



COLORADO
Department of Education

Family, School, and Community Partnerships P-12 Framework Self-Assessment Rubric User's Guide

Office of Family, School, and Community Partnerships

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Table of Contents

A Note from the Office of Family, School, and Community Partnerships	3
P-12 Family, School, and Community Partnerships Framework.....	4
Introduction	5
Understanding the Rubric.....	6
Rubric Description.....	6
What do Excelling Programs look like?	6
Using this Rubric	8
APPENDIX.....	21
Engaging in Guided Reflection and Discussion	22
FSCP Rubric Summary Worksheet	27
Endnotes	28



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 educators a vision of partnership programs and a way to evaluate their site'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 and Self-Assessment Rubric can help early childhood programs, districts, and schools 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 educators to develop family, school, and community partnership programs with attention to student outcomes and social justice. Traditional frameworks that describe different types of family involvement^{vii} 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 from early childhood education through high school 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 schools 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 schools and programs can identify their current level of engagement with families and community 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 educators the ability to conduct a self-assessment and to reflect on their approach to family and community engagement. Kim and Sheridan^{ix} discuss how strong programs of family, school, and community partnerships require that schools 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 school's approach to FSCP.

The Family, School, and Community Partnership Office at the CDE developed the Essential Elements to help guide educators' 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 educators 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, educators 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.

Schools 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.



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 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** – Site 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. Sites 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 this Rubric

The self-assessment rubric in this user's guide was developed with the goal of helping early childhood and K-12 educators (heretofore referred to as "site") 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 sites a tool to evaluate their partnership programs and help structure reflective thinking about strengths, weakness, and ways to improve.

Sites are encouraged to use the self-assessment rubric *collaboratively*. Rather than having a single person rate the site on each question within the Essential Elements, we encourage sites to put together a small group of individuals who bring different perspectives of the school, program, or district 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 principals and teachers, teachers and families, as well as administrators/teachers 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 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 programs is. Examining each Essential Element on its own, however, will provide you a sense of where your strengths and weakness 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 in the Appendix at the end of this guide. The following pages present the Essential Elements rubric, one question at 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.

In the Appendix is a section, "Guided Reflection and Discussion," that is designed to walk sites 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's family, school, and community partnerships.



Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

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 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 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 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 school community by designing practices that build on the strengths of this diversity. School 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>

**Create an Inclusive Culture****The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.**

Reflection Question and Proficiency Ratings -

2. How are you learning about families lived experiences?

No efforts are made to learn about families in the community. Our focus is on the student and getting them to excel in the classroom environment.	Not Working on This
Our site tries to learn about families solely through students or by having the school counselor or family liaison work with those who come to them for assistance.	Early/Developing Stage
Our site works to learn about families by inviting them to share information about their cultural or ethnic background using a school-wide survey or some other similar method. Teachers invite families to share information about their daily routines and the schedules they maintain with their children.	Proficient
Our site 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 teachers and site staff. Families are included in the planning and design of school events and practices to engage marginalized families. Teachers and site staff actively reach out to families through practices such as home visits early in the school year in order to get to know them better.	Excelling



Create an Inclusive Culture

The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

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 culture. Our principal/site coordinator rarely talks about how welcoming we are or should be to families.</p>	<p>Not Working on This</p>
<p>The principal/site coordinator delegates all responsibility for expanding or maintaining a welcoming and inclusive culture to someone else and rarely checks in with her/him (e.g., counselors, family liaisons, PTA/PTO).</p>	<p>Early/Developing Stage</p>
<p>The principal/site coordinator works closely with others from the site (e.g., counselors, parent liaisons, or PTA/PTO) and supports their efforts to develop a welcoming and inclusive culture throughout the building.</p>	<p>Proficient</p>
<p>The principal/site coordinator supports a welcoming culture and empowers school staff, teachers, and families to have leadership in the development of FSCP programming. These efforts are visibly supported by the principal/site 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 invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Question and Proficiency Ratings -

