

Louisiana's
Early Childhood
BE ENGAGED®
Birth to 5 Framework



July 2022

Early Childhood Family Engagement Stakeholder Committee

In the summer of 2021, the Division of Early Childhood at the Louisiana Department of Education invited a diverse group of stakeholders to convene to develop a family engagement framework that would meet the needs of Louisiana families and children. We thank all those who collaborated to create the Louisiana BE ENGAGED Birth-5 Framework.

Amanda Colon

Louisiana Department of Education,
Coordinated Enrollment & Family Support

Britt Braun

Louisiana Department of Education,
Part B, 619 Coordinator

Leslie Doyle

Louisiana Department of Education,
Early Childhood Strategy Chief of Staff

Melinda George

Louisiana Department of Education,
Child Care Assistance Program Manager II

Kahree Wahid

Louisiana Department of Education,
Head Start State Collaboration Office

Emmy O'Dwyer

Louisiana Department of Education,
Director of Early Childhood Workforce
Development & Innovation

Tonya Harden

Louisiana Department of Education,
Family Child Care Manager

Veronica Buckley

Louisiana Department of Education,
Provider Help Desk and Provider
Certification Supervisor

Sharon Booker

Louisiana Department of Education,
Child Care Assistance Program Eligibility Manager

Dr. Gina Easterly

Louisiana Department of Health,
Bureau of Family Health

Brenda Sharp

Louisiana Department of Health, Early Steps

LaNaya Carter

Louisiana Department of Health,
Bureau of Nutrition Services

Anamaria Villamarin-Lupin

City of New Orleans,
Office of Youth and Families

Dr. Tamanika Odinga

St. Charles Parish Community Network,
Early Childhood Lead Agency

Pam Crook

Caddo Parish Community Network,
Early Childhood Lead Agency

Rochelle Wilcox

Wilcox's Academy Early Learning Center
Director/Owner

Omote Ekwotafia-Thelin

Young Audiences of Louisiana

Natori Green

Parent/Family Representative,
Child Advocate

Anna Dominique

Parent/Family Representative

Cheruba Chavez

Parent/Family Representative

Ayat Rahahleh

Parent/Family Representative

Shontrell Clem

Parent/Family Representative

Kanako Richard

Parent/Family Representative

Contents

Early Childhood Community Networks Engaging Families and Communities	4
Family Engagement Definition.....	4
Development of Early Childhood Framework Stakeholder Committee	5
Purpose of the Be Engaged Birth–5 Framework	5
Building a System–Level of Family Engagement.....	6
Engaging Families is Everyone’s Business.....	6
Early Childhood Be Engaged Birth to 5 Framework	7
Strategies that Support Family Goals and Child Outcomes	12
References	15

Key Terms

Barrier - Something that impedes a desired behavior or event

Community Network Lead Agency - administrator for the early childhood community network includes oversight for CLASS® observations, coordinated enrollment, and network administration

Director - administrator/owner of an early learning program

Educators/teachers - includes all early learning teachers

Educational system - the local school system and the early childhood community network

Early learning program - a child care provider Type I, II, III or family child care, Head Start/Early Head Start, public school pre-K, charter school pre-K, NSECD program

Families - include caregivers, biological parents, stepparents, biological parents, guardians, adoptive parents, foster parents, grandparents, aunts, uncles, siblings, and cousins

Providers - lead teachers at an early learning site (e.g., child care and family child care)

Early Childhood Community Networks Engaging Families and Communities

The Louisiana Department of Education knows that children are at the heart of meaningful family engagement. Louisiana's Be Engaged Birth-5 Framework can be used by the early childhood workforce to examine current family engagement practices and plan future strategies to partner with families for their children's development and learning. The development of this framework was a collaborative effort combining research and best practice. Families, educators, providers, and community members are collectively responsible to ensure that all children have the opportunities needed to be successful.

The Framework provides guidance by outlining goals and strategies to support family engagement initiatives implemented by community networks, public schools, early care and education providers, and families.

