

# The **7** Essential Components

## Parent, Family, and Community Engagement (PFCE)

### A Toolkit for Public School Units (PSUs)

#### The Toolkit Includes

- (1) A brief Introduction
- (2) A Self-Assessment Instrument featuring 7 Essential Components and 73 Indicators of Practice, grounded in evidence-based practices
- (3) A Summary Review template that accompanies each of the 7 Essential Components
- (4) PFCE Data and Strategic Plan templates with SMART goals and additional resources

\*Inquire about technical assistance with the development and implementation of your PSU's *PFCE Strategic Plan*

#### Objective

Using insights and data from the Self-Assessment Instrument and related activities, the Public School Unit (PSU) develops and implements a comprehensive, standalone *PFCE Strategic Plan*. Each school and/or district's strategic plan provides an actionable roadmap for cohesive, school-community-wide, and sustainable improvement in parent, family, and community engagement. Noting when parents, families, and communities are actively engaged, PSUs see measurable improvements in student achievement, attendance, behavior, and overall school climate. Through the establishment of SMART Goals, targeted activities, and ongoing evaluation of the plan, efforts contribute to increased family engagement, deeper community involvement, and measurable gains in student outcomes and school success.

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## Introduction

Research demonstrates that public school units (PSUs) that actively engage parents, families, and community partners are key drivers of improved student achievement and overall school success. Moreover, when schools establish strong relationships and partnerships with families and community members, student outcomes such as academic performance, attendance, and pro-social behaviors, are more likely to improve.

This toolkit equips public school units with a straightforward process and evidence-based practices to develop a resolute, standalone ***Parent, Family, and Community Engagement (PFCE) Strategic Plan*** that is central to achieving organizational goals through family engagement and positive student outcomes. The use of a self-assessment instrument for PFCE is grounded in research and, when combined with effective data analysis, strategic planning, and the integration of evidence-based practices, can yield significant results for the entire school community. The following considerations reflect best practices for schools seeking to leverage data and proven approaches to strengthen and sustain PFCE implementation:

- Establish a Leadership Team Structure for PFCE.
- Utilize process measures along with actionable steps.
- Implement evidence-based activities and promising practices identifying what works best for PFCE program improvement and implementation.
- Facilitate broad family and community perspectives, feedback, and involvement.
- Engage families in out-of-school programs
- Leverage family and community leadership and contributions.
- Create linked learning opportunities for families to support their children learning at school, home, and the community.
- Prioritize effective customer service, meaningful partnerships, and communication (identify and remove barriers to engagement).
- Incorporate relevant and meaningful family and community survey data.
- Use of a self-assessment instrument or tool alongside other relevant assessment data to drive the development of a family and community engagement strategic plan.
- Make informed, data-driven decisions
- Develop and implement a ***PFCE Strategic Plan*** for the school or system.

The 7.0 Essential Components support the structure of the self-assessment instrument, which includes “Indicators of Practice.” Using the instrument helps capture a holistic view of the school’s PFCE programming strengths, areas for improvement, and activities to be prioritized in the ***PFCE Strategic Plan*** .

This reflective, data-driven approach empowers PSUs to make informed decisions, identify priorities, and chart a clear path for implementation. It also helps with building the capacity of staff and teachers, leading to improved student outcomes.

## The 7 Essential Components

The “Essential Components” include evidence-based practices, promising practices, and key indicators that form each section of the Self-Assessment Instrument. Each “Essential Component” includes "Indicators of Practice" that help schools and teams reflect, assess, collaborate, and learn. This process leads to important insights about what is being done well, areas that require attention or improvement, and what should be prioritized.

By using the Self-Assessment Instrument along with other activities to develop the **Parent, Family, and Community Engagement (PFCE) Strategic Plan**, schools can strengthen partnerships with families and the community. The “Essential Components” also emphasize the need for prerequisites and conditional activities, incorporating evidence-based practices to help schools maintain supportive and inclusive environments for all stakeholders, helping create plans to support student's development and success.

