



April 30, 2025

Utilizing Family Engagement to Improve Outcomes

Decades of research tells us that engaging families in their children's learning and development is a key factor driving positive child outcomes.





What do you notice or would assume about this family?





Families are changing.

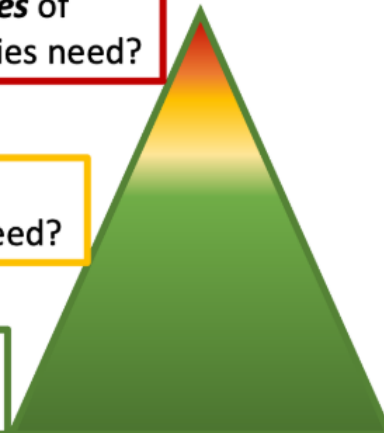
Are we?



What supports do a ***few families*** of underserved students with disabilities need?

What supports do ***some families*** of underserved students with disabilities need?

What supports do ***all families*** of underserved students with disabilities need?



Agenda

- Family Engagement Policy
- Family Engagement Competencies/Frameworks
- Intentional Planning
- Evaluation
- Resources/Questions/Close



What does the law say?

According to Public Law 114-95, Section 1116, school districts and schools receiving Title I, Part A funds are required to develop jointly with, agree upon, and distribute to families of participating children a written parent and family engagement policy.

District/Site Family Engagement Policy

The **district parent and family engagement policy** must describe, at a minimum, how the district will:

- Involve parents and family members in the joint development of the district plan;
- Provide the support necessary to assist schools in implementing effective family engagement activities to improve student performance;
- Conduct an annual evaluation of the effectiveness of the policy in improving the academic quality of Title I schools, including identifying barriers to greater participation by families (especially family members who are economically disadvantaged, disabled, have limited English proficiency, have limited literacy, or are a racial or ethnic minority), and use the findings to revise engagement policies design strategies to support successful school and family interactions and; and
- Involve families in school activities, which may include establishing an advisory board to develop, revise, and review the engagement policy.

The **school parent and family engagement policy** must describe, at a minimum, how the school will:

- Convene an [annual meeting](#) to describe the school's participation in the Title I, Part A program and the rights of families to be involved;
- Offer a flexible number of meetings;
- Include parents and family members in the planning, review, and improvement of the parent and family engagement policy and programs;
- Provide timely information about family activities, a description and explanation of the school's curriculum, forms of academic assessment, and expected achievement levels;
- Jointly develop with families, a [school-parent compact](#) that outlines how families, school staff and students will share the responsibility for improved student academic achievement and develop a partnership to help students achieve state standards; and support a partnership among the school, families, and community to improve student academic achievement through the following activities:
 - Providing assistance to parents and families in understanding topics such as the state's academic standards, state and local academic assessments, the requirements of Title I and how to monitor a child's progress and work with educators;
 - Providing materials and training to help parents and families work with their children to improve achievement;
 - Educating school personnel, with the assistance of families, in the value and utility of the contributions of families, and how to reach out to, communicate with, and work with families as equal partners;

Family Engagement Competencies/Frameworks to Impact Student Academic Outcomes



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 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 and 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.

Systemic Practice
Involvement - Access
(School Climate and Culture that Involve Every Family)


Family Literacy and Related Services
Linked to Learning
Engagement - Understanding
(Opportunities to Engage families in academic improvement activities.)

Shared Responsibility and Leadership
Empowerment - Action
(Family Efficacy and Decision-Making)

