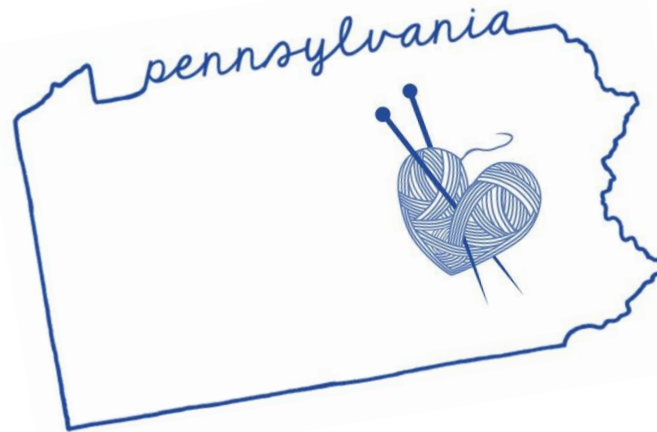


Coming Unraveled? Knitting Together Family Voices and Our Pennsylvania Programs



Today's Learning Objectives

Learning Objective #1

Participants will be introduced to and provided with opportunities to engage as vital partners to PA's latest initiative, Early Childhood Comprehensive Systems (ECCS), a project that focuses on cross-sector collaboration and partnership, health system transformation, state-level policy and fiscal innovation, family leadership, and advancing equity in maternal and early childhood systems.

Learning Objective #2

Participants will analyze the critical role Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework plays in early childhood systems in ensuring that pregnant and parenting families of the Prenatal-to-age three population (P-3) are supported not only in their own leadership development but also provided with opportunities to share their experiences, expertise, and knowledge at State and local levels.

Today's Agenda...

- Community Agreements
- Introductions
- Overview of the Early Childhood Comprehensive Systems (ECCS) Project and Goals
- Pennsylvania Family Engagement Birth Through College Career, Community Ready Framework
- Family Leadership in the ECCS
- Reflection Activity
- Questions and Wrap Up



Community Agreements

- Stay present , remember your "why" when you are in this space
- Hold confidentiality
- Everyone is a teacher and a learner
- Value each person's expertise and perspective
- Put your voice in the room (safe, seen and heard)
- Respectful discourse
- Allow everyone to speak and notice those that haven't spoken
- Be mindful of and avoid any acronyms or jargons



Early Childhood Comprehensive Systems: Health Integration Prenatal to Age Three



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What did you want to be growing up?



WHY EARLY CHILDHOOD DEVELOPMENT?



TO BE AN
ADVOCATE!

I WANT TO
MAKE A DIFFERENCE
BIRTHED TO AGE 8

I WANT TO
ENSURE ALL
FAMILIES & CHILDREN
EXPERIENCE THEIR
HUMAN RIGHT

CREATE SOMETHING
THAT UPHOLDS
THE DIGNITY
OF THE PEOPLE

SUPPORT A
COMPREHENSIVE
APPROACH

ELEVATE
FAMILY
VOICE!

I WANT TO ENSURE
THAT ALL CHILDREN LIVE,
GROW & THRIVE

EARLY CHILDHOOD
"TEACHERS" NEED
UNDERSTANDING OF CHILD
DEVELOPMENT THROUGH
TRAINING & EDUCATION

WHAT IS YOUR

WHY?

USE MY
EXPERIENCE
TO HELP OTHER
FAMILIES

BECAUSE WHEN
PARENTS CAN FOCUS
ON JUST **♥**ING THEIR
CHILDREN RATHER THAN
MAKING ENDS MEET, THE
CHILDREN AREN'T
BURDENED BY
GENERATIONAL TRAUMA

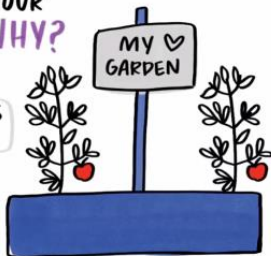
ENSURE ALL NATIVE
CHILDREN & MARGINALIZED
COMMUNITIES HAVE AN EQUAL
SPACE TO ALL THAT IS
OFFERED IN EARLY CHILDHOOD
SYSTEMS

"ITS EASIER TO
BUILD STRONG CHILDREN
THAN IT IS TO REPAIR
BROKEN MEN." - **FREDERICK
DOUGLASS**

WHAT IS
YOUR
WHY?

MY **♥**
GARDEN

BRINGS
JOY!



What is the Early Childhood Comprehensive Systems (ECCS) Project?