Importance of Family Engagement

Engaging families means more than simply informing parents about their child's progress or challenges. It means getting to know the families. Educators and providers must initiate a relationship that goes beyond a typical transactional relationship (giving and receiving of information) that includes learning about the family because they genuinely care about the well-being of the family and child. Developing a relationship with families requires educators and providers to actively listen and learn from families.

Thoughtful planning, dedicated time, and consistent effort are needed to develop and maintain effective family engagement that will improve child outcomes—this doesn't happen overnight.

Family engagement is a collaborative process that supports and improves the learning and development of children when it includes

- The unique characteristics and strengths of families;
- The historical context of where families may have struggled, their current realities, and the desired future outcomes for their children;
- The families' cultural and language needs are met when developing and sharing information with families; and
- Representation on advisory bodies and committees reflects the composition of the families in the community.

**Families are defined in a number of ways and may include caregivers, biological parents, stepparents, guardians, adoptive parents, foster parents, grandparents, aunts, uncles, siblings, and cousins.*

Numerous studies have shown that parent engagement, beginning as early as the preschool years, has positive effects on children's literacy and math skills.

– Fantuzzo et al. 2004; Van Voorhis et al. 2013; Wilder, 2014

Parent engagement also decreases chronic absenteeism. When teachers engage with parents through home visits, for example, student absences dropped by 20%.

– Sheldon & Jung, 2015

Knowing more about a student's family life can also help teachers prepare lessons that better fit that child's needs and build trust with families.

– Henderson, A., & Berla, N. 1995

Family engagement is an empowering partnership among families, educators, practitioners, and the community with shared responsibility for the personal success of children and youth.

- An **Empowering Partnership** means that families, educators, providers, and the community cultivate and sustain relationships that are active, equitable, and respectful to support the learning and social-emotional growth of children and youth.
- **Shared Responsibility** means that families, educators, providers, and the community collaborate and communicate to promote positive educational outcomes for children and youth.
- The **Personal Success** of children and youth means the accomplishment of their desired visions and goals.

Children are at the heart of meaningful family engagement. They are the inspiration for positive, goal-oriented, parent-teacher relationships. A parent's knowledge and input can improve the educational practices, and program quality and improve child outcomes.

Development of Early Childhood Framework Stakeholder Committee

The first step in supporting Louisiana's birth to 5 years learners and their families was to develop an early childhood family engagement stakeholder committee, inclusive of families, school-based administrators, early learning providers, Head Start providers, community leaders, and members of the Louisiana Department of Health (LDH) and Louisiana Department of Education (LDOE). The Early Childhood Framework Stakeholder Committee was tasked with determining a family engagement definition, creating guiding principles, and developing a framework. Additionally, the framework was influenced by state-level data, existing research, and best practices for family and community engagement.

Parents are a child's first and most important teacher. Parents have the opportunity, and the responsibility, to help their child navigate his or her first learning experiences.

- National Research Council & Institute of Medicine

The Committee agreed upon a set of principles to guide the work for family and community engagement. The purpose of the guiding principles is to create a shared vision using a common language across all partners resulting in desired actions, attitudes, and overall mindset for ongoing family engagement. At the same time, the principles promote relationships, unity, and build comradery between partners to support families and children in diverse communities across Louisiana.

- **Strengths-Based Approaches:** A strengths-based approach looks for opportunities to actively seek and use existing family strengths and create meaningful change.
- **Cultural and Linguistic Responsiveness:** Cultural responsiveness is understanding one's personal culture and how it could affect others, and to be accepting others' cultural characteristics as strengths. Linguistic responsiveness focuses on using communication methods with multilingual families that affirm and honor cultures and languages.
- **Relationship-Based Practices:** Families have unique goals and aspirations that can be supported through genuine and reciprocal relationships. These relationship-based practices should focus on the family's individual strengths using two-way communication.
- **Equity and Inclusion:** Equity is providing access to educational opportunities for all children, which is a core value of family engagement. This means providing ongoing support to families and children that are inclusive of differences in race, gender, class, disability, language, and any other social or cultural characteristics.

