

Early Care and Education Evidence Guidance for Family Friendly Schools
Original version published February 2024

Please read the following instructions

- *If your center is certifying at Level 3, you should show evidence from Level 1, 2, and 3. If you are certifying at Level 4, you should show evidence at Level 1, 2, 3, and 4.*
- *Reviewers will use this document in order to determine if your school has provided sufficient evidence.*
- *Your evidence does not have to be an exact match for what is requested, but it must show the reviewer that you meet that critical attribute at that level, as determined by the Family Friendly School self-assessment.*
- *There are several places that ask for parent, classroom staff and building administrator statements. As much as possible, please ask for statements from a variety of parents and teachers. However, it might make sense for a parent, classroom staff or building administrator to write 1 statement that covers a variety of topics. If that is the case, please indicate at the top of the statement, which critical attributes, at which levels, the statement is supporting. Example: The critical attribute of Equity, asks at Level 1 and Level 3 for a statement from a building leader. One building leader could write a statement that covered both areas, but it should be noted that it addresses both.*

Relationship Building	Level 1	Level 2	Level 3	Level 4
Welcoming Environment	Pictures of the school's entrance ways with helpful and welcoming signs and displays.	Any documentation/ meetings/ agendas/ strategy description with a focus on creating a welcoming environment	Survey data regarding welcoming environment (with approximately 75% participation and at least 80% indicating that	Pictures of the dedicated space for families and community partners and a description of how the

	<p>AND</p> <p>Social media links and website links that have program/enrollment information.</p>	<p>that staff or teachers have been a part of.</p> <p>AND</p> <p>Examples of what information is shared with families in family spaces.</p>	<p>the program had a welcoming environment)</p> <p>OR</p> <p>A statement from a teacher and a front staff office person about how they create a welcoming environment</p>	<p>space is used.</p>
<p>Culturally Responsive and Respectful</p>	<p>Statement from a family partner about beginning of year practices and how respect has been shown to them</p> <p>AND a sample of how the program gets information from families about preferred ways to communicate, as well information about family culture, skills, language proficiency and special needs. If done through an interview, share documentation that is completed, names redacted. (i.e. Family Interest and Traditions Form) Include a description of how this information is shared with classroom staff.</p>	<p>Examples of materials supporting how classroom staff purposefully get to know families (i.e. All about Me book/ Hopes and Dreams Letter)</p>	<p>Quote from 2 teachers about how they partner with families to provide activities and an environment that reflects the demographics and cultures of families served.</p>	<p>Description of types of self-reflection/training completed.</p> <p>AND</p> <p>Documentation indicating percentage completion.</p>

<p>Engage Families as Co-Creators</p>	<p>Example of how families are encouraged to share information about their goals for their child's learning</p> <p>AND</p> <p>Description of the process to ensure it is happening in each classroom quarterly.</p>	<p>Example of 2-way communication that is linked to child development and learning (i.e. a picture from a texting platform or a copy of a family conference form that includes input from families and teachers.</p> <p>AND</p> <p>A statement from a building leader about how teachers are supported to provide 2-way communication that is linked to learning.</p>	<p>A copy of the plan that was developed about how to listen to families and suggestions throughout the year.</p>	<p>Survey data with approximately 75% participation showing 80% of families report staff requesting parent feedback about their children's experiences.</p>
<p>Relational: Built on Trust</p>	<p>Description of at least 3 strategies that are in place that are focused on conveying the importance of two-way partnership with families.</p>	<p>Statement from a teacher AND a building leader about how they learn about individual students and their families, with an effort to build trusting relationships.</p>	<p>Statement from a building leader about the processes to build relationships with new families and the additional strategies implemented to target underserved families.</p>	<p>Survey data that shows that most parents can name a person at the school they trust to help them. (with approximately 75% participation and at least 90% indicating that they can name a person at the school they trust).</p>
<p>Asset- Based</p>	<p>Description of the system that supports staff in observing strengths.</p>	<p>Description of process that supports staff in sharing those strengths with families and asking</p>	<p>Documentation showing at least quarterly 2-way communication that is linked to child's</p>	<p>Survey data with approximately 75% participation and 80% of families reporting</p>

		for family input.	development.	they have a strong sense of their child's strengths and know multiple ways to support those strengths at home.
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Communications	Level 1	Level 2	Level 3	Level 4
Interactive	Agendas/documentation from at least 2 events that show that events are interactive and provide time for families to ask questions and make suggestions.	Share the communication plan for ensuring how classroom staff are supported to use preferred modes of communication. AND Share strategies for ensuring targeted reach out to under-reached families	2 Examples of 2-way communication with families that are focused on child development and education, names redacted. Examples of evidence accepted: • Parent conference agenda with parent and staff signatures • Social media engagement utilizing forums, polls, or other engagement tools regarding child development. • Parent surveys/questionnaires with responses from provider • Emails or texts with families demonstrating	Survey data with at least 75% participation and 80% of families reporting they had input into the goals for their child.