- Essential Component 1.0** Leadership, Policy, and Resources
- Essential Component 2.0** PFCE Leadership Team and Strategic Planning
- Essential Component 3.0** School Building Culture and Values
- Essential Component 4.0** Communication
- Essential Component 5.0** Training and Capacity Building
- Essential Component 6.0** Partnerships and Related Activities
- Essential Component 7.0** ESSA Title I - Parent and Family Engagement Requirements

# The Self-Assessment Instrument

Essential Components 1.0 - 7.0 (73 Indicators of Practice)

| 1.0 Essential Component: Leadership, Policy, and Resources |  | Unsure or n/a  | Ground Level | Developing | Leading |  |
|--|--|--|--------------|------------|---------|--|
| <b>Indicators of Practice</b>                              | <b><i>Commitment and Vision</i></b>  |  |              |            |         |  |
|  | 1.1  | School/district leaders engage in continuous professional development on research-based, evidence-informed Parent Family and Community Engagement (PFCE) practices, modeling a commitment to family and community engagement excellence. |              |            |         |  |
|  | 1.2  | School/district leaders collaboratively establish and effectively communicate a clear, unified vision for PFCE throughout the school community.  |              |            |         |  |
|  | 1.3  | The school's/district's <b><i>PFCE Strategic Plan</i></b> is intentionally integrated with the school's improvement plan and aligned with the district's strategic priorities.   |              |            |         |  |
|  | 1.4  | School/district leaders champion consistent, data-driven family engagement practices across classrooms, schools, and programs.   |              |            |         |  |
|  | <b><i>Policies, Resources, and Infrastructure</i></b>  |  |              |            |         |  |
|  | 1.5  | Current PFCE policies and procedures comply with applicable federal, state, and local requirements.  |              |            |         |  |
|  | 1.6  | Trained personnel or qualified PFCE specialists are designated to lead, coordinate, and support the planning, implementation, and capacity-building of PFCE teams/initiatives.   |              |            |         |  |
|  | 1.7  | Funding, personnel, and evidence-based professional learning resources are strategically allocated to advance PFCE goals and priorities.   |              |            |         |  |
|  | 1.8  | Staff are equipped with evidence-based tools, resources, and training to enhance family engagement practices.  |              |            |         |  |
|  | <b><i>Implementation and Access</i></b>  |  |              |            |         |  |
| 1.9  | Staff have access to a continuum of evidence-based tools, resources, and professional learning to strengthen family engagement practices.  |  |              |            |         |  |
| 1.10   | Flexible scheduling, virtual participation, and alternative engagement opportunities are offered to maximize access and participation for parents, families, and community partners. |  |              |            |         |  |
| 1.11   | Engagement opportunities are intentionally designed to include families who are not actively involved in the school community or have been historically underrepresented.            |  |              |            |         |  |

**SUMMARY REVIEW**  
**Essential Component 1.0**  
Leadership, Policy, and Resources

Which indicators and practices from Essential Component 1.0 are going well or excelling?

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Which indicators and practices from Essential Component 1.0 need attention or improvement?

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From Essential Component 1.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the ***PFCE Strategic Plan***.

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| 2.0  | <b>Essential Component: Parent Family and Community Engagement (PFCE) Leadership Team and Strategic Planning</b>   | Unsure or n/a | Ground Level | Developing | Leading |
|--|--|---------------|--------------|------------|---------|
| <b><i>PFCE Leadership Team Structure (All Schools)</i></b> |  |               |              |            |         |
| 2.1  | A PFCE Leadership Team is established to develop and continuously review the <b><i>PFCE Strategic Plan</i></b> .   |               |              |            |         |
| 2.2  | A PFCE Leadership Team oversees the implementation of a comprehensive PFCE program.  |               |              |            |         |
| 2.3  | The PFCE Leadership Team includes members who represent the school population’s demographic, cultural, and community diversity.                                      |               |              |            |         |
| 2.4  | The PFCE Leadership Team has clearly defined roles, responsibilities, and decision-making authority.   |               |              |            |         |
| 2.5  | The PFCE Leadership Team meets regularly according to an established schedule and set operating procedures.  |               |              |            |         |
| <b><i>Data and Continuous Improvement</i></b>              |  |               |              |            |         |
| 2.6  | Multiple sources of PFCE data—including family feedback and survey results—are used to develop, implement, and improve PFCE programming.                             |               |              |            |         |
| 2.7  | Process measures and implementation data are used to monitor progress toward the <b><i>PFCE Strategic Plan</i></b> goals.  |               |              |            |         |
| 2.8  | The PFCE Leadership Team regularly evaluates the effectiveness and fidelity of PFCE activities and makes adjustments based on findings.                              |               |              |            |         |
| <b><i>Strategic Planning and Engagement</i></b>            |  |               |              |            |         |
| 2.9  | The PFCE Leadership Team consistently evaluates the effectiveness and fidelity of the <b><i>PFCE Strategic Plan</i></b> and activities, adjusting based on findings. |               |              |            |         |
| 2.10   | The school/district regularly identifies and addresses barriers that limit family participation and engagement.  |               |              |            |         |
| 2.11   | The <b><i>PFCE Strategic Plan</i></b> is communicated and accessible to families, staff, and community stakeholders.   |               |              |            |         |
| 2.12   | PFCE Leadership Team members receive ongoing training in research-based and evidence-informed family engagement practices.   |               |              |            |         |