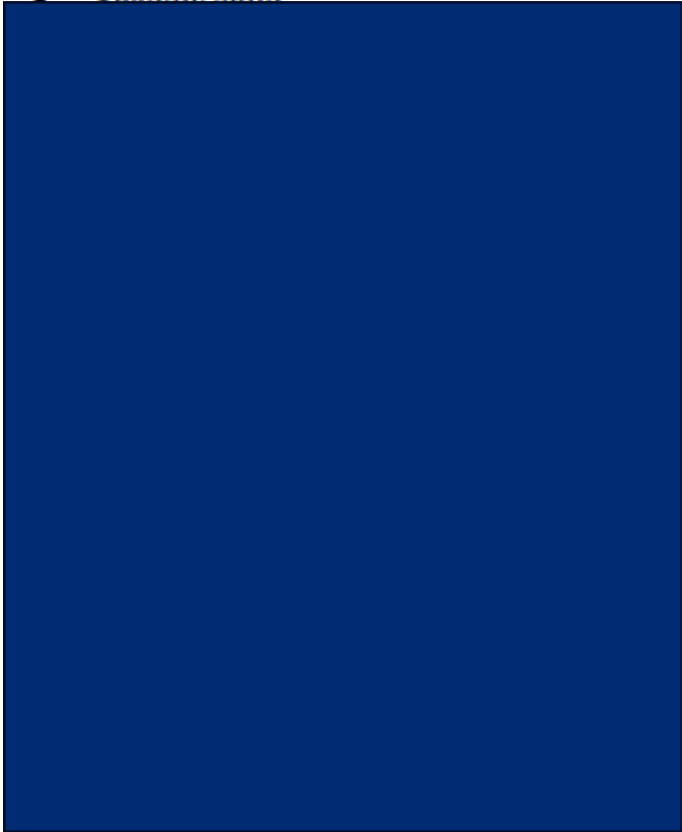
Welcoming Environment - Meaningful Interactions




Linked to Learning Activities



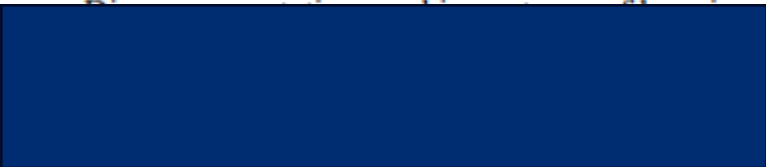
Family/School Partnership



Effective Communication



Family Engagement at Home



Families in Diverse Roles



Systemic Practice Involvement - Access (School Climate and Culture that Involve Every Family)	Family Literacy and Related Services Linked to Learning Engagement - Understanding (Opportunities to Engage families in academic improvement activities.)	Shared Responsibility and Leadership Empowerment - Action (Family Efficacy and Decision-Making)
<p>Welcoming Environment - Meaningful Interactions</p> <ul style="list-style-type: none"> Relationship Building activities - Cafecito's Family Champions Bulletin Board and other Recognition Welcome Packet and/or Orientation for new families Check-in calls that are continuous by same person to start building trusting relationships and connecting on a human level Quarterly phone and in-person conferences Educate families of their rights School walk-thrus <p>Effective Communication</p> <ul style="list-style-type: none"> Front office or high traffic areas bulletin boards, marquee, and suggestion box Newsletters/Calendars Translate information Two-Way communication Family-Friendly Apps Family Handbook Community Resource Handbook Community Resources and School Information Fairs, Job Fairs, Referrals to social services agencies Virtual Home Visits 	<p>Linked to Learning Activities</p> <ul style="list-style-type: none"> Adult Literacy, Parenting classes/workshops Scholarships for community offered classes (GED, English, Financial, Navigating Schools) American Dream Academy (ASU) Increased Graduation Rate seminars College Applications, and Scholarships info Family College tours Showcases and culminating events for OST classes Quarterly Family Nights (series/not one time event) Take-Home activities Interactive Make It/ Take It Virtual YouTube, Ted Talks or other video viewing with response ticket Parent Resource Centers - Community Closet Good Habits calendars Health and Wellness classes & programs Lending Library (books, games to support learning) Whole School/Grade Level Book Study (and culminating activities) <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 	<p>Family/School Partnership</p> <ul style="list-style-type: none"> Shadow child Volunteering opportunities Parent Show and Tell APTT (Academic Parent Teacher Teams) Parent Organizations participation Parent Universities Student Led conferences Data Driven information nights Parent Advisory committee Board Meetings Formal Parent Leadership program with certificate of completion Parent Institute Be Your Child's Advocate training Parent Input surveys Community forums/study groups Family buddy system Family networking Parent Progress Reports (to rate child and school) <p>Families in Diverse Roles</p> <ul style="list-style-type: none"> Supporters Problem Solvers Encouragers Monitors Advocates

Parent/Family Involvement Activities

- Clear Communication
- Expectations on Both Sides
- Visible and present
- Accountability

School Initiated

At School

- Creates a welcoming environment
- Celebrates families and the assets they bring to schools,
- Work with families as partners to improve student achievement
- Assist families to access community resources
- Create and support parent resource center.
- Solicit input from families on family engagement/involvement policies.

