

# GO TEAM Family Engagement Framework & Toolkit



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# Introduction

“Families are fundamental for the wellbeing of children, communities, and society at large...We must elevate our view of family engagement from something that is essential to a quality education and student success to something that positions family empowerment and advocacy as a key contributor to the health and progress of our beloved country.”<sup>1</sup>

## Purpose

This framework is intended to provide guidance to GO Teams as they plan, implement, and evaluate programs for effective family engagement that support student achievement and equitable outcomes for all.

## Definitions

Family Engagement (FE) is defined as:

*Families of all students including English Language Learners, students with disabilities and Gifted and Talented communicating and taking action with students, their teachers and schools to support learning needs for success.*<sup>2</sup>

(“Families” and “parents” are used interchangeably to refer to all the adults responsible for a student. “Families from all backgrounds and neighborhoods” and “diverse families” include families from all races, ethnicities, cultures, religions, family structures, and economic levels, as well as those with physical or mental exceptionalities.)<sup>3</sup>

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<sup>1</sup> Gutierrez, *Parents as Agents of Change*

<sup>2</sup> Boston Public School – Engagement Policy

<sup>3</sup> CA DOE - Family Engagement Framework

The terms parent involvement and family involvement generally can refer to a range of activities. The terms parent engagement, parent participation, and family engagement are used interchangeably in this framework.

## District Core Principles

The framework is organized around the four District Core Principles and tailored to the goals of family engagement.

### *Core Principles with Family Engagement Focus*

1. **Equity** – commitment to providing families with the resources needed
2. **Engagement** – effectively and consistently communicate with families
3. **Excellence** – commitment to build stakeholder capacity and mindsets through demonstration and empowerment
4. **Ethics** – ensure equitable access, transparency, and evaluation of family engagement policies, practices, and progress

## Implementation Rubrics

These rubrics are provided as tools to guide the GO Team in the process of implementing and evaluating effective family engagement practices at the school and classroom level. GO Teams may choose their preferred rubric to complete the steps of the family engagement assessment found on the next page. The rubrics are designed to be used with the toolkit.

## Toolkit

The material presented in this section is intended for use by the GO Team to support school administration, teachers, and parents with access to simple, straight forward, and easily accessible forms of support and information. Included are sample timelines, suggested engagement initiatives, “how to” documents,

useful references, and workshops that include presentations, agendas, and participant activities.

These tools are by no means exhaustive and may be used, copied, edited, or improved to further deepen and develop family engagement and involvement activities at more progressive and innovative levels.

## Overview of Current Family Engagement Choices

### Family Engagement Choice I: Academic Parent-Teacher Teams (APTT)

#### Overview:

The APTT model of family engagement strengthens teacher-family relationships by focusing on student academic growth and achievement. The APTT Model elevates the efforts of traditional parent-teacher conferences by inviting all families of the same classroom teacher to meet together rather than individually for 75 minutes, three times per year.

#### Best Practice:

A 75-minute APTT meeting includes the following:

- Team-building activity to build a rapport with and among parents and the classroom teacher
- Foundational grade-level skills that students must master by the end of the school year
- An anonymous graph of every child's status on the skill
- Teacher modeling the activities that are targeted to improve the skill
- Parents practicing the activities together in order to use them with their child at home
- An individualized 60-day goal for their child on the skill

All parents receive materials for the practice activities to take home. After 60 days, the parents are invited back to a second meeting to receive an updated graph of every child's progress and learn about another skill.

To provide additional support to students and families, many school districts across the U.S. are adding an individual session to the APTT model. Often times, the individual session is conducted in the student's home with the permission and invitation of the parent. This added model is called, Teacher Home Visiting. The Teacher Home Visiting Model typically includes two home visits, one at the beginning of the year to establish rapport and to set student academic expectations. The second visit would include a discussion on student data and to revisit student expectations. Please note, the home visits can also take place in the community.

#### Rollout:

APTT can be rolled out per school or per grade level each school year. If the latter model is chosen, schools can begin with the lower grades and increase by one or two grade levels each year. This flexibility and lessons learned can inform subsequent grade level roll outs of the program.

