Introduction & Instructions for the Family Engagement Self-Assessment Tool (FE-SAT)

What is the Family Engagement Self-Assessment Tool? The purpose of this tool is to help you and your P3 partners, including school staff, early learning providers, and community partners, to understand the extent to which the Family Engagement (FE) strategies that you are planning or implementing in your community are likely to lead to measurable and sustained impacts on desired outcomes such as increasing families' support for children's learning at home, building strong parent-school/early learning program relationships, and ultimately, improving school readiness and success for children. The tool is designed to identify strengths and challenges for your FE strategy or program and should be used primarily as a tool to spark reflection and discussion about the planned and/or implemented FE strategies or programs in your community.

Another purpose of the FE-SAT is to help the evaluation team at Portland State University (PSU) to identify the level of FE implementation that is happening across the state. With the FE-SAT, the evaluation team will identify areas related to family engagement in which Hubs, P3 partners, schools, and/or early learning programs may benefit from technical support. We will also identify where there are strategies in place that are most likely to "move the dial" in terms of children's school readiness, so that additional outcome evaluation work can be planned. Therefore, the evaluation team will collect the results of your self-assessment and compile them to provide information to the Early Learning Division and other partners.

Portland State University developed the FE-SAT and its domains based on research evidence as well as a review of current best practices for family engagement across State and National P3 initiatives. The 5 domains or sections included in the FE-SAT (see below) were selected based on a review of the literature on family engagement, which suggests that continuous, focused attention in these areas fosters the types of strong family engagement that is needed to impact positive child-level academic and social outcomes.

Who Should Complete the Tool & Why? The tool is designed to be conducted as part of a reflective, group-based process. It includes a series of questions about aspects of Family Engagement strategies that are thought to be important to supporting positive outcomes. It is recommended that three to eight people with good working knowledge of your FE strategy or program work together to complete the FE-SAT. This team should ideally include at least one "on-the-ground" staff person who is or will be involved in implementation (such as a P3 coordinator, teacher, early learning provider, family engagement coordinator) as well as one person that has the authority or power to make decisions within your family engagement project (such as a Hub director or school or early learning program director/administrator). In addition, including at least one family member on the review team could be very useful in reflecting on your family engagement strategy/program. We urge the team members who participate to view this process as a way to learn about and potentially improve ongoing FE efforts in your community. It is hoped that completing the tool will generate discussion and ideas for improvement.

How Does the FE-SAT Work? Your team will work through a number of questions about your FE strategy/program. For each question, you will be asked to select the level of current practice for that strategy or program based on the categories outlined below (Emerging, Progressing, or Excelling). Your team will select the category that best reflects the program or strategy work being planned or implemented. Deciding which category is a best fit can sometimes be challenging, as not all descriptors in a given category may apply. Do the best you can to come to consensus about which level best describes the FE work you are doing. We recommend that you generate specific examples from your FE work to support your rating and to generate discussion within your team. The rating categories are as follows:

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- **Emerging:** Strategies that are rated as "emerging" have just begun to put key aspects of FE in place in a given domain. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

- **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best-practice" in family engagement work and show evidence that at least some elements of best practice are in place or planned.

- **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best-practice" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

Note that these categories are seen as a continuum and are not mutually exclusive. In other words, methods, strategies, or tactics in the excelling category may also include those from the progressing and emerging categories. In addition, note that it is not always necessary or possible to have practices that "Excel" in every dimension. Use your best judgement, and rate each dimension as accurately as you can.

<u>A Few Suggestions for Conducting the FE-SAT:</u> Before you begin, it is important for everyone to understand what is being assessed, that is, what is the focus of your team analysis. Some things to consider:

1. **What is the scope of your assessment**? Are you focusing on a single strategy or on a program implemented in a single school or early learning program? We recommend that you start with a fairly narrow scope, **focused on a clearly defined program or set of activities** that are being planned or implemented in a specific community (for example, Ready for Kindergarten Workshops at one elementary school). While the assessment can be useful at a broader level (for example, assessing the use of Ready for Kindergarten workshops across multiple schools in a district) some questions may have different answers depending on the approach to implementation at the local level. If there are significant differences in approach or how a strategy is being implemented in different settings, consider assessing those settings separately.

   <u>Important! A note about professional development opportunities that focus on family engagement:</u> The FE-SAT was developed as a tool to reflect on family engagement strategies or programs that **directly involve families**. It is recognized that other FE strategies, such as professional development focused on improving provider or teacher skills for engaging families, are also important. However, this tool was not developed for use with professional development activities. Furthermore, this tool does not address important cross-sector work with families (for example, ways that early learning providers and teachers may be building continuity in FE practices).

2. **Select and Focus on 1-2 Primary Goals:** The FE SAT is organized into five worksheets. Everyone should complete Worksheet 1 (Equity and Family Voice). For the remainder, complete only those sections that are primary goals of the FE strategy you are evaluating.

