



1st Annual

Parents, Families, Community Engagement Symposium

Region IV Office of Head Start and the ICF TTA Team
Administration for Children & Families

Agenda

Day 1: Tuesday, August 30, 2011

8:00 a.m. – 9:00 a.m. Continental Breakfast and Networking

I Am Moving, I Am Learning (IMIL)

**9:00 a.m. – 9:30 a.m. Welcome, Introductions & Opening Remarks
Parent, Family, and Community Practices and Outcomes**
Elaine Draeger, CEO, Sheltering Arms Early Education and Family Centers;
Diane Bellem, Vice President, the Georgia Training Institute at Sheltering Arms

9:30 a.m. – 10:00 a.m. Who's Here? – What Do You Bring to the Table?
Amy Hobart, Director of Early Care and Education

10:15 a.m. – 11:45 a.m. Family Engagement and Ongoing Child Assessment
Audrey Battle
Senior Management Consultant
Southern Imaginations

11:45 a.m. – 12:30p.m. Lunch
Table Talk about PFCE Resources
Facilitators: Diane Bellem, Katherine Falen, Maria Russell, Naima Bond

**12:30 p.m. – 1:00 Speaker: Inspire a Renewed Spirit to Better Outcomes for Children
The Honorable Vincent C. Crawford, Associate Judge**
Juvenile Court Judge, Sheltering Arms Board Member
and a Champion for Children

Build A Bridge IMIL

**1:15 - 2:45 p.m. Strengthening Families Protective Factor Approach
Allied for Better Outcomes**
Juanita Blount Clark
Senior Consultant
Center for the Study of Social Policy

15 minute break

3:00 p.m. – 4:30 p.m. Intentional Transitions
Jason Redmond, M. Ed.
Transition Coach/Parent Educator
Atlanta Civic Site/Sheltering Arms
Early Learning Literacy Resource Center

4:30 - 5:00 p.m. Parent Leadership
Stephanie Flowers, Parent
Policy Council Member

Inspire a Renewed Spirit to Achieve Better Outcomes for Children and Their Families

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Day 2: Wednesday, August 31, 2011

8:00 a.m. – 9:00 a.m. **Continental Breakfast and Networking**

Finger Tap IMIL

9:00 a.m. – 10:00 a.m. **Beyond the Bake Sale**
Facilitators: Diane Bellem, Katherine Falen, Maria Russell, Naima Bond

10:00 a.m. – 11:30 a.m. **Parent Connections to Peers and the Community**
Ruth Perou, PhD
Child Development Studies Team Leader
Division of Human Development and Disability
NCBDDD CDC

Dance Freeze IMIL

11:30 a.m. – 12:15 p.m. **Who are the Families in Your State? What does the DATA mean for Parent, Family, and Community Engagement?**
Kids Count, Children's Defense Fund, and the National Infant/Toddler Child Care Initiative State Fact Sheets
Facilitators: Diane Bellem, Katherine Falen, Maria Russell, Naima Bond

12:15 a.m. – 1:00 p.m. **Lunch**
Table Talk – **Charting a Course: A Parent Engagement Roadmap Tool, Action Plan** Growing and Sustaining Parent Engagement, Tool Kit
Facilitators: Diane Bellem, Katherine Falen, Maria Russell, Naima Bond

Stir the Pot IMIL

1:15 p.m. – 3:00 p.m. **Engaging Diverse Families Panel Discussion**
Moderator: Steve White, Director
Panel:
Janice Edwards, Director Carolyn Tricoche, Family Support
Latonia Camp, Family Support Rodney Lawrence, Family Support
Gemorial Johnson, Family Support Stacy Mims, Parent Educator

15 minute break

3:15 p.m. – 4:15 p.m. **PFCE Reflections; Charting a Course: A Parent Engagement Roadmap Tool, Action Plan** Growing and Sustaining Parent Engagement, Tool Kit
A "Take Home" Promise
Facilitators: Diane Bellem, Katherine Falen, Maria Russell, Naima Bond