The purpose of PA's ECCS Project is to coordinate, implement and sustain an equitable, comprehensive, system that promotes early developmental health and family well-being in order to increase access to a robust health care system that is able to meet the complex needs of the prenatal to 3 population.





Early Childhood Comprehensive Systems (ECCS) Project Goals

Goal 1: State-level Early Childhood Leadership Capacity

Goal 2: Coordination and Alignment of PA's P-3 Statewide Systems

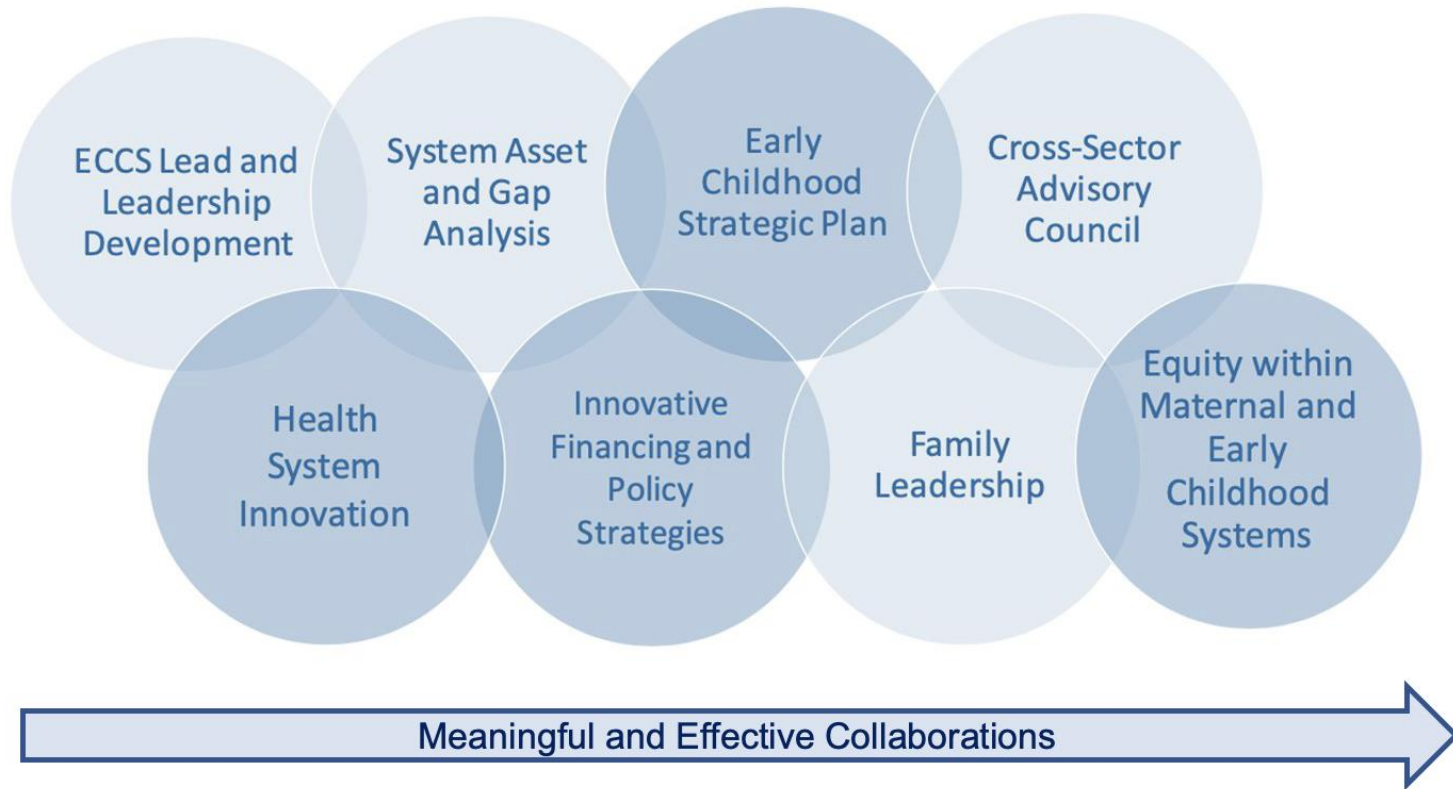
Goal 3: Health Equity and Systemic Drivers of Disparities