   - **Worksheet 1: Equity and Family Voice –** Should be completed for all assessments.

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- **Worksheet 2: Relationship Building –** Complete this section if your FE strategy has a primary goal of promoting positive relationships between/among families, early learning providers/teachers, and/or children (e.g., Parent-Teacher Home Visits, Parent Networks/Support Groups).

- **Worksheet 3: Skill Building –** Complete this section if your FE strategy has a primary goal of developing skills, increasing knowledge, and/or changing behavior of children and/or families (e.g., Ready for Kindergarten!, KITS, EKT, Parenting education programs)

- **Worksheet 4: Communication –** Complete this section if your FE strategy has a primary goal of improving communication between/among families, teachers, and schools (e.g., changes in systems, methods, or frequency of communication to and from parents)

- **Worksheet 5: Family Involvement in Decision-Making**. Complete this section if your FE strategy has a primary goal of increasing family involvement in school or program-related decision-making (Parent Advisory Groups, Parent leadership development, etc.)

Everyone should complete *Worksheet 1 (Equity & Family Voice)*. Although you may complete all the other sections, we recommend selecting 1-2 other Sections, depending on the primary goals of your strategy. In other words, depending on the primary goals for your FE program/strategy, you may complete only two or three sections of the tool.

3. **Stage of Implementation:** It is not expected that any single Family Engagement strategy will "Excel" across all dimensions of the tool; further, <u>it is expected</u> that, especially in the early stages of planning and implementation, much of the work may be at the "Emerging" or "Progressing" level.

4. **Flexibility in Ratings:** Some aspects of FE quality may be more or less important and/or feasible, depending on specific project goals and approaches. For example, being "Family Driven" may be less feasible if you are implementing an evidence-based program that requires a structured curriculum, such as Ready for Kindergarten Workshops or the Kids in Transition to Schools curriculum. It is <u>not expected</u> that any FE strategy or program be rated as "excelling" on every category within a given section of the FE-SAT. In instances where a program cannot reach the "excelling" marker (for example, a standard curriculum that was not developed through a "Family Driven" process), it might be important to note *why* the program cannot be rated higher or be changed to support this type of family engagement in the notes section following each rating.

<u>Next Steps (After Completing the FE-SAT):</u> After your team completes the sections of the FE-SAT that relate most to the primary goals of the FE strategy or program, we suggest a few next steps:

1. **Complete the FE-SAT summary page.** The FE-SAT summary page is an easy place to visually summarize your FE-SAT results. Your FE strategy or program may be "excelling" in some areas but may be "emerging" in others. Use this summary page to help determine where areas for improvement may exist within a single FE strategy or across multiple FE strategies. For example, if the FE program or strategy rated on the FE-SAT is considered "emerging" in the Family-Driven category across multiple sections, the summary page can help illustrate that Family-Driven processes might be an area for improvement for all aspects of the FE strategy. Your team may find that additional meetings to review strengths and areas for improvement are needed in order to address issues that surface through the FE-SAT reflection process.

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2. **Continue to reflect on your FE strategies/programs regularly.** The FE-SAT was developed with the intent to be used as part of the continuous improvement cycle. We suggest that you revisit the FE-SAT for each of your FE strategies or programs on a semi-regular basis (e.g., annually).

3. **Send PSU your FE-SAT worksheets and Summary Page.** The information on your FE-SAT will help us learn more about the FE strategies being implemented statewide. **Please email your FE-SAT worksheets and summary page to Mackenzie Morris at mamorris@pdx.edu. OCF P-3 grantees are asked to submit them with your next report to the Oregon Community Foundation.**

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<u>FE-SAT Cover Sheet</u>

1. Name or description of the Family Engagement Strategy, Program, or Activity that you are reviewing:

   _____

   _____

   _____

2. Date FE-SAT Completed: _____/_____/_____

3. Who is completing the FE-SAT? *It is recommended that completing the FE-SAT be part of a group process, involving three to eight key individuals who are involved in planning and/or implementing the strategy as well as those in a position to make changes to the FE program or strategy.*

   _____

4. Which locations (schools, districts, classrooms, early learning programs, or other partners) are being considered within this assessment? If you are analyzing different locations or settings with *substantially different approaches* to implementing the strategy, you may want to evaluate these locations/settings separately.

   ☐   District(s): _____

   ☐   School(s): _____

   ☐   Early Learning Program(s): _____

   ☐   Other setting: _____

5. Which of the following best describes your Implementation Stage – that is, how long you have been implementing this strategy or program in your community? *If you are analyzing different locations or settings separately, mark the Implementation Stage that best fits implementation at this location/setting only.*

   ☐   **Planning stage** – have not yet implemented but plan to implement

   ☐   **Early implementation** – have implemented once or twice and still "trying it out" to see what works best

   ☐   **Experienced implementer** – have implemented several times or for more than a single year, active/full implementation

   ☐   **Expansion/replication** – have experience implementing and expanding to additional sites, schools, early learning programs, or target populations

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6. **Identify Appropriate FE-SAT Worksheets to Complete.**   **Everyone should complete Section 1: Equity and Family Voice**. Answer the questions below to select the other sections that are most appropriate, given the **PRIMARY** goals of what you are trying to do.