The Committee reviewed and adopted a federal resource, the [Parent, Family, and Community Engagement Framework](#), published by the Office of Head Start. Louisiana's vision for family engagement was informed by this document and other Head Start resources. The Be Engaged Birth-5 Framework adopts the Head Start goals, definitions, and strategies with a few revisions for Louisiana. Program foundations and Program Impact Areas are renamed as Strategies within the Be Engaged Birth-5 Framework. These Strategies are used to build and strengthen the conditions necessary to create systemic family engagement processes and embed them in the existing community networks. It is important to note that not all Strategies in Be Engaged Birth-5 Framework will be applicable to every early learning program and the Strategies are not additional requirements, but rather guidelines for helpful practices. Additionally, Family Goals, previously referred to as Family Outcomes in Head Start's document, have been shown to promote positive child outcomes.

Purpose of the Be Engaged Birth-5 Framework

The Framework provides the early childhood field with a set of common goals for family engagement practices, and general strategies to assist with statewide implementation. The development of this guide was collaborative to infuse stakeholders' input, the latest research on family engagement, and best practices into educational systems to improve child outcomes. This is a tool for early learning programs and schools to use in the development of strong partnerships. Community networks understand that ongoing family engagement is an interdependent process inclusive of many partners, state agencies, educational systems, community service partners, schools/charters, and early learning sites.

According to fifty different studies on parental engagement, educational researchers found a connection between family involvement and academic achievement.

- Hill, N. E., & Tyson, D. F., 2009

The Framework outlines seven family goals and six child outcomes and includes strategies for early learning programs to implement. The Family Engagement Goals are designed to provide a clear focal point for community networks to work toward, a guiding light, to build stronger partnerships. Research emphasizes that connecting these goals to improving child outcomes cultivates the growth of family, teachers/providers, and community partnerships. Each of the Strategies can be used with any of the Family Engagement Goals to build high-impact family engagement practices that meet the needs of their community.

Building a System-Level of Family Engagement

Engagement must be systemic, integrated, and comprehensive which includes family voice and stakeholder input to influence the decision-making process throughout. Essentially our goal is to support methods and strategies that see families as partners, along with program staff, in creating nurturing and supportive learning environments for young children.

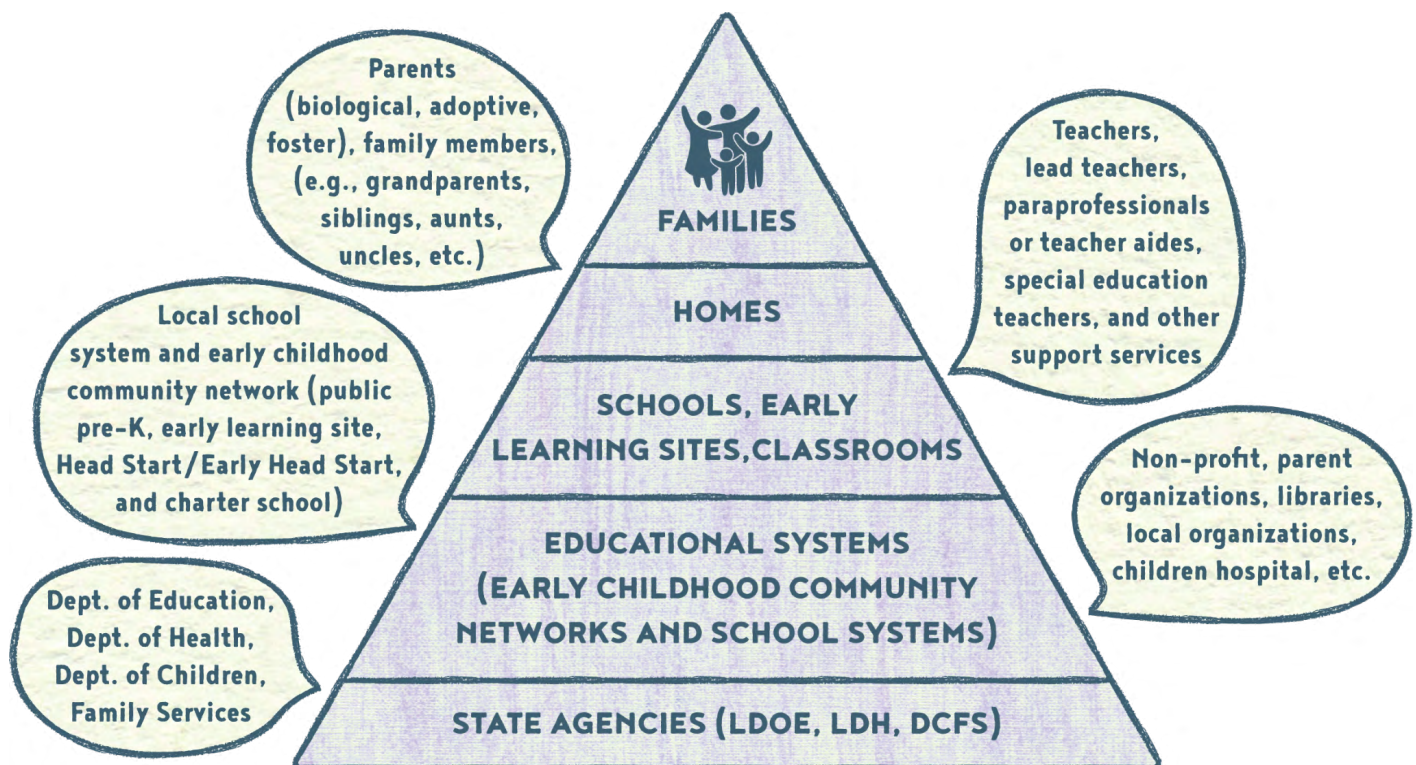
Systemic: Everyone in an early learning program has a role to play. In order for the Be Engaged Framework B-5 to be systemic, this means that individuals understand the roles that they and others in their program play across systems and services. They see how these roles work together to promote the vision of Be Engaged Framework B-5 that they share.