Goal 4: Health System Capacity to Connect Families to Service Continuum

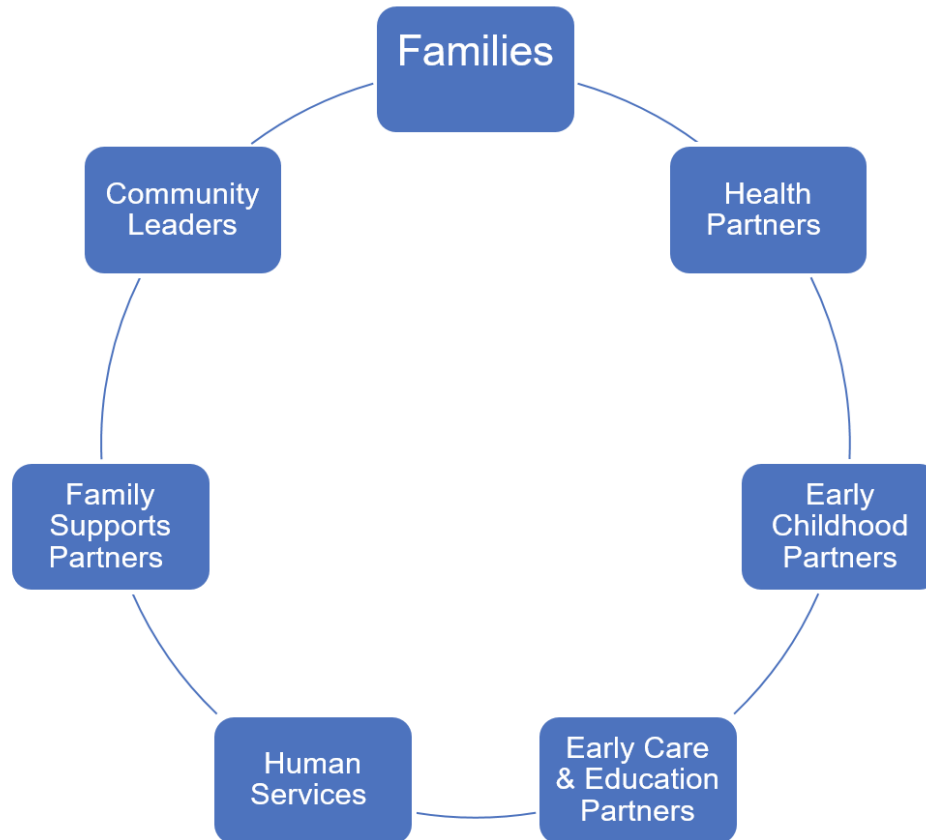
Goal 5: P-3 Policy and Financing Changes

Goal 6: Implementation of Data-driven Continuous Quality Improvement Strategies

Early Childhood Comprehensive Systems (ECCS) Project Activities

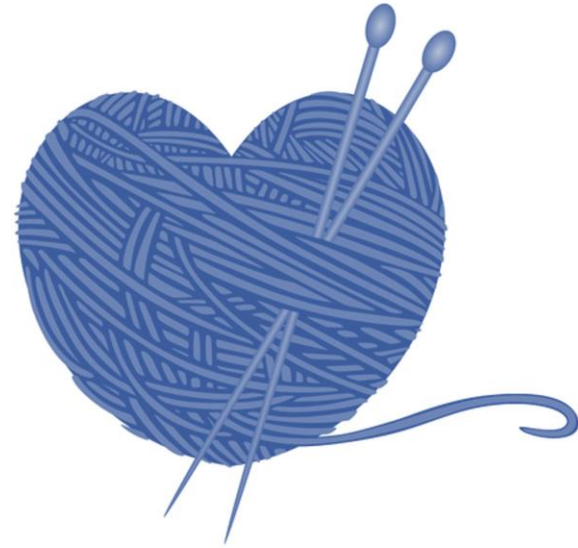


Early Childhood Comprehensive Systems Advisory Committee



Core Values within the ECCS Project

- Cross-Systems Collaboration and Partnership
- Equity, Diversity, and Inclusion
- Health Integration
- Family Leadership



Family Engagement and Leadership in Pennsylvania



Where are you today?



I am below the line.
I haven't heard of this
yet and I am
wondering...what is
this?

1

I am at the line.
I have heard of
this before, but I want
to know more!

2

I am above the line! I
have heard of this
framework and know
how I can use this! But
of course, I want learn
more!

3

The Pennsylvania Family Engagement Birth through College, Career, Community Ready Framework

A tool to guide the implementation of effective practices, use of shared language, and a family engagement continuum for families across their child's educational lifespan.



