Family Community Relationships Assessment (Level 2)
Family/Practitioner Interview

Gateways ECE Competencies	**FCR1**: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting. **FCR2**: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education. **FCR3**: Identifies and models respect for families by using strengths-based, culturally responsive practices.
IPTS	1a, 1b, 1c, 2a, 2b, 2c, 4a, 6c
NAEYC	1A, 1C, 1E, 1G, 3F, 6C, 8A, 8B, 8D, 8H, 8O, 8P, 8Q, 8T, 9I, 9L, 9Q

In this Assessment, you will interview a family member of a young child and an early childhood practitioner. You will also interview an early childhood practitioner to learn more about how families are engaged within their program. The goal of these interviews are to gather information that will be useful in development a Family Engagement Plan. This Assessment is designed to provide you with opportunities to demonstrate competencies in outlining how families and effective communication and collaboration practices impact young children's development and learning.

Part 1: Family Interview:
Interview Preparation
- Select a family with a child between the ages of birth and eight. This family can be a friend, relative (outside of your immediate family), neighbor, or a family in your early childhood classroom environment.
- Review the family interview questions below.
- Arrange a time to interview the family. Your interview is likely to last approximately 30 minutes.

During the Interview**:**

- Be sure to let the family know that you are completing this interview as a course assignment, and that the purpose of the assignment is to support your mastery of content.
- Let the questions below guide your interview but allow parents to share anything about their family and culture that they feel is pertinent, even if it is not specifically mentioned in the interview questions.

Post Interview Reflection

Using the interview questions as a guide, describe the family and summarize your interview.
- What do you see as the family's strengths?
- What did you learn about the family's culture?
- What did you learn about the family in terms of language and communication preferences?
- What did you learn about the family's goals, hopes and dream for their child?
- How could the information you gained in this interview support your ability to facilitate the development and learning of this family's child?

Part 2: Practitioner Interview (early childhood teacher or director)

Interview Preparation

- Schedule an interview with a teacher, family support person, or director from a Head Start or early childhood Program in your area. Plan for your interview to take 30 to 45 minutes.
- Familiarize yourself with the suggested interview questions (see attached)

Interview

The focus of your interview is on identifying family engagement policies and practices within the early childhood program.

- What communication and collaboration strategies do you use to engage families within your early childhood program? In what ways are these strategies responsive to to communication style, home language, and family communication preferences?
- What areas of your program do you encourage family engagement and collaboration in?
    - Classroom activities
    - Assessment
    - Curricular planning
    - Policy making
- What specific procedures do you have in your program that helps you gain information from families about their children? What information do you gather? How do you use this information within your program?
- What strategies do you use to engage families as team members?
- What do you feel are the biggest barriers to family engagement? How do you work to overcome these barriers?

Post Interview Reflection

- Summarize the answers to the above interview questions
- Evaluate the program's strengths in terms of the following:
    - Communication and collaboration strategies employed
    - Family engagement strategies
    - Cultural and linguistic responsiveness of family engagement and communication and collaboration strategies
    - Practices used to gain information about children via families, and how this information is used within the program

Based on your evaluation, what do you see as program opportunities for growth in each of the following areas:

- Communication and collaboration
- Family engagement strategies
- Cultural and linguistic responsiveness of family engagement and communication and collaboration strategies
- Practices used to gain information about children via families, and how this information is used within the program

Consider the family you interviewed in Part One of your assessment. What do you feel would be responsive strategies the program could adapt to support this family's engagement? What strategies would be most effective and culturally responsive in supporting family strengths, expectations, values, and childrearing practices? Please be sure to outline communication and collaboration strategies as well as strategies supporting engagement in the classroom and program.

Part 3: Reflection

After reflecting on the above, describe the following:

- A statement of how families and communities impact children's development and learning, and the role of the early childhood professional in facilitating this impact.
- Culturally and linguistically responsive practices that are supportive of family development and promote culturally sensitive expectations for children's development and learning.
- Specific strategies you will implement to encourage family engagement in classroom and program activities and problem-solving at the classroom and center/school levels.

Family Interview Questions:

1. What are some examples of ways you feel connected to your child's classroom? How are you involved?
2. What do you most enjoy about your child's early childhood program?
3. What are your hopes and for your child? What do you see as the role of your child's early childhood program in fitting within those hopes and dreams?
4. What are your short and long term goals for your child's future?
5. What is most important to you in your daily interactions with your child?
6. What suggestions do you have or what additional opportunities would you like to be connected to your child's classroom?
7. What are your preferred ways to be communicated with from your child's teacher/school? Face to face? Website? Newsletter? Email? Text?

Practitioner Interview Questions:

1. What communication and collaboration strategies do you use to engage families within your early childhood program?
2. How do you work to ensure these family engagement strategies are culturally and linguistically responsive?
3. What areas of your program do you encourage family engagement in?
   - Classroom activities
   - Assessment
   - Curricular planning
   - Policy making
4. What specific procedures do you have in your program that helps you gain information from families about their children? What information do you gather? How do you use this information within your program?
5. What do you feel are the biggest barriers to family engagement? How do you work to overcome these barriers?

Family & Community Resources Master Rubric					
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
FCR1: Outlines the role and influence of families and communities on children's development, learning, and the early childhood setting.	Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting. Describes how early childhood practitioners, families, and communities can partner to support children's healthy development and learning. Describes how each family's unique strengths and challenges can be effectively supported through partnership with early childhood settings and communities.	Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting. Describes how early childhood practitioners, families, and communities can partner to support children's healthy development and learning.	Provides examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning or the early childhood setting. Describes how early childhood practitioners, families, and communities can partner.	Provides inaccurate examples of ways communities, family structure, social, cultural, and linguistic backgrounds influence children's development and learning and the early childhood setting. Description of how early childhood practitioners, families, and communities can partner to support children's healthy development and learning absent.	
FCR2: Identifies culturally and linguistically responsive communication and collaboration strategies designed to engage families in their children's care and education.	Identifies and advocates for written and verbal communication strategies that respect unique communication styles, home language and family communication preferences. Strategies identified incorporate multiple ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education.	Identifies written and verbal communication strategies that respect unique communication styles, home language and family communication preferences. Strategies identified incorporate multiple ways to encourage meaningful and sustained collaboration and connection with families designed to support engagement in their child's care and education.	Identifies written and verbal communication strategies.	Identifies written and verbal communication strategies that inhibit communication and collaboration.	
FCR3: Identifies and models respect for families by using strengths-based, culturally responsive practices.	Advocates for the importance of understanding family strengths, expectations, values and child-rearing practices in providing culturally responsive practice.	Identifies the importance of understanding family strengths, expectations, values and child-rearing practices in providing culturally responsive practice.	Identifies how family strengths, expectations, values and child-rearing practices inform practice. Identifies practices that are	Identifies practices that do not support families.	

	Identifies and models practices that are strength-based, respectful, and culturally responsive. Describes how strength-based, respectful, and culturally responsive practices positively influence child and family development.	Identifies practices that are strength-based, respectful, and culturally responsive. Describes how strength-based, respectful, and culturally responsive practice positively influence family development.	culturally responsive. Describes how culturally responsive practice positively influence family development.	