#### District Support/Resources:

A Family Engagement Specialist will be available to train school campus staff along with district APTT pioneer, Principal Crystal Jones (Beecher Hills Elementary School). Each school will also receive funding through Title I based on the number of enrolled students to support this effort. The Blackboard parent app will be an added tool to quickly disseminate information to parents.

## Family Engagement Choice II: Removing Barriers Program

#### Overview:

The Removing Barriers Program was designed to grant schools the flexibility in "meeting families where they are." This Family Engagement Choice is a community based/partnership approach to meet families' core needs while promoting the academic wellbeing of the student.

#### Best Practice:

Schools can opt to utilize programs such as:

- Facilitation of community based parent-teacher interactions to include apartment complexes, community centers, and places of faith. Funding can be used on room rentals.
- Streamline wrap around services to allow each support staff/partner to focus on an area of need. Funding (per Title I guidelines) can be used to address the gaps in services to ensure students full participation in school by first ensuring that the psychosocial needs of the family does not serve as a barrier.
- Transportation Supports in ensuring that families have a means to participate in parent, teacher, or school collaborations.

- Child Care supports so that families can ensure the caretaking of non-school aged children while tending to the academic needs of their school aged children.
- Fostering Family Leaders is a parent focused curriculum that covers child development and life planning/SMART goals over ten lessons.
- Community based programs that provide parents with information and practical exercises in being active participants in their child(ren) education. The community organizing style classes cover public education funding, navigating schools, and secondary education planning.
- Teacher Home Visiting program is a model used to build trust through collaboration. Teachers conduct (in pairs) relationship-building home visits where they invite families to share students' interests and experiences in school and their hopes and dreams for their child. Typically in two visits per year, the visits establish open communication between parents and teachers throughout the year. (This can also be used with Choice I.)

Rollout:

The Removing Barriers Program is appropriate for schools who desire to take a community based approach to family engagement. This is designed to be a program that is rolled out for the entire school. It is recommended that an assessment of student, family, and community needs and dynamics are taken into consideration when adopting this option.

District Support/Resources:

A Family Engagement Liaison will be available to assist each school campus with locating community partners and resources to encourage bridging the gap between home, community, and academic achievement. Each school will receive funding through the Title I based on the number of enrolled students to support this effort. The Blackboard parent app will be an added tool to quickly disseminate information to parents.

## Family Engagement Choice III: School Designed Program

Overview:

The School Designed Program was created with school based innovation in mind. This Choice option is school-based with the hopes of utilizing GO Teams as ambassadors to draw other parents through personal stories and experiences.

Best Practice:

Schools can opt to utilize current or created structures like:



- GO Team members, particularly parents, could launch aggressive campaigns to reach other families within their neighborhood and larger community to engage in their child's academic process.
- Current unique program models that are working as they are uniquely crafted to address the needs of the students, families, and community.
- Creation of a family engagement team (social worker, parent liaison, teachers, and building administrator) that meets monthly to strategize on events to increase parent-school connections.

Rollout:

The School Designed Program is a great match for schools who desire to draw parents onto the campus through innovative methods. Methods that include GO Team parents serving as true ambassadors in their respective neighborhoods and school community. This is designed to be a program that is rolled out for the entire school.

District Support/Resources:

A Family Engagement Liaison and Specialist will be available to assist each school campus with locating community partners and professional development resources to encourage bridging the gap between home, community, and academic achievement. Each school will receive funding through the Title I based on the number of enrolled students to support this effort. The Blackboard parent app will be an added tool to quickly disseminate information to parents.

# Family Engagement Assessment

The rubrics are designed to address a sampling of the many activities, roles, and responsibilities of the GO Team and its Family Engagement & Communications Advisory Committee. The goal of this work is to initiate or sustain creating, communicating, and supporting authentic family engagement practices that lead to improved student outcomes. Read the four steps below and then continue through the section.

