



COLORADO
Department of Education



**FAMILY, SCHOOL,
AND COMMUNITY
PARTNERSHIPS
P-12 FRAMEWORK:
USER'S GUIDE
FOR COMMUNITY-BASED
PARTNERS**

OFFICE OF FAMILY, SCHOOL, AND COMMUNITY
PARTNERSHIPS

201 E. COLFAX AVE., DENVER, CO 80203

303-562-8175

HUTCHINS_D@CDE.STATE.CO.US



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A Note from the Office of Family, School, and Community Partnerships

I am thrilled to share with all of you this User's Guide and Self-Assessment Rubric to accompany the Preschool-12th Grade Family, School, and Community Partnerships (FSCP) Framework. The Colorado Department of Education (CDE) Office of Family, School, and Community Partnerships, P-3 Office, and Office of Learning Supports co-developed this document with assistance from Dr. Steven B. Sheldon. The purpose of this User's Guide and Self-Assessment Rubric is to offer community partners a vision of partnership programs and a way to evaluate their program's efforts to engage the families and community of their students.

The journey to create Colorado's P-12 FSCP Framework began in June 2018. Three offices with the CDE joined a cohort with nine other states from across the country, each of whom had the goal of writing their own state framework. Over the course of 18-months, CDE staff worked with district leaders, school staff, families, and community partners from across the state to gather input about how Colorado can cultivate and sustain partnerships linked to positive student outcomes. Four themes emerged, which became the Framework's Essential Elements:

- Create an Inclusive Culture.
- Build Trusting Relationships.
- Design Capacity-Building Opportunities.
- Dedicate Necessary Resources.

Our hope is that this User's Guide can help early childhood programs, districts, schools, and community partners to bring the P-12 FSCP Framework to life at their sites and in their communities. We are confident that using these resources as suggested, with the recommended stakeholders, will lead to more systemic, sustainable, and effective FSCP, yielding positive academic and behavioral student outcomes.

Your friends at the Colorado Department of Education look forward to helping you on your journey and seeing the progress you make toward more equitable family, school, and community partnerships.

In Partnership,

Darcy Hutchins, Ph.D.

Director of Family, School, and Community Partnerships
Colorado Department of Education

P-12 Family, School, and Community Partnerships Framework

Family School and Community Partnerships (FSCP)

A Preschool through 12th Grade Guide for Colorado School Districts



FAMILY SCHOOL AND COMMUNITY PARTNERSHIPS



Definition:

Families, early childhood programs, schools, and communities actively partnering to develop, implement, and evaluate effective and equitable practices to improve educational outcomes for children and youth.

The below **4 Essential Elements** will help you guide your way.



Create an Inclusive Culture

Create an Inclusive Culture

An inclusive culture honors the lived experience of families in early childhood programs and/or the school community. Self-assess with the following:

- How are your practices inclusive of all families?
- How are you learning about families lived experiences?
- Who is leading and supporting the creation of the welcoming culture?

Build Trusting Relationships

Trusting relationships enable families and programs/schools to partner about the education outcomes for children and youth. Self-assess with the following:

- What do trusting relationships look like in your program/district/school?
- How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
- How do you leverage relationships with families to achieve your program/district/school goals?



Build Trusting Relationships



Design Capacity-Building Opportunities

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth. Self-assess with the following:

- How do you use the context expertise of families to better your content expertise?
- How are you utilizing the assets of your families in your programs/schools?
- How are you using FSCP as a school improvement strategy?

Dedicate Necessary Resources

Necessary resources integrate and elevate partnering practices to scale. Self-assess with the following:

- How do you implement evidence-based practices to cultivate and sustain FSCP?
- Where are you now and where will you go?
- How will you continually improve your family partnerships through community-based resources?



Dedicate Necessary Resources

[FSCP link for statute, research, and promising practices that provide the foundation for these 4 Essential Elements.](#)

Introduction

For decades, research has demonstrated the important role families play in shaping children's learning and education. Family engagement in the school, for example, has been connected to higher school levels of academic achievement.ⁱ Additionally, an extensive body of research has shown that family engagement at home and in the school are associated with higher levels of academic achievement for students,ⁱⁱ as well as early childhood outcomes such as school readiness and socio-emotional competences.ⁱⁱⁱ Equally important, family engagement has been identified as an essential ingredient necessary for sustained school improvement.^{iv}

