

Pennsylvania Family Engagement Crosswalk



The Pennsylvania Family Engagement Crosswalk was developed to demonstrate the similarities and continuity between four different professional resources: the *Pennsylvania Early Learning Standards*, the *Head Start Family Engagement Outcomes Framework*, the *Strengthening Families Protective Factors Framework*, and the *PTA National Standards for Family-School Partnerships*.

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Early Learning Standard	HEAD START FAMILY ENGAGEMENT OUTCOME(S)	STRENGTHENING FAMILIES PROTECTIVE FACTOR(S)	PARENT TEACHER ASSOCIATION (PTA) NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS
<p>Families are supported in times of need.</p> <p>Families benefit from community supports and resources that are responsive to the changing needs of families. Also beneficial are those supports which assist in building upon a family’s strength</p>	<p>FAMILY WELL BEING Parents and families are safe, healthy, and have increased financial security.</p> <p>FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p>	<p>PROTECTIVE FACTOR: CONCRETE SUPPORT IN TIMES OF NEED Everybody needs help sometimes, and families that can get help when they need it are able to stay strong and healthy. Whether the need is caused by a sudden crisis—like a death in the family or loss of employment—or an ongoing issue such as substance abuse or depression, being able to ask for and receive help is important to keeping families strong.</p> <p>PROTECTIVE FACTOR: PARENTAL RELIENCE In order to deal with the stresses of life, parents need to be strong and flexible, and they need to be able to bounce back when adversity hits. If parents were treated harshly themselves as children, they may need role models, resources, and encouragement to be able to deal with challenges while nurturing their children.</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p>	<p>Primary: Standard 6: COLLABORATING WITH COMMUNITY Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1807</p> <p>Standard 2: COMMUNICATING EFFECTIVELY Families and school staff engage in regular, two-way, meaningful communication about student learning.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1811</p>

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<p>Families experience relationships with community partners--such as child care professional, faith-based community, health & human service programs, School personnel--that are affirming, reciprocal and build upon their strengths.</p> <p>Across their child's lifespan, family members may partner with a variety of individuals, agencies, organizations, programs, etc. Children benefit when these partnerships are relationship-based, reciprocal and build upon strengths of the child and family.</p>	<p>POSITIVE PARENT-CHILD RELATIONSHIPS Beginning with transition to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p> <p>FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p>	<p>PROTECTIVE FACTOR: CONCRETE SUPPORT IN TIMES OF NEED Everybody needs help sometimes, and families that can get help when they need it are able to stay strong and healthy. Whether the need is caused by a sudden crisis—like a death in the family or loss of employment—or an ongoing issue such as substance abuse or depression, being able to ask for and receive help is important to keeping families strong.</p> <p>PROTECTIVE FACTOR: SOCIAL CONNECTIONS FOR FAMILIES When parents have an informal network of trusted friends in their community, they have a support system for meeting both practical and emotional needs. They can brainstorm about problems together, give and receive back-up child care, and help meet unexpected needs such as transportation. As a social group, parents provide each other with norms for how family and community issues should be handled.</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p>	<p>Primary: Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class. http://www.pta.org/programs/content.cfm?ItemNumber=1805</p> <p>Standard 2: COMMUNICATING EFFECTIVELY Families and school staff engage in regular, two-way, meaningful communication about student learning. http://www.pta.org/programs/content.cfm?ItemNumber=1810</p>

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<p>Families have the support and information they need to encourage their child's learning and development</p> <p>The bond between child and family is the stable connector throughout a child's life. Families benefit from having ongoing support to learn about and understand their child's development</p>	<p>FAMILIES AS LIFELONG EDUCATORS Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p> <p>POSITIVE PARENT-CHILD RELATIONSHIPS Beginning with transition to parenthood, parents and families develop warm relationships that nurture their child's learning and development.</p>	<p>PROTECTIVE FACTOR: KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT Parents who understand normal child development have reasonable expectations for their children. Parents who have alternative strategies for dealing with children's challenging behavior can avoid harsh punishments.</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p> <p>PROTECTIVE FACTOR: HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDREN Parenting can be especially difficult when children act out or exhibit challenging behaviors. When children can communicate their feelings appropriately and interact positively with their families and with other adults and children, parenting becomes less stressful.</p>	<p>Primary Standard 3: SUPPORTING STUDENT SUCCESS Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1810</p> <p>Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1805</p> <p>Standard 4: SPEAKING UP FOR EVERY CHILD Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1809</p> <p>Standard 6: COLLABORATING WITH COMMUNITY Families and school staff collaborate with</p>

