

Family Engagement Resource List

Family Engagement, Diverse Families, and Early Childhood Education Programs:

An Integrated Review of the Literature by Linda C. Halgunseth and Amy Peterson, National Association for the Education of Young Children and Deborah R. Stark and Shannon Moodie, Pre-K Now

Communication Skills for Challenging Conversations. This Training for Program Administrators (TPA) is held as a full-day pre-conference workshop at NAEYC conferences in June and November. Check NAEYC's [conferences web page](#) for current details. Additional dates are announced periodically throughout the year.

[Quality Benchmarks for Cultural Competence Tools](#). The A.L. Mailman Family Foundation provided funding for NAEYC to initiate the Quality Benchmark for Cultural Competence Project (QBCCP). The Project determined the feasibility of developing a tool, as well as a measure, to assess the level of cultural competence within programs participating in a QRIS. The resulting Quality Benchmarks for Cultural Competence tool – a guide for identifying and weaving culturally-competent practices into QRIS criteria – is included at the end of the document.

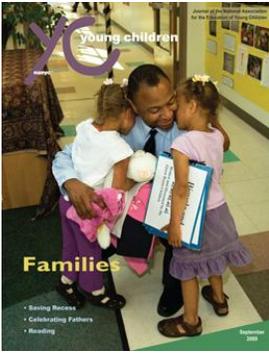
NAEYC Position Statements (PDF)

- [Anti-Discrimination Statements](#)
- [Code of Ethical Conduct and Statement of Commitment](#)
- [Developmentally Appropriate Practice](#)
- [Early Childhood Curriculum, Assessment, and Program Evaluation](#)
- [New DEC/NAEYC Position on Early Childhood Inclusion](#)
 - [Summary](#)
 - [Full Version](#)
- [Responding to Linguistic and Cultural Diversity](#)

Where We Stand Summaries (PDF)

- [Curriculum, Assessment, and Program Evaluation](#)
- [Screening and Assessment of Young English-Language Learners](#)
- [Screening and Assessment of Young English-Language Learners \(Spanish\)](#)
- [Respecting and Responding to Diversity](#)

From *Young Children*



Young Children Cluster Topic: Families and Teachers—Essential Partnerships, September 2009

The stories, principles, and strategies presented in these articles cover family involvement approaches from infancy through the primary years. Some are reminders of what it takes to build and maintain essential partnerships between families and teachers; others offer creative ideas for expanding good practice.

Partnering with Families of Children with Special Needs/*Julie A. Ray, Julia Pewitt-Kinder, and Suzanne George*

Ten Tips for Involving Families through Internet-Based Communication/*Sascha Mitchell, Teresa S. Foulger, and Keith Wetzel*

Resources for Families and Teachers—Essential Partnerships



March 2007: Linking with Community Partners to Better Serve Children and Families

Read about how a variety of educational programs and schools connect with their surrounding communities.

Coming Together for Children: Six Community Partnerships Make a Big Difference /*compiled by Susan Friedman*

Strengthening Families: Community Strategies That Work (including additional profiles that appear only online)/*by Maril Olson*

Resources for Linking with Community Partners to Better Serve Children and Families

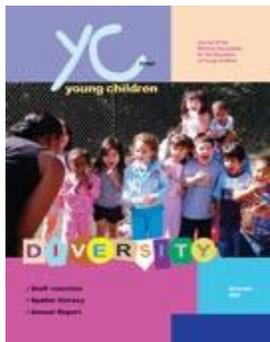


Young Children Cluster Topic: Supporting and Involving Families in Meaningful Ways, January 2006
In this issue read about how typical preschool programs and early intervention specialists can work together to inform and support families of children with disabilities. Also learn about Family Systems Theory and how this theory can help practitioners in their daily work with families.

Supporting Families of Children with Disabilities in Inclusive Programs: A Team Approach/by Louise A. Kaczmarek

Understanding Families: Applying Family Systems Theory to Early Childhood Practice/by Linda Garris Christian

Resources for Supporting and Involving Families in Meaningful Ways



Young Children Cluster Topic: Embracing Diversity in Early Childhood Settings, November 2005
In the articles listed below from this issue, read about how teacher education programs are preparing teaching students to meet the needs of diverse children. Also discover children's books that portray contemporary Native Americans accurately; explore research and historical information on anti-bias/multicultural education with White children; learn about a professional development initiative to increase teacher empathy toward linguistically and culturally diverse children, and more.

