

INTERMEDIATE OUTCOMES –
What does successful family engagement look like at home?

1. Families have the confidence in and understanding of the role they play in their child's education. Specifically they:
 - a. Understand why their engagement matters and what to do to support their child's success
 - b. Believe that their involvement will make a difference in their child's success
 - c. Take ownership of their role as their child's "first teacher" and the responsibilities associated with being a parent
 - d. Have a strong relationship and positive communication with their child
 - e. Foster personal responsibility, self-respect, and independence in their child
 - f. Emphasize to their child the importance of effort, rather than innate ability or luck
 - g. Use effective behavior management and discipline techniques at home

2. Families demonstrate the importance of education to their child. Specifically, they:
 - a. Instill high expectations in their child
 - b. Foster educational and occupational aspirations
 - c. Link classroom learning to real-world activities and goals
 - d. Talk about learning strategies with their child
 - e. Hold their child accountable for doing well in school (i.e., by completing homework, doing well on tests, taking college preparatory classes, etc.)

3. Families are partners in contributing to their child's learning. Specifically they:
 - a. Understand what their child is learning in class
 - b. Know effective strategies that they can use to support learning at home or in the community
 - c. Engage in practices that promote learning (e.g., visiting museums, cooking together, reading each day, etc.)
 - d. Foster a home environment conducive to learning (e.g., monitoring TV use, creating a quiet space for homework, etc.)

4. Families are savvy guides and decision-makers in their child's education. Specifically they:
 - a. Effectively navigate the educational system
 - b. Identify strengths and weaknesses in plans to support learning for their child
 - c. Monitor their child's progress on developmental and educational milestones
 - d. Assess the quality of their child's teacher(s) and school
 - e. Make good choices about classroom and school placement
 - f. Understand the path to college and guide their child to stay on that path
 - g. Feel comfortable and capable of making decisions for/with their child about school transitions into and out of their current school

SHORT-TERM OUTCOMES

What does successful family engagement look like in the classroom?

1. Educators have strong, mutually respectful relationships with families. Specifically they:
 - a. Demonstrate that they believe that all families want the best for their child and can be assets in supporting learning
 - b. Value and respect families
 - c. Are culturally sensitive and proficient
 - d. Know and use family members' names
 - e. Connect personally and regularly with families, starting at the beginning of the year
 - f. Communicate with families in positive and reaffirming ways to underscore the importance of their involvement

2. Educators learn from and about families to improve learning in the classroom. Specifically they:
 - a. Integrate family engagement across the curriculum so families play a meaningful role in informing and supporting lessons, homework, and other learning activities
 - b. Know families' hopes and dreams for their child
 - c. Understand families' views on their child's strengths and weaknesses, what has or has not worked to address these areas, and their needs and experiences in school
 - d. Know how families are and want to be involved in their child's education
 - e. Identify and invite families to use their assets in supporting their child's learning

3. Educators provide guidance and support to families to develop the beliefs, knowledge, and behaviors that will support their child's achievement. Specifically they:
 - a. Work collaboratively *with* families to set goals and plans for their child's education rather than involve them *in* activities
 - b. Reinforce high expectations for student success and help families understand how to communicate high expectations to their children
 - c. Ensure that families know classroom schedules, expectations, and procedures
 - d. Explain and demonstrate what their approach to teaching and learning looks like (i.e., through mini-lessons, parent observations, etc.)
 - e. De-mystify grade-level and classroom standards and assessments so that families understand what their child is learning in class
 - f. Provide accessible, ongoing information and data so families understand and regularly monitor their child's strengths, weaknesses, performance, and progress
 - g. Share tools, strategies, and tips with families about how to support learning at home and create a home environment conducive to learning

4. Educators are relentless and creative at communicating with families. Specifically, they:
 - a. Have a manageable but pro-active system in place to share information with and solicit feedback from families
 - b. Provide guidance to families about when and how to contact them
 - c. Respond to families consistently and in a timely way
 - d. Identify families' preferred methods of communication and differentiate their communication strategies based on these preferences
 - e. Contact families with good news and updates, as well as when there is a concern
 - f. Maintain a non-adversarial approach to families and engage in productive problem-solving when issues arise
 - g. Use demonstration and modeling as key communication strategies

SHORT-TERM OUTCOMES

What does successful family engagement look like in the school?

1. The school encourages and supports staff in their family engagement efforts. Specifically:
 - a. The principal or head of school provides clear expectations for family engagement and holds people accountable for meeting those expectations
 - b. School staff receive guidance, professional development, and coaching on their approach to families and effective strategies for family engagement
 - c. School staff have allocated time to communicate with and engage families
 - d. School staff share ideas and coordinate family engagement efforts with one another
 - e. The principal or head of school provides feedback about the quality and impact of school staffs' family engagement practices

2. The school shares ownership and accountability for family engagement. Specifically:
 - a. The principal, parents, and school staff participate in a family engagement action team (which could be an existent or ad-hoc shared decision-making body)
 - b. The family engagement action team develops and implements a family engagement action plan that is tied to school learning and instruction goals
 - c. The school evaluates its progress in achieving family engagement outcomes
 - d. The principal ensures that parent-focused staff, organizations, and councils are effectively building the capacity of the school for higher-quality family engagement
 - e. The school complies with federal and local requirements for family engagement

3. The school has a welcoming climate for families. Specifically:
 - a. The principal or head of school is visible and models how to build productive, trusting relationships with families
 - b. Families receive a consistent and positive customer service approach across school staff
 - c. The school is family-friendly, inviting, safe, and made easy to navigate for families
 - d. Families receive logistical support (i.e., child care, transportation vouchers, food provision, etc.) to make school-based family engagement easier
 - e. The school breaks-down school-wide programming into cluster-level, grade-level, and/or classroom-level opportunities for families to be involved

4. The school has a robust home-school communication system in place. Specifically:
 - a. The principal ensures that families get consistent expectations and invitations for their engagement across teachers and school staff
 - b. The school has systems in place for families to efficiently get in touch with school staff and for school staff to efficiently be in touch with families
 - c. The school has systems in place for families to receive regular updates and information on their child's attendance, performance, and progress
 - d. The school shares information with families in a language and format that is accessible to them
 - e. The school shares information on classroom policies, homework, testing schedules, calendars, involvement opportunities, etc.

5. The school is a place that shares power with families. Specifically:
 - a. The school ensures that opportunities for involvement are inclusive and that family engagement efforts reach *all* families
 - b. School staff solicit information from families to help plan, implement, and evaluate family engagement (and other) strategies and goals
 - c. Families and school staff work collaboratively to define school goals and make plans to meet those goals
 - d. Families participate in governance and leadership councils to improve school quality

6. The school and/or community-based organizations offer programming and services to support families. Specifically they:
 - a. Help families understand the importance of their involvement and ways they can communicate the value of education to their child
 - b. Ensure that families understand key educational and developmental milestones and how to effectively guide their child to reach these milestones
 - c. Train families to understand and support the general learning and life skills of their child such as literacy development, college preparation, IEP service provision, etc.
 - d. Help families identify what high-quality teaching and learning practices look like and how to assess whether their child is receiving an excellent education
 - e. Offer opportunities for families to learn about and improve their parenting and child-rearing practices
 - f. Empower families to develop their leadership and advocacy skills to effect school- or system-level change
 - g. Help families develop and reach their own educational and career goals, including classes for GED, ESL, technology, and workforce development
 - h. Meet families' basic needs, including social, emotional, physical, and health services
 - i. Facilitate positive relationships and community-building among families and between families and the school