Despite the abundant evidence linking family, school, and community partnerships to school and student achievement, educators have found it challenging to implement practices that engage families and community partners beyond traditional school-based events such as parent-teacher conferences and back-to-school nights. These efforts have not been able to realize the goals of educational equity and improved academic achievement for students from historically marginalized communities. As a result, numerous researchers have suggested the need to shift our thinking from "hard-to-reach" families to "hard-to-access" schools.^v

In this spirit, the federal government issued The Dual Capacity-Building Framework^{vi} to provide guidance for State Departments of Education and school districts to implement programs of family and community engagement. This framework emphasizes the importance of developing the skills and knowledge of families and educators on the issue of family and community engagement; describes the organizational conditions necessary to facilitate equitable family, school, and community partnerships; and discusses the critical educator and family outcomes that lead to children's educational outcomes.

To date, few frameworks exist that can guide community-based partners to develop family, school, and community partnership programs with attention to student outcomes and social justice.^{vii} Traditional frameworks that describe different types of family involvement have been criticized for being silent on issues of equity.^{viii} Additionally, though vital as a resource for K-12 FSCP, The Dual Capacity-Building Framework does not address preschool programs. This rubric presents a vision of family, school, and community partnerships for community partners where social justice and equity function to help students succeed in schools.

Understanding the Rubric

The Colorado Department of Education (CDE) rubric about Family, School, and Community Partnership (FSCP) was developed in order to provide community-based partners an image of what effective and high-impact work in this area looks like. Additionally, the rubric is intended to provide a scheme presenting a developmental continuum on which programs and organizations can identify their current level of engagement with families and school partners, as well as understand next steps and a path toward more excellent and equitable partnership programs.

Rubric Description

Building on the Essential Elements of FSCP, this rubric provides community partners the ability to conduct a self-assessment and to reflect on their approach to family and school engagement. Kim and Sheridan discuss how strong programs of family, school, and community partnerships require that programs create organizational structures and norms to support these practices. The Essential Elements and this self-assessment rubric reflect this, providing users the opportunity to systematically examine both aspects of their program/organization's approach to FSCP.

The Family, School, and Community Partnership Office at the CDE developed the Essential Elements to help guide community partners' understanding of the characteristics of high-quality partnership programs. Strong programs of FSCP create inclusive cultures, build trusting relationships, design opportunities to build capacity, and dedicate necessary resources to implement and scale-up partnership efforts. Within each of these elements, the CDE offered three questions for community partners to use as prompts for reflection.

The Essential Elements Rubric presented in this document provides users a more structured way to reflect on their partnership efforts using a 4-point rating scale across the four elements. For each question within an element, community partners can rate their current practices as: Not Working on This, Early or Developing Stage, Proficient, or Excelling. These rating levels are intended to be developmental, with each successive level building on the one prior.

What do Excelling Programs look like?

According to Epstein and Sheldon,^x the purpose of implementing programs of family, school, and community partnerships should be to promote and help realize equity within our educational system, alongside attention to improving student outcomes. This was a guiding principal in the development of this self-assessment rubric. As a result, the description of excelling programs across the Essential Elements include, among other qualities, a commitment to educational equity.

Community partners with excelling programs will demonstrate high levels of implementation across several domains that research has shown to be predictive of strong FSCP programs that drive important outcomes. While the domains described below relate to education-specific settings, community partners with excelling programs will reflect similar characteristics.

These domains include:

- **School and program leadership** – Studies indicate that principals and other school or program leaders (i.e., childcare center directors) are critical to the successful implementation of FSCP programs. Educational leaders do this by promoting a vision and norms supporting partnerships and by allocating resources (human, financial, and material) for family, school partnerships.^{xi}
- **Attention to inequities** – Successful school (district) and program implementation of FSCP are those that attend to the everyday realities and challenges faced by traditionally-underserved families.
- **Giving voice and sharing power** - Studies indicate that effective partnership programs understand the unequal power dynamics that exist in traditional school-home relationships, where school needs drive the interactions. Excelling programs are characterized by systems that strive to give all families voice in setting the partnership agenda and maintain attention on the need to ensure that all families from all groups in the school and program community are represented on school and program decision making committees.^{xii}
- **Programmatic approach, not events** – Family, school, and community partnerships are more than a collection of events. Sustainable and effective efforts are part of a systemic effort that is integrated into the regular organizational routines of schools, early childhood programs, and districts. Additionally, partnerships programs need to move beyond school-based events to include curricular and other practices that take place in families’ homes and communities.^{xiii}
- **Teamwork & shared leadership** – District leadership is critical, but the most successful programs facilitate leadership from a variety of sources. Family, school, and community partnerships are more likely to be sustained when the power to plan and implement practices is shared among administrators, teachers, families, and community partners. In the secondary schools, successful programs empower students to provide leadership by asking them about their perceptions and preferences related to the involvement of their families in their schooling.^{xiv}
- **Evaluation** – Program evaluations serve two purposes, to demonstrate results and to foster improvements. Districts that do not engage families and teachers in a process to collect feedback on partnership practices are not positioning themselves to improve the way they serve students and their families. Strong programs use the goals they set to guide partnership practices as an anchor for their evaluation practices.^{xv}

