

Family Friendly Early Care and Education Self-Assessment

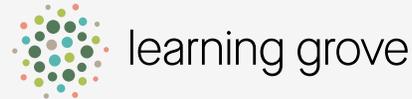
Updated August 2025

The term “Early Care and Education Program” includes Early Head Start, Head Start, home-based, school-based, and center-based programs

The Family Friendly Self-Assessment for Early Care and Education Programs gives providers a clearer understanding of the strengths and areas of growth in creating meaningful family partnerships. There are five essential objectives that make up effective family partnerships and each objective has three or more critical components. Altogether there are 20 critical components and each critical component scores at: 0 (not here yet), Level 1, Level 2, Level 3, Level 4. (Gold). **Programs can certify at Level 3 or Level 4 (Gold).** The same critical components are used in the K-12 KY Family Friendly School Self-Assessment, creating a streamlined approach to meaningful family engagement across children’s educational journey.

If completing certification, please note that the highlighted critical attributes will be required elements in your application to create alignment with the Kentucky All STARS rating system.

Created in Partnership by



This assessment is informed by the research-based, US Department of Education Dual Capacity-Building Framework, Head Start Parent and Family and Community Engagement Framework, and Kentucky’s All STARS Family and Community Engagement Standards

INSTRUCTIONS

It is okay to score “0 not yet.” Completing this Self-Assessment is less about a finish line and more about building awareness on where the program is now, and being inspired to start making progress and setting goals. Remember, whatever the beginning score is, children win when staff get an accurate picture of strengths and areas of growth for family partnerships.

1. Identify a small group to take this self-assessment, minimally the program director, 2 staff, 2 family members of children in your program. **These family members should not be center employees.** If you add additional staff members, consider adding additional family members to ensure the family voice is heard. Family Child Care Homes and Centers may have teams smaller than 5. Consider diverse perspectives when choosing your team.
2. Meet as a group and discuss each component. Have each person use their self- assessment and provide an individual score. There should be some variation in scores because people do not need to come to a consensus, but it will be important to share what is happening in each section, because no one person will know everything about the program. After everyone has completed the self-assessment, share the total points and make your program average. Use that as your baseline for your work and to determine if you are ready to apply for certification.
3. You can approach action steps in two ways. Build on your strengths by starting with the Objective with the highest score and find ways to use those strategies to strengthen other objectives. Or start the area with the lowest score and get family feedback on how to improve. Relationship Building is foundational to all family engagement efforts. If Relationship Building is a 1 or low 2, focus efforts here.
4. Revisit the assessment at least annually to see if scores are improving. Invite different voices to the conversation and **always ask families for input before you start a new strategy.** Keep this phrase in mind: “It’s about doing WITH families, not TO families.”
5. Remember this is about continuous improvement, not another checklist. Be patient and celebrate the steps to improvement. After you’ve made changes, revisit the self-assessment to determine if your scores have changed. When applying for certification, use your most recent score.

Performance Levels and Family Friendly Certification:

Program teams can use this tool to become a Family Friendly Early Care and Education Certified Program. Programs scoring at Level 3 are eligible to certify, and programs scoring at Level 4 can certify at the Gold Level. Benefits of the process include:

- Demonstration of commitment to families as equal partners in child education
- Focus on continuous improvement efforts on evidence-based practices that improve child and program outcomes
- Recognition by KDE and your community for your commitment to family engagement
- Contribution to the state-wide commitment to families and communities

PERFORMANCE LEVELS	
Level 1	There is a growing interest in building program and staff capacity to engage families in the education process. Programs in this category are good at keeping families informed of individual child progress.
Level 2	Programs at this level demonstrate a belief that all families play a vital role in their child’s education. These programs use a variety of inclusive approaches to engage children and families in child learning.
Level 3 - Certification Level	Programs at this level demonstrate a widespread belief that families play a vital role in education, and they engage in multiple, culturally specific, inclusive approaches to engage families in both their child’s learning and continuous improvement processes in the program. Programs at this level can be certified as a Family Friendly Early Care and Education Program.
Level 4- GOLD Certification Level	These programs demonstrate skills in engaging families as co-creators in the education process. Staff employ multiple, culturally responsive strategies to individualize engagement with families. Programs at this level can be certified as a Family Friendly Early Care and Education Program -- Gold

