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Endnotes

1. The term family engagement is often used to emphasize the role of all family members in promoting young children's learning. In the research on school-age children, the term parent involvement is generally used. We use parent engagement here to emphasize the critical role of parents (or adults acting in the role of parents) in young children's development and to reinforce the understanding that parents support learning, not only via direct involvement with their children's care and education setting, but also through attitudes and behaviors that are especially evident in the parent-child relationship and parent-child activities at home and in community settings.
2. From data calculated on May 11, 2015, from the Young Child Risk Calculator developed and maintained by the National Center for Children in Poverty (see www.nccp.org/tools/risk/).
3. Of the approximately 25 million individuals age 5 and older who were reported to have limited English proficiency in 2012, about 20.3 million (over 80%) were immigrants (Nwosu, Batalova, & Auclair, 2014).
4. See Matthews & Jang (2007), and Kirmani & Leung (2008), for discussions of challenges and barriers faced by both documented and undocumented immigrants in early care and education access and engagement.
5. About 10% of persons obtaining legal permanent resident status in 2012 were refugees (Office of Immigration Statistics, 2013). More than one-third of refugee arrivals (37% or 21,292 individuals) in that year were dependent children.
6. See: www.nwlc.org/sites/default/files/pdfs/ccdbg_reauthorization_comparison_chart_final_12_01_14docx_2.pdf.

Attachment 1: Resources from Head Start Related to Parent & Family Engagement and Cultural Responsiveness

The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness from Prenatal to Age 8 (<http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf>)

Revisiting and Updating the Multicultural Principles for Head Start Programs Serving Children Ages Birth to Five (http://eclkc.ohs.acf.hhs.gov/hslc/hs/resources/ECLKC_Bookstore/PDFs/Revisiting%20Multicultural%20Principles%20for%20Head%20Start_English.pdf)

Program Preparedness Checklist, Version 5.0: A Tool to Assist Head Start and Early Head Start Programs to Assess Their Systems and Services for Dual Language Learners and Their Families (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic/ProgramPreparedn.htm>) – excerpted

Section 6. Family Partnerships

- **Subsection A:** Parents and family members as a child's first teachers
 - **Indicator a:** Observe and ask about teaching and learning experiences in the family (home and community) in order to identify strengths of the family environment and to integrate this information with our service delivery
 - **Indicator b:** Exchange information on a child's developmental progress and discuss the child's goals, strengths, and needs with families on a regular basis.
 - **Indicator c:** Continuously dialogue with families about the importance of supporting their child's home language.
 - **Indicator d:** Include community partners and volunteers in our training on first and second language development and supporting home culture.
- **Subsection B:** Family Partnership Agreements
 - **Indicator a:** Work diligently to ensure that families understand the FPA process and are equal partners in creating, revisiting, and revising their FPA.
 - **Indicator b:** Listen to and work with families to include family literacy goals into the FPA that lead to economic self-sufficiency and financial literacy.
 - **Indicator c:** Listen to and work with families to include family literacy goals in the FPA that encourage them to do literacy-related activities with their child.
 - **Indicator d:** Include information about families' goals for their children's home and/or English language development in the FPA.
 - **Indicator e:** Write FPAs in the preferred language(s) of the family.

- **Subsection C:** Family involvement in children's learning
 - **Indicator c:** Encourage families to adopt a long-term commitment to supporting their child's home language development throughout their school years.
 - **Indicator d:** Specifically reach out to families of dual language learners to encourage their participation in projects and activities with their child at home and in the classroom.