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PFCE Outcomes and Resources

National Center on Parent, Family, and Community Engagement



- o Practices and Outcomes Executive Summary, August 2011
<http://eclkc.ohs.acf.hhs.gov/>

1. **Family well-being:** Families participate in services that ensure safety, health, and financial stability offered in the context of the family's values, culture, and aspirations.
 - o Strengthening Families Protective Factor Framework, June 2011
 - New Normal Logic Model
 - Strengthening Families for Practitioners
 - Online Data System
 - Staff Survey Self Assessment
 - o Allied for Better Outcomes: Early Childhood and Child Welfare, Center for the Study of Social Policy, August 2010
<http://www.cssp.org/reform/strengthening-families>
2. **Positive parent-child relationships:** Parents participate in ongoing support, education and skills development opportunities that promote warm, healthy parent-child relationships.
 - o 2011 Strengthening Families and Communities Resource Guide, U.S. Department of Health and Human Services, www.childwelfare.gov/pubs/surveys/PreventionGuide.cfm
 - o Better Brains for Babies (BBB): Helping to Promote Better Brain Development
www.fcs.uga.edu/ext/bbb/
 - o Let's Move Child Care Check List Quiz, June 2011
 - Recommendations for Preschoolers, Infants and Toddlers
healthykidshealthyfuture.org/



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3. **Parents as first and lifelong educators:** Parents have opportunities to observe, guide, and promote the learning of their children at home, school, and in their community.
 - Family Engagement and Ongoing Child Assessment, August 2011
<http://eclkc.ohs.acf.hhs.gov/>
 - The Head Start Child Development and Early Learning Framework - Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old
<http://eclkc.ohs.acf.hhs.gov/>
 - Milestone Moments, Center for Disease Control (CDC) – Learn the Signs, Act Early
www.cdc.gov/ncbddd/actearly/pdf/parents
 - Track Your Child's Development, Center for Disease Control (CDC) – Learn the Signs, Act Early
<http://dmh.mo.gov/docs/dd/trackmile.pdf>
4. **Parent connections to peers and community:** Parents have opportunities to form connections with peers or mentors in supportive, educational or faith-based networks that enhance social well-being and community life.

- Cafe conversations for groups of 2 to 8 people.

25 questions for each Protective Factor

English and Spanish



Available now! <http://www.strengtheningfamiliesillinois.org>
\$19.99 per game plus shipping and handling (\$7.00)

- Better Together: Connect with Others, Build Trust, Get Involved, an initiative of the Saguro Seminar on Civic Engagement in America at Harvard University's Kennedy School of Government

<http://www.bettertogether.org/socialcapital.htm>

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5. **Parent leadership and advocacy:** Parents have opportunities to participate in leadership development, decision-making, program policy development, and in community and state organizing activities to improve children's development and learning experiences.
 - Children in the States, 2011, Children Defense Fund
www.childrensdefense.org/child.../state
 - Cradle to Prison State Fact Sheets, Children Defense Fund
www.childrensdefense.org/programs.../cradle-to-prison-pipeline
 - 2011 Kids Count State Fact Sheets, A Project of the Annie E. Casey Foundation
www.kidscount.org
 - National Infant & Toddler Child Care Initiative, U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care, May 2011
<http://nitcci.nccic.acf.hhs.gov/states/>

6. **Intentional transitions:** Parents have the necessary tools to improve their children's learning outcomes as they transition to new learning environments, including Early Head Start to Head Start, and Head Start to public schools.
 - National Early Childhood Technical Assistance Center (NECTAC): Transition from Preschool Services to Kindergarten, August 2011
www.nectac.org



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References

Head Start Early Childhood Learning & Knowledge Center
eclkc.ohs.acf.hhs.gov/hslc

www.NAEYC.org

www.strengtheningfamilies.net

PTA: Family-School Partnerships: National Standards for Family-School Partnerships
http://www.pta.org/national_standards.asp

Beyond the Bake Sale, The Essential Guide to Family-School Partnerships
Anne T Henderson

School, Family, and Community Partnerships: Your Handbook for Action
Joyce L. Epstein, et al

Growing and Sustaining Parent Engagement, A Tool Kit for Parents and Community Partners Commissioned by LA 5, Prepared by the Center for the Study of Social Policy, December, 2010

The Daily Five
Gail Boushey, Joan Moser

Have You Filled a Bucket Today?
Carol McCloud, David Messing

Reading Magic: Why Reading Aloud to Our Children will Change Their Lives Forever
Mem Fox, Judy Horacek

The Color of Culture II
Mona Lake Jones, Tony Gable

Radical Reflections: Passionate Opinions on Teaching, Learning, and Living
Mem Fox



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Door Prizes (read aloud children's books that support PFCE)

A Family Is a Circle of People Who Love You by Doris Jasinek and Pamela Bell Ryan

Together, Read Little Big Book Level K: Houghton Mifflin Invitations to Literature (Invitations to Lit 1996) by George Ella Lyon

Fill a Bucket: A Guide to Daily Happiness for the Young Child by Carol McCloud, Katherine Martin and David Messing

I Got Community by Melrose Cooper and Dale Gottlieb

I Got a Family (An Owlet Book) by Melrose Cooper and Dale Gottlieb

Whose Hat Is This?: A Look at Hats Workers Wear - Hard, Tall, and Shiny (Whose Is It?: Community Workers) by Katz Cooper, Sharon, Muehlenhardt and Amy Bailey

Harriet, You'll Drive Me Wild! by Mem Fox and Marla Frazee

Do You Love Me? by Joost Elffers

Spaghetti in A Hot Dog Bun: Having the Courage to Be Who You Are Maria Dismody (Author), Kimberly Shaw-Peterson (Illustrator)

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NAEYC RECOGNIZED THE FOLLOWING TEN PROGRAMS

APRIL 2010

AS BEING EXEMPLARY IN THEIR FAMILY ENGAGEMENT PRACTICES:

[HTTP://WWW.NAEYC.ORG/ECP/TRAININGS/EDF](http://www.naeyc.org/eyp/trainings/edf)

- Children's Village Child Care Center in Philadelphia, PA
- CRT Locust Early Care & Education Program in Hartford, CT
- Iowa State University Child Development Laboratory School in Ames, IA
- Montgomery County Community College Children's Center in Blue Bell, PA
- Rainbow School in Stanford, CA
- School for Friends in Washington, DC
- *Sheltering Arms Early Education & Family Center - International Village in Atlanta, GA*
- Sunnyside Child Care Center at Smith in Northampton, MA
- The Family Schools, Inc. in Brewster, MA
- YWCA of Minneapolis Downtown Children's Center in Minneapolis, MN

NAEYC ALSO RECOGNIZED THESE FIVE PROGRAMS

FOR THEIR NOTEWORTHY FAMILY ENGAGEMENT ACCOMPLISHMENTS:

- BlueSkies for Children in Oakland, CA
- Kidango Little Washington Township in Fremont, CA
- Temple Beth Sholom Foundation School in Miami Beach, FL
- Egenolf Early Childhood Center in Elizabeth, NJ
- Pocono Services for Children and Families in East Stroudsburg, PA

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Energizing Activities

[I Am Moving, I Am Learning \(IMIL\)](http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/lamMovinglam.htm) is a proactive approach for addressing childhood obesity in Head Start children. IMIL seeks to increase daily moderate to vigorous physical activity (MVPA), improve the quality of movement activities intentionally planned and facilitated by adults, and promote healthy food choices every day. Take a journey through IMIL by reviewing the research, viewing the video, and reading the testimonials. Visit the Choosy Kids, LLC and Head Start Body Start National Center for Physical Development and Outdoor Play (HSBS) websites for further information. Each month, HSBS creates new resources to help educators and parents promote MVPA and healthy lifestyles year-round.