At Home

- Promote effective two-way communication with families.
- Assist families to create home conditions to support academic achievement.
- Provide information on expectations, standards, and how families can be involved, in an accessible language and format.
- Keep families informed on student progress and maintain regular communication

Family Initiated

At School

- Attend parent-teacher conferences.
- Visit your child's classrooms.
- Volunteer in the classroom or at the school.
- Volunteer at lunch or after school to support students.
- Attend or support school wide events
- Visit parent resource center.
- Attend site council meetings.
- Participates on school-level advisory committees.


At Home

- Provide a quiet space at home for homework.
- Limit TV watching and video games.
- Read out loud to your student.
- Talk about school and the importance of learning.
- Respond to school surveys.
- Communicate with teachers about questions or concerns.
- Talk about college and careers.
- Help organize homework.
- Link learning to current events.
- Have high expectations and provide lots of love and guidance.

Mustangs' Essential "5"

THE ESSENTIAL 55

1. When responding to any adult, you must answer by saying "Yes ma'am" or "No sir."
2. Make eye contact.
3. If someone in the class wins a game or does something well, we will congratulate that person.
4. During discussions, respect other students' comments, opinions and ideas.
5. If you win or do well at something, do not brag. If you lose, do not show anger.
6. If you are asked a question in conversation, you should ask a question in return.
7. When you cough or sneeze or burp, it is appropriate to turn your head away from others and cover your mouth with the full part of your hand.
8. Do not smack your lips, tick, roll your eyes, or show disrespect with gestures.
9. Always say thank you when I give you something.
10. When you receive something, do not insult the gift or the giver.
11. Surprise others by performing random acts of kindness.
12. When grading other students' papers, give only the correct grade.
13. Follow along when we read together in class.
14. Answer all written questions with a complete sentence.
15. Do not ask for a reward for good grades or behavior.
16. You must complete your homework every day.
17. Subject transitions will be swift, quiet and orderly.
18. Be as organized as possible. When homework is assigned, do not moan or complain.
19. When homework is assigned, do not moan or complain.
20. When a substitute teacher is present, all class rules still apply.
21. Follow the specific classroom protocols.
22. You may bring a bottle of water to class; you may not leave for a drink of water during class.
23. Know other teachers' names and greet them in the hall by name.
24. Keep yourself and bathrooms clean and germ-free.
25. Greet visitors and make them feel welcome.
26. Do not save seats in the lunchroom.
27. Do not stare at a student who is being reprimanded.
28. Call me if you have a question about homework and leave a message - once.
29. Observe the ABCs of etiquette.
30. After dining in the cafeteria or elsewhere, be responsible for your trash.
31. In a hotel room, leave a tip for the hotel workers who clean your room.
32. On a bus, always face forward.
33. When meeting new people, shake hands and repeat their names.
34. When offered food, take only your fair share.
35. If someone drops something and you are close to it, pick it up.
36. Hold the door for people rather than letting it close on them.
37. If someone bumps into you, say excuse me, even if it was not your fault.
38. On a field trip, enter a public building quietly.
39. On a field trip, compliment the place you are visiting.
40. During an assembly, do not speak or call out to friends.
41. At home, answer your phone in a polite and appropriate manner.
42. When returning from a trip, shake the hand of every chaperone.
43. On escalators, stand to the right, walk on the left.
44. When standing in line, keep your arms at your sides and move quietly.
45. Never cut in line.
46. No talking in a movie theater during the movie.
47. Do not bring Doritos into the school building.
48. If anyone is bullying you, let me know.
49. Stand up for what you believe in.
50. Be positive and enjoy life.
51. Live so that you will never have regrets.
52. Learn from your mistakes and move on.
53. No matter the circumstances, be honest.
54. Carpe Diem.
55. Be the best person you can be.