**Step 1:** Read about the Six Types of Involvement<sup>4</sup>

**Step 2:** Use one of the rubrics below to determine the school's current level of family engagement.

**Step 3:** Reflect on the school's current level of family engagement. Use the left column to record strengths in current engagement practices for each of Epstein's six types of parent involvement. Use the right column to record opportunities for growth.

**Step 4:** Reflect on the following questions.

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<sup>4</sup> Epstein, *Epstein's Framework of Six Types of Involvement*

## Step 1: Read about the Six Types of Involvement

Dr. Joyce Epstein, the director of the National Network of Partnership Schools connected to Johns Hopkins University, developed a framework for defining six different types of parent involvement. The included framework outlines the six types of involvement and school-family-community partnerships. It provides sample strategies for each type of involvement described, as well as challenges that may be faced, and new ways to think about what family engagement means.

This framework is provided to demonstrate how family engagement goes beyond the attendance of meetings and community events. It shows how students, families, and communities in Atlanta Public Schools can become authentic co-owners of our schools who share responsibility for every student becoming college and career ready and for building true partnerships between the home, classroom, and larger community.

GO Teams and their Family Engagement & Communications Advisory Committees can use Epstein's framework as a guide to evaluate both the strengths and opportunities for growth for their schools in regards to family and community engagement. A brief overview of the six types can be found below. The full framework can be found on the next six pages.

### Epstein's Six Types of Involvement

#### *Type 1 – Parenting*

Help all families establish home environments to support children as students.

#### *Type 2 – Communicating*

Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.

#### *Type 3 – Volunteering*

Recruit and organize parent help and support.

#### *Type 4 – Learning at Home*

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

*Type 5 – Decision Making*

Include parents in school decisions, developing parent leaders and representatives.

*Type 6 – Collaborating with Community*

Identify and integrate resources and services from the community to strengthen school program, family practices, and student learning and development.

<p style="text-align: center;"><b>TYPE 1</b> <b>PARENTING</b></p> <p style="text-align: center;">Help all families establish home environments to support children as students.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Suggestions for home conditions that support learning at each grade level.</li> <li>• Workshops, videotapes, computerized phone messages on parenting and child rearing at each age and grade level.</li> <li>• Parent education and other courses or training for parents (e.g., GED, college credit, family literacy.)</li> <li>• Family support programs to assist families with health, nutrition, and other services.</li> <li>• Home visits at transition points to pre-school, elementary, middle, and high school. Neighborhood meetings to help families understand schools and to help schools understand families.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Provide information to <i>all</i> families who want it or who need it, not just to the few who can attend workshops or meetings at the school building.</li> <li>• Enable families to share information with schools about culture, background, children's talents and needs.</li> <li>• Make sure that all information for and from families is clear, usable, and linked to children's success in school.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <i>"Workshop" to mean more than a meeting about a topic held at the school building at a particular time. "Workshop" may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read any where, any time, in varied forms.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Awareness of family supervision; respect for parents.</li> <li>• Positive personal qualities, habits, beliefs, and values, as taught by family.</li> <li>• Balance between time spent on chores, on other activities, and on homework.</li> <li>• Good or improved attendance.</li> <li>• Awareness of importance of school.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Understanding of and confidence about parenting, child and adolescent development, and changes in home conditions for learning as children proceed through school.</li> <li>• Awareness of own and others' challenges in parents.</li> <li>• Feeling of support from school and other parents.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Understanding families' background, cultures, concerns, goals, needs, and views of their children.</li> <li>• Respect for families' strengths and efforts.</li> <li>• Understanding of student diversity.</li> <li>• Awareness of own skills to share information on child development.</li> </ul>