Contemporary American Indian Cultures in Children's Picture Books/by Lisen Roberts, Eliza Dean, and Marna Holland

Taking the Next Step: Preparing Teachers to Work with Culturally and Linguistically Diverse Children/by Jerlean Daniel and Susan Friedman

What If All the Children in My Class Are White? Historical and Research Background/by Louise Derman-Sparks and Patricia G. Ramsey

Empathy and Cultural Competence: Reflections from Teachers of Culturally Diverse Children/by
Michaela W. Colombo

Print, Multimedia, and Online Resources for Teaching and Learning about Diversity

Additional Young Children Articles

Do No Harm: Creating Welcoming and Inclusive Environments for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families in Early Childhood Settings with an **Online Handout** /Tracy Burt, Aimee Gelnow, and Lee Klinger Lesser From the January 2010 issue of *Young Children*.

What Early Childhood Educators Need to Know: Developing Effective Programs for Linguistically and Culturally Diverse Children and Families/Patton O. Tabors, *Teaching Young Children*, October 2008 - Vol. 2, No. 1; originally published in *Young Children*, November 1998

Missing! Picture books reflecting gay and lesbian families: Make the curriculum inclusive for all children/Rowell, E.H. *Young Children* May 2007.

The Looping Classroom: Benefits for Children, Families, and Teachers by Mary Hitz, Mary Somers, Christee Jenlink, *Young Children*, March 2007

The authors explain briefly the history of looping classrooms and describe the mechanics, touching also on the similar concept of multiage classrooms. They discuss the benefits for children of having the same teacher and classmates a second year-the importance of secure relationships with teachers and caregivers in the lives of young children, especially English language learners-and the advantages for teachers and families. They also address concerns. The authors illustrate their points with vignettes from their own experiences teaching in looping classrooms.

Using Children's Texts to Communicate with Parents of English-Language Learners by Soyoung Lee, *Young Children*, September 2006

Participation in their children's education can be challenging when families are newcomers to the English language. Using one example, Lee explains how a hesitant Korean mother with limited English and a first-grade teacher developed a strategy to surmount communication difficulties. The strategy enables the mother to follow and support six-year-old Do-Hyun's language and literacy progress daily.

Meeting the Home Language Mandate: Practical Strategies for All Classrooms by Karen Nemeth, *Young Children* March 2009

Experts throughout the United States tell us that teachers must support the home language development of all young children. Karen Nemeth emphasizes the important role early childhood educators play in ensuring that young dual language learners retain skills in their home language while building new English language skills. She invites educators to take stock of the resources and challenges in their programs, then shares strategies to improve and enhance almost any preschool program's effectiveness in engaging dual language learners. "By supporting the home language of each child while scaffolding their English learning, educators (and society) have much to gain and nothing to lose."

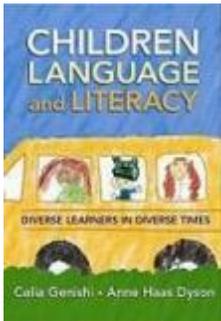
From *Teaching Young Children*

Message in a Backpack

Print and share copies of these pages from *Teaching Young Children* with the families in your program to build a strong home-school connection and extend the learning to the home environment.

From NAEYC's Online Store

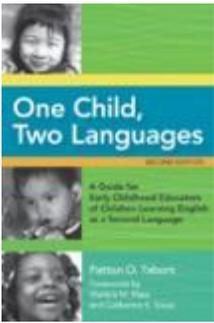
Books



[Children, Language, and Literacy: Diverse Learners in Diverse Times](#) By Celia Genishi & Anne Haas Dyson
Even as sociocultural diversity continues to grow in the U.S., many classrooms offer a one-size-fits-all curriculum in which assessment relies heavily on standardized tests. Rejecting the narrow viewing of young children solely as prospective students, the authors see them as “simultaneously players, learners, readers of the world and words, artists—among other identities.” This volume gives us rich evidence of the role of stories (enacted and told), imaginative play, and writing in children’s language learning. Copublished with Teachers College Press.