Using the Rubric

The self-assessment rubric in this user's guide was developed with the goal of helping community-based partners (heretofore referred to as "sites/programs/organizations") understand their family, school, and community partnership efforts in relation to the research-based ideals that the CDE wants all constituents to meet. To that end, this rubric and user's guide can provide community partners a tool to evaluate their partnership programs and help structure reflective thinking about strengths, weakness, and ways to improve.

Sites/programs are encouraged to use the self-assessment rubric *collaboratively*. Rather than having a single person rate the site/program on each question within the Essential Elements, we encourage sites/programs to put together a small group of individuals who bring different perspectives of the site, program, or organization to the evaluation process.

The benefits of this tool can only be realized if the feedback provided is honest. To foster honest feedback, we suggest asking individuals to *complete the self-assessment in private* and to have no identifying information on the assessment. It is important to recognize the power dynamics that exist between site/program leaders and staff, staff and families, as well as site/program leaders/staff and students. Also, *make the ratings anonymous* so that your participants will feel more comfortable giving feedback if they feel a lower rating is warranted.

Finally, we suggest using this self-assessment several times. The first time you evaluate your site/program with this measure, consider it a baseline assessment or starting point. Look at the Essential Elements collectively and separately. The collective rating will provide you an overall picture of how systematic, goal-focused, and equity-oriented your family, school, and community partnership program is. Examining each Essential Element on its own, however, will provide you a sense of where your strengths and weaknesses lay. A score in the middle, for example, may be the result of middle range scores across the entire assessment, or it may be the result of high scores on some elements and low scores on others. Each scenario presents a very different picture of family, school, and community partnership program implementation.

To provide an overview of the self-assessment rubric, a four-page version can be found on page 24 of this guide. The following pages present the Essential Elements rubric, one question at a time. This format of the self-assessment is expected to be more convenient for evaluation purposes. Individuals can focus on one question at a time and consider the profile that most closely represents their site/program.

The document "Guided Reflection and Discussion" is designed to walk community partners through a step-by-step process for engaging in an improvement-oriented evaluation process with this rubric. Users are encouraged to reference that section for more details on using this rubric to improve their site/program's family, school, and community partnerships.

Rubric Organization

<p>Essential Element 1: Create an Inclusive Culture</p> <p>The program/organization has created an inclusive culture honoring the lived experience of its families and students.</p>	
EE1	How are your practices inclusive of all families?
EE2	How are you learning about families lived experiences?
EE3	Who is leading and supporting the creation of the welcoming culture?
<p>Essential Element 2: Building Trusting Relationships</p> <p>The site/invests in building trusting relationships so that families and programs/organizations partner about the education outcomes for children and youth.</p>	
EE1	What do trusting relationships look like in your program/organization?
EE2	How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
EE3	How do you leverage relationships with families to achieve your program/organization goals?
<p>Essential Element 3: Design Capacity Building Opportunities</p> <p>Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.</p>	
EE1	How do you use the context expertise of families to better your content expertise?
EE2	How are you utilizing the assets of your families in your programs/organizations?
EE3	How are you using FSCP as a program/organization improvement strategy?
<p>Essential Element 4: Dedicate Necessary Resources</p> <p>The program/organization has and uses the necessary resources to integrate and elevate partnering practices to scale.</p>	
EE1	How do you implement evidence-based practices to cultivate and sustain FSCP?
EE2	Where are you now and where will you go (e.g., evaluation and goal setting)?
EE3	How will you continually improve your family partnerships through school partnerships and community-based resources?

EE1
Question 1

Create an Inclusive Culture

The program/organization has created an inclusive culture honoring the lived experience of its families and students.