Integrated: Early learning programs achieve better results by working together. To integrate a Be Engaged Framework B-5 means that everyone coordinates within and across their different roles to integrate family engagement initiatives into the services they provide. They also coordinate with community partners to help families access community programs and services to remove barriers and reduce burdens for families.

Comprehensive: Early learning programs are designed to provide families a personal service—caring for their children. In order to be a comprehensive Be Engaged Framework B-5, we mean that everyone in an early learning program considers the full range of strengths, interests, and needs of each child and family. Families are connected to needed services and resources to achieve their goals. A comprehensive response increases the likelihood that progress in one area will reinforce progress in other areas.

Engaging families is everyone's business.

Early learning programs with successful family engagement practices ensure that all levels of participation are weaved together with a common focus on child success. Homes, early learning programs, state agencies, educational systems, and community partners work interdependently, like the phrase, “it takes a village.” We all have a part to play in supporting the learning and success of children in our community. This is why we need to build strong connections between families, educators, school administration, early learning program directors, and community leaders.



Early Childhood Be Engaged Birth to 5 Framework

The Framework is an organizational guide that outlines seven family goals and six child outcomes and includes program strategies for achievement. The Family Engagement Goals are designed to support community networks with intentional planning of ongoing, continuous family engagement for families and young children, including children living in poverty, children with disabilities and special health needs, children experiencing homelessness, and English language learners.

Outcomes for Children

Systemic, integrated, and comprehensive parent, family, and community engagement begins with the end in mind. All early learning programs aspire to create a positive learning environment where children are:

- safe;
- healthy and well;
- learning and developing;
- engaged in positive relationships with family; members, caregivers, and other children;
- ready for school; and
- successful in school and life



Family engagement is increasingly emerging as a primary predictor for children's academic success.

– McWayne, C. M., Melzi, G., Limlingan, M. C., & Schick, A., 2016

The early years of a child's life are critical times to foster bonds between children and their primary caregiver to establish positive relationships that promote children's social, emotional, and cognitive development (Klebanov & Travis, 2015).

Below is a visual guide for understanding how the Be Engaged Birth-5 Framework goals and strategies align to support child outcomes.

FAMILY ENGAGEMENT GOALS



Family Well-being



Positive Parent-Child Relationships



Families as Lifelong Educators



Families as Learners



Family Engagement in Transitions



Family Connections to Peers and Community



Families as Advocates and Leaders



CHILD OUTCOMES

Goals for Engaging Families



Family engagement is a shared responsibility in which programs and schools are committed to working toward these goals by deciding together about meaningful engagement, determining and planning for barriers, and measuring progress.