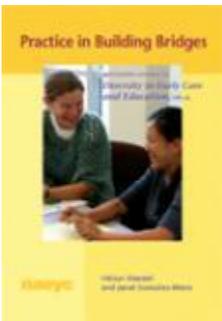


[Diversity in Early Care and Education: Honoring Differences \(5th ed.\)](#) By Janet Gonzalez-Mena
Diversity in Early Care and Education explores the rich diversity encountered in programs and environments for children, ages birth to 8, including those serving children with special needs. The emphasis is on the practical and immediate concerns of the early childhood professional and family service worker, though all information has strong theoretical support. Although the text is situated within an early child care environment, its lessons are valuable for anyone who wants to understand more about diverse views related to children, childrearing, education, and development.



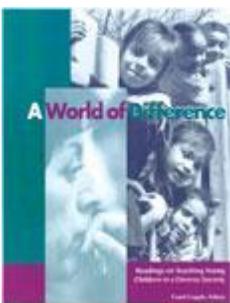
One Child, Two Languages: A Guide for Early Childhood Educators of Children Learning English as a Second Language By Patton O. Tabors

This new edition of Tabors' highly regarded book provides information and tools for teachers of English language learners, including the latest research, literacy instruction, assessment techniques, study aids, and more. This book is an essential resource for teachers who strive to support the languages and literacy development and school success of second language learners. From Paul H. Brookes.



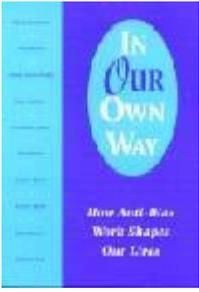
Practice in Building Bridges: Companion Resource for Diversity in Early Care and Education (5th ed.) By Intisar Shareef & Janet Gonzalez-Mena

In our increasingly diverse society, we all need to be able to create authentic, healthy, equitable relationships with people unlike ourselves, whether our colleagues, coworkers, fellow students, or families of young children. With that goal in mind, this collection of activities, discussion topics, and ideas for journaling is designed as a companion resource for those using Janet Gonzalez-Mena's excellent book *Diversity in Early Care and Education*, 5th ed. (McGraw-Hill, 2008).



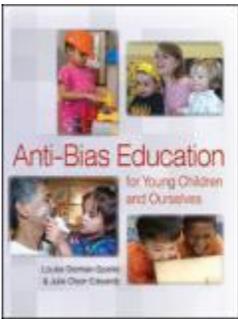
A World of Difference: Readings on Teaching Young Children in a Diverse Society By Carol Copple, ed.

How do we work with young children and their families in ways that are truly responsive to their differences and effective in combating bias? Over the years NAEYC has played a leading role in addressing this question and publishing significant works in the area of anti-bias, culturally responsive education. Now we offer this collection of readings—from *Young Children*, NAEYC books, and other respected publications. They reflect the strong, continuing current of thoughtful work on teaching young children in a diverse society.



In Our Own Way: How Anti-Bias Work Shapes Our Lives By Cecilia Alvarado et al., eds.

Early childhood professionals seeking to create or strengthen anti-bias programs in their own settings can learn from those who have "been there." With personal reflections of those who have worked in early childhood settings, *In Our Own Way* guides directors and teachers who wish to create or strengthen an anti-bias program and meet the challenges of anti-bias work in their own communities. Facing difficult questions and situations, an anti-bias approach brings greater understanding and fosters strong relationships.



Anti-Bias Education for Young Children and Ourselves By Louise Derman-Sparks & Julie Olsen Edwards

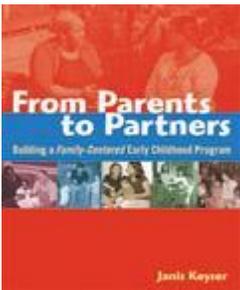
The eagerly awaited successor to the influential *Anti-Bias Curriculum*! Become a skilled anti-bias teacher with this volume's practical guidance to confronting and eliminating barriers of prejudice, misinformation, and bias about specific aspects of personal and social identity; most importantly, find tips for helping staff and children respect each other, themselves, and all people.

Over the last two decades, educators across the nation and around the world have gained a wealth of knowledge and experience in anti-bias work. The result is a richer and more nuanced articulation of what is important in anti-bias education. Individual chapters focus on culture and language, racial identity, family structures, gender identity, economic class, different abilities, holidays, and more.



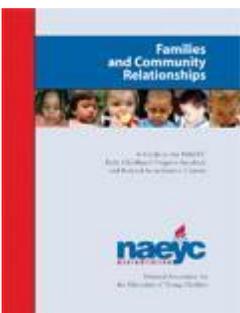
School Readiness and Social-Emotional Development: Perspectives on Cultural Diversity By Barbara Bowman & Evelyn K. Moore, eds.