Reflection Question and Proficiency Ratings –

1. How are your practices inclusive of all families?

<p>Our staff implements FSCP practices and events in ways that consider only site/program needs. Flyers, phone calls, and/or social media posts are done only in English and tell families what they need to know about registration, calendar dates for site events and holidays, and/or site policies.</p>	<p>Not Working on This</p>
<p>Our staff implements FSCP activities in ways that acknowledge diversity of family types and situations in the community but does not attempt to adapt FSCP practices to accommodate this diversity. Communications are often translated into another language or two and food may be served at site/program events.</p>	<p>Early/ Developing Stage</p>
<p>Our staff implements FSCP practices that acknowledge the diverse family types and situations that exist in the community by adapting practices to be inclusive of family experiences. FSCP practices at the site/program typically include translators, in addition to serving food. Events are planned that are intended to celebrate and empower family diversity (i.e., Latinx family night, Muslim family meeting, father involvement, Gay/Straight Alliance).</p>	<p>Proficient</p>
<p>Our staff implement FSCP practices that celebrate the diversity among families in the program community by designing practices that build on the strengths of this diversity. Events and workshops take place in the community and/or on weekends in consultation with community leaders, so that more families have easier access. Food, translation, childcare, and transportation are provided to enable more families to attend.</p>	<p>Excelling</p>

EE1
Question 2

<p><u>Create an Inclusive Culture</u> The program/organization has created an inclusive culture honoring the lived experience of its families and students.</p>	
<p>Reflection Question and Proficiency Ratings –</p> <p>2. How are you learning about families' lived experiences?</p>	
<p>No efforts are made to learn about families in the community. Our focus is on the student and getting them to excel in the site/program environment.</p>	<p>Not Working on This</p>
<p>Our site tries to learn about families solely through students or by having the site/program staff work with those who come to them for assistance.</p>	<p>Early/ Developing Stage</p>
<p>Our site/program works to learn about families by inviting them to share information about their cultural or ethnic background using a program-wide survey or some other similar method. Staff invite families to share information about their daily routines and the schedules they maintain with their children.</p>	<p>Proficient</p>
<p>Our site/program invites families to share their daily routines, cultural, and ethnic backgrounds, as well as the most pressing issues in their community, by engaging in a dialogue with site/program staff. Families are included in the planning and design of program events and practices to engage marginalized families. Site/program staff actively reach out to individual families in order to get to know them better and learn how the program can be most responsive to their needs and assets.</p>	<p>Excelling</p>

EE1
Question 3

Create an Inclusive Culture

The program/organization has created an inclusive culture honoring the lived experience of its families and students.

Reflection Question and Proficiency Ratings –

3. Who is leading and supporting the creation of the welcoming culture?

<p>There is no leadership to support the creation, expansion, or persistence of a welcoming site/program culture. Our site/program coordinator rarely talks about how welcoming we are or should be to families.</p>	<p>Not Working on This</p>
<p>The site/program leader delegates all responsibility for expanding or maintaining a welcoming and inclusive culture to someone else and rarely checks in with her/him (e.g., site/program staff).</p>	<p>Early/ Developing Stage</p>
<p>The site/program leader works closely with others from the site/program (e.g., site/program staff) and supports their efforts to develop a welcoming and inclusive culture throughout the site/program.</p>	<p>Proficient</p>
<p>The site/program leader supports a welcoming culture and empowers staff and families to have leadership in the development of FSCP programming. These efforts are visibly supported by the site/program leader through her/his active participation in FSCP efforts and by sharing a vision for equity through FSCP efforts.</p>	<p>Excelling</p>

Building Trusting Relationships

The site/program invests in building trusting relationships so that families and programs/organizations partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings –

1. What do trusting relationships look like in your program/organization?

<p>Our site/program staff do not share with families information about the program/organization's goals or whether they are meeting them. There is no person at the site/program who can help families in need of economic, health, or other kinds of social supports. The staff at this site/program are afraid to talk honestly with families if their child is having academic or behavioral problems.</p>	<p>Not Working on This</p>
<p>At our site, staff ask family leaders to help implement practices the administration and staff feel are needed. There is a staff member that is responsible for working with students and families who may need economic, health, or other social supports. Several staff avoid talking honestly with families if their child is having academic or behavioral problems because they are afraid of the families' reaction.</p>	<p>Early/ Developing Stage</p>
<p>Our site/program shares data with families about their child's development and/or performance and includes families in generating ways to help their child if he/she is developmentally behind. We include the family leaders in conversations about performance in relation to our site/program's goals for enrichment programming and enrollment and ask the family leaders to contribute ideas to help meet these goals. Most of the staff at this site talk honestly with families if their child is having academic or behavioral problems.</p>	<p>Proficient</p>
<p>The site/program shares data with all families about their child's development and/or performance and invites them to contribute ideas about how to support their child. Also, the site shares data with all families about overall levels of academic and/or enrichment program participation and engages them in multiple conversations about setting goals, ways to improve student outcomes, and overall site performance. Student performance and attendance rates are presented to families broken down by race, gender, and other student/family characteristics in order to emphasize the goals of equity and social justice. The staff at this site/program try to have early and honest conversations with families about academic or behavioral challenges so that everyone can support the child.</p>	<p>Excelling</p>

Building Trusting Relationships

The site/program invests in building trusting relationships so that families and programs/organizations partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings –

2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships?

