

Family - Early Care and Education (ECE) Provider Partnerships*

Check the boxes that have the most statements exemplifying your current practice.

Partnership Provider	Open-Door Provider	Come-If-We-Call Provider	Fortress Provider
It takes everyone working together for children to succeed, so we work with families and the community early and often.	Parents and the community can be involved in our program in many ways— we’re working hard to get greater participation in our activities.	Parents are welcome when we ask them, but there’s only so much they can offer. They should focus on helping their kids at home.	If children don’t do well, it’s because their families don’t give them enough support. We’re already doing all we can.
<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Family communication board is always accessible and updated with helpful information and materials Home visits are made to every new family Activities honor families’ contributions Setting is open to the community and social services are available to families 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Staff contact families once a year. Staff are available if families have questions or need help. Staff are friendly to all families. Staff contact community agencies & organizations when help is needed. 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Better-educated parents are more involved. ‘Immigrant families don’t have time to come and contribute.’ Staff are selective about who is welcomed into the setting. 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Families do not “bother” program staff “Minority families don’t value education.” Parents need security clearance to come in. It is preferred to keep community influences away from the program.
<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Family activities are connected to children’s learning. Parents and staff review children’s work and assessments together Children’s work goes home every week to show what they are learning 	<input type="checkbox"/> Linking Learning <ul style="list-style-type: none"> Staff explain student work or assessments if asked. Student work goes home occasionally. Provider hosts family events to explain what children are learning at least twice a year. Staff share community opportunities such as camps or cultural events with families. 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Families are told what children will learn at the beginning of the year orientation. Parents can call the office if they want to inquire about what the children are learning Workshops or information are provided on parenting. 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Curriculum and lesson plans are considered too hard for parents to understand. “If parents want more information, they can ask for it.” “We’re teachers, not social workers.”
<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Staff use books and materials about families’ cultures. Staff anticipate the need for interpretation and translation. Activities honor families’ cultures. Community partners help staff reach all families. 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Multicultural events are held once a year. Staff will find an interpreter if the family asks in advance. Documents and forms sent home are translated when appropriate. “Minority” parents have their own groups. 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> “We can’t deal with several different languages.” “Parents can bring their own translator.” “Families just aren’t what they used to be. “ 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> “Those parents need to learn English. “ “We teach the children about OUR country – that’s what the parents need to know.” “This neighborhood is going downhill!”
<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> There is a clear and open process for resolving problems. Staff contact families each month to share children’s progress Parent-teacher conferences are held twice a year at times, places and in ways that work for families. 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> The director/principal/owner will meet with parents to discuss a problem. Regular progress reports are sent home to families but can be hard to understand. Parent-teacher conferences are held twice a year but may not be convenient for families. 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Schools call families only when there is a problem. Progress reports are sent home rarely and without explanations. Parent-teacher conferences are only held when there is a problem. 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Problems are dealt with only by the director/principal without the involvement of teachers. No progress reports are sent home. Parent-teacher conferences are not offered.
<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Families and staff learn about issues such as implicit bias and how outcomes can be different for some children and families. The program engages families in improving learning for children. Families are involved in major decisions. 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Families can raise issues with staff or see the director/principal/owner. The program promotes parent leadership such as class parents. The program welcomes support and resources from families. 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> The principal/director/owner sets the agenda for parent meetings and events. Parents have to rely on other parents to get important messages about the program. “Families are not the experts in early learning.” 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> A small group of selected parents are asked to help out in the program. Families are afraid that if they raise concerns, it could be taken out on their child. “Community members should mind their own business.”

*Informed by “4 Versions of Family-School Partnerships” from *Beyond the Bake Sale – The Essential Guide to Family-School Partnerships* (2007) by Henderson, Mapp, Johnson and Davies