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*.



Early Learning Standard	HEAD START FAMILY ENGAGEMENT OUTCOME(S)	STRENGTHENING FAMILIES PROTECTIVE FACTOR(S)	PARENT TEACHER ASSOCIATION (PTA) NATIONAL STANDARDS FOR FAMILY- SCHOOL PARTNERSHIPS
Families are supported in times of need. 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	FAMILY WELL BEING Parents and families are safe, healthy, and have increased financial security. 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. http://eclkc.ohs.acf.hhs.gov/hslc/standards /IMs/2011/pfce-framework.pdf	 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. 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. http://www.cssp.org/reform/strengthening -families/2013/SF_All-5-Protective- Factors.pdf 	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 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

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

information they information they need to encourage their child's learning and developmentpromote, and participate in the everyday learning of their children at home, school, and in their communities.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 http://eclkc.ohs.acf.hhs.gov/hslc/standards /IMs/2011/pfce-framework.pdfParents 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.SUCCESS Families and school staff continuously collaborate to support students' learn and healthy development both at hom at school, and have regular opportuni strengthen their knowledge and skills so effectively.	Early Learning Standard	HEAD START FAMILY ENGAGEMENT OUTCOME	STRENGTHENING FAMILIES PROTECTIVE FACTOR(S)	PARENT TEACHER ASSOCIATION (PTA) NATIONAL STANDARDS FOR FAMILY- SCHOOL PARTNERSHIPS
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 POSITIVE PARENT-CHILD RELATIONSHIPS beginning with transition to parenthood, parents and families develop warm. http://www.cssp.org/reform/strengthening, -families/2013/SF_All-S-Protective- Factors.pdf http://www.cssp.org/reform/strengthening, -families/2013/SF_All-S-Protective- Factors.pdf http://www.pta.org/programs/conter 	support and information they need to encourage their child's learning and development 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	arents and families observe, guide, omote, and participate in the everyday arning of their children at home, school, ad in their communities. tp://eclkc.ohs.acf.hhs.gov/hslc/standarc VIs/2011/pfce-framework.pdf POSITIVE PARENT-CHILD RELATIONSHIPS Beginning with transition to parenthood, parents and families develop warm relationships that nurture their child's	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.http://www.cssp.org/reform/strengthening -families/2013/SF_All-5-Protective- Factors.pdfPROTECTIVE FACTOR: HEALTHY SOCIAL AND EMOTIONAL DEVELOPMENT IN CHILDRENParenting 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	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. http://www.pta.org/programs/content.cfm ?ItemNumber=1810 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 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. http://www.pta.org/programs/content.cfm ?ItemNumber=1809 Standard 6: COLLABORATING 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

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

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Families have goals of their own and benefit from having supportive partners to help reach their goals. As family members identify and develop goals, their own	Families as LearnersParents and families advance their ownlearning interests through education,training and other experiences that supporttheir parenting, careers and life goalsFAMILY CONNECTIONS TO PEERS ANDCOMMUNITYParents and families form connections withpeers and mentors in formal or informal	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	SCHOOL PARTNERSHIPS 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
knowledge grows. When families are stronger, communities are stronger.	social networks that are supportive and/or educational and that enhance social well- being and community life. FAMILY WELL BEING Parents and families are safe, healthy, and have increased financial security.	provide each other with norms for how family and community issues should be handled. 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	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
	http://eclkc.ohs.acf.hhs.gov/hslc/standards /IMs/2011/pfce-framework.pdf	harshly themselves as children, they may need role models, resources, and encouragement to be able to deal with challenges while nurturing their children 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.	

	http://www.cssp.org/reform/strengthening -families/2013/SF_All-5-Protective- Factors.pdf	

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Families grow in their leadership and utilize these skills in many different ways 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.	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. <u>http://eclkc.ohs.acf.hhs.gov/hslc/standards</u> /IMs/2011/pfce-framework.pdf	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. http://www.cssp.org/reform/strengthening -families/2013/SF_All-5-Protective- Factors.pdf	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. http://www.pta.org/programs/content.cfm ?ItemNumber=1809 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. http://www.pta.org/programs/content.cfm ?ItemNumber=1808

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Supporting	Family Engagement in Transitions	Primary	PROTECTIVE FACTOR: KNOWLEDGE OF
Families in	Parents and families support and	Standard 1: WELCOMING ALL FAMILIES INTO	PARENTING AND CHILD DEVELOPMENT
times of	advocate for their child's learning and	THE SCHOOL COMMUNITY	Parents who understand normal child
Transition	development as they transition to new	Families are active participants in the life of the	development have reasonable expectations
	learning environments, including EHS to	school, and feel welcomed, valued, and	for their children. Parents who have
Transition is a	HS, EHS/HS to other early learning	connected to each other, to school staff, and to	alternative strategies for dealing with
normal part of	environments, and HS to Kindergarten	what students are learning and doing in class.	children's challenging behavior can avoid
growth in	through Elementary School.		harsh punishments.
children and		http://www.pta.org/programs/content.cfm?Ite	
families		mNumber=1805	PROTECTIVE FACTOR: HEALTHY SOCIAL
during which			AND EMOTIONAL DEVELOPMENT IN
there may be		Standard 2: COMMUNICATING EFFECTIVELY	CHILDREN
a range of		Families and school staff engage in regular,	Parenting can be especially difficult when
emotions and		two-way, meaningful communication about	children act out or exhibit challenging
needs. Where		student learning.	behaviors. When children can communicate
there are			their feelings appropriately and interact
strong		Standard 4: SPEAKING UP FOR EVERY CHILD	positively with their families and with other
relationships		Speaking up for every child—Families are	adults and children, parenting becomes less
between		empowered to be advocates for their own and	stressful.
families and		other children, to ensure that students are	
partner both		treated fairly and have access to learning	
children and		opportunities that will support their success.	http://www.cssp.org/reform/strengthening-
their families feel more		http://www.pta.org/programs/content.cfm?Ite mNumber=1809	families/2013/SF_All-5-Protective-
		1110011061=1809	Factors.pdf
secure			
throughout			
the process.			