<p>Our site/program sends out general announcements to families about events, policies, student progress reports, and calendar notifications to families en masse using flyers, robocalls, and posting on our website. We have routine family events like student showcases, family night, story time, field trips, etc. where the agenda is set and staff feel pressure to get through the event on time and, therefore, cannot leave time for questions.</p>	<p>Not Working on This</p>
<p>Our site/program sends out general announcements to families about events, policies, student progress reports, and calendar notifications using flyers, robocalls, and our website. Staff also send home information about site/program events directly to families using e-mail or text messaging. E-mail addresses of staff and site/program leaders are easy to find on the website. Family events have time for families to ask staff questions. All communications with families are translated into the most prevalent languages spoken by families in the program.</p>	<p>Early/ Developing Stage</p>
<p>Staff occasionally send e-mail messages to families about their child's developmental and/or academic progress, as well as the academic and enrichment objectives and how the program will help children attain these. All family events provide families a way to share feedback on the event and time to do so. Families can provide input to the program through formal meetings with the site/program leaders or through solicitations using e-mail or paper-based strategies. All communications with families are translated into the most prevalent languages spoken by families in the program.</p>	<p>Proficient</p>
<p>Staff at the site/program send e-mail messages to families at least every other week and encourage families to respond if they have questions or concerns. All family events such as student showcases, family night, story time, field trips, etc. have time for families to share their experiences and concerns built into the event. Families are asked what kind of programs they want, and this helps determine the activities that are planned. Family feedback and input is solicited from those who cannot attend site events. Feedback is used to improve site practice and plan for future actions.</p>	<p>Excelling</p>

EE2
Question 3

Building Trusting Relationships

The site/program invests in building trusting relationships so that families and programs/organizations partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings –

3. How do you leverage relationships with families to achieve your program/organization goals?

<p>Our site/program leaders and staff do not include families in efforts to improve program outcomes or to reach program goals for students. Improvement efforts are focused on academic and enrichment programming. Families are asked to help the site/program primarily by supporting fundraisers, volunteering in program events, and attending sporting and performing arts events.</p>	<p>Not Working on This</p>
<p>The site/program leaders and staff ask families to support the site/program by helping plan and contribute beyond fundraising, volunteering on-site, or attending sporting and performing arts events, and includes activities like multicultural nights or other program events. Improvement efforts include a focus on developing a welcoming climate for families.</p>	<p>Early/ Developing Stage</p>
<p>We survey families and ask about their own lives, cultures, and ways (funds of knowledge) they would feel comfortable helping or contributing to the site/program and/or their child's academic and enrichment programming. Families are asked to sit on site/program committees and advocate on behalf of families.</p>	<p>Proficient</p>
<p>Staff get to know their students' families and make sure they know how to contact the site/program staff. Families are encouraged to ask staff about their child's development or learning. Sites/programs train families in effective leadership and ask them to discuss site/program goals, plan family engagement practices, and serve as ambassadors to the community. Families are given leadership roles in the partnership work and may help staff with program activities.</p>	<p>Excelling</p>

EE3
Question 1

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings –

1. How do you use the context expertise of families to better your content expertise?

<p>Site/program decisions are driven almost entirely by professional or licensure guidelines/requirements for academic and programming and student success. Our site/program implements only standards-driven curriculum to organize programming and deliver academic or enrichment instruction and/or does not use a curriculum.</p>	<p>Not Working on This</p>
<p>Site/program decisions are driven mostly by professional or licensure guidelines/requirements for academic and enrichment programming and student success, but we consider how to communicate with families and how different families might respond before we implement anything. Our site/program implements standards-driven curriculum and staff create lesson plans and activities with families in mind. Materials that match families' cultural and ethnic background are considered in lesson plans and activities.</p>	<p>Early/ Developing Stage</p>
<p>Site/program decisions and leadership consider the family and community needs when establishing policy. Our site/program engages with families, schools, and community partners to review the extent cultural, ethnic, and community assets are included in lesson plans and program activities.</p>	<p>Proficient</p>
<p>Site/program decisions and leadership invite family, school leaders/staff, and community members into the process of making policy decisions. Our site/program infuses family, school, and community expertise and "funds of knowledge" into lesson plans and the overall program approach.</p>	<p>Excelling</p>