			ongoing support of child development or parent involvement.	
Family Conferences	Family conference agenda.	Documentation showing percentage of families participating in family conference (can include in-person, virtual, and phone conference). Should be at a minimum of 80% of enrolled children.	Statement from a building leader about explaining the system for ensuring more frequent conferencing based on child developmental needs OR An outline of the plan that is shared with classroom staff that helps them know when to implement more frequent conferencing.	Survey data shows approximately 75% participation and 89% of families reporting they are well informed throughout the year about their child's progress.
Families Engage in Diverse Roles	Documentation showing that the enrollment process includes sharing information with families about how they can be involved and eliciting information from them. This could be an agenda with those items on it or handouts that suggest ways they can be involved and ask for information about their child.	Plan outlining how school surveys families regularly for feedback. This can be small simple feedback, such as a monthly text check-in question, an after an event survey, or a large survey to get over arching feedback from families. AND Results from those surveys with participation	A statement from a family leader that has been a part of the family-staff committee to help create strategies for program implementation based on survey results	A statement from a parent about changes they have seen from the program based on survey feedback. This could be the family leader who is a part of the family-staff committee.

	AND A statement from a building leader about how this information is shared back with classroom teachers.	information. AND a statement or documentation about how that feedback and changes are shared with all families.		
Linked to Learning	Example of information related to child development and learning that is shared with family. If languages other than English are present, please share a translated version.	Plan showing how often teachers send information about learning and progress. AND Examples of 2 way-communication that are linked to learning and development. Including texts related to learning and development and 2 way communication logs that have information about learning development.	Description of program that includes time for families to connect with other families and share strategies for parenting or supporting their child's growth OR Agenda of such an event with a clear indication that such time will be prioritized.	Statement from a building leader about how classroom teachers are supported to gather input from families.

Shared Responsibility for Learning	Level 1	Level 2	Level 3	Level 4
Linked to Learning	Advertisement for the open house	Advertisement or agenda for 2	An additional advertisement or	Survey results showing 80% of currently

	<p>AND</p> <p>Examples of materials shared, including in home language, if applicable. Must include materials that are relevant to child development and learning.</p>	<p>opportunities for families to learn about</p> <p>At least one should be a self-directed or virtual option.</p> <p>Evidence must show that development and learning content and be current within 1 year of application submission.</p>	<p>agenda for families to learn about supporting learning at home.</p> <p>Evidence must show that development and learning content and be current within 1 year of application submission.</p>	<p>enrolled families indicated they are familiar with their child's developmental goals and know how to support them after attending a family event offered by the program.</p>
<p>Collaborative</p>	<p>An example of at-home learning activity shared with families.</p>	<p>Statement from a classroom staff about how they gather ideas from families to share with other families.</p>	<p>A statement from a family leader who has been a part of collaborative work to develop and share family activities and strategies about being a part of that process.</p>	<p>Survey results in which families are reporting that they are partners in their child's learning.</p> <p>Approximately 75% participation in the survey and approximately 80% of those completing it reported it as true.</p>
<p>Parents in Leaderships and Decision Making Roles</p>	<p>Documentation of programs informing families through a flier or text or other written communication about family leadership opportunities available.</p>	<p>Statement from a classroom teacher about how they've worked with families to enhance their child's classroom in a way that is reflective of the family's background.</p>	<p>Agenda and training materials for the training for family leaders.</p> <p>AND</p> <p>Statement from a building leader about how they recruit a diverse set of family leaders.</p>	<p>A statement from a family leader on the family-staff committee about how they've been a part of reviewing family surveys and creating plans for improvement.</p>