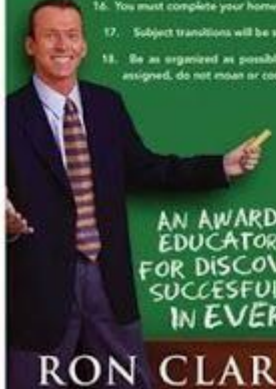


The Essential 55

Rules from

THE RON CLARK ACADEMY

An Apple for the Teacher



AN AWARD-WINNING EDUCATOR'S RULES FOR DISCOVERING THE SUCCESSFUL STUDENT IN EVERY CHILD

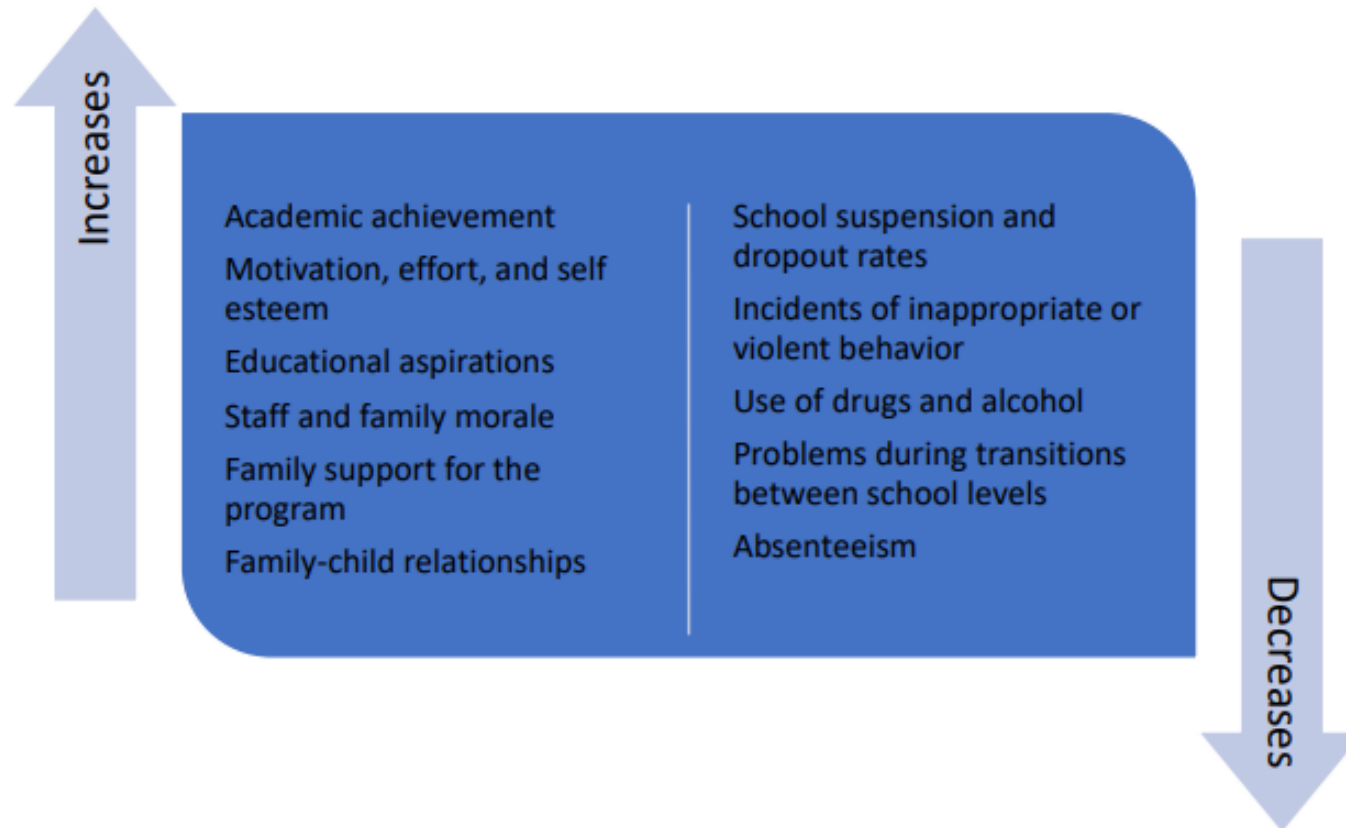
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Family Engagement Planning

Intentional – Know Goals (more impact)

FAMILY ENGAGEMENT:



STRONG

Connections
to Student
Learning

WEAK

Educators organize math nights and give information to families, but there are limited opportunities for dialogue and few families attend.

