

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
<p>It takes everyone working together for children to succeed, so we work with families and the community early and often.</p>	<p>Parents and the community can be involved in our program in many ways— we’re working hard to get greater participation in our activities.</p>	<p>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.</p>	<p>If children don’t do well, it’s because their families don’t give them enough support. We’re already doing all we can.</p>
<p><input type="checkbox"/> Building Relationships</p> <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 	<p><input type="checkbox"/> Building Relationships</p> <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. 	<p><input type="checkbox"/> Building Relationships</p> <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. 	<p><input type="checkbox"/> Building Relationships</p> <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.
<p><input type="checkbox"/> Linking to Learning</p> <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 	<p><input type="checkbox"/> Linking Learning</p> <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. 	<p><input type="checkbox"/> Linking to Learning</p> <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. 	<p><input type="checkbox"/> Linking to Learning</p> <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.”
<p><input type="checkbox"/> Addressing Differences</p> <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. 	<p><input type="checkbox"/> Addressing Differences</p> <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. 	<p><input type="checkbox"/> Addressing Differences</p> <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. “ 	<p><input type="checkbox"/> Addressing Differences</p> <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!”
<p><input type="checkbox"/> Supporting Advocacy</p> <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. 	<p><input type="checkbox"/> Supporting Advocacy</p> <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. 	<p><input type="checkbox"/> Supporting Advocacy</p> <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. 	<p><input type="checkbox"/> Supporting Advocacy</p> <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.
<p><input type="checkbox"/> Sharing Power</p> <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. 	<p><input type="checkbox"/> Sharing Power</p> <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. 	<p><input type="checkbox"/> Sharing Power</p> <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.” 	<p><input type="checkbox"/> Sharing Power</p> <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