“Strong social-emotional development underlies all later social, emotional, and academic success.” But among the 20–50 percent of children who enter kindergarten not ready to learn, social-emotional development is often where they are least prepared. This collection of seven commissioned papers summarizes an NBCDI study of the current state of research and programs addressing preschoolers’ social-emotional development, looking at issues from a multicultural perspective.



From Parents to Partners: Building a Family-Centered Early Childhood Program By Janis Keyser

Parent partnerships are an essential factor in every successful early childhood program, and communication is key to developing them. How can you use familiar elements such as newsletters, bulletin boards, parent conferences, and special events most effectively? The answers may surprise you! This comprehensive guide describes proven communication strategies to encourage the involvement of family members.



Families and Community Relationships: A Guide to the NAEYC Early Childhood Program Standard and Related Accreditation Criteria By Sharon Ritchie & Barbara Willer

Families offer to program staff a unique and invaluable perspective on their child’s behavior, developmental progress, and learning styles. Likewise, program staff who develop and maintain relationships within the larger community can provide better quality support and information to families. Teachers share the primary responsibility for establishing both types of relationships, and in each case, children benefit the most. This

resource focuses on NAEYC’s **Families** and **Communities** Program Standards; use it to find out how you can get everyone more involved.



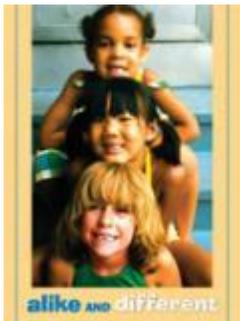
[Family-Friendly Communication for Early Childhood Programs](#) By Deborah Diffily & Kathy Morrison, eds. This resource offers 93 brief messages for parents on topics ranging from biting to developing children’s literacy—all ready for teachers to tailor to their individual programs’ needs or to use as is to strengthen communication between programs and families. Each message can also be adapted for newsletters, family packets, parent-teacher conferences, bulletin boards, or parent handouts. Includes dozens of innovative strategies for bringing parents on board in your program.

Posters



[YC: Faces of Young Children](#)

This beautiful poster with images appearing on the covers of *Young Children* will enliven any early childhood environment.



[Alike and Different](#)

New version is larger and newly laminated!

We’re alike, but different at the same time—and that’s ok! Celebrate diversity with this engaging poster. 18”x24”

#402



Teach Peace!

Show that you teach peace in your classroom! This vibrant poster will inspire children to look to cooperation and understanding as a solution to their problems. 16"x22"



Welcome Banner

The perfect welcome for all children and families in your school or center. 18"x30", laminated.



All Kinds of Families (2-Poster Set)

8.5"x24", laminated. From Learning ZoneXpress

Generations (2-Poster Set)

Set of 2 different laminated posters. These beautiful posters celebrate the interaction between different generations. Dimensions: 8½"x24." From Learning ZoneXpress.



Mothers (2-Poster Set)

Set of 2 different laminated posters. These touching photos and descriptive words inspire by example as mothers spend quality time with their children. Dimensions: 8½"x24." From Learning ZoneXpress.



Fathers (2-Poster Set)

Set of two different laminated posters. These touching photos and descriptive words inspire by example as fathers spend quality time with their children. Dimensions: 8½"x24" From Learning ZoneXpress.



With Inclusion . . . We're All Winners

Sunny colors and a sunny message to brighten both rooms and children's lives. Embrace inclusion and help all children to be winners. 24"x18"

Brochures



Respuesta a la diversidad lingüística y cultural: Recomendaciones para una educación infantil eficaz

NAEYC's position paper "Responding to Linguistic and Cultural Diversity," adopted October 1995, acknowledges and responds to the importance of a child's home language and culture in the early childhood setting.



Teaching Young Children to Resist Bias: What Parents Can Do

By Carol Brunson Day, Louise Derman-Sparks, & M. Gutierrez

Tips for parents to help children appreciate diversity and deal with others' biases. Also available in Spanish.



Enseñemos a los niños a combatir los prejuicios

By Carol Brunson Day, Louise Derman-Sparks, & M. Gutierrez

Spanish translation of "Teaching Young Children to Resist Bias: What Parents Can Do."