Honoring Parents' Funds of Knowledge	A statement from a classroom staff about how they establish positive relationships and maintain updated information about the family's strengths, areas of concern, child's interests and family traditions.	Documentation of an example of how teachers gather information about their child when there are concerns about learning, behavior or well-being.	Agenda from a family conference that shows a place for families to provide in-depth feedback and their hopes and dreams for their child. OR Training materials for staff that show that staff are trained to conduct parent conferences in a way that draws on families' funds of knowledge.	Survey results (with approximately 75% of families participating) showing that at least 80% of families report significant input into their child's instruction.
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Advocacy	Level 1	Level 2	Level 3	Level 4
Equity	Statement from a classroom staff sharing how they ensure that a family member/caring adult is identified for every child in their class.	A statement from a building leader indicating how they know that classroom staff are regularly contacting caring adults, with example documentation used (names redacted).	Examples of community resources that are shared with all families. AND An example of additional resources shared based on developmental needs of families.	Survey data with approximately 75% participation showing that 80% of families who have developmental needs report that staff effectively connected them with support services that met their child's or families' needs.
Families as Advocates	Samples of materials available in the central	Evidence that shows content and proof of	Evidence that shows content and proof of	Documentation of agendas of meetings

	location.	<p>work with family and outside therapeutic service providers.</p> <p>Examples of evidence accepted:</p> <ul style="list-style-type: none"> •Agendas of IEP/IFSP that include families and outside service providers. •Statement from a building leader about processes to ensure that families are connected to outside therapeutic services when needed. 	<p>implementation of transition plan, must show multiple touch points, not just one conversation.</p> <p>Examples of evidence accepted:</p> <ul style="list-style-type: none"> • Transition plans for children between classrooms • Signed interagency agreements • Agenda and sign-in sheets for transition meetings • Agenda and proof of attendance for transition activities • Kindergarten Transition Activity Plan 	with staff at receiving preschools and kindergartens.
Family Voice	Copy of the policy for resolving complaints with an indication of where it can be accessed by parents.	Documentation of materials that are sent home to all families that specifically address supporting them in their role as advocates for their children.	Statement from a building leader of how families have provided input into policies and procedures and how that has impacted changes in policies and procedures.	Survey data with approximately 75% participation showing that 80% of families report they have become more effective advocates for their children.

Community Partnerships	Level 1	Level 2	Level 3	Level 4
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<p>Effective Partnerships Supporting Student and School Improvement</p>	<p>Pictures or advertisements regarding these community service providers sharing their expertise with families.</p>	<p>A statement from a building leader listing the community partners in on-going partnerships with the center and describing those partnerships.</p>	<p>Evidence that shows the provider is linking families directly to community resources that aid in the development of children or strengthening of families. Examples of evidence accepted:</p> <ul style="list-style-type: none"> • Proof of developed Community Resource Guide • Community resource fair • Community resource table or bulletin board 	<p>Survey data showing with approximately 75% participation and 80% of families report that the program provides them with updated information about available community services on an ongoing basis and connects them with services as needed to help their child and/or themselves.</p>
<p>Sustainable Infrastructure and Resource Processes</p>	<p>At least 2 samples of what is being shared with families about local community resources. 1 from the space in the facility and 1 that was shared via a communication method (sent-home, via text or email, via social media, etc).</p>	<p>Data from the Family Needs Survey.</p>	<p>Evidence shows that providers work directly with community agencies to strengthen education and development of children, based on results from family needs survey and identified needs of children in the program.</p> <p>Examples of evidence accepted:</p> <ul style="list-style-type: none"> • Signed interagency agreements • Community meeting 	<p>Statement from a building leader or a classroom teacher describing how they ensure a warm handoff between families and a person representing the needed resource to support.</p>

			<p>agenda and sign-in</p> <ul style="list-style-type: none"> • Hosts activities with community partners <p>AND</p> <p>A statement from a building leader indicating how the family needs survey informs the partnerships developed.</p>	
Meaningful Community Integration	Statement from a building leader or classroom staff describing how families have opportunities to meet and learn from each other.	An agenda or advertisement of an event that clearly shows time for families to connect with each other and share their strengths and challenges in caring for their children.	Documentations of the program sharing innovative ideas that came from other families.	Survey data with approximately 75% participation showing that 80% of families report they shared or learned innovative ideas and strategies from other families.
Systemic Wholeness Approach	Statement from a building leader about how the enrollment process identifies needs and strengths of the family.	Statement from a building leader indicating how needs and strengths are approached from a whole family approach to wellness and how the information is used to connect families intentionally with community partners.	<p>Example screeners with a focus on the whole family</p> <p>AND</p> <p>A statement from a building leader about how these are used in supportive ways to help make connections between specific</p>	<p>Agenda from such a training, aimed at supporting families to feel comfortable in accessing community resources</p> <p>Or a statement from a family that attended such a training about how it supports them.</p>

			families and community resources	
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