

5 Pillars of Early Childhood Education Family Engagement

1 Welcoming Environment

Families will experience warmth and respect from program staff, demonstrated by the collaborative tone of school staff and in the school policies, protocols and offerings that are sensitive to their linguistic, cultural and social emotional needs.

- Schools provide a welcome event for pre-k families to get to know school personnel and protocols.
- Schools provide materials for families in a language they understand and offer translators at programs and meetings to which families are invited.
- Families register and enroll children in a timely manner at the school.
- Families respect school procedures and policies.

2 Sharing Expectations and Making Joint-Decisions

Families are partners in supporting children’s readiness for the next grade through mutual expectation sharing, and joint-decision making with the school around policy decisions and program evaluation.

- Schools encourage families to participate on School Leadership Teams, Title I meetings and PTA/PA meetings.
- Families make time to participate in their child’s school through meetings, volunteer opportunities, parent-teacher conferences, and/or school-wide events.
- Schools invite families to attend parent-teacher conferences two times per year.
- Schools provide families opportunities to be experts about their children by eliciting information about children from their families informally and formally in conversations, conferences, and surveys.

3 Extending Learning at home

Families will have the opportunity to support and extend their children’s classroom learning and development at home with the assistance of complimentary learning activities shared with families regularly.

- School develops complimentary learning activities for families to engage in at home with children.
- School shares at home learning activities with families through newsletters, at parent-teacher conferences and other school events.
- Families make time to engage children in learning activities at home and return projects and/or feedback to school where requested.

4 Ongoing Effective Communication

Families experience multiple methods of communication between themselves and the pre-k program throughout the school year.

- Schools develop routines for sharing information in multiple languages as needed
- Schools develop understanding of various cultures represented in their school and work with families in culturally sensitive ways
- Schools and families communicate regularly with families through in-person conversations, emails, through a website, through newsletters, by phone, at school meetings and/or during events.

5 Supporting Transitions

Families will be equipped with the resources and skills to support their children through their transition into and out of the school, as demonstrated by school policy, and ongoing, meaningful discussions between school staff and families.

- School offers opportunities for early grade families and children to visit the school in advance of the school year to ease the anxiety of the transition to a new place.
- School partner with local community-based organizations such as Private and Parochial schools, Day Care Centers and Family Day Cares to create a child-friendly transition plan for students arriving from early childhood settings.
- Schools provide a thoughtful, developmentally appropriate transition plan from Pre-k to Kindergarten for children and families.