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

<p>Our site and teachers do not share with families, the school accountability committee (SAC) or the PTA/PTO information about the organization's improvement goals or whether they are meeting them. There is no person at the site who can help families in need of economic, health, or other kinds of social supports. The teachers and staff at this site 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 and teachers ask the SAC or PTA/PTO to help implement practices the administration and staff feel are needed. There is a staff member (counselor or family liason) that is responsible for working with students and families who may need economic, health, or other social supports. Several teachers and 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 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 SAC and PTA/PTO in conversations about performance in relation to our site's goals for instruction and enrollment, and ask the group to contribute ideas to help meet these goals. Most of the teachers and staff at this site talk honestly with families if their child is having academic or behavioral problems.</p>	<p>Proficient</p>
<p>The site 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 (not just the SAC and PTA/PTO) about overall levels of achievement and discipline 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 teachers and staff at this site 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 invests in building trusting relationships so that families and programs/schools 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 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 back-to-school nights and parent-teacher conferences where the agenda is set and teachers feel pressure to get through the evening or conference on time and, therefore, cannot leave time for questions.</p>	<p>Not Working on This</p>
<p>Our site sends out general announcements to families about site events, policies, student progress reports, and calendar notifications using flyers, robocalls, and our website. Teachers also send home information about site events directly to families using e-mail or text messaging. E-mail addresses of teachers and administrators are easy to find on the site website and/or electronic gradebook (AKA, parent portal). Back-to School night and conferences have time for families to ask teachers questions. All communications with families are translated into the most prevalent languages spoken by families at the school.</p>	<p>Early/Developing Stage</p>
<p>Teachers occasionally send e-mail messages to families about their child's developmental and/or academic progress, as well as the lesson objectives and how classroom instruction 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 school through traditional parent groups (SAC/PTA/PTO) and via other means such as formal meetings with the principal or through solicitations using e-mail or paper-based strategies. All communications with families are translated into the most prevalent languages spoken by families at the site.</p>	<p>Proficient</p>
<p>Teachers at the site 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 Back-to-School Night, Conferences, and Family Nights 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>



Building Trusting Relationships

The site invests in building trusting relationships so that families and programs/schools 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/school goals?

<p>Our site and teachers do not include families in efforts to improve school outcomes or to reach school goals for students. Improvement efforts are focused on classroom instruction or providing additional supports during the school day. Families are asked to help the site primarily by supporting fundraisers, volunteering in classrooms or the office, and attending sporting and performing arts events.</p>	<p>Not Working on This</p>
<p>The site and teachers ask families to support the site 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 at-school 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 and/or their child's education. Families are asked to sit on site committees and advocate on behalf of families.</p>	<p>Proficient</p>
<p>Educators get to know their students' families and make sure they know how to contact the teacher. Families are encouraged to ask teachers about their child's development or learning. Sites train families in effective leadership and ask them to discuss site goals, plan family engagement practices, and serve as ambassadors to the community. Families are given leadership roles in the partnership work and may help teachers with instruction in the classroom.</p>	<p>Excelling</p>



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



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/schools?

<p>FSCP practices are decided, planned, and implemented by site staff or teachers without family input. Events are typically presentations intended to inform families about site procedures or system policies.</p>	<p>Not Working on This</p>
<p>FSCP practices are used to support student learning and development by encouraging families to raise funds and volunteer in the classroom or office. 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.</p>	<p>Early/Developing Stage</p>
<p>FSCP practices are used to support student learning and safety outcomes. The site provides opportunities for families to provide input into the FSCP programing and learn effective ways to support their children at home and outside of the building.</p>	<p>Proficient</p>
<p>Family and community partners serve as co-leaders with site staff in the site's implementation of FSCP program practices. Local family and community businesses are used to help provide food and instructional resources to support instructional practices with children. Families are asked to educate teachers about their own family traditions, routines, and community strengths.</p>	<p>Excelling</p>



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 school improvement strategy?