Educators and family leaders jointly plan interactive trainings for family members on how to support college and career readiness.

examples

Educators send out announcements about meetings and information on school social events via email, text, and social media.

Families are comfortable participating and volunteering for social events, fundraising, etc., but don't have opportunities to develop skills or knowledge to support student learning.

WEAK

Trusting
Relationships

STRONG

Family Outcome	Become and/or remain involved in student's education as student transitions into high school.
Obstacle	Family engagement tends to drop off as teens enter high school because families are intimidated by the high school environment and feel less confident about supporting their teen's academic progress at that level.
Strategy	<p>Create a more seamless family engagement pathway into and out of high school so families remain engaged throughout their teen's high school grades.</p> <p>Specific school and community actions to carry out strategy:</p> <ul style="list-style-type: none"> ■ Create a summer freshman academy program involving students and families to support transition from eighth to ninth grade. ■ Engage in more proactive outreach efforts to make families aware of high school course-work requirements and what teens need to accomplish in order to graduate on time. ■ Hire parent liaisons to maintain ongoing communication with parents of at-risk ninth graders to help connect them to academic and other support services.

Example: High School

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.

TYPE 3
VOLUNTEERING

Recruit and organize parent help and support.

Sample Practices

- School and classroom volunteer program to help teachers, administrators, students, and other parents.
- Parent room or family center for volunteer work, meetings, resources for families.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.
- Class parent, telephone tree, or other structures to provide all families with needed information.
- Parent patrols or other activities to aid safety and operation of school programs.

Challenges

- Recruit volunteers widely so that *all* families know that their time and talents are welcome.
- Make flexible schedules for volunteers, assemblies, and events to enable parents who work to participate.
- Organize volunteer work; provide training; match time and talent with school, teacher, and student needs; and recognize efforts so that participants are productive.

