

Our staff are engaged in examining their beliefs and values about families on a regular basis.

| | | | |
|---|--|---|---|
| 1. There are no current opportunities for this. It is an area for growth. | 2. Occasionally, staff are asked to examine their belief and values about families through a training. There is not much follow up afterwards. | 3. Staff engage in examining their beliefs and values about families. Opportunities are a bit sporadic, but there is follow-up through coaching with supervisors. | 4. Staff engage in this through coaching with their supervisors, discussions with other staff members and through whole staff learning opportunities on a regular and on-going basis. |
|---|--|---|---|

Our staff have opportunities to examine deficit-based thinking and address family engagement from a strengths-based lens.

| | | | |
|---|---|--|---|
| 1. There are no current opportunities for this. It is an area for growth. | 2. Occasionally, staff are asked to examine deficit-based thinking and address family engagement through a strengths-based lens through a training. There is not much follow up afterwards. | 3. Staff engage in examining deficit-based thinking and address family engagement from a strengths-based lens. Opportunities are a bit sporadic, but there is follow-up through coaching with supervisors. | 4. Staff engage in this through coaching with their supervisors, discussions with other staff members and through whole staff learning opportunities on a regular and on-going basis. |
|---|---|--|---|

Grant staff collaborate with school staff to ensure that family engagement activities are linked to learning.

| | | | |
|--|--|--|---|
| 1. Grant staff are rarely involved in early planning for school family engagement activities to ensure that activities are linked to learning. This is an area for growth. | 2. Grant staff are engaged with school staff in the planning for family engagement activities and uplift the need to have activities be linked to learning. But some traditional activities, such as open house and back to school nights remain lacking in this area. | 3. Grant staff are engaged with school staff in the planning for family engagement activities are able to ensure that all activities are linked to learning. | 4. Grant staff and school staff are seen as integral to the planning process for family engagement. Grant staff work collaboratively and creatively with school staff to ensure that every family engagement activity is linked to learning in a dynamic way. |
|--|--|--|---|

Grant staff collaborate with school staff to ensure that family engagement activities strengthen trusting relationships.

| | | | |
|--|---|--|---|
| <p>1. Grant staff are rarely involved in early planning for school family engagement activities to ensure that activities strengthen trusting relationships. This is an area for growth.</p> | <p>2. Grant staff are engaged with school staff in the planning for family engagement activities and uplift the need to have activities that strengthen trusting relationships. There is still much work to be done in ensuring all activities are focused in this way.</p> | <p>3. Grant staff are engaged with school staff in the planning for family engagement activities are able to ensure that all activities strengthen trusting relationships.</p> | <p>4. Grant staff and school staff are seen as integral to the planning process for family engagement. Grant staff work collaboratively and creatively with school staff to ensure that every family engagement strengthen trusting relationships in a dynamic way.</p> |
|--|---|--|---|

Grant staff connect with school staff to ensure that family engagement activities develop families' capabilities, connections, cognition, and/or confidence.

| | | | |
|--|---|--|--|
| <p>1. Grant staff are rarely involved in early planning for school family engagement activities to ensure that activities develop families' capabilities, connections, cognition, and/or confidence. This is an area for growth.</p> | <p>2. Grant staff are engaged with school staff in the planning for family engagement activities and uplift the need to have activities that develop families' capabilities, connections, cognition, and/or confidence. There is still much work to be done in ensuring all activities are focused in this way.</p> | <p>3. Grant staff are engaged with school staff in the planning for family engagement activities and are able to ensure that all activities develop families' capabilities, connections, cognition, and/or confidence.</p> | <p>4. Grant staff and school staff are seen as integral to the planning process for family engagement. Grant staff work collaboratively and creatively with school staff to ensure that every family engagement activity develop families' capabilities, connections, cognition, and/or confidence in a dynamic way.</p> |
|--|---|--|--|

We provide opportunities for teachers, principals, and superintendents we serve to develop their capabilities, connections, cognition, and confidence in regards to family engagement.

| | | | |
|--|--|---|--|
| <p>1. There are no current opportunities for this. It is an area for growth.</p> | <p>2. Once a year or less, we offer a learning opportunities for teachers, principals and superintendents to develop their capabilities, connections, cognition, and confidence in regards to family engagement. No follow up happens afterwards</p> | <p>3. Multiple times through a year there are opportunities for teachers, principals and superintendents to develop their capabilities, connections, cognition, and confidence in regards to family engagement. This usually happens through a stand-alone event with little follow up.</p> | <p>4. Teachers, principals, and superintendents are provided multiple opportunities to develop their capabilities, connections, cognition, and confidence in regards to family engagement through a variety of means, include asynchronous online activities and synchronous events. Regular and intentional follow up happens after these learning opportunities.</p> |
|--|--|---|--|

We provide opportunities for grant staff to develop their capabilities, connections, cognition, and confidence in regards to family engagement.