   ☐ **Worksheet 1: Equity and Family Voice: This section should be completed for all Family Engagement strategies.**

   ☐ **Worksheet 2: Relationship Building:** Is strengthening the **quality of relationships** between families, school or early learning staff, and/or children a primary goal of your strategy?

   ___ NO   ___YES → **if yes, complete Worksheet 2 (Relationship Building).**

   ☐ **Worksheet 3: Skills, Abilities, Knowledge, & Beliefs:** Is improving and/or changing individuals' **knowledge, skills, behavior and/or attitudes** about school readiness, family engagement, kindergarten transition or other topics a primary goal of your strategy?

   ___ NO   ___YES → **if yes, complete Worksheet 3 (Skills, Abilities, Knowledge & Beliefs).**

   ☐ **Worksheet 4:** Communication: Is improving the **frequency, quality, and learning-focused content of communication** between and/or among families, teachers, early learning providers, and/or organizations a primary goal of your strategy?

   ___ NO   ___YES → **if yes, complete Worksheet 4 (Communication).**

   ☐ **Worksheet 5: Family Involvement in Decision Making**: Is increasing the level of **family involvement in decision-making** related to selecting, planning, and/or implementing P3 strategies a primary goal of your strategy?

   ___ NO   ___YES → **if yes, complete Worksheet 5 (Family Involvement in Decision-Making).**

As previously mentioned, these domains or sections were selected based on a review of the literature as well as best-practices in P3 initiatives state-wide and nationally.

➢ **For each of the primary goals identified above, please complete the associated FE-SAT Worksheet.**

FE-SAT Worksheet #1: Equity & Family Voice

This worksheet represents core elements central to a strong family engagement strategy. Areas reviewed are related to the extent to which your family engagement work embeds participation and engagement of a diverse array of families living in the community within all aspects of family engagement activities, including planning, organization, and implementation. It also ensures that the content, settings, and approach to programming and/or information provides adequate opportunities for family voice, and is welcoming and supportive of families. **This worksheet supports the goals of equity, family voice, and cultural responsiveness.**

Instructions: For each section below:

1) Read through the descriptions of quality for each section.

2) Indicate the level (Emerging, Progressing, or Excelling) that best reflects the work you are doing in this area using the descriptors provided. Pick the category that you feel **best describes** your current plans or work. Categories generally reflect the following:

   a) **Emerging:** Strategies that are rated as "emerging" have just begun the work in this area. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

   b) **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best practice" in family engagement work and show evidence that at least some elements of best practices are in place or planned.

   c) **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best practices" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

   Note that these categories are seen as a continuum and are not mutually exclusive. In other words, methods/strategies/tactics in the excelling category may also include those from the progressing and emerging categories.

3) Provide **examples from your work** to support your rating.

4) Identify ways that you might **increase the level of implementation** of your strategies.

Section 1: **Representation.** Who is represented within your FE program/strategy? *NOTE:* *Skip Section 1 if you are in the planning phase of your FE program or strategy (i.e., you have not yet implemented the program or strategy).*

A. Families		
☐ **Emerging**: Multiple families from different ethnic, cultural, and/or socio-economic backgrounds are invited to participate in the activity, but participation from a <u>variety of groups is rare</u> **OR** ☐ **Emerging:** <u>Few</u> families from the *one* target population are represented	☐ **Progressing:** There is <u>some participation</u> from diverse groups, but some key groups are not represented or participation by diverse groups is variable **OR** ☐ **Progressing:** <u>Some</u> families from the *one* target population are represented	☐ **Excelling:** Families from <u>many ethnic, cultural, and/or socio-economic backgrounds frequently participate</u> **OR** ☐ **Excelling:** <u>Many</u> families from the *one* target population are represented

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

B. Staff		
☐ **Emerging:** Bi-lingual staff or translators are available <u>only when needed</u> **OR** ☐ **Emerging:** Staff represent the <u>dominant culture and language</u> in the community	☐ **Progressing:** Bi-lingual <u>and</u> bi-cultural staff are available <u>when needed</u> **OR** ☐ **Progressing:** Staff represent the <u>cultural and linguistic diversity</u> within the community	☐ **Excelling:** The organization has key partners or representatives who are bi-cultural <u>and</u> bi-lingual and/or are <u>well trained to engage diverse families</u> **OR** ☐ **Excelling:** Staff represent <u>cultural and linguistic diversity both within and outside of the community</u>

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 2: Content/Approach. To what extent does the content and/or approach of your FE program/strategy reflect diversity in your community?

