

Getting To Know PA Pre-K Counts Webinar Series Family Engagement

Today's Presenters:

Deb Wise | Chief, Division of Standards & Professional Development, OCDEL
Curt Gussler | Preschool Program Manager, Pennsylvania Key



Meeting Topics

- Family Engagement Plan
 - Pennsylvania's Family Engagement Framework
 - Program Involvement
 - Transitions
 - Communication With Families
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Family Engagement in PA Pre-K Counts

405.47. Parent Involvement.

Approved providers shall develop and implement a plan for involvement and input of parents, families and guardians of children enrolled in the program to inform them of program goals, instructional strategies, and the progress of their children and to involve them in supportive activities designed to help ensure their child's success.

Family Engagement in PA Pre-K Counts

Guidance and Clarifications

Family engagement (termed in statute as parental involvement) is an important element that contributes to the success of the program and the children receiving its services. Family engagement requires vigilant planning and understanding of the diverse situations and needs of families and their children. Providers must use [Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework](#) in the development and implementation of the parent engagement plan.

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child's educational lifespan.



Six Learning Community Standards

- Standard 1- Connect families to community resources that support their goals, interests, and needs.
 - Standard 2- Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
 - Standard 3- Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders and advocates as they support their child's learning and development.
 - Standard 4- Provide intentional opportunities for families to connect and engage with each other.
 - Standard 5- Support families as they develop their leadership and advocacy skills.
 - Standard 6- Build partnerships with families during times of transition.
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Essential Questions for Reflection of a Family Engagement Practice

- Is it culturally responsive and equitable?
 - Does it leverage the expertise, knowledge, and leadership of families, community partners, and the Learning Community?
 - Is it an intentional, relationship-based approach that is connected to at least one of the standards?
 - Does it support a family as their child's guide in the educational process?
 - How will you evaluate/measure and share the effectiveness of the practice?
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Family Program Involvement

- The invitation for family program involvement should go beyond classroom events and celebrations
 - Families should be provided appropriate opportunities to:
 - Provide input about program policies
 - Help select and plan for events
 - Participate in relevant parent and family education events
 - Evaluate the PA PKC program
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Transitions

405.48. Program Transition Planning.

(a) Approved providers shall develop and implement plans designed to ensure a smooth and supportive transition for children **entering the program from the setting** from which they are coming, including the home, Early Intervention services, Early Head Start or child care.

(b) Approved providers shall develop and implement plans to ensure a smooth and supportive transition for children **leaving the program** to enter kindergarten and the K-12 school environment.

Transitions

Guidance and Clarifications

- Transitions for young children from one setting to another are critical times in their lives. The planning and development of relationships with the individuals, programs and organizations that may be involved in a child's life as that child moves from one setting to another takes time, but is time well spent. This planning and developing of relationships needs to be conducted with care and sensitivity to the child, the family, and the programs and agencies involved.
- 1. Transition into pre-kindergarten programming involves coordinating with families, and with the agencies/programs/classrooms serving infants and toddlers.
- 2. Transition between pre-kindergarten programs involves coordination with the agencies that provide these services.
- 3. Transition plans must be developed for those children preparing to enter kindergarten programs.

Communications with Families

PKC 22-#005: Communications with families interested in the PA PKC program **must** be transparent and timely. Programs should communicate the program's prioritization plan with interested families in a way that enrollment decisions are understood by families. If a program becomes fully enrolled and must wait list children who have lower prioritization, the program **must** communicate this explicitly with the family within 24 hours of the finding. The program **must** explain the use of prioritization to make enrollment decisions to the family and share the option for the child to be placed on a waiting list. When feasible, the program will assist the family in connecting with Head Start and/or other PA PKC programs in the area, and/or the regional Early Learning Resource Center (ELRC) to find other potential care options for a waitlisted child. If a child is found ineligible for the PA PKC program, the program **must** communicate the details of this finding with the family within 24 hours of the finding, and when feasible, will assist the family in connecting with the regional ELRC to find other potential care options.

Communications with Families

- A parent or family handbook is an effective means of defining program procedures and policies and sharing that information with families.
 - FIPs must be developed with family input. Involving family input is generally a good practice when developing any program plan.
 - Using "registered" letters is the preferred method of communicating with "hard to reach" families
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