Head Start National Technical Assistance Centers:

- National Center on Cultural and Linguistic Responsiveness (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/cultural-linguistic>)
- National Center on Parent, Family and Community Engagement (<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family>)

Relevant Head Start Performance Standards:

- **1304.21 (3)(i)(E)** Supporting and respecting the home language, culture, and family composition of each child in ways that support the child's health and well-being.
- **1304.51 (c)** Communication with families. (1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year.
- **1304.40 (e)(1)** Parent involvement in child development and education. Grantee and delegate agencies must provide opportunities to include parents in the development of the program's curriculum and approach to child development and education.
- **1306.22 (b)** Special efforts must be made to have volunteer participation, especially parents, in the classroom and during group socialization activities.
- **1306.32 (b)(9)** Head Start grantees operating migrant programs are required to plan for a minimum of two parent-teacher conferences for each child during the time they serve that child. Should time and circumstance allow, migrant programs must make every effort to conduct home visits.
- **1304.51 (c)** Communication with families. (1) Grantee and delegate agencies must ensure that effective two-way comprehensive communications between staff and parents are carried out on a regular basis throughout the program year. (2) Communication with parents must be carried out in the parents' primary or preferred language or through an interpreter, to the extent feasible.

Attachment 2: Sample Standards from State Quality Rating and Improvement Systems

Colorado - Family Partnerships

- **Home Language Standard 2.1:** The program provides documentation or written policy of the use of interpreters, or other resources to help with other languages of enrolled families
- **Sensitivity to Diversity Standard 2.2:** The program provides materials and resources (information about community-based programs, community mental health, child nutrition, physical fitness, food banks, Child Find, medical/dental resources) in a way that is accessible to all families including families with high needs [Children with high needs are defined as children who: live in low-income families; have disabilities or developmental delays; are English-language learners; reside on “Indian lands;” live in migrant families; are homeless; live in foster care; or are recent immigrants.]
- **Sensitivity to Diversity Standard 2.3:** The program offers opportunities for all families, including those from different backgrounds and communities, to get to know one another and work together for the benefit of the children in the program
- **Engagement of Families Standard 2.10:** The program provides a series of parenting classes annually, which includes family goal setting and action plans

Massachusetts – Family and Community Engagement

- **Standards applicable at Level 3:** A daily two-way communication system is available between the educators and families through a variety of means. Families are encouraged to volunteer in the program, to assist in the classroom, and share cultural and language traditions or other interests such as their jobs, hobbies, and other relevant information. Program ensures that there are translators available, as needed, at meetings, workshops, and conferences to ensure strong communication between the program and families. Program participates in local community group work that is related to early childhood, and the cultural groups served by the program and/or family support.

Miami-Dade – Family Support and Inclusion

- All teachers invite families to define their ethnicity or culture and do not assume based on appearances.
- All teachers invite family members to share information about their cultural backgrounds (e.g., history, traditions, and home language).
- All teachers communicate to families that their goal is to have a partnership with them in which each can learn from each other.
- Program has a language policy in the Family Handbook and Staff Handbook that embraces children’s home language and determines a set of goals for children (e.g., bilingualism for all children, etc.).

- All teachers encourage children to speak their home language to other children, staff, or parents from the same backgrounds.
- Program and teachers encourage staff, families, and children to learn about each other’s racial, linguistic, and cultural backgrounds by having a variety of year-round activities.
- All teachers use children’s home language for multiple learning purposes, not just in giving directions or managing behavior.
- All teachers have books, music, print, and other materials in children’s home languages in the classrooms.
- Program shares strategies and ideas with staff on how the program can support children’s identity, honor home language, and address issues of bias.

New Mexico (revised) – Full Participation of Each Child

- **Family Engagement:** There is evidence in lesson plans and center logs that center staff encourage family members to share cultural heritage and practices, stories, activities, and language in the daily classroom activities.
- **Culture and Language Including the Support of Dual Language Learners:**
 - The program ensures materials and visuals in the classroom reflect the culture and language of the children and families enrolled in the program.
 - Classroom staff learn from families about their family structure, their preferred child-reading practices, and information families wish to share about their socioeconomic, linguistic, racial, religious, and cultural backgrounds.
 - Classroom and program staff offer a variety of meaningful, culturally sensitive opportunities for families to participate in classroom and center activities.
 - The program makes every effort to hire staff reflective of cultures and languages of families enrolled in the program.
 - Families who speak languages other than English are involved in developing policies and procedures related to DLLs and participate in CQI process.



“This course was developed from the public domain document: Supporting Parent Engagement in Linguistically Diverse Families to Promote Young Children’s Learning: Implications for Early Care and Education Policy (2015) – Child Care & Early Education Research Connections.”