☐ **Emerging:** The training materials and/or general approach (e.g., meeting structure, style, facilitation) are the <u>same, regardless of families' cultural, ethnic, or socio-economic backgrounds</u> **OR** ☐ **Emerging:** Different cultures <u>appear</u> in information, materials, activities, and events	☐ **Progressing:** The training materials and/or general approach (e.g., meeting structure, style, facilitation) were <u>somewhat adapted for families' cultural, ethnic, or socio-economic backgrounds</u> **OR** ☐ **Progressing:** Different cultures <u>are recognized and acknowledged</u> in information, materials, activities, and events	☐ **Excelling:** The training materials and/or general approach (e.g., meeting structure, style, facilitation) were <u>specifically modified and tested for use with families' from different cultural, ethnic, or socio-economic backgrounds</u> **OR** ☐ **Excelling:** Different cultures <u>are valued and celebrated</u> in information, materials, activities, and events

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 3: Accessibility. To what extent are FE events accessible to all families in your community?

☐ **Emerging:** <u>Few considerations</u> are made for different family schedules, cultural practices, holidays, or religious celebrations	☐ **Progressing:** <u>Some efforts</u> are made to schedule events around different family schedules, cultural practices, holidays, or religious celebrations	☐ **Excelling:** Family schedules, cultural practices, holidays, and religious celebrations are <u>always considered</u> when scheduling events

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 4: Family-Friendly/Welcoming Settings. To what extent are environments and building policies for families welcoming and reflective of culture?

☐ **Emerging**: The setting maintains a professional environment (e.g., all family-teacher/provider communication must go through office staff/director) **OR** ☐ **Emerging**: The school/setting includes child- or family-focused materials but limited child or family creations or materials (e.g., art projects, posters).	☐ **Progressing:** The room or physical environment is friendly, welcoming, and warm (e.g., provide food, child care, decorated with children's art and other creations, comfortable furniture) **OR** ☐ **Progressing:** Decorations reflect family diversity and culture	☐ **Excelling:** Building level and organizational policies consistently welcome families and support parent-teacher/early learning provider interactions **OR** ☐ **Excelling:** Policies encourage younger siblings in the building or at events stimulate and engage all family members **OR** ☐ **Excelling:** There are consistent multi-lingual postings **OR** ☐ **Excelling:** Efforts are made to give families a choice in location for events/meetings	☐ *Not applicable*

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 5: Strengths-Based. To what extent does your FE strategy recognize and build on the strengths of all participating families?

☐ **Emerging:** Strengths, assets, and resources for participating families (e.g., language, cultural heritage and traditions, networks) are, on a few/limited occasions, recognized, celebrated, and used in the program/strategy **OR** ☐ **Emerging:** The FE strategy doesn't systematically identify family strengths or things families do 'well' – the focus is more related to needs or problem identification	☐ **Progressing:** Strengths, assets, and resources for participating families (e.g., language, cultural heritage and traditions, networks) are sometimes recognized, celebrated, and used in the program/strategy **OR** ☐ **Progressing**: The FE strategy makes some effort to identify strengths and helps families build on things they do well	☐ **Excelling:** Strengths, assets, and resources for participating families (e.g., language, cultural heritage and traditions, networks) are almost always recognized, celebrated, and used in the program/strategy **OR** ☐ **Excelling:** The FE strategy has systematic ways to identify family strengths and uses those as the basis for planning, goal setting, or teaching

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 6: **Family Driven.** To what extent is your FE strategy guided by input from participating families?

☐ **Emerging:** Families have <u>some limited opportunities</u> to provide input or feedback on topics/ themes (e.g., through informal conversations, comment boxes, and/or surveys)	☐ **Progressing**: Strategies, topics, and/or programs are <u>chosen based on participants' stated needs/priorities</u>; participating families help to organize, facilitate, and/or volunteer at trainings/ workshops	☐ **Excelling:** Participating <u>families have leadership in deciding on and implementing </u>learning and development opportunities for families; participating families lead activities, presentations, and/or groups

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 7: **Translation and/or Interpretation.** To what extent are you able to provide translation and interpretation for families who communicate in languages other than English?

☐ **Emerging:** <u>Some</u> translations/ interpreters for Spanish or the most common languages are provided for <u>some</u> materials and <u>some</u> events	☐ **Progressing:** Translations/ interpreters for the <u>most common languages</u> are provided for <u>most</u> materials/events	☐ **Excelling:** Translations/interpreters for <u>all necessary languages</u> are provided **OR** ☐ **Excelling:** The program/setting employs bi-lingual/bi-cultural staff	☐ *Not applicable*

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Instructions for completing your FE-SAT: When you have completed this Worksheet, please continue by completing the remaining worksheets **that are most related to your primary goals** (as identified on the cover sheet). It is likely that you will not need to complete all of the worksheets in the FE-SAT. Once you have completed all related worksheets, please review and complete the FE-SAT Summary Page.

