

Engaging to Support Success



Crosswalk

The Crosswalk will serve to align the current Arizona Department of Education (ADE) Early Childhood Education’s (ECE) **Family Engagement Self-Assessment** document with Dr. Constantino’s **Engage Every Family: Five Simple Principles™** and with **The Head Start Parent, Family, and Community Engagement Framework**.

Principle #1: A Culture That Engages Every Family		
Description: The collective beliefs, attitudes, norms, values, actions, and assumptions of the school organization explicitly embrace and are committed to ensuring the notion of families as a foundational core component to improvement and greater student learning and performance. The culture is reflected in artifacts and organizational practices.		
Dr. Constantino Indicators	ADE ECE Indicators	Head Start Parent, Family, and Community Framework
1.1 The school has created and sustained a culture that is conducive to family engagement through explicit beliefs, actions, norms, values, and assumptions made about the value of families being engaged with their children’s school experiences.	3.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification	3. FAMILIES AS LIFELONG EDUCATORS Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities
1.2 A culture of family engagement exists within the school such that policies, programs, practices, and procedures specifically connect families with student learning to support increased achievement and enhance student learning and performance.	3.2 An ongoing process is in place for monitoring and evaluating curriculum, instruction and professional development, and the results are communicated to all stakeholders and used to acknowledge the program’s strengths and address challenges.	7. FAMILIES AS ADVOCATES AND LEADERS Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.
1.3 A culture of family engagement exists within the school and community that directly and positively impacts the social and emotional growth of all students.		6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.

Principle #2: Communicate Effectively and Build Relationships

Description: There is consistent evidence that effective communication and relationship building creates environments in the schools that are welcoming, respectful, and conducive to family engagement. The school places an emphasis on effective communication with every family and stakeholder within the learning community and seeks to build trusting relationships with every family.

Dr. Constantino Indicators	ADE ECE Indicators	Head Start Parent, Family, and Community Framework
<p>2.1 The school creates and maintains a welcoming and respectful environment that is inviting, supportive, and encouraging to every family.</p>	<p>1.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.</p>	<p>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life</p>
<p>2.2 The school employs strategies that extend relationship-building opportunities beyond the school walls so that every family can substantially contribute to the education of their children.</p>	<p>3.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification</p>	
<p>2.3 The school ensures that healthy, two-way communication is consistently maintained. A sense of caring to truly collaborate with every family exists as evidenced by numerous mechanisms to allow families to communicate easily and directly with the school.</p>	<p>1.1 Teachers communicate the results of individual child assessments regularly with families and other stakeholders.</p>	<p>5. FAMILY ENGAGEMENT IN TRANSITIONS Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.</p>

Principle #3: **Empower Every Family**

Description: Families are recognized as essential members of the learning team for each student—their participation is welcomed, valued, and encouraged by the school. The school understands that families are important and influential resources because they know their children best.

Dr. Constantino Indicators	ADE ECE Indicators	Head Start Parent, Family, and Community Framework
<p>3.1 The school makes a conscious effort to educate families to play a proactive role in the school life of their child throughout their school career.</p>	<p>3.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification</p>	<p>2. POSITIVE PARENT-CHILD RELATIONSHIPS Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development</p>
<p>3.2 Families participate in the development of the student’s learning plan, help assess progress, and provide support for their child’s learning.</p>	<p>2.1 Children’s growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children’s needs and/or make referrals</p>	<p>3. FAMILIES AS LIFELONG EDUCATORS Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities</p>
<p>3.3 Teachers suggest mentoring possibilities for families and use their local knowledge, personal skills, assets, and networks in ways that support the school’s program.</p>	<p>1.2 Program personnel build positive nurturing relationships with children and parents, and work to improve inclusive practices, and parent and community involvement.</p>	<p>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p>

Principle #4: Engage Every Family in Decision-Making

Description: The school recognizes the entitlement of families to be consulted and participate in decisions concerning their own children. The school is genuinely inclusive in its approach to decision-making. It recognizes that this type of process creates a sense of shared responsibility among families, students, community members, and educators.

Dr. Constantino Indicators	ADE ECE Indicators	Head Start Parent, Family, and Community Framework
<p>4.1 The school creates opportunities for families to lead and participate in school learning, consultative, planning, and social and community events</p>	<p>2.1 Children’s growth in all developmental and standard content areas assessed in an ongoing and authentic manner, to modify curriculum and individual instruction, and to identify children’s needs and/or make referrals.</p>	<p>7. FAMILIES AS ADVOCATES AND LEADERS Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.</p>
<p>4.2 The school ensures that families and students have representation on the school’s governing body and relevant decision-making groups.</p>	<p>3.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification</p>	

Principle #5: Engage the Greater Community

Description: The school places a strong focus on building and creating partnerships external to the school. The school recognizes the strengths and talents that exist in the communities that influence student learning and development and seeks to use these to strengthen and support the school, students, and their families.

The principle also recognizes that the school can be a focal point for communities to come together and engage in capacity-building and renewal. The school views itself as an important community asset and has community representatives on the school’s governing body. There is a clear recognition from the school that the greater community plays an integral role in the educational success of the school.

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5.1 Partnerships are made with individuals and organizations in work and community places to take on mentoring roles within student internship and work placement programs. The partnerships also have a role to play within other activities, such as community- based learning projects, guest speaker programs, job shadows, apprenticeship opportunities, and tutors.	2.2 Anti-bias practices are evident which celebrate and are inclusive of linguistic, multicultural, and individual abilities within the school community.	<p>1. FAMILY WELL-BEING Parents and families are safe, healthy, and have increased financial security</p> <p>4. FAMILIES AS LEARNERS Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</p>
5.2 Partnerships are made with other learning institutions—other schools, technical colleges, universities, and other training providers in order for students to pursue learning opportunities, build their skills, and achieve learning credentials.	3.1 Leadership has led an inclusive process of developing a sustained and shared vision and mission as well as a written philosophy that is the basis for program planning, implementation, evaluation and modification	
5.3 Opportunities evolve from the school for creating and implementing adult learning and community development courses to be run within the school building.		