Epstein, *Epstein's Framework of Six Types of Involvement*

<p style="text-align: center;"><b>TYPE 2</b> <b>COMMUNICATING</b></p> <p>Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Conferences with every parent at least once a year, with follow-ups as needed.</li> <li>• Language translators to assist families as needed.</li> <li>• Weekly or monthly folders of student work sent home for review and comments.</li> <li>• Parent/student pickup of report card, with conferences on improving grades.</li> <li>• Regular schedule of useful notices, memos, phone calls, newsletters, and other communications.</li> <li>• Clear information on choosing schools or courses, programs, and activities within schools.</li> <li>• Clear information on all school policies, programs, reforms, and transitions.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications.</li> <li>• Consider parents who do not speak English well, do not read well, or need large type.</li> <li>• Review the quality of major communications (newsletters, report cards, conference schedules, and so on).</li> <li>• Establish clear two-way channels for communications from home to school and from school to home.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <i>"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Awareness of own progress and of actions needed to maintain or improve grades.</li> <li>• Understanding of school policies on behavior, attendance, and other areas of student conduct.</li> <li>• Informed decisions about courses and programs.</li> <li>• Awareness of own role in partnerships, serving as courier and communicator.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Understanding school programs and policies.</li> <li>• Monitoring and awareness of child's progress.</li> <li>• Responding effectively to students' problems.</li> <li>• Interactions with teachers and ease of communication with school and teachers.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Increased diversity and use of communications with families and awareness of own ability to communicate clearly</li> <li>• Appreciation for and use of parent network for communications.</li> <li>• Increased ability to elicit and understand family views on children's programs and progress.</li> </ul>

Epstein, *Epstein's Framework of Six Types of Involvement*

<p style="text-align: center;"><b>TYPE 3</b>  <b>VOLUNTEERING</b>  Recruit and organize parent help and support.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• School and classroom volunteer program to help teachers, administrators, students, and other parents.</li> <li>• Parent room or family center for volunteer work, meetings, resources for families.</li> <li>• Annual postcard survey to identify all available talents, times, and locations of volunteers.</li> <li>• Class parent, telephone tree, or other structures to provide all families with needed information.</li> <li>• Parent patrols or other activities to aid safety and operation of school programs.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Recruit volunteers widely so that <i>all</i> families know that their time and talents are welcome.</li> <li>• Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.</li> <li>• Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <i>"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any place, and at any time -- not just during the school day and at the school building.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Skill in communicating with adults.</li> <li>• Increased learning of skills that receive tutoring or targeted attention from volunteers.</li> <li>• Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.</li> <li>• Self-confidence about ability to work in school and with children or to take steps to improve own education.</li> <li>• Awareness that families are welcome and valued at school.</li> <li>• Gains in specific skills of volunteer work.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Readiness to involve families in new ways, including those who do not volunteer at school.</li> <li>• Awareness of parents' talents and interests in school and children.</li> <li>• Greater individual attention to students, with help from volunteers.</li> </ul>

Epstein, *Epstein's Framework of Six Types of Involvement*

**TYPE 4  
LEARNING AT HOME**

Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

**Sample Practices**

- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Information on how to assist students to improve skills on various class and school assessments.
- Regular schedule of homework that requires students to discuss and interact with families on what they are learning in class.
- Calendars with activities for parents and students at home.
- Family math, science, and reading activities at school.
- Summer learning packets or activities.
- Family participation in setting student goals each year and in planning for college or work.

**Challenges**

- Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives *students* responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork.
- Coordinate family linked homework activities, if students have several teachers.
- Involve families and their children in all-important curriculum-related decisions.

**Redefinitions**

- *"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life.*
- *"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing -- not "teaching" school subjects.*

**Results for Students**

- Gains in skills, abilities, and test scores linked to homework and classwork.
- Homework completion.
- Positive attitude toward schoolwork.
- View of parents as more similar to teacher and of home as more similar to school.
- Self-concept of ability as learner.

**Results for Parents**

- Know how to support, encourage, and help student at home each year.
- Discussions of school, classwork, and homework.
- Understanding of instructional program each year and of what child is learning in each subject.
- Appreciation of teaching skills.
- Awareness of child as a learner.

**Results for Teachers**

- Better design of homework assignments.
- Respect for family time.
- Recognition of equal helpfulness of single-parent, dual-income, and less formally educated families in motivating and reinforcing student learning.
- Satisfaction with family involvement and support.



