**Family Engagement Plan Self Audit**

This tool is designed to be used as an assessment to determine the level of implementation of family engagement based off of Epstein’s Framework of the Six Types of Involvement combined with the Guiding Principle for Quality Family Engagement

Instructions:

Read each statement of the framework elements.

Determine if you have these elements in your current school family engagement plan using the Yes/No column.

If you stated YES, list the evidence you have supporting your Yes. Add any upgrades you would like to make for that component in the improvement’s column.

If you stated NO, move to the improvement column and document what you need to implement to make the element a YES.

By determining what you have implemented and what needs to be implemented or improved, you will be able to use this data to strengthen your campus family engagement plan.

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| **Fostering Reciprocal Relationships** | **The relationship between the school and families is paramount to implementing any part of the plan. Engaging families in a reciprocal relationship is where any plan needs to start.** |
|  |  | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Identify and eliminate barriers that get in the way of families and the community to participate in family engagement opportunities |  |  |  |
| Standard two-way communication strategies between school, teachers, and families |  |  |  |
| Family-teacher conferences at least twice a year |  |  |  |
| Frequent informal check-ins with families |  |  |  |
| Home visiting throughout the year |  |  |  |
| Welcoming families into the classroom throughout the day |  |  |  |
| Q&A sessions with school administrators |  |  |  |
| Streamlined and positive registration/enrollment process |  |  |  |

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| **Culturally and Linguistically Responsiveness** |  |
|  | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Professional development opportunities for all staff and teachers to utilize a strength-based approach when working with families |  |  |  |
| Planning events and activities that take families schedules into account, and are scheduled at times that work best for families |  |  |  |
| Providing translators at meetings and written materials are translated for families |  |  |  |
| When hosting family education classes, consider the family members learning styles |  |  |  |
| Integrate the cultures of your families into the curriculum and family support |  |  |  |
| Use a family’s' culture as a base for bridging understanding of their child's goals and outcomes |  |  |  |

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| **Family Engagement Plan Self-Audit** |
| **Parenting** | **Help all families establish home environments to support children as students.** |
| **Parenting Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Parent education and other courses or training for parents (e.g., GED, college credit, family literacy).* Providing family education classes based on needs and trends
 |  |  |  |
| Family support programs to assist families with health, nutrition, and other services.* Conducting family and community needs survey
 |  |  |  |
| Home visits at transition points to elementary, middle, and high school. |  |  |  |
| **Communication** | **Design effective forms of school-to-home and home-to-school communications aboutschool programs and children's progress**. |
| **Communication Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Provide families and the community the information they need to feel comfortable and empowered to participate in school activities.  |  |  |  |
| Ensuring that report cards are easily understood by families |  |  |  |
| Language translators to assist families as needed. |  |  |  |
| Regular schedule of useful notices, memos, phone calls, newsletters, and othercommunications. |  |  |  |
| **Volunteering** | **Recruit and organize parent help and support.** |
| **Volunteering Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| School/classroom volunteer program to help teachers, administrators, students, and other parents |  |  |  |
| Parent room or family center for volunteer work, meetings, and resources for families. |  |  |  |
| Have regular volunteer opportunities that take place at various times to allow more families to be able to be involved.  |  |  |  |
| Annual postcard survey to identify all available talents, times, and locations of volunteers. |  |  |  |
| **Learning at Home** | **Provide information and ideas to families about how to help students at home withhomework and other curriculum-related activities, decisions, and planning.** |
| **Learning at Home Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Information for families on skills required for students in all subjects at each grade.* Provide learning activities for use at home based on each child’s outcome data
 |  |  |  |
| Information on homework policies and how to monitor and discuss schoolwork at home. |  |  |  |
| **Decision-Making** | **Include families as participants in school decisions and develop parent leaders andrepresentatives** |
| **Decision Making Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Active PTA/PTO or other parent organizations, advisory councils, or committees (e.g.,curriculum, safety) for parent leadership and participation. |  |  |  |
| District-level advisory councils and committees. |  |  |  |
| Includes family and community members on your campus family engagement committee |  |  |  |
| Conduct a family and community survey at the beginning of the year to best understand the desires for engagement practices |  |  |  |
| Solicit feedback from families/community after each family engagement event |  |  |  |
| **Collaborating with Community** | **Coordinate resources and services from the community for families, students, and the school, and provide services to the community.** |
| **Collaborating with the Community Framework Elements** | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Provide information for students and families on community health, cultural, recreational, social support, and other programs or services.* Ensure that families have access to community and school resources through various methods to ensure access for all. This could include: on the school website, posted on school information board in the front office, shared in the school newsletter, etc. It is also important that these resources are available in the native language(s) of the community your school serves.
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| Provide information on community activities that link to learning skills and talents,including summer programs for students. |  |  |  |
| Form partnerships with businesses in the community |  |  |  |
| Engage families, students, and staff in community service projects |  |  |  |

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| **Events** | **.** |
|  | **Is it part of your plan? Yes/No** | **Evidence of it in your plan** | **Improvements you want to make to your plan** |
| Hosting curriculum overview events so that parents understand the curriculum and how to support their child |  |  |  |
| Tailoring math, science, or literacy nights to focus on specific skills student need extra support to master |  |  |  |