FE-SAT Worksheet #2: Relationship Building

Complete this Worksheet if one of the primary goals of your family engagement strategy, as identified on the **Cover Sheet**, is to **promote and strengthen the quality of relationships and connections between or among parents/caregivers, school/program staff, and/or children**.

Instructions: For each section below:

1) Read through the descriptions of quality for each section.

2) Indicate the level (Emerging, Progressing, or Excelling) that best reflects the work you are doing in this area using the descriptors provided. Pick the category that you feel **best describes** your current plans or work. Categories generally reflect the following:

   a) **Emerging:** Strategies that are rated as "emerging" have just begun the work in this area. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

   b) **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best practice" in family engagement work and show evidence that at least some elements of best practices are in place or planned.

   c) **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best practices" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

   Note that these categories are seen as a continuum and are not mutually exclusive. <u>In other words, methods/strategies/tactics in the excelling category may also include those from the progressing and emerging categories.</u>

3) Provide **examples from your work** to support your rating.

4) Identify ways that you might **increase the level of implementation** of your strategies.

Section 1: **WHO is the primary focus?** What types of relationships are most directly supported through your FE activities/program? Strategies may focus on one, two, or all three of these groups and possibly others as well.

☐ **Parent-Child Relationships**	☐ **Family-to-Family Relationships**	☐ **Family-Early Learning Provider/Teacher Relationships**	☐ **Child-Early Learning Provider/Teacher Relationships**

Section 2: **Intensity.** What best describes the level of intensity, frequency, and group size for your FE strategy?

Frequency	☐ **Emerging:** One-time events	☐ **Progressing:** 2-3 events that build on each other	☐ **Excelling:** 4+ events that build on each other
Consistency of attendees	☐ **Emerging:** Different participants come to one-time events	☐ **Progressing:** Some participants attend multiple events	☐ **Excelling:** Majority of participants attend all scheduled events
Group size	☐ **Emerging:** Large group (>25 families)	☐ **Progressing:** Mid-size group (10-25 families)	☐ **Excelling:** Small group (<10 families) or one-on-one

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Instructions for completing your FE-SAT: When you have completed this Worksheet, please continue by completing the remaining worksheets **that are most related to your primary goals** (as identified on the cover sheet). It is likely that you will not need to complete all of the worksheets in the FE-SAT. Once you have completed all related worksheets, please review and complete the FE-SAT Summary Page.

FE-SAT Worksheet #3: Skills, Abilities, Knowledge, & Beliefs

Complete this Worksheet if one of the primary goals of your family engagement strategy, as identified above, is to **develop new and improved skills, abilities, knowledge, and beliefs that help children and families learn and grow in the classroom and at home and/or to develop leadership and advocacy skills of parents.**

Instructions: For each section below:

1) Read through the descriptions of quality for each section.

2) Indicate the level (Emerging, Progressing, or Excelling) that best reflects the work you are doing in this area using the descriptors provided. Pick the category that you feel **best describes** your current plans or work. Categories generally reflect the following:

   a) **Emerging:** Strategies that are rated as "emerging" have just begun the work in this area. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

   b) **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best practice" in family engagement work and show evidence that at least some elements of best practices are in place or planned.

   c) **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best practices" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

   Note that these categories are seen as a continuum and are not mutually exclusive. In other words, methods/strategies/tactics in the excelling category may also include those from the progressing and emerging categories.

3) Provide **examples from your work** to support your rating.

4) Identify ways that you might **increase the level of implementation** of your strategies.

Section 1: **WHO is the primary focus?** Whose skills, abilities, knowledge, and beliefs and/or leadership and advocacy skills are most directly addressed through your FE activities/program? Strategies may focus on one, two, or all three of these groups and possibly others as well.

☐ **Children and Families**	☐ **Early Learning Providers and/or Teachers**	☐ **Administration**

Section 2: **Building shared knowledge between families, early learning providers, teachers, & administration.** To what extent does your FE program/strategy build shared knowledge, skills, abilities, and beliefs across families, early learning providers, teachers, and administration?

☐ **Emerging:** Only families are part of the FE training or workshop	☐ **Progressing**: There are opportunities for sharing between families, early learning providers, teachers, and/or administration during training or workshops	☐ **Excelling:** Participation by two or more stakeholder groups is integrated into skills and knowledge building activities such that growth happens together and participants learn from one another

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 3: **Content & Instructional Style.** To what extent do the FE strategies/programs aimed at building skills, knowledge, abilities, and beliefs provide specific, dynamic, and hands-on opportunities for supporting learning and improving partnerships between families, schools and/or early learning providers?