<p>FSCP is not a part of our site improvement strategy and is not mentioned in our Unified Improvement Plan (UIP)/annual reports. Professional development is focused on instructional delivery to students and/or classroom management strategies.</p>	<p>Not Working on This</p>
<p>Our site leaders include FSCP practices as required parts of the site's UIP. 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.</p>	<p>Early/Developing Stage</p>
<p>In addition to including FSCP in our site's UIP, we have professional development training about FSCP practices and programs that promote equity and improve student outcomes. Data are collected from more than 50% of families about community needs and their satisfaction with the site.</p>	<p>Proficient</p>
<p>In addition to including FSCP in the site's UIP, 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.</p>	<p>Excelling</p>

Dedicate Necessary Resources

The site 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., Back-to-School night and Parent-Teacher conferences), and in ways that have always been organized. There is no funding allocated for new FSCP activities or programing. There is not an individual or group coordinating FSCP practices throughout the site.</p>	<p>Not Working on This</p>
<p>Our FSCP practices are coordinated by a site/teacher leader, the school counselor, or a family liaison. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about and implement improvements. Most of the funding for FSCP activities comes from the PTA/PTO budget, not 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 that coordinates all FSCP programing and evaluation, and it has funding for their work. Members of the FSCP team are comprised of administrators, teachers, 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., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about how they can support family engagement at home or outside of the site. 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 that coordinates all FSCP programing and evaluation, and that has funding for their work. Members of the FSCP team are rotated every couple of years and are comprised of administrators, teachers, 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>



Dedicate Necessary Resources The site 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 year. Time is not devoted to FSCP in our site staff or site 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 improvement meetings to discuss FSCP. FSCP activities are the responsibility of the PTA/PTO. 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 improvement meetings. FSCP activities are the shared responsibility of the PTA/PTO, SAC, and other site committees. Progress on FSCP is measured in terms of whether all groups of families are being reached. The site leader emphasizes to teachers and staff the importance of FSCP.	Proficient
The site FSCP team evaluates what the site and teachers are doing to implement FSCP practices aimed at improving student outcomes, as well as those designed to improve relationships among the site, families, and the community. Time is often provided at staff or site improvement meetings to discuss how our FSCP programming is contributing to site and student improvement. Each year, the FSCP team sets goals for the FSCP practices beyond those about attendance at events or activities. The site leader emphasizes to teachers the importance of FSCP and works to remove individuals who do not share this vision.	Excelling

Dedicate Necessary Resources
The site 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 community-based resources

<p>There is no team or person to establish or coordinate community partnerships. Data about the participation and impact of our community partnerships are not collected or examined.</p>	<p>Not Working on This</p>
<p>There is a person to establish and coordinate community partnerships, and the site 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 community partnership programming. The site 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 that coordinates all community partnership programming and evaluation. The team collects data from families and community partners about the assets that exist in the community and discusses with them how 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>



APPENDIX



Engaging in Guided Reflection and Discussion

The following section provides users with a 4-page tool to help each person think and reflect more deeply about their ratings. 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 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 partnership 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 site.

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 site 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 site 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.



Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

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 is welcoming to families and why.

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

Describe at least two ways the educators or administration at your site try to learn about families.

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

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



Building Trusting Relationships

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

Reflection Questions:

1. What do trusting relationships look like in your program, district, or school?
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/district/school goals?

Your Ratings:

(NW, ED, P or E)

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

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

Describe at least two ways the educators or administration at your site listen to families about their needs or hopes for the site or their child.

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

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & 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/schools?
3. How are you using FSCP as a school improvement strategy?

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

Describe the extent to which your site is providing opportunities for educators 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 teachers and/or families.

Describe the ways family strengths are brought into the site to support family engagement or instructional programming.

Describe the way(s) family engagement is included in your site accountability framework or documents.

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



Dedicate Necessary Resources

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

Reflection Questions:

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

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

To what extent does your site 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 implemented this past year that were evidence-based.

To what extent are the partnership practices your site implements aligned to the goals in your accountability and 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 uses with families or community partners?

Ingredients of a Partnership Approach:

School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation



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 Elements	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, district, or school?	
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/district/school 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/schools?	
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 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)

Endnotes

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- ^x Epstein J. L. & Sheldon, S. B. (2006). Moving Forward: Ideas for Research on School, Family, and Community Partnerships. In Clifton F. Conrad & Ronald Serlin (Eds.), *SAGE Handbook for research in education: Engaging ideas and enriching inquiry* (pp. 117-137). Thousand Oaks, CA: Sage Publications.
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