

Family Partnership Guidelines Comparisons Before and After Focus Groups

Presented to Focus Groups	Final
<p>Principle 1: Welcoming all families.</p> <p>Families are active participants in the life of the program and/or school and feel welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.</p>	<p>PRINCIPLE 1: Welcoming all families.</p> <p>Families are active participants in the life of the program and/or school. They are welcomed, valued and connected to each other, to staff, and to what children are learning and doing throughout the day.</p>
	<p><i>Rationale</i></p> <p>When families feel welcomed and supported, they will be more engaged in the lives of their children and will have a vested interest in their children's developmental success in school, family, career and community. Additionally, when families are more engaged in their children's learning, the work of program staff and educators is supported and reinforced at home. Current research demonstrates conclusively that when early childhood programs and schools establish positive partnerships with families for school readiness and developmental progress, young children exhibit positive impacts related to academic and non-academic success in school including, but not limited to, attendance, behavior, and skills and knowledge in all developmental domains/areas.</p>
1.1 Families feel that they are recognized as unique and are treated as such.	1.1 Staff greet families daily. Families' strengths are identified, recognized, and valued through program/school policies and <i>practices</i> .
1.2 The program/school is open to families for observation and visits whenever their children are present.	1.2 Program/school encourages families to participate in activities and events with children, staff, and other families.
1.3 The program/school makes every effort to accommodate families with special needs and circumstances.	1.3 Program/school recognizes the different needs and circumstances that families have and incorporates this understanding in their communication to engage them.
1.4 The program/school has a process for reaching out to and engaging families, including staying connected with and re-engaging families who are at risk.	1.4 Program/school implements strategies, using input from families, for appropriate outreach and engagement efforts.

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<p>Principle 2: Communicating effectively.</p> <p>Families and staff engage in regular two-way communication about how to support the success of the children in their care.</p>	<p>PRINCIPLE 2: Communicating effectively.</p> <p>Families and staff engage in effective reciprocal and ongoing communication to support the success of the children in their care.</p>
	<p><i>Rationale</i></p> <p>Robust communication between families and staff is essential for successful partnerships. Conversations characterized by respect, trust, and a genuine desire to work together reduce misunderstandings and conflict and contribute to alignment and the reinforcement of learning in the home and program/school. Good communication among families, educators, and program staff provides opportunities for feedback and for continuous improvement. This, in turn, results in enhanced child development, an increase in successful learning experiences, reduced absenteeism and fewer behavioral management issues.</p>
<p>2.1 Program/School expectations for communication are understood by all staff. Interactions are respectful and considerate of families' diversity, culture, family structure, and preferred language; (both verbal and written, whenever possible)</p>	<p>2.1 Families and staff understand program/school communication policies. Information is shared both in writing and verbally in a style that reflects the diversity, culture and preferred language of families. Every effort is made to accommodate special communication needs, including the use of interpreters and/or translators as needed.</p>
<p>2.2 Program/School has written policies that are provided to families during orientation and are shared/reiterated in manageable pieces throughout their enrollment in the program.</p>	<p>2.2 Program/school has written policies that are provided to families during orientation and revisited several times during the program year to support families' understanding of them. Every effort is made to use interpreters and/or translators as needed.</p>
<p>2.3 Families and Staff communicate regularly through several means, such as newsletters, on-site postings, websites, communication logs, notes, telephone calls, and face-to-face interactions.</p>	<p>Deleted</p>
<p>2.4 Programs/Schools engage with families and encourage families to engage in active, 2-way communication on an ongoing basis using a variety of methods, including orientations, small group meetings, individual conversations, written questionnaires, and through electronic media.</p>	<p>(New 2.3)</p> <p>Program/school engages with families in active, 2-way communication on an ongoing basis, using a variety of methods to accommodate individual families' preferred means of communication.</p>