☐ **Emerging:** The majority of content is focused on providing basic information about program/school policies, rules, activities/events, registration **OR** ☐ **Emerging:** Most content is written or presented with limited opportunities for dialogue and discussion **OR** ☐ **Emerging:** Resource lists or tips sheets are text-heavy	☐ **Progressing:** Content includes information about things families or staff can do to support learning or ways parents can be involved at the early learning program or school and in the classroom **OR** ☐ **Progressing:** Ideas are shared with participants with some demonstration where trainers/facilitators model new skills/activities and/or provide "how to" suggestions **OR** ☐ **Progressing:** Materials are high quality and engaging, including video and non-written materials	☐ **Excelling:** Content includes systematic, sequenced strategies for supporting learning at home and engaging in family-school/provider partnership **OR** ☐ **Excelling:** There is a structured curriculum or process for presenting content using multi-media and/or interactive opportunities (e.g., role-playing, practice time for new skills) **OR** ☐ **Excelling:** Individualized feedback and/or coaching is provided **OR** ☐ **Excelling:** Homework or materials for take-home activities are included

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 4: Intensity. What best describes the level of intensity, frequency, and group size for your FE strategy?

Frequency	☐ **Emerging:** One-time events	☐ **Progressing:** 2-3 events that build on each other	☐ **Excelling:** 4+ events that build on each other	☐ *Not applicable (e.g., pamphlets, flyers)*
Consistency of attendees	☐ **Emerging:** Different participants come to one-time events	☐ **Progressing:** Some participants attend multiple events	☐ **Excelling:** Majority of participants attend all scheduled events	☐ *Not applicable (e.g., pamphlets, flyers)*
Group size	☐ **Emerging:** Large group (>25 families) **OR** ☐ **Emerging:** Mass distribution of flyers/ pamphlets, little opportunity for personal interactions	☐ **Progressing:** Mid-size group (10-25 families)	☐ **Excelling:** Small group (<10 families) or one-on-one	☐ *Not applicable (e.g., pamphlets, flyers)*

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

<u>Instructions for completing your FE-SAT:</u> When you have completed this Worksheet, please continue by completing the remaining worksheets **<u>that are most related to your primary goals</u>** (as identified on the cover sheet). It is likely that you will not need to complete all of the worksheets in the FE-SAT. Once you have completed all related worksheets, please review and complete the FE-SAT Summary Page.

FE-SAT Worksheet #4: Communication

Complete this Worksheet if one of the primary goals of your family engagement strategy, as identified above, is to **support two-way communication with children's learning and development at the forefront of every communication.**

Instructions: For each section below:

1) Read through the descriptions of quality for each section.

2) Indicate the level (Emerging, Progressing, or Excelling) that best reflects the work you are doing in this area using the descriptors provided. Pick the category that you feel **best describes** your current plans or work. Categories generally reflect the following:

   a) **Emerging:** Strategies that are rated as "emerging" have just begun the work in this area. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

   b) **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best practice" in family engagement work and show evidence that at least some elements of best practices are in place or planned.

   c) **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best practices" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

   Note that these categories are seen as a continuum and are not mutually exclusive. <u>In other words, methods/strategies/tactics in the excelling category may also include those from the progressing and emerging categories.</u>

3) Provide **examples from your work** to support your rating.

4) Identify ways that you might **increase the level of implementation** of your strategies.

Section 1: **WHO is the primary focus?** What type of communication is your FE activity/program supporting? Strategies may focus on one, two, or all three of these communication types and possibly others as well.

☐ **Family-to-Family Communication**	☐ **Family-Teacher/Early Learning Provider Communication**	☐ **Family-Administrator/Director Communication**

Section 2: **Reciprocal Communication.** To what extent is your FE communication program/strategy supporting two-way, learning-focused communications between families and teachers/early learning providers?

☐ **Emerging:** Families are responsible for digesting and using information provided OR ☐ **Emerging:** Communication primarily flows from professionals to families OR ☐ **Emerging:** Communication strategies are developed with little input from families	☐ **Progressing:** Some efforts are made to check in with families about the usefulness of information provided and/or methods of communication preferred	☐ **Excelling:** Families and teachers/staff/early learning providers work together to share child information, goals, successes (i.e., reciprocal communication) OR ☐ **Excelling:** Families and professionals develop strategies for communication that are mutually beneficial/effective together

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 3: Intensity. What best describes the level of intensity, frequency, and group size for your FE strategy?

Frequency	☐ **Emerging:** One-time events (e.g., parent-teacher conferences, regular school events) **OR** ☐ **Emerging:** Infrequent communication (e.g., limited communication at drop off/pick up, family orientation day) **OR** ☐ **Emerging:** Twice-yearly flyers/ pamphlets	☐ **Progressing:** Families communicate with other families, teachers, early learning providers, or admin at least monthly in some form (e.g., communication at drop off/pick is frequent) **OR** ☐ **Progressing:** Families meet with other families, teachers, early learning providers, or admin at least 2-3 times per year **OR** ☐ **Progressing:** School/program provides and supports additional opportunities for communication beyond standard conferences	☐ **Excelling:** There are regular events/meetings (at least quarterly) or families communicate with other families and/or school/program staff at least monthly **OR** ☐ **Excelling:** Teachers, early learning providers, or other school/program staff communicate weekly or more about classroom/program activities **OR** ☐ **Excelling:** Families meet with other families, teachers, early learning providers, and/or admin monthly
Group size	☐ **Emerging:** Meetings/events are in large groups (>25 participants) **OR** ☐ **Emerging:** Communications are mass distribution of flyers/ pamphlets	☐ **Progressing:** Meetings/events are in mid-size groups (10-25 participants) **OR** ☐ **Progressing:** Communications include classroom/program, grade-level emails, texts, or messaging through apps	☐ **Excelling:** Meetings events are in small groups (<10 participants or one-on-one) **OR** ☐ **Excelling:** Communications include individualized information for each family

