This collection of resources from the Early Childhood Technical Assistance Center (ECTA) includes particular emphasis on engaging families of young children with disabilities.

[Family Engagement and Ongoing Child Assessment \(0-5\)](#)

This set of guides describes how to share information effectively with families in genuine partnerships. You can use the guides to explore strategies for sharing information about screening and ongoing assessment with families in early childhood programs.

[Family Engagement and Transition to Kindergarten \(5-6\)](#)

Explore this collection of resources and videos to find the latest information about the importance of engaging families and partnering with them in the transition to kindergarten. **¡También disponible en español!**

[The Family Partnership Process: Engaging and Goal-Setting with Families \(0-5\)](#)

The guide provides examples of ways to gather information about families' strengths, hopes for their children, and challenges. It also lays out specific strategies to engage families in conversations about goal-setting.

[Fathers for Life \(0-5\)](#)

This resource was developed to encourage and support positive relationships of families with young children of incarcerated fathers or fathers on probation or parole. The site includes program manuals and other resources that would be useful to programs or individuals who want to engage and support families in which a member is or has been incarcerated.

[Gathering and Using Information That Families Share \(0-5\)](#)

In order to support the learning and development of young DLLs, staff members need to understand children's backgrounds and experiences with more than one language or dialect. This resource can help you learn to gather accurate and useful language information for assessment and planning.

[Growing Up with Undocumented Parents: The Challenges Children Face \(0-9\)](#)

In response to the question "how are children of undocumented immigrants impacted by their parents' immigration status?" a recent report by the Migration Policy Institute (MPI) examined a host of risk factors that children of undocumented parents face at higher levels than U.S. children and children of immigrants overall. Researchers concluded that growing up with undocumented immigrant parents presents children with clear disadvantages.

[Helping Dads Care \(0-9\)](#)

A recent survey shows that the majority of fathers want to be involved caregivers to their children but are often held back by outdated expectations related to gender roles and a lack of workplace support. This report makes the case for greater access to paid parental leave for men and women, as well as a shift in societal norms around men's and women's roles as caregivers to create a more equitable society for families raising children.

[Handbook on Family and Community Engagement \(0-9\)](#)

The Handbook is intended to provide educators, community leaders, and parents with a succinct survey of the best research and practice accumulated over the years. More importantly, it gives us a guide with which we can travel to a new plane in our quest for each and every student's academic, personal, social, and emotional development.

[Head Start Father Engagement Birth to Five Programming Guide \(0-5\)](#)

The Programming Guide is designed to help programs make father engagement live and breathe in every part of your program. It offers ideas for implementing father engagement strategies across systems and services as a part of your everyday work. **[¡También disponible en español!](#)**

[How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs \(3-9\)](#)

This guide created by Colorín Colorado presents dozens of strategies that educators in school and early childhood settings can use and share with colleagues, families, and community partners. The guide includes more than 50 strategies and examples that apply to K-12 and/or early childhood settings.

Each strategy includes features such as:

- *Why this matters:* A brief overview of how the topic relates to immigrant students and families
- *Tips for getting started:* Specific, concrete ideas targeted for educators
- *Recommended resources:* Guides, books, articles, research reports, and other materials
- *Recommended videos:* Video clips that can enhance professional development
- *Examples from the field:* Brief anecdotes and quotes, news items, and communication

[Las Manos de Apá Resources \(0-5\)](#)

This set of materials is designed to support Latino fathers as early literacy models for their children. The resources outline a practice model for working with Latino fathers by creating father-friendly environments, building community, sharing stories and supporting early literacy for young children. **¡También disponible en español!**

[National Center for Homeless Education's Resources on Parent Involvement \(0-9\)](#)

The center provides research, resources, and information enabling communities to address the educational needs of children experiencing homelessness.

[National Center on Parent, Family and Community Engagement \(0-5\)](#)

This website from Head Start contains information on the Parent Family and Community Engagement Framework as well as related resources that are useful for educators and service providers.

[Our Journey to Success: Early Education for Children in Indigenous Migrant Families \(0-5\)](#)

This resource is based on indigenous leaders' and families' powerful stories of courage and hope. They share their advice on family and community needs and assets. The resource supports the importance of indigenous culture and language to children's achievement in school and to long-term child and family well-being. **[¡También disponible en español!](#)**

[Parent, Family, and Community Engagement Simulation: Boosting School Readiness through Effective Family Engagement Series \(0-5\)](#)

Explore and practice everyday strategies to develop Positive Goal-Oriented Relationships with a family. These relationships are key to our work with children and families, including the journey toward school readiness using these four simulations. Simulation 1 allows you to practice building bonds with families, beginning with an intake visit. Simulation 2 explores the process of developing and implementing goals with families. Simulation 3 explores using strengths-based attitudes to partner with families during challenging times. Simulation 4 allows you to practice using collaborative strategies to partner with families during conversations about developmental concerns.

[Parent Participation in Early Intervention \(0-3\)](#)

Parent involvement is key for making the necessary decisions about early intervention services for children. This December 2017 list of resources for parents and early intervention providers from the Center for Parent Information & Resources offers information and strategies for supporting parent participation in developmental screening, identifying appropriate services to best meet a child's needs, and staying informed about parental rights.

[Partnering with Newcomer Families \(3-9\)](#)

This report describes strategies for working across language and cultural differences to make families feel at welcome.

[Partnering with Parents Who Identify as Lesbian, Gay, Bisexual, and/or Transgender \(0-8\)](#)

This resource offers information and strategies for directors, educators, specialists, and families.

[Prioritizing Family Engagement to Support Dual Language Learners \(3-9\)](#)

How can schools get engagement with DLLs' families right — especially in the early years? This 2017 report presents research on family engagement practices that have proven effective with linguistically diverse families.

[Recommended Practice Module 5: Families \(0-5\)](#)

This free, online module offers content related to supporting children's learning and development through quality adult-child and child-child interactions. Objectives target what family-centered practices are, how to build the capacity of families, and strategies for building trusting partnerships with families. The module introduces and illustrates the recommended practices for using narrated slide presentations, videos, activities, readings, and simulations. A companion Learning Guide provides additional resources for faculty and professional development providers to use in addressing the content of the module.

[Relationship-Based Competencies to Support Family Engagement Resource Series \(0-5\)](#)

The Relationship-based Competencies (RBCs) are founded on research and recommended practices around working with families from pregnancy through the early childhood years. There are specific sets of competencies for different early childhood professionals, as described below. The tools in this series may be used to assess competence and to identify targets for professional growth and development.

[Ripples of Transformation: Families Leading Change in Early Childhood Systems \(0-5\)](#)

This report is a toolkit designed to inspire, challenge, and support leaders in early childhood to embrace a vision of families as agents of change in their children's lives, communities, and early childhood systems.

[Self-Assessment Tool for Early Childhood Programs Serving Families Experiencing Homelessness \(0-6\)](#)

This tool from the Ounce of Prevention Fund (the Ounce) and the U.S. Department of Human Services Administration for Children and Families (ACF) has been specifically designed for child care, Head Start and Early Head Start, and public pre-k programs. The tool contains recommendations for making early childhood programs more responsive to the unique needs of infants, toddlers, preschoolers and their families who experience homelessness in five areas and identifies additional resources to support programs.

[Strengthening Families™ \(0-9\)](#)

Learn about a protective factors framework based on engaging families, programs and communities at this website.

[Supporting Children Who Have an Incarcerated Parent \(3-9\)](#)

This tip sheet offers evidence-based practices for teachers of young children.

[A Self-Assessment and Planning Tool for Nonprofits and Schools \(3-9\)](#)

This publication introduces an assessment and planning tool to help programs evaluate their family engagement efforts and chart a path toward deeper partnerships. The tool spans just eight pages, with text outlining how to use it, how to assess its results and what real-world strategies and programs are already in play — and working — to boost family engagement.

[Stages of Immigrant Parent Involvement — Survivors to Leaders \(3-9\)](#)

Immigrant families are not all alike nor are their needs or interests. These families come to the U.S. from diverse backgrounds with a wide range of needs and prior educational experiences. This article describes an effective model (Stages of Immigrant Parent Involvement) that can provide educators and community leaders with insights that help them tailor programs and services to support these families as they acclimate into U.S. school culture.

[When a Foster Child Enters Your Care: Suggestions from a Foster Parent \(NAEYC\) \(0-8\)](#)

This blog offers both strategies and additional resources to consider.

[ZERO to THREE Military Family Projects \(0-3\)](#)

This resource can help programs and military families care for very young children.