The seven family goals promote positive child outcomes for school readiness and success in school and life. Additionally, the goals are consistent with Louisiana's definition of family engagement to support empowering relationships and shared responsibility for the personal success of children.

While all the family goals are relevant to the early learning program, each family's experience is uniquely determined by their own interests, needs, strengths, and the goals they set for themselves and their children. With that in mind, programs will carefully determine processes to learn together with families (via family interviews) about how best to partner together to support their goals and their children's development and learning.

What does family engagement look like?

Community networks will strengthen family engagement when resources and activities are paired with an engagement opportunity that provides explicit modeling for families. Providing ongoing, consistent engagement opportunities is necessary regarding families and engaging families to help build a sense of dependability and trust. Ensuring regular, consistent engagement, families will know who to contact and where to go when questions or concerns arise about their child's progress. When early learning programs are consistent with family engagement it is a commitment to families and to the community.

- Ongoing support means providing assistance without interruption and consistent support refers to the frequency of engagement for families.



Partner with families to plan and host engagement events to share strategies and support learning at home.

Provide ongoing, consistent support to families to continue to use learning programs and strategies at home.

Higher levels of engaged families supporting learning at home and improved child outcomes.



Goal 1: Family Well-being

Families are safe, healthy, and have opportunities for educational advancement and economic mobility. They have access to physical and mental health services, housing and food assistance, and other family support services. To encourage family engagement, educators can involve families in a manner that is meaningful to them. The way in which a family gets involved in their child's education is likely to be as unique as the family itself. Educators and providers must be willing to work with all families and value the many ways that they choose to be involved to overcome financial or work barriers to family engagement (i.g., non-traditional work schedules, cannot afford to take off work, and limited time off)

Examples of progress for parents and families:

- Developed relationships with educators.
- Gained experience in partnering with teachers and administration to review data to improve the program.
- Identified their individual family strengths and supports to cope with challenges.
- Learn about and access resources and support systems that meet their goals, interests, and needs.
- Gained knowledge, skills, and experience to address family-specific goals, interests, and needs related to safety (including domestic violence prevention), housing and food stability, health, mental health, education, employment, job-skills development, and financial well-being.



Goal 2: Positive Parent-Child Relationships

Parents and families develop warm relationships that nurture their child's health, development, and learning. Building positive relationships will entail establishing trust and mutual respect by getting to know families. Educators must often initiate the first step by reaching out to learn about the family composition, challenges, and experiences. This relationship is reciprocal. It requires educators to make a commitment to listening and collaborating with families and families making a commitment to collaborate, as well as, prioritizing their children's education.

Examples of progress for parents and families:

- Learned new ways to understand and respond to their child's behavior.
- Used positive parenting strategies and practices that support the stages of their child's development.
- Learned how everyday interactions with young children are opportunities to promote school readiness
- Gained knowledge about their children's social, emotional, and cognitive development in the context of community, building on their expertise as parents.



Goal 3: Families as Lifelong Educators

Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, at school, and in their communities. Approaching interactions with families as equal partners by sharing decision-making, learning from differences, and adopting new practices results in strengths-based partnerships.

Examples of progress for parents and families:

- Created a shared language for the success of their children with educators.
- Felt respected and valued by educators/personnel and felt comfortable expressing ideas, questions, and concerns.
- Learned about options to access services and supports to address their family's goals and interests (e.g., supporting their child's learning, development, or behavior, including options related to a disability or a developmental delay).



Goal 4: Families as Learners

Parents and families learn about their child's personality, development, and learning style. They also advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals. Families are open and receptive to the information provided to them when professionals foster respectful relationships.

Examples of progress for parents and families:

- Learned about experiences, training, and educational opportunities that relate to their interests.
- Set learning goals that aligned with their interests and career aspirations.
- Enrolled in courses or training programs to earn a General Equivalency Degree (GED), certifications, and/or other degrees.
- Connected with other parents who share similar learning goals and interests.