<p style="text-align: center;"><b>TYPE 5</b>  <b>DECISION MAKING</b>            Include parents in school decisions, developing parent leaders and representatives.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g., curriculum, safety, personnel) for parent leadership and participation.</li> <li>• Independent advocacy groups to lobby and work for school reform and improvements.</li> <li>• District-level councils and committees for family and community involvement.</li> <li>• Information on school or local elections for school representatives.</li> <li>• Networks to link all families with parent representatives.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school.</li> <li>• Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents.</li> <li>• Include students (along with parents) in decision-making groups.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <i>"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.</i></li> <li>• <i>Parent "leader" to mean a real representative, with opportunities and support to hear from and communicate with other families.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Awareness of representation of families in school decisions.</li> <li>• Understanding that student rights are protected.</li> <li>• Specific benefits linked to policies enacted by parent organizations and experienced by students.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Input into policies that affect child's education.</li> <li>• Feeling of ownership of school.</li> <li>• Awareness of parents' voices in school decisions.</li> <li>• Shared experiences and connections with other families.</li> <li>• Awareness of school, district, and state policies.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Awareness of parent perspectives as a factor in policy development and decisions.</li> <li>• View of equal status of family representatives on committees and in leadership roles.</li> </ul>

Epstein, *Epstein's Framework of Six Types of Involvement*

<p style="text-align: center;"><b>TYPE 6</b></p> <p style="text-align: center;"><b>COLLABORATING WITH COMMUNITY</b></p> <p>Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.</p>
<p style="text-align: center;"><b>Sample Practices</b></p> <ul style="list-style-type: none"> <li>• Information for students and families on community health, cultural, recreational, social support, and other programs or services</li> <li>• Information on community activities that link to learning skills and talents, including summer programs for students.</li> <li>• Service integration through partnerships involving school; civic, counseling, cultural, health, recreation, and other agencies and organizations; and businesses.</li> <li>• Service to the community by students, families, and schools (e.g., recycling, art, music, drama, and other activities for seniors or others).</li> <li>• Participation of alumni in school programs for students.</li> </ul>
<p style="text-align: center;"><b>Challenges</b></p> <ul style="list-style-type: none"> <li>• Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities.</li> <li>• Inform families of community programs for students, such as mentoring, tutoring, business partnerships.</li> <li>• Assure equity of opportunities for students and families to participate in community programs or to obtain services.</li> <li>• Match community contributions with school goals, integrate child and family services with education.</li> </ul>
<p style="text-align: center;"><b>Redefinitions</b></p> <ul style="list-style-type: none"> <li>• <i>"Community" to mean not only the neighborhoods where students' homes and schools are located but also any neighborhoods that influence their learning and development.</i></li> <li>• <i>"Community" rated not only by low or high social or economic qualities, but by strengths and talents to support students, families, and schools.</i></li> <li>• <i>"Community" means all who are interested in and affected by the quality of education, not just those with children in the schools.</i></li> </ul>
<p style="text-align: center;"><b>Results for Students</b></p> <ul style="list-style-type: none"> <li>• Increased skills and talents through enriched curricular and extracurricular experiences.</li> <li>• Awareness of careers and of options for future education and work.</li> <li>• Specific benefits linked to programs, services, resources, and opportunities that connect students with community.</li> </ul>
<p style="text-align: center;"><b>Results for Parents</b></p> <ul style="list-style-type: none"> <li>• Knowledge and use of local resources by family and child to increase skills and talents or to obtain needed services</li> <li>• Interactions with other families in community activities.</li> <li>• Awareness of school's role in the community and of community's contributions to the school.</li> </ul>
<p style="text-align: center;"><b>Results for Teachers</b></p> <ul style="list-style-type: none"> <li>• Awareness of community resources to enrich curriculum and instruction.</li> <li>• Openness to and skill in using mentors, business partners, community volunteers, and others to assist students and augment teaching practices.</li> <li>• Knowledgeable, helpful referrals of children and families to needed services.</li> </ul>

Step 2: Use one of the rubrics below to determine the school's current level of family engagement.