EE3
Question 2

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings –

2. How are you utilizing the assets of your families in your programs/organizations?

FSCP practices are decided, planned, and implemented by site/program staff or leaders without family input. Events are typically presentations intended to inform families about site/program procedures or system policies.

Not Working on This

FSCP practices are used to support student learning and development by encouraging families to raise funds and volunteer at the site/program. Families are encouraged to monitor homework and interventions and support their children's learning from home. Community business partners typically provide meals at partnership events.[DH1] [DH1]Is this still relevant for the CBO rubrics?

Early/ Developing Stage

FSCP practices are used to support student learning and safety outcomes. The site/program provides opportunities for families to provide input into the FSCP programming and learn effective ways to support their children at home and outside of the site/program.

Proficient

Family and community partners serve as co-leaders with site/program staff in the site/program's implementation of FSCP program practices. Local family and community businesses are used to help provide food and academic and enrichment resources to support program activities with children. Families are asked to educate staff about their own family traditions, routines, and community strengths.

Excelling

EE3
Question 2

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings –

3. How are you using FSCP as a program/organization improvement strategy?

<p>FSCP is not a part of our site/program improvement strategy and is not mentioned in our annual reports. Professional development is focused on academic and enrichment programming for students and/or site/program management strategies.</p>	<p>Not Working on This</p>
<p>Our site/program leaders include FSCP practices as required parts of the site/program's improvement strategy. We provide professional development about how to implement FSCP practices and/or programs. Data are collected from 25-50% of families about their satisfaction with the site/program.</p>	<p>Early/ Developing Stage</p>
<p>In addition to including FSCP in our site/program's improvement strategy, we have professional development training about FSCP practices and programs that promote equity and improve children's outcomes. Data are collected from more than 50% of families about community needs and their satisfaction with the site/program.</p>	<p>Proficient</p>
<p>In addition to including FSCP in the site/program's improvement strategy, professional development training is conducted about using FSCP to promote equity and improve children's outcomes. The training is utilized to help develop our improvement plans. Also, data are collected from more than 70% of families about community needs and satisfaction with the site/program.</p>	<p>Excelling</p>

Dedicate Necessary Resources

The site/program has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings –

1. How do you implement evidence-based practices to cultivate and sustain FSCP?

<p>We do not implement evidence-based practices designed to strengthen or sustain FSCP. Activities that are implemented are those that are traditionally implemented (e.g., student showcases, family night, story time, field trips), and in ways that have always been organized. There is no funding allocated for new FSCP activities or programming. There is not an individual or group coordinating FSCP practices throughout the site/program.</p>	<p>Not Working on This</p>
<p>Our FSCP practices are coordinated by a site/program leader or designated staff. Activities that are implemented are those that are traditionally implemented (e.g., student showcases, family night, story time, field trips), but staff are encouraged to think about and implement improvements. Most of the funding for FSCP activities comes from the community partner’s budget, without contributions from the school budget. FSCP activities may or may not be formally evaluated.</p>	<p>Early/ Developing Stage</p>
<p>There is a team at our site/program that coordinates all FSCP programming and evaluation, and it has funding for their work. Members of the FSCP team are comprised of site/program leaders, staff, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Activities that are implemented are those that are traditionally implemented (e.g., student showcases, family night, story time, field trips), but staff are encouraged to think about how they can support family engagement at home or outside of the site/program. Also, the team always conducts an evaluation of FSCP practices that it implemented.</p>	<p>Proficient</p>
<p>There is a team at our site/program that coordinates all FSCP programming and evaluation, and that has funding for their work. Members of the FSCP team are rotated every couple of years and are comprised of site/program leaders, staff, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Also, the team always conducts an evaluation of each FSCP practice that is implemented and discusses how improvements can be made.</p>	<p>Excelling</p>

EE4
Question 2

Dedicate Necessary Resources

The site/program has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings –

2. Where are you now and where will you go (e.g., evaluation and goal setting)?

We do not evaluate our FSCP events or program implementation nor do we set goals or establish an idea for what FSCP relationships will look like in the following site/program year. Time is not devoted to FSCP in our staff or site/program improvement meetings.