Goal 5: Family Engagement in Transitions

Parents and families encourage and advocate for their child's learning and development as they transition to new learning environments and beyond.

Examples of progress for parents and families:

- Gained understanding of the social and emotional impacts of transitions on children.
- Learned about their role in creating continuity for children during the transition, including to kindergarten.
- Learned about their rights under federal and state laws, such as the Individuals with Disabilities Education Act (IDEA).
- Learned about existing local parent-to-parent organizations, family peer networks, and parent-initiated school-community efforts in order to support seamless transitions and to continue in leadership roles in new settings.



Goal 6: Family Connections to Peers and Community

Parents and families form connections with peers, mentors, and other community members in formal or informal social networks. These networks are supportive and educational. They honor the inclusivity of families' home language and culture and enhance families' social wellbeing and community life.

Examples of progress for parents and families:

- Connected with other parents and families to exchange knowledge and resources.
- Engaged in problem-solving and decision-making with personnel and other parents and families.
- Developed a sense of self-efficacy through parent-to-parent experiences that support mothers, fathers, and other parenting caregivers in their relationships with one another.
- Gained a sense of accomplishment through the validation that comes with shared, peer-to-peer experiences.



Goal 7: Families as Advocates and Leaders

Parents and families advocate for their children and play active roles in early learning programs. They participate in decision-making, program/policy development, and organizing activities in communities and states to improve children's safety, health, development, and learning experiences. Administration and teachers will develop meaningful and consistent structures to involve families by actively creating opportunities for families to collaborate with educators.

Examples of progress for parents and families:

- Built upon their strengths as leaders and/or advocates and participated in program-supported activities, such as advocacy and leadership training, Parent Committees, and Policy Council.
- Learned about opportunities to engage in leadership and/or advocacy activities in the program and in the community (e.g., parent and family council and parent committees).
- Developed an awareness of their rights under federal and state laws—such as the Individuals with Disabilities Education Act (IDEA)—in order to advocate for themselves and their children.
- Engaged in problem-solving and decision-making with personnel and other parents and families.
- Connected with leaders in local parent-led organizations—for example, early intervention advocacy groups, and parent organizations.

At the end of the day, the most overwhelming key to a child's success is the positive involvement of the parents.

– Jane Hull



Strategies that Support Family Goals and Child Outcomes

Strategies are program practices that support family goals and child outcomes. Family engagement strategies that are appropriately resourced and designed to meet the specific needs and constraints are more likely to be successful. The strategies below encourage progress toward positively influencing child outcomes and family goals.

Each strategy is universally designed so that it could be paired with any of the seven family goals based on the community network's needs, capacity, and available resources. Strategies can be used in conjunction with community partners, vendors, and family organizations.



STRATEGY 1: Program Leadership

Leaders set a clear vision and goals to make sure that program policies, operational procedures, and practices actively promote the Be Engaged Birth-5 Framework. Leaders advocate for the inclusion of diverse family voices at all levels of the program, including formal decision-making groups, such as parent committees, parent organizations, and family conferences.

Resources:

- **National Center on Parent, Family, and Community Engagement** (NCPFCE) provides training and professional development activities that reflect current evidence. The Office of Head Start Parent, Family, and Community Engagement Framework is a guide to learning how family engagement promotes positive, enduring change for children, families, and communities. There are a variety of professional development videos, training, and articles found at [Family Engagement Resources](#).
- **WestED** Participating educators explore up-to-date research on family engagement and apply evidence-based practices in the classroom with families. Also, participants will gain the confidence and skills to cultivate genuine relationships with families and engage them as true partners in their child's academic and personal success. [Academic Parent-Teacher Teams](#)
- **Flamboyant Foundation** (PD) Our teacher and leader training is led by a cadre of teacher and parent trainers. Educators learn about effective family engagement practices while exploring their assumptions about students and families to deepen their understanding of how systems of inequity impact their students. [Teacher and leader training](#)

STRATEGY 2: Professional Development

Be Engaged Birth-5 Framework professional development is important for all educators, regardless of the educator's role. Professional development plans can be aligned with both continuous learning and improvement as well as family and community feedback. These plans include training, data analysis, ongoing support (such as coaching, supervision, recognition of challenges, and successes), and information about career options.

