Family Engagement Systems

Competency

Educator recognizes and addresses the systems that impact how families engage within the school and community.

Key Method

Educator identifies family needs and creates a resources guide that can help to address these needs.

Method Components

Meaningful Family Engagement

Family engagement is about every adult in a child's life working together to help them reach their full potential. Just like a space launch needs engineers, mathematicians, and physicists to work side by side to send astronauts to space, families, schools, and communities need to form partnerships for all children to have the opportunity to succeed. Strengthening family, school, and community bonds is a critical factor in raising student achievement, closing achievement gaps, and attaining school improvement goals. Research shows that engaged families and communities have a positive impact on students' academic achievement, aspirations, and well-being. Researchers also shows that family engagement and community engagement improves school climate and teacher satisfaction and retention, and is a common feature of high-performing schools. Most importantly, family engagement benefits all students regardless of their family income, education, or background.

Family engagement is not a one-size-fits-all approach. Families come in many different configurations, have different work schedules, speak many languages, and have different past experiences with schooling. Some parents have said they

lack the resources to help their child, and some express frustration with school bureaucracies or policies they find hard to understand or change. Fortunately, teachers, administrators, and support staff can take steps to reach out, partner, and engage with students' families, but they need to employ a wide range of skills to do so. This micro-credential stack is designed to promote the development of these much needed skills.

There are many opportunities to begin to see the system in which you work. For example, you might conduct systems interviews with different stakeholders who work in family engagement. These stakeholders might include, but are not limited to, educators, principals, school counselors, special needs service staff, family liaisons, Title 1 coordinators, district family engagement coordinators, and so on. Systems interviewing can include questions including: How do you work with families? What are the services you provide? What policies are in place that govern the work that you do? What practices and supports make your work easy? What is a challenge for you?

As a different example, in order to deeply understand the needs that families have around transition points, you can also design a family engagement transition survey. To help design the survey, it is important to bring together a transition team to ensure you are capturing various voices in the system. For example, during the transition to kindergarten, include early childhood educators, counselors, bilingual educators, kindergarten teachers, families, principals, and afterschool providers. You might design a survey that asks families about their child's previous experience in school, what they enjoyed, what families hope for their child, and what types of support and information they need.

Analyze

Together with your transition team, analyze the results of your family engagement transition survey. Together you can create a written summary of findings (e.g., what you learned from families, what the needs are, what steps you will take to address the needs). For example, for those students transitioning to high school, perhaps families are most concerned about finding extracurricular activities or afterschool jobs, or understanding policies and requirements for graduation. For middle school parents, perhaps they are most concerned about finding transportation to and from school. Or perhaps kindergarten parents are most concerned about ensuring that children will eat a nutritious lunch.

Apply

In order to help address needs, you can identify the family engagement resources available within the school and community relevant to the needs. The list below provides a few ideas to start with:

- School district plans and requirements

- Free resources vs pay-for-play activities
- Before/after school activities
- Early childhood opportunities
- Food banks
- Cultural centers
- Transportation
- Businesses that offer services/discounts

After you identify systems of support, you should gather and publish these resources in an easily accessible format. The list below provides some tips for getting started:

- Plan for both online and print access
- Determine how resources will be shared with families
- Easy to use and categorized by needs and systems available

Supporting Rationale and Research

Bachman, H. F., Anderman, E. M., Zyromski, B. E. & Boone, B. J. (2019). Partnering with families for the middle school transition: Research-based strategies for middle level educators. Retrieved from https://ohiofamiliesengage.osu.edu https://ohiofamiliesengage.osu.edu/wp-content/uploads/2019/11/Middle-School-Transition-Research-Brief-FINAL-11.7.19-1.pdf

Epstein, J. L. (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Center on School, Family, and Community Partnerships, National Network of Partnership Schools (NNPS), Johns Hopkins University. http://nnps.jhucsos.com/wp-content/uploads/2014/08/Research-Summary.pdf

Global Family Research Project (2018). Joining together to create a bold vision for next generation family engagement: Engaging families to transform education. Retrieved from https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education

Redford, J., Huo, H., & McQuiggan, M. (January 2019). Barriers to parent-school involvement for early elementary students. U.S. Department of Education. https://nces.ed.gov/pubs2017/2017165.pdf

Stem Next. San Diego (2019). Changing the Game in STEM with family engagement: A white paper for practitioners and field leaders to empower families in STEM. https://drive.google.com/file/d/1wfrWPqN784ns5kqRnym2_EaJ-BSyZz2-/view?usp=drive_link

