

## Requirements for Family Engagement and Supporting Parent-Child Relationship: A comparison across major programs and models

State systems, and the components comprising the early learning system in a state, support a shared vision related to the children and families in their state. In most states, this vision involves healthy children, strong parents and children ready for school success. Across all systems, the state vision is impacted by activities to engage families in services and support the development of a strong parent-child relationship. Often federal early learning programs, grant makers and states seek information or require intentional approaches to family engagement and supporting the parent child relationship; the following chart of descriptors and activities is designed to increase understanding of these requirements across funders, programs and models and allow for consideration of the role of each entity in this work.

Programs or Systems	Description/Philosophy – Engaging Families and Supporting Parent Child Relationship
<b>Child Care and Development Fund</b>	Child Care and Development Fund increases the availability, affordability and quality of child care. No federal requirements related to family engagement and parent child interaction; consumer education around child care choices required and lead agency in state required to coordinate with employment services and workforce development.
<b>Early Head Start and Head Start</b>	Parent and family engagement in Head Start/Early Head Start (HS/EHS) is about building relationships with families that support family well-being, strong relationships between parents and their children, and ongoing learning and development for both parents and children. Model embodies a family partnership strength-based approach, collaboration with parents, programmatic decision-making driven by families and support for family-child interactions.
<b>Family Services (Children’s Bureau)</b>	As part of Children’s Bureau funding, family support services under: Promoting Safe and Stable Families program includes coordinated programs of community-based family support services, family preservation services, time-limited family reunification services, and adoption promotion and support services; and Community-Based Grants for the Prevention of Child Abuse and Neglect program includes community-based, prevention-focused programs and activities designed to strengthen and support families to prevent child abuse and neglect.
<b>IDEA Part C</b>	Statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs and making early intervention services available to children with disabilities, aged birth through 2, and their families, are required. The <i>IDEA</i> requires that early intervention services be provided in natural environments, which includes the home or a community setting the child would be participating if they did not have a disability. Each child and family has an individualized family service plan (IFSP) created at onset of services, which guides delivery.
<b>IDEA Part B, section 619</b>	Assistance to states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3 through 5. States may include preschool-aged children who are experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, who need special education and related services. To the maximum extent appropriate, children with disabilities are educated with children who are not disabled. Each child has an Individualized Education Plan (IEP) informed by expert assessment of the child and accepted by the parent.
<b>Intensive Home Visiting (MIECHV included)</b>	Intensive home visiting programs use the home visitor-family relationship as the tool through which all of the work takes place; the centrality of the parent-child relationship to home visiting is a key feature that defines the delivery of each home visiting model, regardless of the model in used by the program. Home visitors work directly with parents, through intensive, often weekly, in home visits, in order to support them in their role, develop their skills to interact with their child, and support their child’s healthy development.
<b>Libraries</b>	Museums and libraries are trusted, welcoming places where children make discoveries, deepen common interests, expand words and knowledge, and connect their curiosity to the world.

<b>Museums</b>	Museums and libraries bring a unique focus on family engagement and parent-child relationship with their role as ‘connectors that bridge the generations and bring children, their parents, and their families together in fun and nonthreatening settings that build mutual knowledge, skills, and self-efficacy.’ (Growing Young Minds, IMLS report)
<b>Quality Rating and Improvement System</b>	A QRIS is a method to assess, improve and communicate the level of quality in early care and education settings. A QRIS includes the following components: (1) quality standards for programs and practitioners, (2) supports and an infrastructure to meet such standards, (3) monitoring and accountability systems to ensure compliance with quality standards, (4) ongoing financial assistance that is linked to meeting quality standards, and (5) engagement and outreach strategies. As QRIS involves levels of quality, the family engagement and support for the parent child relationship varies across the levels, involving more intensive strategies at the highest levels (the chart includes the most intensive level, or the highest level of the QRIS).
<b>State-funded Preschool</b>	State-funded preschool programs have as their primary goal to enhance the learning and development of children, particularly those at greatest risk, and ensure young learners are ready for school success. States make determination around family engagement and parent child relationship focus and activities; sample activities on the chart represent those in place at states implementing a high quality preschool program model.
<b>State Licensing Requirements</b>	Federal law requires that states have policies in place to protect the health and safety of children in child care in three areas: the prevention and control of infectious diseases; building and physical premise safety; health and safety training appropriate to the program setting. The standards set by states for licensing child care centers and family child care homes vary greatly in areas of training, group size and ratio and environment and include the most basic standards around engaging with families, such as exchanging information at beginning and end of the day.
<b>Title I of ESEA</b>	Local schools, districts and LEAs may opt to use Title I funding to run preschool programming; this programming is typically targeted at high need, eligible children. Programs using Title I funding are required to implement parental involvement activities; activities common in Title I funded preschool programs are marked on chart.
<b>Other:</b>	