Redefinitions

- *"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.*

Results for Students

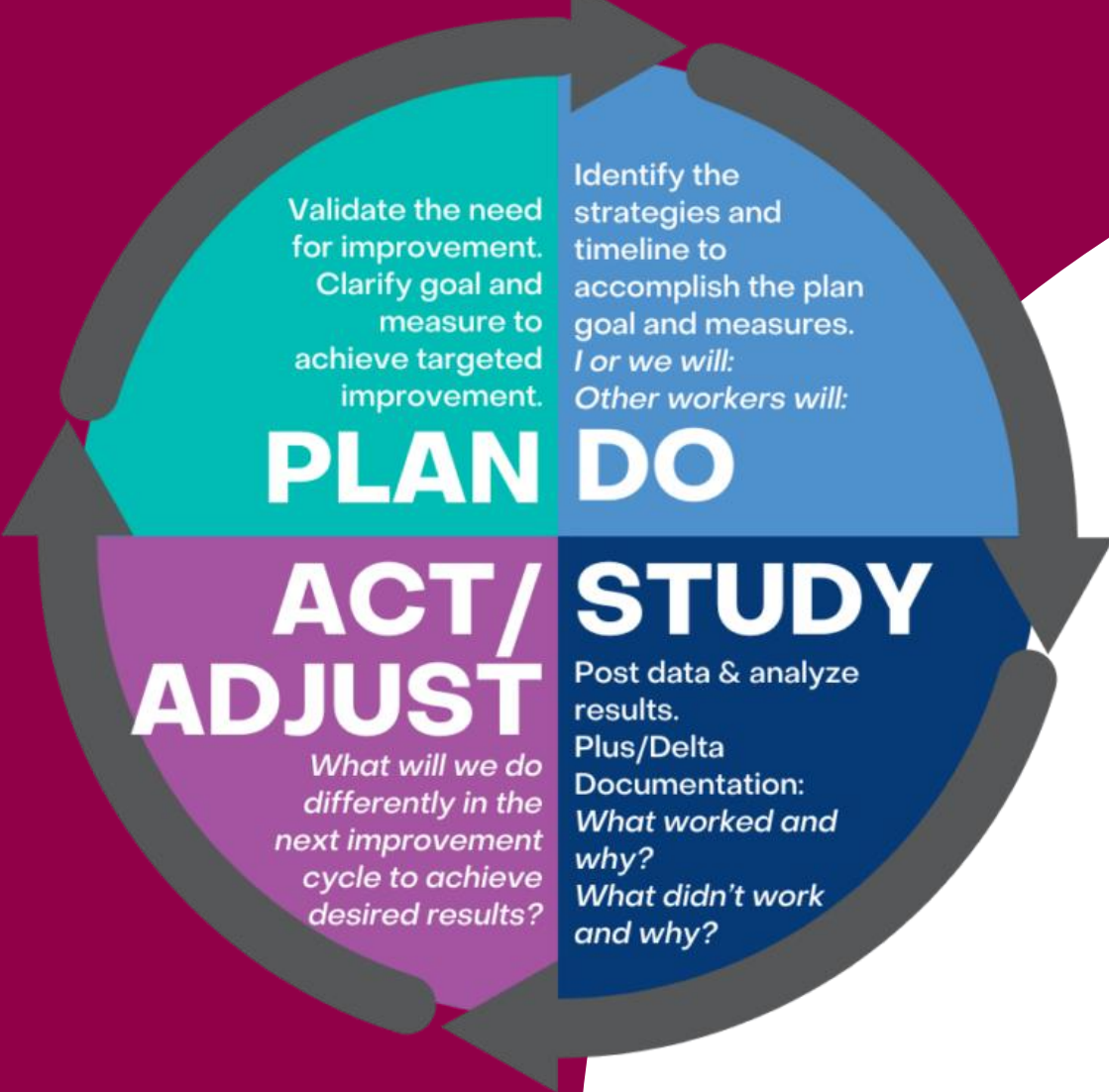
- Skill in communicating with adults.
- Increased learning of skills that receive tutoring or targeted attention from volunteers.
- Awareness of many skills, talents, occupations, and contributions of parent and other volunteers.

Results for Parents

- Understanding teacher's job, increased comfort in school, and carry-over of school activities at home.
- Self-confidence about ability to work in school and with children or to take steps to improve own education.
- Awareness that families are welcome and valued at school.
- Gains in specific skills of volunteer work.

Results for Teachers

- Readiness to involve families in new ways, including those who do not volunteer at school.
- Awareness of parents' talents and interests in school and children.
- Greater individual attention to students, with help from volunteers.



Final Activity Evaluation

Assessing Current Family Engagement Strategies for Impact

Family Engagement Action Plan

Directions: In the left column, list your Family Engagement Action Plan strategies. Assess each strategy based on the amount of **effort** (the amount of time and energy required to plan, organize, prepare and deliver) it took and the **impact** (Did it meet the goal?) it made.

[illegible]

A man and a woman are shown from the chest up, looking upwards with expressions of hope and aspiration. The man is in the foreground, wearing a white tank top, and the woman is behind him, also in a white top. They are positioned on the left side of the frame. In the background, a large, dark, rectangular sign with a distressed, hand-painted texture is mounted on a wall. The sign features the word 'EMPOWERED' in large, bold, orange capital letters, and the word 'FAMILIES' in large, bold, white capital letters. The sign is set against a light-colored wall with a subtle pattern of small dots. To the right of the sign, a building with a blue facade and a yellow dome is visible, along with several flags. The bottom of the image is a solid red color, separated from the rest of the scene by a torn paper effect.

EMPOWERED FAMILIES

Resources

- [National Association for Family, School, and Community Engagement \(NAFSCE\)](#)
- [Family Engagement: A Guide to Tools, Strategies and Resources](#) (After School Alliance)
- Flamboyant [Foundation Resources](#)



ESEA Field Day Questions





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