- [Flamboyant Foundation – School-Wide Family Engagement Rubric](#)
- [John Hopkins University – Measure of School, Family, and Community Partnerships](#)
- [PTA National Standards for Family-School Partnerships Assessment Guide](#)

**Step 3:** Reflect on the school's current level of family engagement. Use the left column to record strengths in current engagement practices for each of Epstein's six types of parent involvement. Use the right column to record opportunities for growth.

TYPE 1: PARENTING	
Strengths	Opportunities for Growth

TYPE 2: COMMUNICATING	
Strengths	Opportunities for Growth

TYPE 3: VOLUNTEERING	
Strengths	Opportunities for Growth

TYPE 4: LEARNING AT HOME	
Strengths	Opportunities for Growth

TYPE 5: DECISION MAKING	
Strengths	Opportunities for Growth



TYPE 6: COLLABORATING WITH COMMUNITY	
Strengths	Opportunities for Growth

#### Step 4: Reflect on the following questions.

- ⚙ What major factors have contributed to the success of our school's family and community engagement efforts?
- ⚙ What major factors have limited the success of our school's family and community engagement efforts?
- ⚙ Have we engaged all families in our efforts? Are there any groups who have not been engaged? Why? How will we address this?
- ⚙ Have we effectively communicated our School Improvement Plan? How did we include the needs of families in our efforts?
- ⚙ Have we created an environment that affirms all families to include economic, social and political status, families of varying education levels, and those that have children with exceptionalities? How have we empowered families to meet student needs?
- ⚙ Have we created processes that are transparent, accessible, and inclusive of all stakeholder voices? Does the GO Team leadership reflect the backgrounds of our families?
- ⚙ How do we think our school's Family Engagement Choice Initiative will address the needs identified in our chosen rubric?
- ⚙ What is one of our school's major goals for improving family engagement over the next three years?

**\*Refer back to Epstein's Framework of Six Types of Involvement** to view sample practices that reflect strong engagement. After your rubric assessment and reflection, consider which practices reflect current strengths of your school community, and also which practices could help address your school's opportunities for growth.

# GO TEAM Family Engagement Toolkit



# How To:

## Form a Committee

Committees help to distribute leadership. At its simplest, a committee is simply a group of motivated people who meet regularly to support the work of the GO Team. Whether the GO Team is forming the standing Family Engagement & Communications Advisory Committee or additional ad hoc advisory committees to support the work of family engagement, GO Teams must follow the steps outlined in the Local School Governance Teams Handbook and the Advisory Committee Handbook. The basic process is outlined below.

### To Establish a GO Team Advisory Committee:

1. Discuss the establishment of an advisory committee
  - a. Goals/objectives
  - b. Potential committee chair
  - c. Additional GO Team committee members (maximum of two)
2. Draft a Committee Establishment Resolution (*See Appendix B in the Advisory Committee Handbook for the template and sample.*)
3. Vote on the Committee Establishment Resolution (majority vote required)
4. Include Committee Establishment Resolution in the GO Team minutes
5. GO Team Chair appoints Advisory Committee Chair
6. Principal appoints his/her designee for the committee (if needed)
7. Determine additional members of the established advisory committee

As outlined in the LSGTs Handbook and Advisory Committee Handbook, the Family Engagement & Communications Advisory Committee keeps the community informed of matters within the GO Team's area of responsibility, including progress on the school's strategic plan, budget, and School-Based Solution proposals. The Family Engagement & Communications Committee will participate in an annual meeting for the school community, led by the principal, to provide a report on the school's performance. This committee will also be responsible for gathering input from the school community about

School-Based Solution proposals to be submitted by the GO Team, or any major school initiatives or changes that would require public comment.

The Family Engagement & Communications Advisory Committee will be chaired by a member of the GO Team designated by the GO Team chair.

It will be composed of the Committee Chair, the principal (or his/her designee) and at least one (1) additional member of the GO Team. No more than three (3) GO Team members can serve on any one advisory committee (committee chair plus two additional members maximum). The GO Team may add additional non-GO Team members to serve on the Family Engagement & Communications Advisory Committee.