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health/Health/Nutrition/Nutrition%20Program%20Staff/IMIL/lamMovinglam.htm>

Strategies Targeted to Children:

- Structuring Moderate to Vigorous Physical Activity (MVPA) for children with rhythm stick dancing, hoop maze, dancing scarves, balance board, and scooter weaving.
- Tracking height and weight changes in children identified as overweight, or at risk for overweight, as defined by their Body Mass Index for age and gender.
- Reinforcing healthy choices using colors, sequencing, grouping and classifying, literacy, language development, as well as MVPA awareness.
- Awarding certificates of participation and photos of each child engaged in MVPA to their parents.

Strategies Targeted to Parents and Families:

- Encouraging male involvement in MVPA in conjunction with Fatherhood Initiative efforts.
- Scheduling parent volunteers to assist with MVPA in classrooms and contribute to discussions about nutrition and healthy food choices during meals.
- Partnering with a university for its physical therapy students to complete parent body composition assessments and transport parents to a local indoor track for fitness activities.
- Partnering with the State Cooperative Extension agent to provide monthly food tasting experiences and educational activities focused on healthy food choices and cooking opportunities.
- Distributing pedometers and other health-oriented incentives to parents.

Strategies Targeted to Staff:

- Beginning monthly program staff meetings with an integrated 10-minute MVPA led by a different staff member team each month.
- Establishing a partnership with the local recreation department to train teachers in a physical fitness curriculum and conduct twice weekly fitness sessions.
- Holding a "Walk 4 Fitness" Challenge – a program-wide tracking of steps throughout the year for staff and parents using pedometers.

Strategies Targeted To Communities:

- Integrating *I Am Moving, I Am Learning* into a Positive Youth Initiative to involve high school youth trained to lead children and parents in MVPA during family events at your program.
- Creating a walking trail with fitness stations for children, parents, staff, and community members.
- Working with the Head Start Health Advisory Committee to urge county school boards to adopt policies regarding cafeteria meals, and food and drinks in snack machines, to promote healthy choices.



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Protective Factors

<http://www.childwelfare.gov/can/factors/protective.cfm>

- **Nurturing and Attachment.** A child's early experience of being nurtured and developing a bond with a caring adult affects all aspects of behavior and development. When parents and children have strong, warm feelings for one another, children develop trust that their parents will provide what they need to thrive, including love, acceptance, positive guidance, and protection.
- **Knowledge of Parenting and of Child and Youth Development.** Discipline is both more effective and more nurturing when parents know how to set and enforce limits and encourage appropriate behaviors based on the child's age and level of development. Parents who understand how children grow and develop can provide an environment where children can live up to their potential. Child abuse and neglect are often associated with a lack of understanding of basic child development or an inability to put that knowledge into action. Timely mentoring, coaching, advice, and practice may be more useful to parents than information alone.
- **Parental Resilience.** Resilience is the ability to handle everyday stressors and recover from occasional crises. Parents who are emotionally resilient have a positive attitude, creatively solve problems, effectively address challenges, and are less likely to direct anger and frustration at their children. In addition, these parents are aware of their own challenges—for example, those arising from inappropriate parenting they received as children—and accept help and/or counseling when needed.
- **Social Connections.** Evidence links social isolation and perceived lack of support to child maltreatment. Trusted and caring family and friends provide emotional support to parents by offering encouragement and assistance in facing the daily challenges of raising a family. Supportive adults in the family and the community can model alternative parenting styles and can serve as resources for parents when they need help.
- **Concrete Supports for Parents.** Many factors beyond the parent-child relationship affect a family's ability to care for their children. Parents need basic resources such as food, clothing, housing, transportation, and access to essential services that address family-specific needs (such as child care and health care) to ensure the health and well-being of their children. Some families may also need support connecting to social services such as alcohol and drug treatment, domestic violence counseling, or public benefits. Providing or connecting families to the concrete supports that families need is critical. These combined efforts help families cope with stress and prevent situations where maltreatment could occur.