# Family Engagement

# *Competencies*

Courses from the EarlyEdU Alliance® center on a set of course competencies. Competencies describe what students should know and be able to do as a result of participating in the course.

Course competencies align with the National Association for the Education of Young Children (NAEYC) Professional Standards and Elements. Most states have their own professional competencies or standards. This chart shows how the course competencies align with NAEYC standards.

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| **Course Competencies** | **NAEYC Standard**  |
| 1. Engage in mutually respectful goal-oriented partnerships with families to promote parent-child relationships and family well-being.
 | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS**Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2a:** Knowing about and understanding diverse family and community characteristics**2b**: Supporting and engaging families and communities through respectful, reciprocal relationships **2c:** Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning |
| 1. Respect and respond appropriately to the culture, language, values, and family structure of each family served.
 | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. **1b:** Knowing and understanding the multiple influences on early development and learning **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2a:** Knowing about and understanding diverse family and community characteristics**2b**: Supporting and engaging families and communities through respectful, reciprocal relationships **2c:** Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning  |
| 1. Support families’ safety, health, financial stability, life goals, and aspirations.
 | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2b**: Supporting and engaging families and communities through respectful, reciprocal relationships **2c:** Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning  |
| 1. Enhance parent-child relationships and support parents’ role as the first and lifelong educator of their children.
 | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. **1b:** Knowing and understanding the multiple influences on early development and learning **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2a:** Knowing about and understanding diverse family and community characteristics**2c:** Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning  |
| 1. Facilitate networks and group activities that support families’ strengths, interests, and needs.
 | **STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING** Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They use their understanding of young children’s characteristics and needs, and of multiple interacting influences on children’s development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child. **1b:** Knowing and understanding the multiple influences on early development and learning **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2a:** Knowing about and understanding diverse family and community characteristics**2b**: Supporting and engaging families and communities through respectful, reciprocal relationships **2c:** Demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning  |
| 1. Support families in using community resources that enhance family well-being and children’s learning and development.
 | **STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS** Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children’s families and communities. They know about, understand, and value the importance and complex characteristics of children’s families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children’s development and learning. **2b**: Supporting and engaging families and communities through respectful, reciprocal relationships  |

**Reference**

National Association for the Education of Young Children. (2012). *2010 NAEYC standards for initial & advanced early childhood professional preparation programs: For use by associate, baccalaureate and graduate degree programs.* <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/higher-ed/NAEYC-Professional-Preparation-Standards.pdf>