Pennsylvania's Family Engagement Birth through
College, Career, Community Ready Framework:
A Companion Guide for Families



Pennsylvania Birth through College, Career, Community Ready Family Engagement Framework

Pennsylvania's Family Engagement Birth through College, Career, Community Ready Framework includes Standards, Foundational Practices, and Supportive Practices that together provide a compass and a road map to effective family engagement practices within Learning Communities.

Standard Statements

Standard Statements support the creation of shared language and expectations for Family Engagement. They serve as a compass to direct the family engagement policies and practices within Learning Communities.

Supportive Practices

Supportive Practices are an idea bank for implementation practices/activities that support the Standard. They serve as a starting point for consideration for Learning Communities as they plan and implement effective Family Engagement policies, strategies, and activities.

Foundational Practices

Foundational Practices are necessary conditions required for successful implementation of Family Engagement policies and practices to meet the set Standards.

Learning Community Standards

- **Standard 1:** Connect families to community resources that support their goals, interests, and needs.
 - **Standard 2:** Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
 - **Standard 3:** Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders and advocates as they support their child's learning and development.
-

Learning Community Standards

- **Standard 4:** Provide intentional opportunities for families to connect and engage with each other.
- **Standard 5:** Support families as they develop their leadership and advocacy skills.
- **Standard 6:** Build partnerships with families during times of transitions.





Kid Can't Blow Out Candle

Learning Community Standards in Action

- **Standard 1:** Connect families to community resources that support their goals, interests, and needs.
 - **Standard 2:** Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
 - **Standard 3:** Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders and advocates as they support their child's learning and development.
 - **Standard 4:** Provide intentional opportunities for families to connect and engage with each other.
 - **Standard 5:** Support families as they develop their leadership and advocacy skills.
 - **Standard 6:** Build partnerships with families during times of transitions.
-

Family Leadership in ECCS

- **Project Goal 1:** Increase in Pennsylvania's state-level infrastructure in order to strengthen statewide systems of care that early developmental health and family well-being.
- **Core Objective:** Increase the number of family and professional leaders engaged in state-level maternal and early childhood initiatives, including those leaders who represent underserved populations



Family Leadership in ECCS

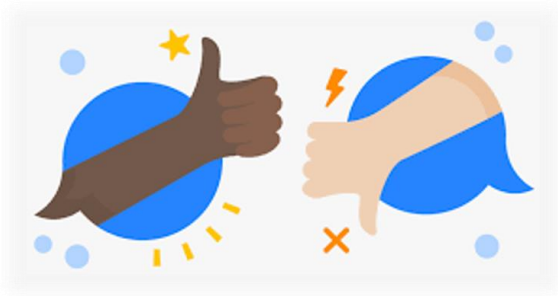
- Develop and implement strategies to improve the engagement of families in project activities and promote family leadership across the early childhood and maternal health system.
- Ensure that best practices and innovation through the health system and early childhood systems have meaningful and equitable family participation.
- Advance leadership development opportunities for family partners who are representative of the diversity of populations being served.
- Coordinate with existing state and community family leadership, support and training initiatives.



Who is a Family Leader?



ECCS Family Leadership Activities



Family Leadership



Family Leadership in Continuous Quality Improvement Projects

- [Partnering With Families in Continuous Quality Improvement: The Maternal, Infant, and Early Childhood Home Visiting Program](#)
 - [Partnering With Families in Continuous Quality Improvement: Tools and Applied Strategies*](#)
 - [FRIENDS 2021 Annual State Summary of Exemplary Practices: Parent Leadership/Engagement Infrastructure](#)
 - Center for the Study of Social Policy's [Ripples of Transformation: Families Leading Change in Early Childhood Systems](#)
-

3-2-1 Self-Reflection Activity

3

Things you learned today

2

Things you are already doing

1

Something you will do
differently



How can you support Family Leadership in YOUR Role?



*Anyone who
does anything to
help a child in his
life is a hero to
me.*



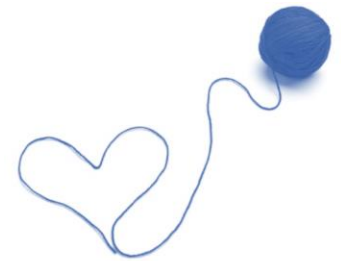
Fred Rogers

THANK YOU!

Do you have any **questions or comments**? Please
contact us at:

Christina Harris c-chrishar@pa.gov

Sadia Batool c-sabatool@pa.gov



[Pennsylvania Early Childhood Comprehensive Systems
Health Integration Prenatal-to-Three Project](#)