Family Partnership Guidelines Comparisons: Principle 2

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<p>Principle 3: Supporting success.</p> <p>Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<p>PRINCIPLE 3: Supporting success.</p> <p>Families and staff continuously partner to support learning and healthy development, both in the home and in the program and/or school. Families and staff create or find opportunities on an ongoing basis to strengthen their knowledge and skills to do so effectively.</p>
	<p><i>Rationale</i></p> <p>Child success is optimized by partnerships among families, educators and staff, as learning is promoted and reinforced consistently by everyone in all environments: home, program, school, and community. High quality and high performing programs and schools have strong partnerships with children, families, and communities.</p>
<p>3.1 Staff participates in workshops, and professional development activities that help them develop the knowledge and skills to work effectively with diverse families and use this to create effective learning environments and experiences for children and adults.</p>	<p>3.1 Program/school creates opportunities for staff to participate in professional development activities (some of which are led by families themselves) to help them increase their knowledge and skill in working effectively with all families.</p>
<p>3.2 Staff provides opportunities for families to enhance their parenting skills and knowledge of child development and to participate in the ongoing assessment of their child's growth, development and learning.</p>	<p>3.2 Program/school provides learning opportunities for families to enhance their parenting skills and knowledge of child development and encourages families to share their experiences with their peers. Staff encourages families to participate in the ongoing assessment of their children's growth, development, and learning by sharing their observations.</p>
<p>3.3 Families are invited to share activities based on their special interests, talents and/or cultural backgrounds.</p>	<p>3.3 Staff invite families to share activities with children, families and/or staff based on their special interests, talents and/or cultural backgrounds.</p>
<p>3.4 Resources are provided on a regular basis to inform families of learning experiences children are having in programs and classrooms, as well as things families can do to support learning at home to reinforce concepts and skills.</p>	<p>3.4 Staff update families on a weekly basis as to the kinds of learning experiences children are having, and the kinds of things families can do to support learning at home to reinforce concepts and skills.</p>
<p>3.5 Staff acknowledges families as their child's first educator and works collaboratively with families in the development of desired learning outcomes for their children.</p>	<p>3.5 Families and staff acknowledge the families' role as the child's first and primary teacher and work collaboratively to develop desired learning outcomes for children.</p>

Family Partnership Guidelines Comparisons: Principle 3

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<p>Principle 4: Speaking up for every child.</p> <p>Families are empowered to be advocates for their own and other children to ensure that they are treated fairly and have access to learning and developmental opportunities that support their success.</p>	<p>PRINCIPLE 4: Speaking up for every child.</p> <p>Staff support families in being advocates for their own and other's children to ensure that all children are treated fairly and have access to lifelong learning opportunities that support their success.</p>
	<p><i>Rationale</i></p> <p>Families are the best advocates for children because they know their history, culture, and unique strengths and needs. While individual families' support of their own children is essential, when families advocate collectively, they help improve the system for all children. Program leadership plays a vital role in establishing an environment conducive to this collective advocacy.</p>
<p>4.1 Programs/schools provide opportunities for families to voice their concerns about issues relevant to their child or family and provide training or opportunities to take specific action to address those concerns.</p>	<p>4.1 Program/school provides opportunities, encouragement and support for families to voice their concerns about issues relevant to their child or family and to take specific action to address those concerns.</p>
<p>4.2 Families are provided with opportunities to share their experiences in early care and education programs and schools, with other families, with policy-makers and with community services to advocate for funding and resources.</p>	<p>4.2 Families and staff work together to share their experiences in early care and education settings with policy-makers to promote the importance of prioritizing needed funding and resources.</p>
<p>4.3 Staff assist families in becoming their children's advocates as they transition into and out of their programs/schools into other childcare settings and/or the K-12 school system.</p>	<p>4.3 Families and staff work together to support successful child/family transition into and out of programs/schools by advocating for children's needs. Staff encourage families to assist other families through transitions.</p>
<p>4.4 Programs/schools survey families regularly to determine their satisfaction level regarding how well family voices are being heard and how their input affects and improves the program/school.</p>	<p>4.4 Program/school surveys families at a minimum once a year to determine their satisfaction level regarding how well family voices are being heard. Program/school uses survey feedback to make necessary improvements to policies and practices.</p>