Resources:

- **Adverse Childhood Experiences (ACEs) Initiative** The ACEs Initiative is a child-focused initiative dedicated to creating a common understanding of ACEs (Adverse Childhood Experiences) within Louisiana communities and educating the child- and family-serving workforce.
» To schedule a presentation, contact acepresentation@la.gov.

STRATEGY 3: Continuous Learning and Quality Improvement

Program leadership, educators, and families are committed to using data to improve family engagement practices on a continuous basis. Together these stakeholders can work on Be Engaged Birth-5 Framework progress by determining areas of greatest needs, creating a plan, measuring progress, and planning for continuous improvement.

Resources:

- **Frog Street The Six Building Blocks of Family Engagement** In this 3-hour session, teachers of infants through Pre-K 4 are provided with the opportunity to explore the foundation for family engagement that emphasizes the process of working with your school

family. Participants will understand the impact of family engagement, discover the Six Building Blocks of Engagement, explore Louisiana's [Be Engaged Birth-12 Framework](#), discuss the impact of collaborative communication, and engage in social and emotional support for families.

» To schedule a presentation, contact klacroix@frogstreet.com.

- Consistent, ongoing opportunities are essential in supporting the developmental needs of children as they transition. Individuals who play an important role in early childhood transitions are families, schools and early learning centers, early childhood practitioners, and community stakeholders.

» [Guidance for Early Childhood Transitions](#)

» [LDOE Early Childhood Transition Process](#)

STRATEGY 4: Program Environment

Program environment refers to the characteristics of the program and its physical setting that affect the interactions and relationships that families and educators build. High-quality program environments continuously welcome and value contributions from all families, parents, and caregivers. High-quality environments facilitate cultural and linguistic responsiveness, promote open and regular two-way communication, and provide a sense of support to families.

Resources:

- [Tulane Early Childhood Mental Health Consultation](#) Early Childhood Mental Health Consultation (ECMHC) is an intervention that teams a mental health professional with early childhood professionals to improve the social, emotional, and behavioral health of young children in early learning settings. The program provides services to practitioners and families.
 - » Request personal consultation services, contact us at 504-264-1287 or TIKES@tulane.edu.
 - Educators and providers can use the [Homeless Children in Child Care and how you can help](#) (for professionals) to learn what to look for when a family is experiencing homelessness.
 - » Share the [CCAP Resource Guide for Homeless Families](#) to learn about other resources including eligibility for child care assistance.
-

STRATEGY 5: Family Partnerships

In family partnerships, program educators and families build ongoing, reciprocal, and respectful relationships. Program educators value families' unique expertise about their children. The educators/providers engage in regular two-way communication with families to understand their goals for their children and themselves and work toward those goals together.

Resources:

- Family literacy is strengthening home literacy activities that provide literacy skill-building opportunities for young children while enhancing literacy skill development in all members of the family. Providing families with quick, easy-to-use activities and strategies to use at home strengthens school-home connections and deepens learning. Communities can use the [Supporting Early Learning and Literacy PD Guide](#) and [Family Literacy Engagement Strategic Plan](#) to assist with planning.
 - [Raising a Reader](#)- As a non-profit organization that focuses on literacy and reading activities for children and families. The bookbag delivery system is turnkey: a simple sustainable routine that is easily managed in a number of diverse settings. Parents learn and engage in "read aloud" strategies and develop a regular book-sharing routine with their children.
-

STRATEGY 6: Teaching and Learning

Providing ongoing collaborative opportunities where families and educators/providers work together to promote children's learning and development can increase school readiness. Families are engaged as partners in their children's learning and development.

Resources:

- [LPB Family and Community Learning Workshop](#) PBS KIDS Family & Community Learning (FCL) is a series of workshops that engage families in active, hands-on activities and a facilitator's guide. Workshops are 90-120 minutes and provide time for meaningful engagement with families and children without being too time-consuming for busy families.

STRATEGY 7: Community Partnerships

Community partnerships are inclusive of all early learning programs and community organizations to build collaborative relationships that support positive child and family outcomes.