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 4: Method/Mode. To what extent is communication with families in your FE strategy embedded in activities and individualized? Only complete sections 4A and/or 4B as they pertain to your FE strategy. For example, if your FE strategy does not address Family-to-Family Communication (4A), then circle "NO" and skip to 4B.

4A. Does your strategy address Family-to-Family Communication? □ **YES** □ **NO** →if **NO**, skip the ratings below and continue to 4B: Family-Teacher/Early Learning Provider Communication.		
□ **Emerging**: There are some opportunities to meet each other and share contact information (e.g., online app, group text message, phone tree)	□ **Progressing:** Communication between families is facilitated through classroom/program structures and/or activities (e.g., listserv, share stories as part of group activities)	□ **Excelling:** Communication between families is embedded in the classroom/program and at events for families (e.g., work in small groups, parent-parent mentoring)

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

4B. Does your strategy address Communication between Teachers/Providers and Families? □ **YES** □ **NO**→if **NO**, skip the ratings below and continue to Section 5: Multi-Modality.		
□ **Emerging:** Communication relies on standard/official communication **OR** □ **Emerging:** Families must proactively seek out information (e.g., flyers, pamphlets, or brochures)	□ **Progressing:** Communication is regular and systematic but not individualized **OR** □ **Progressing:** Communication is mostly related to classroom or grade level activities (e.g., first grade teachers provide a joint newsletter or classroom teacher sends group emails to parents)	□ **Excelling:** Teachers/early learning providers and parents collaborate in small groups or one-on-one **OR** □ **Excelling:** Teachers/early learning providers provide and receive individualized information for each family

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

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For more information please contact Lindsey Patterson (lbp@pdx.edu).

Section 5: Multi-Modality. Are a variety of communication strategies/methods utilized?

☐ **Emerging:** One or two primary methods of communication are used (e.g., email and newsletters) **OR** ☐ **Emerging:** Key communications are distributed 1-2 times throughout the year	☐ **Progressing:** Multiple methods are used but primarily through traditional mass communications (e.g., flyers, pamphlets, robo-calls, bulletin boards, newsletters) **OR** ☐ **Progressing:** There is limited personal or individualized communication	☐ **Excelling:** At least 3-4 different kinds of communications are used for key messages (e.g., written, text, Facebook, phone calls) **OR** ☐ **Excelling:** Messages are communicated multiple times, including through personal communications from teachers/staff to parents **OR** ☐ **Excelling:** There is individualized outreach to parents who are less connected to traditional communication channels (e.g., families that do not use social media, families that are not connected to the elementary school)

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 6: Administrative Support for Communication. To what extent does school/program leadership actively support improvements in communication?

☐ **Emerging:** There is basic administrative support for communication (e.g., copying, distribution of "family envelopes," school/program hosts website, regular school or program-wide newsletter or email blasts)	☐ **Progressing:** School/program leadership talks with staff regularly about communicating with families **OR** ☐ **Progressing:** Administration allows at least some intermittent out-of-class time to do outreach to families **OR** ☐ **Progressing:** Administration hosts "drop-in" times for families to meet with leadership	☐ **Excelling:** Administrators provide regular time for staff to do individualized, systematic outreach to families by telephone, text, and/or in-person **OR** ☐ **Excelling:** Administrators emphasize the importance of communication about successes and positive behavior **OR** ☐ **Excelling:** Administrators attend and/or provide professional development for communication with families (training, mentoring, etc.)

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

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FE-SAT Worksheet #5: Family Involvement in Decision-Making

Complete this Worksheet if one of the primary goals of your family engagement strategy, as identified above, is to **facilitate opportunities for families to be involved in decision-making about their child's early learning program, school, and/or other early education opportunities and create an organizational infrastructure that provides systems for families to be involved in learning-related decisions.**

Instructions: For each section below:

1) Read through the descriptions of quality for each section.