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			<p>community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1807</p>
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<p>Family members have support from other families.</p> <p>Family members benefit when they have opportunities to share experiences, and provide support to and receive from each other.</p>	<p>FAMILY CONNECTIONS TO PEERS AND COMMUNITY</p> <p>Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p>	<p>PROTECTIVE FACTOR: SOCIAL CONNECTIONS FOR FAMILIES</p> <p>When parents have an informal network of trusted friends in their community, they have a support system for meeting both practical and emotional needs. They can brainstorm about problems together, give and receive back-up child care, and help meet unexpected needs such as transportation. As a social group, parents provide each other with norms for how family and community issues should be handled.</p> <p>PROTECTIVE FACTOR: PARENTAL RELIANCE</p> <p>In order to deal with the stresses of life, parents need to be strong and flexible, and they need to be able to bounce back when adversity hits. If parents were treated harshly themselves as children, they may need role models, resources, and encouragement to be able to deal with challenges while nurturing their children</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p>	<p>Primary</p> <p>STANDARD 5: SHARING POWER</p> <p>Families and school staff are equal partners in decisions that affect children and families and together inform, influence and create policies, practices and programs.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1808</p> <p>Standard 6: COLLABORATING WITH COMMUNITY</p> <p>Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1807</p> <p>Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY</p> <p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1805</p>

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<p>Families have goals of their own and benefit from having supportive partners to help reach their goals.</p> <p>As family members identify and develop goals, their own knowledge grows. When families are stronger, communities are stronger.</p>	<p>Families as Learners Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers and life goals</p> <p>FAMILY CONNECTIONS TO PEERS AND COMMUNITY Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.</p> <p>FAMILY WELL BEING Parents and families are safe, healthy, and have increased financial security.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p>	<p>PROTECTIVE FACTOR: SOCIAL CONNECTIONS FOR FAMILIES When parents have an informal network of trusted friends in their community, they have a support system for meeting both practical and emotional needs. They can brainstorm about problems together, give and receive back-up child care, and help meet unexpected needs such as transportation. As a social group, parents provide each other with norms for how family and community issues should be handled.</p> <p>PROTECTIVE FACTOR: PARENTAL RELIENCE In order to deal with the stresses of life, parents need to be strong and flexible, and they need to be able to bounce back when adversity hits. If parents were treated harshly themselves as children, they may need role models, resources, and encouragement to be able to deal with challenges while nurturing their children</p> <p>PROTECTIVE FACTOR: CONCRETE SUPPORT IN TIMES OF NEED Everybody needs help sometimes, and families that can get help when they need it are able to stay strong and healthy. Whether the need is caused by a sudden crisis—like a death in the family or loss of employment—or an ongoing issue such as substance abuse or depression, being able to ask for and receive help is important to keeping families strong.</p>	<p>Primary Standard 6: COLLABORATING WITH COMMUNITY Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. http://www.pta.org/programs/content.cfm?ItemNumber=1807</p> <p>Standard 2: COMMUNICATING EFFECTIVELY Families and school staff engage in regular, two-way, meaningful communication about student learning. http://www.pta.org/programs/content.cfm?ItemNumber=1811</p>

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<p>Families grow in their leadership and utilize these skills in many different ways</p> <p>Family members have unique experiences and expertise from which communities can benefit. When families have supports and opportunities to grow in their leadership, they become agents of change and supporters of what is working.</p>	<p>FAMILIES AS ADVOCATES AND LEADERS Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children’s development and learning experiences.</p> <p>http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf</p>	<p>PROTECTIVE FACTOR: SOCIAL CONNECTIONS FOR FAMILIES When parents have an informal network of trusted friends in their community, they have a support system for meeting both practical and emotional needs. They can brainstorm about problems together, give and receive back-up child care, and help meet unexpected needs such as transportation. As a social group, parents provide each other with norms for how family and community issues should be handled.</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p>	<p>Primary Standard 4: SPEAKING UP FOR EVERY CHILD Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1809</p> <p>Standard 5: SHARING POWER Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1808</p>

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<p>Supporting Families in times of Transition</p> <p>Transition is a normal part of growth in children and families during which there may be a range of emotions and needs. Where there are strong relationships between families and partner both children and their families feel more secure throughout the process.</p>	<p>Family Engagement in Transitions</p> <p>Parents and families support and advocate for their child’s learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to Kindergarten through Elementary School.</p>	<p>Primary</p> <p>Standard 1: WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY</p> <p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1805</p> <p>Standard 2: COMMUNICATING EFFECTIVELY</p> <p>Families and school staff engage in regular, two-way, meaningful communication about student learning.</p> <p>Standard 4: SPEAKING UP FOR EVERY CHILD</p> <p>Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p> <p>http://www.pta.org/programs/content.cfm?ItemNumber=1809</p>	<p>PROTECTIVE FACTOR: KNOWLEDGE OF PARENTING AND CHILD DEVELOPMENT</p> <p>Parents who understand normal child development have reasonable expectations for their children. Parents who have alternative strategies for dealing with children’s challenging behavior can avoid harsh punishments.</p> <p>PROTECTIVE FACTOR: HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDREN</p> <p>Parenting can be especially difficult when children act out or exhibit challenging behaviors. When children can communicate their feelings appropriately and interact positively with their families and with other adults and children, parenting becomes less stressful.</p> <p>http://www.cssp.org/reform/strengthening-families/2013/SF_All-5-Protective-Factors.pdf</p>