Not Working on This

We evaluate our FSCP events, but not our program implementation or the extent to which we have a sitewide program. On occasion, time is provided during our staff or site/program improvement meetings to discuss FSCP. FSCP activities are the responsibility of one person or one subcommittee. Progress on FSCP practices is measured in terms of family attendance.

Early/ Developing Stage

We evaluate our FSCP events and the extent to which we have a sitewide program. Time is sometimes provided to discuss FSCP during our staff or site/program improvement meetings. FSCP activities are the shared responsibility of multiple individuals and subcommittees. Progress on FSCP is measured in terms of whether all groups of families are being reached. The site/program leader emphasizes to staff the importance of FSCP.

Proficient

The site/program FSCP team evaluates what the site/program and staff are doing to implement FSCP practices aimed at improving children's outcomes, as well as those designed to improve relationships among the site/program, families, schools, and the community. Time is often provided at staff or site/program improvement meetings to discuss how our FSCP programming is contributing to site/program and children's improvement. Each year, the FSCP team sets goals for the FSCP practices beyond those about attendance at events or activities. The site/program leader emphasizes to staff the importance of FSCP and works to remove individuals who do not share this vision.

Excelling

EE4
Question 3

Dedicate Necessary Resources

The site/program has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Question and Proficiency Ratings –

3. How will you continually improve your family partnerships through school partnerships and community-based resources?

<p>There is no team or person to establish or coordinate school and community partnerships. Data about the participation and impact of our school and community partnerships are not collected or examined.</p>	<p>Not Working on This</p>
<p>There is a person to establish and coordinate school and community partnerships, and the site/program collects data about the number of partnerships, as well as family/student participation.</p>	<p>Early/Developing Stage</p>
<p>There is a person or team to establish and coordinate school and community partnership programming. The site/program collects data about the number of partnerships, family/student participation, and the impact of these partnerships on academic, social-emotional, health, and financial needs of students and families.</p>	<p>Proficient</p>
<p>There is a team at our site/program that coordinates all school and community partnership programming and evaluation. The team collects data from families and school/community partners about the assets that exist in the community and discusses with them how school and community resources can help meet the academic, social-emotional, health, and financial needs of students and families. This process takes place annually.</p>	<p>Excelling</p>

FSCP Rubric Summary Worksheet

Please write or indicate in the table below the ratings you feel describe your site. If you would like to convert your ratings to a numeric score to help calculate an overall average score, we recommend the following scale:

Not Working on This = 0 Early or Developing Stage = 1 Proficient = 2 Excelling = 3

Essential Element	My Ratings
Element 1: Create an Inclusive Culture	
a) How are your practices inclusive of all families?	
b) How are you learning about families' lived experiences?	
c) Who is leading and supporting the creation of the welcoming culture?	
Element 2: Building Trusting Relationships	
a) What do trusting relationships look like in your program/organization?	
b) How are you ensuring effective use of two-way communication with your families to sustain positive relationships?	
c) How do you leverage relationships with families to achieve your program/organization goals?	
Element 3: Design Capacity Building Opportunities	
a) How do you use the context expertise of families to better your content expertise?	
b) How are you utilizing the assets of your families in your programs/organizations?	
c) How are you using FSCP as a school improvement strategy?	
Element 4: Dedicate Necessary Resources	
a) How do you implement evidence-based practices to cultivate and sustain FSCP?	
b) Where are you now and where will you go (e.g., evaluation and goal setting)?	
c) How will you continually improve your family partnerships through school partnerships and community-based resources?	
Average Rating/Score	

To calculate your average rating, add the scores together and then divide that number by 12*.

*note: 3 questions for each element (3x4=12)

Engaging in Guided Discussion and Reflection

The following section provides users with a 4-page tool to help each person think and reflect more deeply about their ratings. Community-based partners come in many different forms, including but not limited to:

- Local community businesses;
- Out-of-school time program partner;
- External partners like a public library, faith-based community, cultural organization, and public health organization who engage regularly with youth and families.

Community-based partners may use this tool on their own to self-assess their partnership programs with families and schools. Community-based partners may also use this tool in conjunction with their local school(s) who are completing the Rubric using the [school/early childhood program version](#).

At the bottom of each table are the ingredients of a strong program of family, school, and community partnerships. We recommend using these pages to help you rate your site/program for each individual element. This rubric and the accompanying tools (reflection prompts and Summary Worksheet) will be most useful in helping sites set a path for improving family, school, and community partnerships if they are part of an evaluation process.