Wood, L., Bauman, B., Rudo, Z., & Dimock, V. (February, 2017). How family, school, and community engagement can improve student achievement and influence school reform. Nellie Mae Education Foundation, Washington, D.C. https://www.nmefoundation.org/resources/how-family-school-and-community-engagement-can-improve-student-achievement-and-influence-school-reform/

Watkins, R., Meiers, M. W., & Visser, Y. L. (2012). A guide to assessing needs essential tools for collecting information, making decisions, and achieving development results. https://openknowledge.worldbank.org/bitstream/handle/10986/2231/663920PUB0EPI00essing09780821388686.pdf?sequence=1&isAllowed=y

Clark-Louque, A. R., Lindsey, R. B., Quezada, R. L., & Jew, C. L. (2019). *Equity partnerships: A culturally proficient guide to family, school, and community engagement*. Thousand Oaks, CA: Corwin Press. https://resources.corwin.com/cppartnership

Resources

General Family Engagement Resources

Culturally Responsive Practice — Ohio HCRC

A Dual Capacity-Building Framework for Family-School Partnerships

Dual Capacity

Be A Learning Hero

NAFSCE Searchable Resource Library

Ohio Statewide Family Engagement Center

The School Community Journal

Examples of Resource Guides
EMVT Business

Family & Parent Engagement Resource guide

Family Engagement / Community Resource Guide- Guía de Recursos Comunitarios

Handbook on Family and Community Engagement

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and be proficient for all components in Part 2.

Part 1. Overview Questions (Provides Context)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

(300–500 words)

1. What are the general demographics and needs of your school/district community?
2. Who are the stakeholders in your school community?
3. Why did you choose this micro-credential, and what do you hope the outcome will be for yourself, your students and your school community?

Passing: Response provides reasonable and accurate information that explains the choice of this micro-credential to address specific needs of the school community. Response also includes a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **3** artifacts as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Needs Analysis
Conduct a needs analysis of your school community. Your analysis should include all of the following:

1. Copy of the survey tool
2. List of stakeholder groups that you will give the survey to
3. The number of stakeholders sent the survey and the number of surveys that were completed. You should send the survey to a minimum of 20 stakeholders and get an 80% return rate (16 completed surveys).
4. At least 5 personal observations that you have made regarding the needs of your school community.
5. A 300–500 word findings report that includes:
    a. A short description of data collection process
    b. What you learned (quantitative and qualitative data)
    c. A list of needs

Artifact 2: Resource Guide
Create a resources guide based on the results of your needs analysis. Your resources guide needs to be in both a printable version (upload PDF) and an online version (provide link), and it should include the following:

- At least 20 community resources (organized into categories) and must be free or affordable to the people who may need them the most
- Each resource should list:
    - Name
    - Description
    - Cost
    - Contact information
    - Link to website

Artifact 3: Promotion
Create a promotional plan and materials. Your plan should include a description of when and how you will promote your resources guide to families **and** two of the following promotional materials:

- Single page flyer promoting your resources guide
- Social media post for school social media accounts
- School website post
- Newsletter and/or article

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Needs Analysis	Needs analysis includes a list of at least 20 stakeholders Survey tool includes 10-20 questions about what the school community needs may be A 80% return rate for the survey A list of at least 5 personal observations Summary is thoughtful and includes qualitative data, quantitative data or anecdotes, a list of needs, and a description of the data collection process.	Needs analysis had less than 20 stakeholders listed Survey tool was incomplete and included less than 10 questions Less than an 80% return rate for the survey Personal observations don't relate to needs or lack details Summary is lacking details and missing qualitative, quantitative and/or a description of the data collection process	Needs analysis was missing and/or Survey tool is missing and/or Observations are missing and/or Summary is missing
Artifact 2: Resource Guide	The printable guide is organized in a manner that makes it easy to identify what systems are available to families within the community, how to access the systems relative to the need, and where they are located. The online version is easy to locate online with a title that is relevant, includes topics/needs and the systems available under	The printable guide includes most of the information but makes it hard to connect needs to systems or where to find them. The online guide is easy to find and navigate, but links to systems are incomplete or do not work.	The guide uses some of the information but is mostly incomplete. Exists online but is hard to find and navigate.

	headings/pages, and all links to systems are fully operational. Easy to share and navigate.		
Artifact 3: Promotion	Two promotional items and each item describes the mission of the resources guide, how to access the guide, including links to digital resources. They are both attractive and easy to understand.	Two promotional items were shared. Both items contain some of the information but do not convey the mission of the resources guide or how to access it.	One promotional item was shared. Item is missing important details and is hard to read and/or the links don't work.

Part 3 Reflection

(150–300 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. How did you choose your stakeholders and ensure that they were a diverse group and represented the school community?
2. What was the response from families who looked at the resources guide?
3. How will having this resource guide support your students and families?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.