**Indicators of Practice**

## SUMMARY REVIEW

### Essential Component 2.0

#### Parent Family and Community Engagement (PFCE) Leadership Team and Strategic Planning

Which indicators and practices from Essential Component 2.0 are going well or excelling?

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Which indicators and practices from Essential Component 2.0 need attention or improvement?

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From Essential Component 2.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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| 3.0                           | <b>Essential Component: School Building Culture and Values</b>  |   | Unsure<br>or n/a | Ground<br>Level | Developing | Leading |
|-------------------------------|---|---|------------------|-----------------|------------|---------|
| <b>Indicators of Practice</b> | <b><i>Climate and Belonging</i></b>   |   |                  |                 |            |         |
|                               | 3.1   | The school regularly collects and reviews data to determine whether families feel welcomed, respected, and valued within the school community.  |                  |                 |            |         |
|                               | 3.2   | Parent and family feedback is regularly gathered to identify perceptions, interests, needs, and opportunities for improvement.  |                  |                 |            |         |
|                               | 3.3   | School leaders, staff, and stakeholders demonstrate a shared commitment to PFCE as a core school priority.  |                  |                 |            |         |
|                               | 3.4   | The school fosters a welcoming environment where families are encouraged to build relationships with staff and participate in school activities.  |                  |                 |            |         |
|                               | 3.5   | Our school building is welcoming, where all families can drop in and connect with staff and other families.   |                  |                 |            |         |
|                               | <b><i>Inclusion and Continuous Improvement</i></b>  |   |                  |                 |            |         |
|                               | 3.6   | Staff consistently interact with families in respectful, responsive, and supportive ways.   |                  |                 |            |         |
|                               | 3.7   | School practices, programs, and learning environments reflect and value the diverse cultural, linguistic, and lived experiences of students and families.                                 |                  |                 |            |         |
|                               | 3.8   | Professional learning and family engagement activities promote cultural responsiveness, inclusivity, opportunity, and equity.   |                  |                 |            |         |
|                               | 3.9   | Strategies and activities are intentionally designed to ensure meaningful participation for families from all backgrounds, including those with disabilities and other smaller subgroups. |                  |                 |            |         |
| 3.10                          | Data are systematically analyzed to identify engagement gaps, barriers, and potential inequities impacting family participation.  |   |                  |                 |            |         |
| 3.11                          | PFCE is implemented as a comprehensive, year-round process guided by a dedicated strategic plan that engages the entire community and drives continuous school improvement and student success. |   |                  |                 |            |         |

**SUMMARY REVIEW**  
**Essential Component 3.0**  
**School Building Culture and Values**

Which indicators and practices from Essential Component 3.0 are going well or excelling?

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Which indicators and practices from Essential Component 3.0 need attention or improvement?

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From Essential Component 3.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the ***PFCE Strategic Plan***.

