

**Illinois Early Learning Council
Practices and Principles Subcommittee
Illinois Action for Children – Damen Location
1340 S. Damen Avenue
Chicago, IL 60608**

Notes

March 28, 2013

Participants: Choua Vue, Granada Williams, Becky McBroom, Leonette Coates, Juliet Bromer, Tom Layman, Natalie Tucker, Joy Bah, Keosha Gamble, Donna Emmons, Nicole Gillis, Gail Nelson, Theresa Hawley, Tracey Occomy Crowder, Janice Moenster, TeeNeka Jones, Pamela Bonsu

Revisit the five buckets for family engagement:

The five buckets identified during the 2/15/13 meeting include:

- Creating a welcoming environment for parents
- Structural/shared power/decision making—parent driven-parent engaged programming; parents participating in planning
- Parent behavior/confidence
- Social capital—linkages, referrals
- Parents as leaders—building parent knowledge of child development and advocacy

The conversation focused on coming to a consensus on these five buckets and their wording in order to help develop the measures.

Juliet Bromer from Erikson and a new member introduced herself and her experience with the QRIS work. She worked with Child Trends and Westat on the Head Start measure project. The purpose of this work was to identify the knowledge, attitudes, and practices that lead to family engagement. She will present some of her work with this project at the April 22nd meeting.

Granada introduced the discussion by noting that many of these buckets seem to frame the outcomes of family and community engagement and our need to identify the practices and principles that lead to these outcomes. Choua also noted that the principles that guide these buckets are interchangeable. Theresa suggested looking at the Early Learning and Development Standards to define what programs need to do to get there, although these may be lacking in how to support the parent-child relationship. It was noted that the principles/practices needed to address the role of multiple persons (i.e., program administrators, teachers, other support staff) who interact with the family; that these interactions become part of the program culture.

In addition to the buckets, we discussed how the level 5 description needed to build on the level 4 description. This level includes compliance with Head Start, Preschool for All, or other

accreditation standards regarding family engagement. To reach level 4, programs need to demonstrate parent outcomes in this area.

We also discussed that we need to refer to previous discussions about the parent report of these outcomes, such as through surveys or talking to parents, such as with the NAEYC measure that focuses on how programs help parents prepare their children for school. This measure would include both the parent and child measure for moving the child to the next step. Becky shared her work to engage parents in self-reporting their own knowledge and interactions with their child, comparing child assessment results, and working with the parent and family support specialists to understand how parents can work with their child to approve in some school readiness areas.

With more discussion, we decided that we need the guiding principles with supporting practices connected to each (i.e., intentional strategies to promote the principle). We need to get more specific about what are good principles, such as *Parents as Learners*. Then, identifying some good practices that are related to the guiding principles.

Look at the [Strengthening Families Framework](#)

We did not get to this agenda item.

Plan for presenters at the April meeting

On April 22nd, we will meet for three hours for presentations and discussion. We have two presenters lined up. Nick Wechsler from Ounce of Prevention will join us to discuss the Educare Family Engagement Framework and Juliet Bromer from Erikson will share about her on the Family-Provider Relationship Quality Measurement Development Project and with QRIS work.

Next meeting: April 22, 2013 10:00-1:00 at Illinois Action for Children (Lunch will be provided)