Tips for parents to help children appreciate diversity and deal with others' biases.



Un lugar afectuoso para su bebé

Spanish translation of "A Caring Place for Your Infant". When you need a simple tool to communicate the developmentally appropriate approach that characterizes your program, this appealing brochure comes in handy.

It describes key areas of infants' development, suggests the basic educational approach that helps children learn and thrive, and details what parents should look for in an early childhood program.

Multimedia

[Nurturing Growth: Child Growth and Development \(VHS\)](#)

A child's development takes place in the context of the child's culture and family. This video examines how early childhood programs incorporate all the developmental domains and how teachers plan for the interaction of these domains in order to support the development of the whole child. From The Early Childhood Program series. 30 min.

[Grandparenting: Enriching Lives \(VHS\)](#)

We know that today, more than ever, grandparents are playing a central role in caring for young children. With this in mind, it is essential that grandparents, like parents, receive the most up-to-date information on child development and at the same time, receive support and encouragement. Hosted by Don Francisco, Grandparenting: Enriching Lives provides grandparents with the latest information on child development, as well as guidance, ideas and support for their essential role in the lives of their children and grandchildren. Also available in Spanish. Produced by Civitas. 30 min.

[Nuestros abuelos: enriquecimiento familiar \(VHS\)](#)

We know that today, more than ever, grandparents are playing a central role in caring for young children. With this in mind, it is essential that grandparents, like parents, receive the most up-to-date information on child development and at the same time, receive support and encouragement. Hosted by Don Francisco, Grandparenting: Enriching Lives provides grandparents with the latest information on child development, as well as guidance, ideas and support for their essential role in the lives of their children and grandchildren.

[Partnerships With Parents \(DVD\)](#)

Dramatizes the importance of the parent-teacher relationship for children. How to establish and maintain positive communication and handle common problems teachers face in working with parents. Produced by South Carolina Educational Television. 28 mins.

From our Partners

Understanding the Impact of Language Differences on Classroom Behavior: A Training Kit from the Center on the Social Emotional Foundations for Early Learning (CSEFEL), by R. M. Santos and M. M. Ostrosky. Training Kit Contains [Trainer's Notes](#), and [PowerPoint slides](#) and [Participant Handouts](#).

[Strengthening Families](#) from the Center for the Study of Social Policy (CSSP). Across the country, early care and education programs, child welfare departments, and others are using the Strengthening Families approach to build five Protective Factors in families:

- Parental resilience
- Social connections
- Knowledge of parenting and child development
- Concrete support in times of need
- Children's social and emotional development

Research shows that these factors reduce the incidence of child abuse and neglect by providing parents with what they need to parent effectively, even under stress. By building relationships with families, programs can recognize signs of stress and build families' Protective Factors with timely, effective help.

From [Strengthening Families Illinois](#), resources to inform and inspire you!

- **[NAEYC Families and Community Standard / Strengthening Families Program Strategies Crosswalk](#)**
Crosswalk document compares National Association for the Education of Young Children (NAEYC) Accreditation Criteria with the Strengthening Families program strategies that build protective factors and shows that they are in alignment with the NAEYC criteria.
- **[101 Ways to Nurture Your Spirit Poster](#)**
Colorful handout provides inspirational reminder to providers about the importance of taking care of oneself. [Click here for Spanish.](#)
- **[Commitment to Families Poster](#)**
Handout highlights the Strengthening Families Illinois center's commitment to working with families. [Click here for Spanish.](#)
- **[Commitment to Families Flyer](#)**
Want to advertise your next center event while highlighting your commitment to families.? This adaptable flyer is great for promoting upcoming events and letting families know that you're a family-centered program.
- **[365 Ways to Partner with Families](#)**
Page a day calendar for every year provides a daily tip for early childhood staff for partnering with families at their program. The calendar is available for purchase. [Click here to download the order form](#)

Websites:

[Harvard Family Research Project](#). The HFRP is committed to meeting the growing demand for information on effective ways to support family involvement in children's learning and development.

[National Coalition for Parent Involvement in Education](#). NCPPIE's mission is to advocate for the involvement of parents and families in their children's education, and to foster relationships between home, school, and community to enhance the education of all young people.

[The Language Castle, LLC](#). The Language Castle is a one-stop resource for everyone who teaches young children who speak different languages.

[National Council of La Raza Early Care & Education Programs](#)