In addition to the standing Family Engagement & Communications Advisory Committee, the GO Team may, by resolution adopted by a majority of the voting GO Team members, create ad hoc advisory committees to support and assist the work of family engagement.

Here are some basic steps to follow once a committee is established.

- ☐ **Find regular meeting location.** (School and/or community centers)
- ☐ **Announce a public meeting**
  - Post Meeting Notice and Agenda on GO Team website at least 7 days before the meeting.
  - Flyers/posters, email, calling post, etc.
- ☐ **Do “The Rounds”**
  - Be persuasive, say “**We’ve been looking for individuals who are recognized as having extraordinary skills and commitment in this area, would you join us?** (or similar words)
  - Personally engage families and staff with similar interests and/or expertise based on results of the survey (if applicable).
  - Emphasize the importance of increasing Family Engagement to realize student success.
- ☐ **Convene meeting** (sample agenda on next page)
- ☐ **Complete a Committee Report**
  - In lieu of meeting minutes, a Committee Report must be presented by the committee chair at the next scheduled GO Team meeting (*See Appendix D of the Advisory Committee Handbook for the Committee Report template and a sample*).

*ABC Middle School GO Team*  
*Family Engagement & Communications Advisory Committee*  
**Meeting Agenda – October 10, 2017 7:30 a.m. - 8:30 a.m.**

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*7:30 – 7:35                      Call to Order*

Welcome  
Review of Agenda

*7:35 – 8:15                      Discussion Items*

GO Team Feedback on last Committee Report (Committee Chair)  
Fall Festival Preparation Progress Update  
Annual School Community Meeting – Planning Next Steps  
School-Based Solution Parent Focus Groups – Objectives, Recruitment, Logistics

*8:15 – 8:25                      Recommendations to GO Team*

Update on Committee Goals/Objectives  
Recommendations for Action  
Questions for GO Team on Next Steps

*8:25 – 8:30                      Announcements and Adjournment*

Next Meeting Time/Date

# How To:

## Plan an Event / Annual Meeting

This template may be used when planning and implementing family engagement events. It provides suggested actions and information needed for various types of events. Use the line items applicable to your event and school community.

### Directions:

1. Complete **Page 1** of this document with 2-3 members of the Family Engagement Committee, GO Team or other designated personnel. Information found here may change during the rest of the planning process.
2. Complete Pages 2 & 3 of this document. Remember to:
3. Review each line item on the entire document. Identify actions that are pending and remove any that do not apply.
  - Record responsible individuals for each section or line item in the second column
  - Record the status of each action listed in column three. This may include links to documents like invoices, programs, flyers, etc.
  - Record the date this action must be completed in column four
4. The Event Coordinator should be responsible for monitoring and updating this template as necessary.

## Event Logistics, Planning & Messaging Template<sup>9</sup>

<b>Name of Event</b>	
<b>Proposed Date &amp; Time of Event</b>	
<b>Proposed Location of Event</b>	
<b>Event Coordinator / Contact Person</b>	
<b>Target Audience – Who</b> <ul style="list-style-type: none"> <li>Which group(s) is the event targeted attendee?</li> <li>What does the audience need/want to know?</li> <li>What will hold their interest?</li> </ul>	
<b>Message – What</b> <ul style="list-style-type: none"> <li>What do you want to say to the target audience?</li> <li>What do you want them to know/do?</li> </ul>	
<b>Objectives – Why</b> <i>Be clear about what you hope to achieve with this event – actionable &amp; measurable</i>	
<b>Description of Event</b>	
<b>Risk Assessment</b> <i>Identify possible risks/obstacles and develop strategies to minimize risks</i>	
<b>Evaluation Criteria</b> <ul style="list-style-type: none"> <li>What were our aims/objectives?</li> <li>Did we achieve what we set out to do?</li> <li>What were the intended/unintended outcomes?</li> <li>How do we measure effectiveness?</li> <li>What tools do we use to measure our success?</li> </ul>	

