

# Family Engagement Monitoring Tool

<b>Site:</b>		<b>Classroom:</b>	
<b>Family Support Staff:</b>		<b>Date:</b>	

B = Beginning | D = Developing | P = Proficient

**Beginning** – Little evidence of knowledge and skill in this area, and need more.  
**Developing** – Some evidence of knowledge and skill in this area, and need more.  
**Proficient** – Extensive evidence of knowledge and skill in this area.

**1. Documents provide evidence of establishing a collaborative partnership-building with all parents to demonstrate respect for each family’s structural, cultural, ethnic, and linguistic diversity.**

- **Head Start/Early Head Start 1302.50** (b) Family Engagement Approach. A program must: (1) Recognize parents as their children’s primary teachers and nurturers and implement intentional strategies to engage parents in their children’s learning and development and support parent-child relationships, including specific strategies for father engagement. (2) Develop relationships with parents and structure services to encourage trust and respectful, ongoing two-way communication between staff and parents to create welcoming program environments that incorporate the unique cultural, ethnic, and linguistic backgrounds of families in the program and community.
- **Head Start/Early Head Start 1302.51** (a) A program must promote shared responsibility with parents for children’s early learning and development, and implement family engagement strategies that are designed to foster parental confidence and skills in promoting children’s learning and development. These strategies must include: (3) For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.
- **Head Start/Early Head Start 1302.52** (3) Establish and implement a family partnership agreement process that is jointly developed and shared with parents in which staff and families to review individual progress, revise goals, evaluate and track whether identified needs and goals are met, and adjust strategies on an on-going basis, as necessary.
- **ECEAP F-2** While providing family support services, staff must: Focus on parent and family strengths, build relationships based on mutual respect and equality, acknowledge parents as resources to themselves and others, and respect family beliefs, culture, language, and child rearing practices.

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	1	2	3	4
<b>Files Reviewed</b>	Child Initials:	Child Initials:	Child Initials:	Child Initials:
	Race/Ethnicity:	Race/Ethnicity:	Race/Ethnicity:	Race/Ethnicity:
	Child I.D.	Child I.D.	Child I.D.	Child I.D.
a. Is there a Race Ethnicity Form in the file?				
b. Is the Race Ethnicity Form being used and how?				

c. Is there a Family Partnership Plan in the file?				
d. Are there goals identified on the Family Partnership Summary?				
e. Is there documentation on follow up?				
f. Is there a completed Family Enrollment Visit Record in the file?				
g. If the family checked that an interpreter was needed on the application, is there a completed interpreter form in the file?				
h. If the family checked that an interpreter was needed on the application, are there continual interpreter services provided with parent (enrollment, home visit, etc.)?				
i. Are there family events planned that specifically reflect the cultural diversity of the families?				
j. Are materials in multiple languages?				
k. Are interpreters available during parent events?				
l. Are written materials reflective of the populations you serve?				
m. Are there strategies being used for father engagement?				

**2. Documents provide evidence of establishing a collaborative partnership-building with all parents to identify necessary services and other supports (Needs/Goals/Strengths).**

- **Head Start/Early Head Start 1302.50** (b) Family Engagement Approach. A program must: (3) Collaborate with families in a family partnership process that identifies needs, interests, strengths, goals, and services and resources that support family well-being, including family safety, health, and economic stability.
- **Head Start/Early Head Start 1302.52** (b) A program must implement intake and family assessment procedures to identify family strengths and needs related to the family engagement outcomes as described in the Head Start Parent Family and Community Engagement Framework, including family well-being, parent-child

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relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and the local community, and families as advocates and leaders.