Resources:

- Foster care is a noble service, and those called to foster offer love and non-judgmental care to children who need our support. [Louisiana Fosters](#) is a statewide campaign to link government, faith, non-profit, business, and community to create united support for our state's foster care system. Find additional [resources](#) that provide support to families who foster children in your region.
- [Grandparents Raising Grandchildren Information Center](#) LaGRG is an organization dedicated to offering both information and support to grandparents and other kinship caregivers
- LaCHIP [The Louisiana Children's Health Insurance Program \(LaCHIP\)](#) provides health coverage to uninsured children up to age 19. It is a no-cost health program that pays for hospital care, doctor visits, prescription drugs, shots, and more. Grandparents are eligible.

» [How to Apply](#)

- Healthy Louisiana Medicaid expansion has made Medicaid available to more than 400,000 people living in Louisiana who did not previously qualify for full Medicaid coverage and could not afford to buy private health insurance.

» [How to Apply](#)

- The Supplemental Nutrition Assistance Program (SNAP) provides monthly benefits that help eligible low-income households buy the food they need for good health. [Learn More](#)

» [How to Apply](#)

STRATEGY 8: Access and Continuity

Through continuity of care and expanding access to high-quality early learning programs intentional plans are focused on improving systemic inequity to implement community-designed strategies that meet the diverse needs of each neighborhood and community. Through the use of a coordinated enrollment approach, early learning programs engage former and currently enrolled families, educators, and community members to expand access to quality programs.

Providers' positive experiences with family engagement contribute to their professional development and job satisfaction. When providers experience less stress, as well as professional growth and satisfaction with their work, they are more likely to remain in the field.

Resources:

- [Find a School or Center](#) provides families information on local schools and early learning sites by zip codes. This tool also provides licensing information and quality ratings for site/schools to help when making decisions about the best location for their children.
- [Network Resource Finder](#) provides community networks and families with enrollment information, developmental milestone resources, contacts for the local community network lead agency contact, and the regional Child Care Referral and Resource Agency.

References

1. Burke JD, Mulvey EP, Schubert CA, Garbin SR. The Challenge and Opportunity of Parental Involvement in Juvenile Justice Services. *Child Youth Serv Rev*. 2014 Apr 1;39(April 2014):39-47. doi: 10.1016/j.childyouth.2014.01.007. PMID: 24748704; PMCID: PMC3989100.
2. Franziska Cohen & Yvonne Anders (2020) Family involvement in early childhood education and care and its effects on the social-emotional and language skills of 3-year-old children, *School Effectiveness and School Improvement*, 31:1, 125-142, DOI: 10.1080/09243453.2019.1646293
3. Henderson, Anne T., Ed.; Berla, Nancy, Ed. (1994). *A New Generation of Evidence: The Family is Critical to Student Achievement*.
4. Holochwost, S. J., DeMott, K., Buell, M., Yannetta, K., & Amsden, D. (2009). Retention of educators in the early childhood workforce. *Child Youth Care Forum*, 38(5), 227–237. DOI: 10.1007/s10566-009-9078-6
5. Jepson, E., & Forrest, S. (2006). Individual contributory factors in teacher stress: The role of achievement striving and occupational commitment. *British Journal of Educational Psychology*, 76(1), 183–197.
6. Klebanov, M. S., & Travis, A. D. (2015). *The critical role of parenting in human development*. New York, NY: Routledge, Taylor & Francis Group.
7. McWayne, C. M., Melzi, G., Limlingan, M. C., & Schick, A. (2016). Ecocultural patterns of family engagement among low-income Latino families of preschool children. *Developmental Psychology*, 52(7), 1088–1102. <https://doi.org/10.1037/a0040343>
8. National Research Council and Institute of Medicine, “From Neurons to Neighborhoods: The Science of Early Childhood Development,” National Academy Press, 2000.
9. Sheldon, Steven & Jung, Sol Bee. (2015). *The Family Engagement Partnership Student Outcome Evaluation*.
10. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2018). *Head Start Parent, Family, and Community Engagement Framework*.
11. U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, National Center on Parent, Family, and Community Engagement. (2019). *Strategies for Implementing the Head Start Parent, Family, and Community Engagement Framework*.