| | | | |
|--|---|--|--|
| <p>1. There are no current opportunities for this. It is an area for growth.</p> | <p>2. Once a year or less, we offer a learning opportunities for grant staff to develop their capabilities, connections, cognition, and confidence in regards to family engagement. No follow up happens afterwards</p> | <p>3. Multiple times through a year there are opportunities for grant staff to develop their capabilities, connections, cognition, and confidence in regards to family engagement. This usually happens through a stand-alone event with little follow up.</p> | <p>4. Grant staff have multiple opportunities to develop their capabilities, connections, cognition, and confidence in regards to family engagement through a variety of means, include asynchronous online activities and synchronous events. Regular and intentional follow up happens after these learning opportunities.</p> |
|--|---|--|--|

We intentionally and regularly discuss family engagement in a way that address opportunity for all and applies equity strategies to the work.

| | | | |
|--|---|---|---|
| <p>1.We rarely have discussions of family engagement that applies equity strategies to the work. This is an area for growth.</p> | <p>2. We occasionally uplift conversations about inequities in family engagement work, but rarely address the specific actions we should take to ensure that all families are able to be a part of family engagement activities</p> | <p>3.We occasionally include school staff and families in our conversations about equity in family engagement. This feedback sometimes leads to changes that help our work be more equitable.</p> | <p>4.We engage school staff, grant staff, and families in conversations about equity in family engagement. These conversations help drive how we do our work in ways that ensure that family engagement is truly built for ALL of our families.</p> |
|--|---|---|---|

We work within our team to develop family engagement plans at the beginning of each year that get input from families and work to address barriers faced by families.

| | | | |
|--|--|--|---|
| <p>1.For the most part, Family Engagement plans are not currently developed strategically at the beginning of the year, but rather as need arises from the district. This work is not done with input from families.</p> | <p>2.For the most part, staff develop plans early in the year, but largely without input from families. There may be some thought about addressing barriers faced by families.</p> | <p>3.Staff engage families in some limited ways to get feedback about what families want to know more about for the upcoming year. There is some use of this information in planning family engagement activities. Barriers are examined and some alternative activities are provided to increase accessibility.</p> | <p>4.Staff engage families early in the year through a variety of methods to understand families’ goals for family engagement. Possible activities are examined with a lens to barriers and providing a variety of ways to engage. Grant goals and families’ goals are used as tools to develop family engagement activities and to determine how information will be communicated.</p> |
|--|--|--|---|

Family engagement is embraced holistically by leadership as a key strategy for student success.

| | | | |
|--|--|---|--|
| <p>1. Family engagement is seen as an after-thought in regards to supporting student success. Activities and time are focused on tutoring and mentoring. This is an area for growth.</p> | <p>2. Family engagement is seen as a strategy, but is more challenging than other strategies for student success. Leadership acknowledges the need for it, but it remains an area for development.</p> | <p>3. Family Engagement is clearly seen as an important strategy. There is some work being done to develop our understanding of family engagement throughout the grant, in ways that engage staff at multiple levels.</p> | <p>4. Family Engagement is fully integrated by leadership as a key strategy for student success. Members of the leadership team are engaged in examining family engagement strategies on a regular basis and supervisors have regular conversations with supervisees to support family engagement best practices. Learning plans are developed and implemented in order to advance family engagement throughout the grant.</p> |
|--|--|---|--|

We devote our time and resources to examining how we can continually improve in family engagement.

| | | | |
|---|--|---|--|
| <p>1. Use of time and resources for family engagement is minimal. Staff may complain that time focused on family engagement detracts from interactions with students. This is an area for growth.</p> | <p>2. Some staff members focus some of their time and resources on understanding and implementation of family engagement. There is minimal examination at this level of continuous improvement in family engagement.</p> | <p>3. Most staff members, use at least some time and resources to develop their understanding and implementation of family engagement. There is some examination of practices to lead us towards better implementation of services.</p> | <p>4. Staff at all levels use time and resources to develop their understanding and implementation of family engagement. We are focused on continual improvement in family engagement.</p> |
|---|--|---|--|

Family engagement is integrated at all levels of our work as a key strategy for student success.

| | | | |
|---|---|---|---|
| <p>1. Family engagement work is mostly limited to specific family engagement events. The work is siloed and is seen as work of certain staff members. This is an area for growth.</p> | <p>2. Family engagement work is done through family engagement events and phone calls home that are focused on attendance or grades. Though there is some interest in this as a strategy, it is</p> | <p>3. Family engagement is understood as an important strategy, which most people understand as an important part of their work. Staff understand that developing relationships with families is vital to this integration.</p> | <p>4. In every conversation about strategies for student success, staff ask, "What is the family engagement piece of this work?" Staff at every level are considering how to come along side families to support student success.</p> |
|---|---|---|---|

| | | | |
|--|--|--|--|
| | viewed as important by many staff members. | | |
|--|--|--|--|