SELF ASSESSMENT OVERVIEW

Family Engagement Objectives and Critical Attributes

Ojectives	Critical Attributes	Description of Objective
Relationship Building	<ul style="list-style-type: none"> ● Welcoming Environment ● Culturally Responsive & Respectful ● Engage Families as Co-creators ● Relational: Built on Trust ● Asset Based 	Staff builds productive, meaningful relationships with children and families to build trust, confidence, and authentic partnerships.
Communications	<ul style="list-style-type: none"> ● Interactive ● Family Conferences ● Families Engage in Diverse Roles ● Linked to Learning 	A variety of constructive, two-way communication flows regularly between staff and families about childhood development, learning progress, and individual needs.
Shared Responsibility	<ul style="list-style-type: none"> ● Linked to Learning ● Collaborative ● Families in Leadership & Decision-Making Roles ● Honoring Families' Funds of Knowledge 	Staff ensures that families have multiple learning opportunities to understand how to support their children's learning and to participate in decision-making and center improvement efforts.
Advocacy	<ul style="list-style-type: none"> ● Opportunity for All ● Families as Advocates ● Family Voice 	Staff identifies and supports at least one family member or another adult in the child's life who can take personal responsibility for understanding and speaking for that child's developmental learning needs.
Community Partnerships	<ul style="list-style-type: none"> ● Effective Partnerships Supporting Improvement ● Sustainable Infrastructure and Resource ● Processes ● Meaningful Community Integration ● Systemic Wholeness Approach 	Staff engages and partners with community members and families to plan and implement substantive work to improve children's learning and center improvement.

1. RELATIONSHIP BUILDING

Staff builds productive, meaningful relationships with families to build confidence and true partnerships.

Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Welcoming Environment	The facility is easy for families and visitors to navigate using signage and family boards to post important program information. Centers maintain an open-door policy and use social media and websites to share important program/enrollment information	<i>Level 1</i> + The program uses multiple strategies to create a welcoming environment that builds rapport and trust with children and families. Spaces for family information are conveniently located and updated regularly.	<i>Level 2</i> + Teachers create a welcoming environment for both children and families.	<i>Level 3</i> + The program has a dedicated space in the building for families and community members to gather, connect with staff and other families, and get information on child development and learning, personal growth, and community services.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Culturally Responsive and Respectful	Beginning at enrollment, the program shares program policies, identifies families' preferred ways to communicate, and gaining knowledge from families about their culture, skills, language proficiency and special needs.	<i>Level 1</i> + Classroom staff build their knowledge of every child/family's interests/beliefs/culture to develop trusting relationships that honor the family's hopes, values and background.	<i>Level 2</i> + Classroom staff partner with families, providing activities and an environment that reflects the demographics and cultures of families served.	<i>Level 3</i> + at least 80% of staff have engaged in self-reflection/training to examine their beliefs and how that may impact their work.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Engage Families as Co-Creators	Classroom staff encourage families to share information about their goals for their children's learning at least quarterly.	<i>Level 1</i> + Classroom staff engage in two-way communication at least monthly with families, sharing information about child development and incorporating parent feedback into lesson planning.	<i>Level 2</i> + The director, staff and families create and implement a plan to gather families' ideas, suggestions, and feedback throughout the year.	<i>Level 3</i> + At least 80% of families report that staff formally and informally request family feedback about their children's experiences, ways to improve program quality, and share responsibility for learning on an ongoing basis. <i>*See playbook for family survey example, item #1</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

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Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Relationships Built on Trust	The program uses multiple strategies throughout the year to convey the importance of the two-way partnership with families.	<i>Level 1 + Classroom staff use multiple methods to learn about each child's and family's interests outside the program to build trust and support, including in-person meetings and electronic communications. *See playbook for resource examples.</i>	<i>Level 2 + The program implements a process for building relationships with newly enrolled families and implements additional strategies for underreached families.</i>	<i>Level 3 + At least 80% of families report that they can name at least one person at the program they trust to share their concerns about their child. *See playbook for family survey example, item # 2.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Asset Based StrengthBased	Classroom staff observe each child's strengths.	<i>Level 1 + classroom staff shares each child's strengths with the family and asks their input on additional ways to support their child's strengths.</i>	<i>Level 2 + Both Classroom staff and families share ideas to enhance their children's development at least quarterly.</i>	<i>Level 3 + At least 80% of families report they have a strong sense of their child's strengths and know multiple ways to support their child's strengths at home.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Scoring _____ out of 20