- **ECEAP F-4** Contractors must inform parents about community resources and provide assistance in accessing resources, such as housing, energy assistance, legal services, health or dental care, mental health, chemical dependency, domestic violence services, childcare, food, clothing, parenting, adult education, adult literacy, or job skills. Staff must document referrals and follow-up.
- **ECEAP G-9** Contractors must retain the following family records for children enrolled in the current year: Assessment of family strengths and needs (F-1), Family goals (F-1), Family support contacts (F-1), Income eligibility (B-101-106), Progress notes and follow-up (F-1), Referrals to community resources (F-4)

<p>a. Is there follow up on items the family identified interest in on the Parent Interest Survey by documenting what information/resources was provided?</p>				
<p>b. Is there an initial conversation about goal setting with families?</p>				
<p>c. Is there documentation on the Family Partnership Summary that address the family’s strengths, goals, services, and needs?</p>				

**3. Documents provide evidence of parents being encouraged to be partners in their child’s education.**

- **Head Start/Early Head Start 1301.3** (a) Establishing policy council and policy committees. Each agency must establish and maintain a policy council responsible for the direction of the Head Start program at the agency level, and a policy committee at the delegate level. If an agency delegates operational responsibility for the entire Head Start or Early Head Start program to one delegate agency, the policy council and policy committee may be the same body.
- **Head Start/Early Head Start 1301.4** (a) Establishing parent committees. A program must establish a parent committee comprised exclusively of parents of currently enrolled children as early in the program year as possible. This committee must be established at the center level for center-based programs and at the local program level for other program options.
- **ECEAP F-6** Contractors must provide written materials to parents, such as a parent handbook or calendar, to inform parents of program opportunities and policies. Contractors must offer parent education opportunities, based on families’ interests and needs, and developed in collaboration with parents. Topics may include: Child development and learning, positive child guidance, communication, balancing work and family, family health, safety, and nutrition, personal safety and prevention of child abuse and neglect, child and adult literacy, kindergarten, leadership and advocacy skills. The parent education format must be interactive and encourage parents to be resources to each other. Contractors must maintain records of parent education topics and attendance

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<ul style="list-style-type: none"> <li>• <b>ECEAP F-7</b> Parent Leadership Development: Contractors must provide opportunities for parents to develop leadership skills, including: Supporting parents to advocate for their child, Encouraging participation on Parent Policy Council (A-6), Health Advisory Committee (A-5), and other committees.</li> </ul>					
a.	Is there a Family Engagement Survey in the file?				
b.	Is Family Engagement Survey shared with staffing team?				
c.	Does site/classroom have a Policy Council Representative?				
d.	Are Parent Committee Meetings being held routinely?				
e.	Is Peer Programs offered to parents?				
f.	Is a health, literacy, math, etc. teach back scheduled?				
<p><b>4. Documents provide evidence that the program supports successful transitions for enrolled children and families, both into and out of PSESD’s Early Learning programs by building relationships with principals, teachers, social workers, and health staff to facilitate continuity of programming and family goals.</b></p> <ul style="list-style-type: none"> <li>• <b>Head Start/Early Head Start 1302.70</b> (a) Implementing transition strategies and practices. An Early Head Start program must implement strategies and practices to support successful transitions for children and their families transitioning out of Early Head Start. (b) to ensure the most appropriate placement and service following participation in EHS, such programs must, at least six months prior to each child’s third birthday, implement transition planning for each child and family.</li> <li>• <b>Head Start/Early Head Start 1302.71</b> (c) (1) A program must collaborate with local education agencies to support family engagement under section 642(b)(13) of the Act and state departments of education, as appropriate, and kindergarten teachers to implement strategies and activities that promote successful transitions to kindergarten for children, their families, and the elementary school.</li> <li>• <b>ECEAP E-6</b> Contractors must develop a written kindergarten transition plan, with activities to assist children and families in the transition from ECEAP to kindergarten. Contractors must maintain communication with local kindergarten staff.</li> </ul>		<p><b>B D P</b></p>			
a.	Is kindergarten readiness discussed?				
b.	Is transition planning occurring in the correct time frame (30 months for EHS)?				
c.	If applicable, does the transition plan include consideration for IEP transitions?				

d. Are appropriate staffings completed?				
e. Do staff connect with staff at the receiving school/program?				

**General Notes:**