Step 1: Individuals establish their own rating of the site's partnership efforts.

Use these prompts to provide details and descriptions of your district.

Compare your responses to the rubric and identify which rating most closely matches your description.

Record the rating in the Summary Worksheet provided in this this user's guide.

Step 2: Bring together a group of stakeholders to participate in a discussion about their ratings.

This process should include a range of stakeholders including administrators, teachers, family members, community partners, and students at the secondary level.

As a group, members of the evaluation and accountability committee should share their ratings with one another, as well as the reasons why they felt that rating was most appropriate.

We encourage this group to come to a consensus about how the district is performing across each of the four Essential Elements. If one or two individuals have a rating that is very different from others, it is important to let those people speak openly and honestly about why they rated the district that way. Listen to their reasoning with empathy and avoid limiting the conversation.

This conversation is not meant to change people's minds, it is about hearing a diverse range of perspectives.

Step 3: The evaluation group should agree to partnership improvement goals and a set of next steps to help the site meet those goals.

EE1

Create an Inclusive Culture

The program/organization has created an inclusive culture honoring the lived experience of its families and students.

Reflection Questions:

1. How are your practices inclusive of all families?
2. How are you learning about families' lived experiences?
3. Who is leading and supporting the creation of the welcoming culture?

Your Ratings:
(NW, ED, P or E)

Describe the extent to which you feel your site/program is welcoming to families and why.

Describe two practices implemented in the past 4 months that exemplify how your site/program takes into consideration the lived experiences of families.

Describe at least two ways the site/program leadership team tries to learn about families.

Describe the way(s) your site/program leadership team is supporting a welcoming culture.

Ingredients of a Partnership Approach: Program leadership, Attention to inequities, Giving voice & sharing power, Programmatic approach, Teamwork & shared leadership, and Evaluation

Building Trusting Relationships

The site/program invests in building trusting relationships so that families and programs/organizations partner about the education outcomes for children and youth.

Reflection Questions:

1. What do trusting relationships look like in your program/organization?
2. How are you ensuring effective use of two-way communication with your families to sustain positive relationships?
3. How do you leverage relationships with families to achieve your program/organization goals?

Your Ratings:
(NW, ED, P or E)

Describe the extent to which you feel your site/program prioritizes developing trusting relationships with families.

Describe two instances in the past 4 months that exemplify how your site/program has invested in building trust with families.

Describe at least two ways the site/program leadership team listens to families about their needs or hopes for the site or their child.

Describe how your site/program includes family engagement as a key lever in achieving goals for the site or children/students.

Ingredients of a Partnership Approach: Program leadership, Attention to inequities, Giving voice & sharing power, Programmatic approach, Teamwork & shared leadership, and Evaluation

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Questions:

1. How do you use the context expertise of families to better your content expertise?
2. How are you utilizing the assets of your families in your programs/organizations?
3. How are you using FSCP as a program/organization improvement strategy?

Your Ratings:
(NW, ED, P or E)

Describe the extent to which your site/program is providing opportunities for staff and families to improve how they work together to support student learning and development.

Describe two practices implemented in the past year that were intended to improve the skills of staff and/or families.

Describe the ways family strengths are brought into the site/program to support family engagement or academic and/or enrichment programming.

Describe the way(s) family engagement is included in your site/program improvement plan or annual report.

Ingredients of a Partnership Approach: Program leadership, Attention to inequities, Giving voice & sharing power, Programmatic approach, Teamwork & shared leadership, and Evaluation

Dedicate Necessary Resources

The site/program has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Questions:

1. How do you implement evidence-based practices to cultivate and sustain FSCP?
2. Where are you now and where will you go (e.g., evaluation and goal setting)?
3. How will you continually improve your family partnerships through school partnerships and community-based resources?

Your Ratings:
(NW, ED, P or E)

To what extent does your site/program adequately invest and direct resources (financial, people, time) into the family, school, and community partnership efforts, and why?

Describe up to two partnership practices your site/program implemented this past year that were evidence-based.

To what extent are the partnership practices your site/program implements aligned to the goals in your program/organization’s improvement plan, and how well are you assessing whether these practices are effective?

What processes are in place to help you improve the partnership practices your site/program uses with families or community partners?

Ingredients of a Partnership Approach: Program leadership, Attention to inequities, Giving voice & sharing power, Programmatic approach, Teamwork & shared leadership, and Evaluation

Endnotes

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