2. COMMUNICATIONS

A variety of constructive, two-way communication flows regularly between staff and families about academic achievement

Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Interactive	Families participate in at least two events that provide an opportunity to learn about, ask questions of, and make suggestions to the activities and goals of their child’s classroom.	Level 1 + There is a plan in place to ensure that classroom staff use identified preferred mode of communication to reach individual families. Further strategies focus on reaching under-reached families to get their input into their child’s development and goals.	Level 2 + Regular 2-way communication about development and learning happens between staff and families.	Level 3 + At least 80% of families report they had input into the goals for their child.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Family Conferences	Family-teacher conferences are offered when a need is identified by classroom staff during the year or upon family request.	Level 1 + Classroom staff meet with families at least twice a year for a formal conference. Strategies are implemented for successfully conferencing with every family, especially under-reached families.	Level 2 + Programs develop and implement a system for more frequent conferencing based on child development needs.	Level 3 + At least 80% of families report that they are well informed throughout the year about their child’s progress. <i>*See playbook for family survey example, item #5.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

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Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Families Engage in Diverse Roles	Enrollment includes sharing with families how they can be involved in their child's classroom and eliciting information from the family about their interests and experience. This information is shared with the child's teachers.	<i>Level 1</i> + The program uses a variety of strategies to obtain survey feedback (in person, online, phone) seeking the families' thoughts on various aspects of the program at least three times a year. The feedback and any changes implemented are shared with all families.	<i>Level 2</i> + The program invites families to participate on a family-staff committee to help create strategies for program improvement based on survey results.	<i>Level 3</i> + The program receives feedback from at least 80% of families on how to improve the program.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Linked to Learning	The program sends currently enrolled families general information about the program and curriculum via monthly newsletters, group emails, or individual correspondence	<i>Level 1</i> + Classroom staff uses two-way communication options at least monthly to gather and deliver information to families specific to their child's learning and progress.	<i>Level 2</i> + At least three times a year the program provides the opportunity for families to connect with other families and share strategies for parenting and supporting their child's growth and development.	<i>Level 3</i> + Each classroom has specific strategies to gather input from under-reached families on how to best support their children. Staff use those strategies and report back to families.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Scoring _____ out of 16

3. SHARED RESPONSIBILITY

Staff ensure that families have multiple learning opportunities to understand how to support their children’s learning and to participate in decision-making and center improvement efforts.

Resource Highlight

Ky Early Education Family Guides: The Family Guides are a companion to the Kentucky Early Childhood Standards, created by the Governor’s Office of Early Childhood. The Standards serve as a framework to assist early care, intervention, and education professionals, administrators, and others in understanding what children are able to know and do from birth through four years of age. The Family Guides align directly to the Standards and the best practices of Kentucky Educational Television’s Let’s Learn Kentucky, and provide interactive activities for families to do at home with their children. The Family Guides can be shared with families enrolled in early care and education programs. Find them online at <http://kyecac.ky.gov/FamilyGuides>.

Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Linked to Learning	The program offers an annual open house and distributes written materials with information about early childhood standards, curriculum and development, teaching methods, program decision-making and community resources.	Level 1 + Program provides at least two FE events (onsite, at a location convenient to families, or virtual) that promote children’s learning and development.	Level 2 + Program provides at least three FE events (onsite, at a location convenient to families, or virtual) that promote children’s learning and development. Staff reflect on attendance at events to ensure that all families are engaged. If attendance is low with specific groups, staff make concerted efforts to discover and address barriers to attendance.	Level 3 + At least 80% of currently enrolled families report that they are familiar with their child’s developmental goals and know how to support them after attending a family event provided by the program. <i>*See playbook for family survey example, item # 7.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Collaborative	The classroom staff provide families with at least two at-home learning activities monthly.	Level 1 + Each classroom disseminates at least three times a year learning activity and/ or parenting strategies that are provided by other currently enrolled families.	Level 2 + The program works with families to develop family activities and strategies for sharing with other families. These family leaders provide input about what has worked with their children and what families need.	Level 3 + At least 80% of families report that they are partners in their child’s learning, that both the program and the classroom staff honor their contributions, and that they have become more effective in supporting their child’s development after participating in the program’s activities and workshops. <i>*See playbook for family survey example, item # 8.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