2) Indicate the level (Emerging, Progressing, or Excelling) that best reflects the work you are doing in this area using the descriptors provided. Pick the category that you feel **best describes** your current plans or work. Categories generally reflect the following:

   a) **Emerging:** Strategies that are rated as "emerging" have just begun the work in this area. Sometimes "emerging" strategies are those that involve small improvements or changes to existing policies or practices or that start to put in place basic foundational practices that have not existed in the past. Emerging strategies can be important "first steps" to increasing family engagement but are also areas that may be a focus for future improvement.

   b) **Progressing**: Strategies that are rated as "progressing" reflect some elements of "best practice" in family engagement work and show evidence that at least some elements of best practices are in place or planned.

   c) **Excelling**: Strategies that are rated as "excelling" reflect clear evidence of "best practices" in family engagement and are thought to be most likely to help support positive outcomes in families, children, and professionals.

   Note that these categories are seen as a continuum and are not mutually exclusive. In other words, methods/strategies/tactics in the excelling category may also include those from the progressing and emerging categories.

3) Provide **examples from your work** to support your rating.

4) Identify ways that you might **increase the level of implementation** of your strategies.

Section 1: Family Guided Decision Making. To what extent are decisions guided by input from participating families?

☐ **Emerging:** Families have limited opportunities to provide input or feedback on topics, programming, or services (e.g., through informal conversations, comment boxes, and/or surveys)	☐ **Progressing:** Families' input is actively sought out and used to guide decision making	☐ **Excelling:** Families have significant voice in deciding on programs or services, interventions, policies, and/or hiring **OR** ☐ **Excelling:** Families are included systematically in decision making at multiple levels

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 2: Parent/Caregiver Representation (Number of families). How many families participate in decision-making processes?

☐ **Emerging:** A few key parents/caregivers are involved and serve as "go-to" leaders at the organization	☐ **Progressing:** Usually the same group of parents/caregivers are engaged or provide input across different activities	☐ **Excelling:** A large number/percent of parents/ caregivers provide input through formal channels

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

Section 3: Intensity. What best describes the level of intensity, frequency, and involvement in decision-making and power sharing?

Frequency	☐ **Emerging:** Parents/caregivers are involved infrequently in organizational or program/strategy decisions	☐ **Progressing:** Parents/caregivers are involved in some of the organizational or program/strategy decisions	☐ **Excelling:** Parents/caregivers are often involved in policy, program, or strategy decision making

Systemic Involvement	☐ **Emerging:** Parent input is sought on an "as needed" basis (e.g., for guidance around a specific event) primarily through informal mechanisms	☐ **Progressing:** Specific structures or committees provide <u>some opportunities</u> for parent input	☐ **Excelling:** There is an effective infrastructure for <u>sustained, regular</u> parent input (e.g., Parent Advisory group that meets frequently)

Describe/Examples:

Barriers to Stronger Implementation & Ideas for Solutions:

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Family Engagement Self-Assessment - Summary Page

1. Name or description of the family engagement strategy/program:
_____

2. Date FE-SAT Completed: _____/_____/_____

3. Who is completing the FE-SAT?
_____

4. Which locations are being considered within this assessment?
   - ☐ District(s)
   - ☐ School(s)
   - ☐ Early Learning Program(s)
   - ☐ Other: _____

5. Which of the following best describes your Implementation Stage
   - ☐ Planning stage
   - ☐ Early Implementation
   - ☐ Experienced implementer
   - ☐ Expansion/replication

#1 Equity & Family Voice

Section 1: Representation.

Families
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Staff
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 2: Content/Approach.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 3: Accessibility.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 4: Family-Friendly/Welcoming Settings
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 5: Strengths-Based
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 6: Family Driven.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 7: Translation and/or Interpretation.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

#2 Relationship Building   ☐ N/A

Section 1: Who is the primary focus.
☐ Parent-Child ☐ Family-to-Family ☐ Family-ELP/Teacher ☐ Child-ELP/Teacher

Section 4: Intensity.

Frequency
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Consistency of attendees
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Group size
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

#3 Skills, Abilities, Knowledge, & Beliefs   ☐ N/A

Section 1: Who is the primary focus.
☐ Child/Families ☐ ELP/Teachers ☐ Admin ☐ N/A

Section 2: Building shared knowledge between families, ELP, teachers & admin.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 3: Content & Instructional Style.
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Section 7: Intensity.

Frequency
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Consistency of attendees
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Group size
☐ Emerging ☐ Progressing ☐ Excelling ☐ N/A

Family Engagement Self-Assessment - Summary Page

#4 Communication	☐ N/A

Section 1: Who is the primary focus.

☐ Family-Family	☐ Family-ELP/Teacher	☐ Family-Admin/Director	☐ N/A

Section 2: reciprocal Communication.

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 3: Intensity.

Frequency

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Group size

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 4: Method/Mode.

A. Family-Family Communication

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

B. Family-Teacher Communication

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

C. Family-Administrator

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 5. Multi-Modality.

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 6. Translation and/or Interpretation.

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

#5 Family Involvement in Decision-Making	☐ N/A

Section 1: Family Guided Decision Making.

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 2: Parent/Caregiver Representation (Number of Families).

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Section 3: Intensity.

☐ Emerging	☐ Progressing	☐ Excelling	☐ N/A

Notes: