



Framework – Family Engagement

21st CCLC sites will report how many Adult Family Members participants were recorded for each program year on state and federal reports. Each family member of a 21st CCLC attendee may be counted once per program year. Child and youth-serving systems broadly define “family” in family engagement as including parents, grandparents, guardians, extended family and other adult caregivers. This expanded definition acknowledges today’s varied family units and their needs for extended supports.

Definition

For schools and districts across Arizona, family engagement is rapidly shifting from random family involvement activities to an integral part of education reform efforts with meaningful engagement partnership practices that include trusting relationships and are linked to learning. Family engagement is not optional, it is necessary and rooted in a wide body of research demonstrating the beneficial effect of family-school partnerships. It is one of the single most important factors in helping students succeed in school. Family engagement refers to an intentional and systemic partnership of education, family, and community members who share responsibility for a student’s preparation for school, work, and adult life. The shared vision and responsibility are reflected in sustainable family engagement policies, principles, and practices.

Key Components for Building Capacity

1. System Vision

- **Systemic:** Family-school partnerships are essential supported across the organization.
- **Integrated:** Capacity building is integrated into all aspects of site’s improvement strategy.
- **Sustained:** School leaders are committed to, and have a systemic vision of, family-school partnerships that are supported with resources and infrastructure.

2. Essential Conditions and Opportunities

- **Trusting Relationships:** School-home relationships promote empathy and respect.
- **Welcoming and Affirming Environments that are Culturally Responsive:** All families are welcome in safe and healthy environments where learning is grounded in a cultural view where multiple expressions of diversity are recognized and regarded as assets for teaching and learning.
- **Two-way communication:** Comprehensive home-school communication plan where sites are not talking **TO** families but doing work **WITH** families.
- **Linked to Learning:** Intentionally involve families in systemic academic improvement activities.

3. Families Engaged in Diverse Roles

- **Social Capital:** Families act, lead and become advocates and leaders themselves.
- **Self-Efficacy:** Families have a sense of comfort and confidence to encourage student success.
- **Shared Values and Principles:** Families are essential assets, equitable partners, and informed decision makers.
- **Equitable Partnerships:** 21st CCLC programs value and encourage-the voices, knowledge, expertise, capacity and experiences of all 21st CCLC families as stakeholders.
- **Adult Education Champions:** Engaged adults understand the power of human connection and insist that students have the pathways to reach their full potential.



★ The Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Title IV-B program is funded by a federal grant from the U.S. Department of Education and administered by the Arizona Department of Education. For more information visit: <http://www.azed.gov/21stcclc/>



What are the Best Practices Happening in Arizona's 21st CCLC K-12 Sites?

Long gone are the days that families should be on campus to be engaged. The ADE is dedicated to strengthening the voice of families and bringing focus to meeting families where they are and planning **WITH** not for the family. 21st CCLC programs shall track engagement to understand barriers, record participation, and monitor progress.

Systemic Practice (School Climate and Culture that Engages Every Family)	Family Literacy and Related Services Linked to Learning (Opportunities to involve families in academic improvement activities.)	Shared Responsibility and Leadership (Family Efficacy and Decision-Making)
<p>Welcoming Environment - Meaningful Interactions</p> <ul style="list-style-type: none"> • Positive association that is culturally responsive, respectful and empathetic • Physical and emotional safety for families at school • Relationship building activities - Family networks to build connections • Access and Equity • Welcome letters and calls to exchange ideas and expectations for home and school • Complete check-in calls that are continuous by same person to start building trusting relationships and connecting on a human level • Parent drop off and pick up greetings • Family friendly volunteer policies <p>Effective Communication</p> <ul style="list-style-type: none"> • Front office or high traffic areas bulletin boards/ marquees • Newsletters/Calendars – multiple modalities such as social media, video tools, blogs, class webpage • Multiple layers of Communication – early on and frequent • Communication in multiple languages • Two-Way communication • Listen and Learn through conversations, surveys, and other local methods • Virtual home visits <p>Train staff how to work with families as equal partners</p>	<p>Linked to Learning Activities</p> <ul style="list-style-type: none"> • Adult literacy, parenting and other adult education classes/workshops • American Dream Academy (ASU) • Increased graduation rate seminars • College applications, and scholarships assistance • Showcases and culminating events for OST school classes • Monthly or quarterly events (related in content – series) • STEM/STEAM project events • Take home activities • Interactive Make It/ Take It • Virtual YouTube, Ted Talks or other video viewing with response ticket • Parent Resource Centers • Health and Wellness classes & programs • Incoming Freshman Nights or Next Grade Up Nights • Award and recognition ceremonies <p>Family Engagement at Home</p> <ul style="list-style-type: none"> • Discuss expectations and importance of learning • Discuss college, careers, and child’s dreams • Create positive study environments • Limit TV watching and video games and encourage creativity, problem solving and reading • Assist with organizing homework • Discuss behavior, self-discipline and work habits • Celebrate child’s successes and support challenges 	<p>Family/School Partnership</p> <ul style="list-style-type: none"> • Families are essential members of the learning team • Web-based outreach, community groups, town hall meetings, information fairs, and public forums • Shadow child • Encourage volunteering • APTT (Academic Parent Teacher Teams) • Parent Organizations participation • Parent Universities • Student Led Conferences • Include families in goal setting/planning • Data Driven Information Nights • Participation on Parent Advisory Committee • Formal Parent Leadership Program with Certificate of Completion • Parent Capacity Building Workshops to build self-efficacy/confidence • Parent Institute for Quality Education trainings to increase skills and knowledge • Form partnerships to integrate community resources and services <p>Families in Diverse Roles</p> <ul style="list-style-type: none"> • Co-creators • Supporters • Encouragers • Monitors • Advocates • Role Models



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