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Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
<p>Parent in Leadership and Decision-Making Roles</p>	<p>The program informs families of family leadership opportunities and encourages them to participate.</p>	<p><i>Level 1 +</i> Each classroom invites a diversity of families to enhance their child’s classroom; for example, providing input on or providing materials for dramatic play area, gathering used books, or supporting programming in the classroom.</p>	<p><i>Level 2 +</i> The program recruits and trains a broad and diverse set of family leaders to engage in family-staff committees. Training is provided throughout the year at times and locations convenient for families.</p>	<p><i>Level 3 +</i> The program identifies and invites specific, current family members to participate in a family-staff committee that reviews family surveys annually and creates plans for program improvements. <i>*Family Child Care homes and small centers might include all families rather than forming a committee.”</i></p>	<p><input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>
<p>Honoring Funds of Knowledge</p>	<p>Classroom staff works to establish positive relationships with every family and periodically update the family’s information including areas of strength, concern, child’s interests and family traditions.</p>	<p><i>Level 1 +</i> The classroom staff gathers information and seeks advice from families when there are concerns about a child’s learning, behavior and/or emotional well-being.</p>	<p><i>Level 2 +</i> Classroom staff ensure that family conferences are an opportunity for families to provide in-depth feedback to classroom staff on their child’s progress, their hopes and concerns, and a mutual exploration of how to enhance their child’s development.</p>	<p><i>Level 3 +</i> At least 80% of families will report that they provided significant input into their child’s instruction.</p>	<p><input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4</p>

Scoring _____ out of 16

4. ADVOCACY

Staff Identifies and supports a family member or another adult of each child who can take personal responsibility for understanding and speaking for that child's needs.

Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Opportunity for All	Classroom staff have identified at least one family member or caring adult for every child in their class.	<i>Level 1</i> + Classroom staff has made at least monthly contact with each child's designated caring adult(s), especially the designated adult(s) who is/are under-reached.	<i>Level 2</i> + Classroom staff have informed all designated caring adults of available community services if needed. Staff help make the connection to community resources, especially based on development needs of children or needs of family.	<i>Level 3</i> + At least 80% of families with children who have additional developmental needs report that staff effectively connected them with support services that met their child's or families' needs.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Families as Advocates	The program makes information and resources available in a central location within the facility for all families enrolled in the program. Resources are accessible during all program hours and are routinely updated with new information	<i>Level 1</i> + If a child has an Individualized Education Plan or an Individualized Family Service Plan, classroom staff works with the family and outside therapeutic service providers as appropriate to meet the developmental needs of the individual child.	<i>Level 2</i> + The program and classroom staff work closely with each family to ensure a successful transition when a child is moving from one age group to another and especially when transitioning to preschool or kindergarten.	<i>Level 3</i> + The program has a system in place to work effectively with receiving preschool or kindergarten, as well as the family, to make the child's transition successful.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Family Voice	The program has a policy and a process to resolve issues and/or address family concerns.	<i>Level 1</i> + The caring adult from each family is offered resources multiple times throughout the year at family events, newsletters and materials sent home to support their role as advocates for their children.	<i>Level 2</i> + Families have multiple opportunities to give their input into policies and procedure both in the classroom and the program.	<i>Level 3</i> + At least 80% of families report that they have become more effective advocates for their children.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Scoring

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5. COMMUNITY PARTNERSHIPS

Staff engages with community members and families to plan and implement substantive work to improve children’s learning.

Resource Highlight

KY Regional Collaboratives: Through the Governor’s Office of Early Childhood you have access to a group of community partners organized into a “Regional Collaborative.” Regional Collaboratives are tasked with uniting organizations in local communities to address critical early years of a child’s life. They can connect you with essential and free services such as First Steps, HANDS, Family Resource and Youth Service Center Staff, and other community resources you might not be aware of. Find yours here: <https://kyecac.ky.gov/community/Pages/Regional-Collaboratives.aspx>

Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Effective Partnerships Supporting Program Improvement	The program invites community service providers like libraries, health care professionals, experts in child development and/or parenting etc. to share their expertise with families at least twice a year.	<i>Level 1</i> + The program maintains on-going partnerships with additional community service providers.	<i>Level 2</i> + The program refers families for services as needs are identified throughout the year and helps families make connections to those services.	<i>Level 3</i> + At least 80% of families report that the program provides them with updated information about available community services on an ongoing basis and connects them with services as needed to help their child and/or themselves. <i>*See playbook for family survey example, item #14.</i>	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Sustainable Infrastructure and Resource Processes	Program has a space in the facility with information about local community resources and shares information with families about specific community resources monthly.	<i>Level 1</i> + Program conducts a family needs survey once a year or as children enroll.	<i>Level 2</i> + The program develops ongoing partnerships with service agencies that are identified as the most needed by currently enrolled families.	<i>Level 3</i> + Program conducts a family needs survey twice a year. Through this and regular interactions, they support connections to community resources by making warm handoffs between families and a person representing the needed resource.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

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Critical Attribute	Level 1	Level 2	Level 3 (Certification)	Level 4 (Gold)	Score
Meaningful Community Integration	Classroom staff provide opportunities for families to meet and learn about each other.	<i>Level 1</i> + At least 3 times a year, the program provides opportunities for families to come and share their strengths and challenges in caring for their children.	<i>Level 2</i> + The program shares innovative ideas and practices generated by the families around parenting and supporting their child's home at home.	<i>Level 3</i> + 80% of the families will report that they shared or learned innovative ideas and strategies from other families.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4
Systemic Wholeness Approach	The program identifies the needs and strengths of the family when the child is enrolled, including in the areas of developmental, social-emotional, health and well-being.	<i>Level 1</i> + The program evaluates the needs and strengths of families enrolled in the program and creates a plan to ensure that they are intentionally connecting families with services that meet needs and enhance strengths. Families are regularly asked about their needs and strengths through a whole-family approach to wellness. This information is updated at least twice a year and shared with classroom staff, if they were not the ones gathering it.	<i>Level 2</i> + The program developmental screeners and whole family assessments with all families in the program to help them identify and establish community services that meet the needs and develop the strengths of the families in the program.	<i>Level 3</i> + Families are provided training that supports them to feel comfortable in accessing community resources that meet their unique needs.	<input type="checkbox"/> 0 (not there yet) <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4

Scoring _____ out of 12

OVERALL SCORING WORKSHEET

Objective	My Score	Total Possible
1. Relationship Building		20
2. Communications		16
3. Shared Responsibility		16
4. Advocacy		12
5. Community Partnerships		16
TOTAL		80

Mark your achievement level: **Level 1** (20 or Lower) **Level 2** (20-47) **Certified** **Level 3** (48-71) **Gold** **Level 4** (72+)

What Does My Score Mean?

- **Level 1:** The program has a beginning awareness of the best practices of Family Engagement and is starting to implement some of those practices.
- **Level 2:** The program has begun developing a systematic Family Engagement plan that aligns with best practices.
- **Level 3:** Family Friendly Early Care and Education Program: The program implements a systematic Family Engagement plan that aligns with best practices in the field. Program staff and leadership see families as true partners. This program is eligible to apply for Family Friendly Early Care and Education Program status if it meets other requirements for the certification.
- **Level 4:** Family Friendly Early Care and Education Program: The program implements a systematic Family Engagement plan that aligns with best practices in the field. Families and Community partners are true co-creators of education for child success. This program has successfully engaged nondominant and/or unreached families. This program is eligible to apply for Family Friendly Early Care and Education Program status if it meets other requirements for the certification.

Suggestions for Small Group Debrief:

1. Where did our team have the most **similarities? Differences?** Discuss the different perspectives and experiences based on roles within the program.
2. Where do we feel our **program is strongest?** What areas need the **most improvement?** What **surprised you?**
3. Where do we need more **feedback and clarity?** How can we get this information? How can we bring in more **voices and diversity** i.e. family voice?
4. Where do we want to **start and how will we know if we are making progress?**
5. Set the **next meeting date** and assign at least one follow-up item for each member of the team.

Visit the **Prichard Committee Family Friendly Website** for the accompanying Guide book, online modules and Digital Playbook categorized by these 5 Self-Assessment Objectives- prichardcommittee.org/early-education-family-engagement/ email familyfriendly@prichardcommittee.org for additional questions.