Family Partnership Guidelines Comparisons: Principle 4

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<p>Principle 5: Sharing decision-making.</p> <p>Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices and programs that benefit children and result in improved child health and development outcomes.</p>	<p>PRINCIPLE 5: Sharing decision-making.</p> <p>Families and staff are equal partners in decisions that affect children and families. Together, they inform, influence and create policies, practices, and programs that benefit children and result in improved child health and learning outcomes.</p>
	<p><i>Rationale</i></p> <p>Partnerships must be designed to share decision-making appropriately, reflecting all stakeholder groups, so that all partners are accountable. Partnerships must be open to all who are willing to contribute their talents. Leadership must include representatives from all groups, with clear roles and functions, and all participants must share in the workload. Studies show that distributed leadership of this kind fosters greater involvement of all stakeholders, thereby lessening the burden on educators.</p>
<p>5.1 Programs/schools provide families (through orientations, etc.) with the program's/school's philosophies, and long term goals and objectives.</p>	<p>5.1 Families and staff discuss the program's/school's philosophy regarding child development and education, as well as long-term goals and objectives, during orientation. Every effort is made to use interpreters and/or translators as needed.</p>
<p>5.2 Programs/schools welcome families by providing leadership opportunities and training to become involved in program councils, advocacy, policy development, curriculum implementation, special event committees, program activity publications, etc.</p>	<p>5.2 Program/school makes leadership development opportunities available during the program year and encourages families to become involved.</p>
<p>5.3 Programs/schools identify and implement strategies that are relevant to the values, cultures, identities and home languages of enrolled children and families.</p>	<p>5.3 Families and staff work together to identify and implement curriculum and family engagement strategies that are responsive to the values, cultures, and home languages of enrolled children and families.</p>
<p>5.4 Families are encouraged to participate in program assessment and/or in the evaluation of the activities provided.</p>	<p>5.4 Staff encourages families to participate in the evaluation of activities and events sponsored by the program/school. Program/school uses this feedback for continuous improvement.</p>

Family Partnership Guidelines Comparisons: Principle 5

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<p>Principle 6: Partnering with community.</p> <p>Families and staff partner with community members and organizations to expand learning opportunities, community services and civic participation.</p>	<p>PRINCIPLE 6: Partnering with community.</p> <p>Families and staff partner with community members and organizations to increase understanding of, and access to, resources, services, and programs.</p>
	<p><i>Rationale</i></p> <p>As evidence of the power of partnership mounts, interests among Hawaii's programs, schools, and community linkages has expanded substantially. Interest in working together is bolstered by concern about widespread fragmentation of school, program and community interventions, as well as issues of access. By integrating available resources, a significant impact can be made on "risk" factors. In particular, appropriate and effective partnering between families and early childhood programs/schools is seen as a key facet of understanding and addressing barriers to development, learning and family self-sufficiency.</p> <p>While informal program/school/family/community linkages are relatively simple, establishing long-term connections remains complicated. It requires vision, cohesive policy, and basic systemic reform. It involves more than school-linked, integrated services and activities. It requires the weaving of school and community resources together in ways that can only be achieved through connections that are formalized and institutionalized, with the sharing of major responsibilities. In the end, schools and programs are more effective and nurturing when they are an integral and positive part of the community. This integration means enhanced child outcomes, fewer discipline problems, higher staff morale, and improved use of resources. Enhanced parenting and social networking, and the strengthening of the fabric of family and community life also result from working in partnership.</p>
<p>6.1 Programs/schools provide information regarding community programs and services that may benefit their families, on bulletin boards, in newsletters, in resource binder etc.</p>	<p>6.1 Staff provide information, both verbally and through written materials, regarding community programs and services that may benefit their families. Every effort is made to use interpreters and/or translators as needed.</p>
<p>6.2 Staff collaborates with community programs and agencies.</p>	<p>6.2 Program/school and community programs/agencies collaborate through cross-referrals of families for increased access to services and programs.</p>
<p>6.3 Staff offers space to meet and facilitates discussions with families to help them influence the types of services and approaches of community agencies (community advocacy) in order to make those services more responsive to family interests and needs.</p>	<p>6.3 Program/school provides (or assists in locating) a physical space for families to meet with community programs and agencies to discuss how to improve access to more family-responsive services and programs.</p>

Family Partnership Guidelines Comparisons: Principle 6