<sup>9</sup> Adapted from the Clear Guide



**Checklist**

Who will be involved in organizing the event  
 Date/s of event determined  
 Location/venue for event booked  
 Target audience and message determined  
 Risk assessment completed  
 Evaluation criteria established

Early Event Planning ( at least 4-6 weeks out)	Person(s) Responsible	Status / Info	Date to be Completed
<b>Develop proposed program</b> Topics and format Potential speakers and / or participants			
<b>Budget</b> Funding sources identified Sponsorship Create budget			
<b>Venue Selection</b> Create event specification and facility needs Venue identification / negotiation Contract development / review / approval			
<b>Registration / Sign Up Management</b> Determine tool or method Payment acceptance			
<b>Program Planning</b>			
Program finalized Identify caterer and/or food providers			
<b>Marketing</b>			

<b>Advertising/Promotion Plans Developed</b> Website posting Flyers, Social Media, calling post Digital Invitations and/or RSVP Media release – Contact the Office of Communications			
<b>Signage Created &amp; Printed</b> Posters, banners, etc.			
<b>Value Adds for Attendees</b> Gifts / Prizes / Raffles / Competitions			
<b>Event Management</b>			
<b>Space Planning</b> Sign in / sign up needs Program needs			
Furniture/other needs			
<b>Audio - Visual requirements</b> PA system; Lapels or handheld microphones Video Music: DJ, karaoke, school band and / or chorus Lighting / Extra electrical requirements Lectern and / or podium			
<b>Security</b> Emergency plan created or available District police alerted and / or attending First Aid provisions on-site			
<b>Onsite management</b>	<b>Person(s) Responsible</b>	<b>Status / Info</b>	<b>Date to be Completed</b>
<b>Volunteers</b> Parents, students, teachers and community members To greet guests, sign in, set up and break down Volunteer training materials and plans (if applicable)			

Day of / Before Planning			
<b>Preparations</b> Confirm time for set up / break down Check in with Event Coordinator Ensure all materials on site			
Post Planning [ 0 - 3 days after]			
<b>After the event</b> Committee / team debrief Evaluation against criteria Follow up “thank you” Communications to participants and volunteers Feedback survey			

## Helpful Resources

Sample Parent Involvement Survey Templates

<https://goo.gl/MzSOFX>

Epstein's Framework of Six Types of Involvement

<https://goo.gl/gX8eJg>

68 Ways to Increase Family Engagement

<https://goo.gl/6WlusN>

School & Staff Family Engagement Workshop Series

<https://goo.gl/3DAEUW>

1. Learning Family Engagement Basics
2. Communicating Effectively with Families
3. Affirming Diversity & Inclusion
4. Including Parents with Homework
5. Parent Engagement Playbook - Increasing
6. Enhancing Parent - Teacher Relationships
7. Parent Volunteering & Schoolwide Victory

Family and Parent Workshop Series

<https://goo.gl/EVdSdE>

1. Communicating with your Child
2. Effective Homework and Study Practices
3. Learning Your Child's School System
4. Preparing For College
5. Strategies to Improve Teacher & School Communities

School Culture Assets Scan	<a href="https://drive.google.com">https://drive.google.com</a>
Communication with Families Assets Scan	<a href="https://drive.google.com">https://drive.google.com</a>
Components of a Successful Family Event	<a href="https://drive.google.com">https://drive.google.com</a>
Event Planning Checklist	<a href="https://drive.google.com">https://drive.google.com</a>
Data Night Planning Sheet	<a href="https://drive.google.com">https://drive.google.com</a>
Sample Activities – For the District, Schools, & Families	<a href="https://drive.google.com/">https://drive.google.com/</a>
Family Involvement Posters (Spanish & English)	<a href="https://goo.gl/6EXdE0">https://goo.gl/6EXdE0</a>
Building the Capacity of Parent Leaders Handbook	<a href="http://goo.gl/9by1SO">http://goo.gl/9by1SO</a>
GA DOE Family Engagement Framework	<a href="https://goo.gl/Uw9fCE">https://goo.gl/Uw9fCE</a>

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