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| 4.0 Essential Component: Communication |  | Unsure or n/a  | Ground Level | Developing | Leading |  |
|--|--|--|--------------|------------|---------|--|
| <b>Indicators of Practice</b>          | <b><i>Communication Expectations/Culture</i></b>   |  |              |            |         |  |
|  | 4.1  | The school communicates that parents and families are valued partners in supporting student success.   |              |            |         |  |
|  | 4.2  | Communication practices promote two-way dialogue, active listening, and meaningful family feedback.  |              |            |         |  |
|  | 4.3  | Staff receive professional learning on effective family communication and outreach strategies.   |              |            |         |  |
|  | <b><i>Communication Systems and Practices</i></b>  |  |              |            |         |  |
|  | 4.4  | Information is communicated through multiple formats and channels that are accessible, understandable, and responsive to family needs.           |              |            |         |  |
|  | 4.5  | Differentiated communication and outreach strategies are used to engage families who are less connected or less involved in school activities.   |              |            |         |  |
|  | 4.6  | Communication efforts provide timely information about school events, academic progress, extracurricular opportunities, and available resources. |              |            |         |  |
|  | 4.7  | The school intentionally seeks family input, expertise, and feedback to support student and school success.                                      |              |            |         |  |
|  | 4.8  | Teachers regularly communicate with families about curriculum, student progress, and ways to support learning at home.                           |              |            |         |  |
|  | <b><i>Data, Planning, and Continuous Improvement</i></b>   |  |              |            |         |  |
|  | 4.9  | Data are used to evaluate the effectiveness of communication methods in reaching and engaging all families.                                      |              |            |         |  |
| 4.11                                   | Communication goals, strategies, and evaluation measures are included within the <b><i>PFCE Strategic Plan</i></b> . |  |              |            |         |  |

**SUMMARY REVIEW**  
**Essential Component 4.0**  
**Communication**

Which indicators and practices from Essential Component 4.0 are going well or excelling?

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Which indicators and practices from Essential Component 4.0 need attention or improvement?

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From Essential Component 4.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the ***PFCE Strategic Plan***.

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| 5.0   | <b>Essential Component: Training and Capacity Building</b>   | Unsure<br>or n/a   | Ground<br>Level | Developing | Leading |  |
|---|--|--|-----------------|------------|---------|--|
| <b>Indicators of Practice</b>                   | <b><i>Staff Capacity</i></b>   |  |                 |            |         |  |
|   | 5.1  | Research-based and evidence-informed professional learning is provided to strengthen staff knowledge and implementation of effective PFCE practices.                     |                 |            |         |  |
|   | 5.2  | Staff understand the school's PFCE vision, framework, and expectations for implementation.   |                 |            |         |  |
|   | 5.3  | Teachers and staff understand their role in building relationships, supporting families, and promoting student success through PFCE.                                     |                 |            |         |  |
|   | 5.4  | Teachers and staff receive training on strategies that build the capacity of parents and family members to support student learning.                                     |                 |            |         |  |
|   | 5.5  | Teachers regularly implement planned PFCE activities that engage families as partners in student learning.   |                 |            |         |  |
|   | <b><i>Family and Community Capacity</i></b>  |  |                 |            |         |  |
|   | 5.6  | Families are provided with training, resources, and learning opportunities that strengthen their ability to support their children's academic and developmental success. |                 |            |         |  |
|   | 5.7  | Family engagement resources and materials are accessible, culturally responsive, and aligned to family needs.  |                 |            |         |  |
|   | 5.8  | Family and community members are encouraged and supported to serve as leaders, facilitators, and advocates within PFCE efforts.  |                 |            |         |  |
|   | 5.9  | Partnerships with community organizations enhance PFCE training opportunities and provide additional resources and support for families and students.                    |                 |            |         |  |
| <b><i>Impact and Continuous Improvement</i></b> |  |  |                 |            |         |  |
| 5.10  | Training and capacity-building efforts strengthen relationships among families, staff, students, and the broader school community. |  |                 |            |         |  |
| 5.11  | Capacity-building goals, strategies, and evaluation measures are included within the <b><i>PFCE Strategic Plan</i></b> .           |  |                 |            |         |  |

**SUMMARY REVIEW**  
**Essential Component 5.0**  
**Training and Capacity Building**

Which indicators and practices from Essential Component 5.0 are going well or excelling?

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Which indicators and practices from Essential Component 5.0 need attention or improvement?

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From Essential Component 5.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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| 6.0 Essential Component: Partnerships and Related Activities |  | Unsure or n/a  | Ground Level | Developing | Leading |  |
|--|--|--|--------------|------------|---------|--|
| <b>Indicators of Practice</b>                                | <b><i>Family Partnerships and Shared Decision-Making</i></b> |  |              |            |         |  |
|  | 6.1  | Families are recognized and empowered as essential partners in school improvement, PFCE planning, decision-making, and all related activities, reflecting best practices ( <a href="#">National Standards for Family-School Partnerships</a> , <a href="#">School Community Journal, 2015, research article</a> , and <a href="#">A Dual Capacity-Building Framework for Family–School Partnerships</a> ). |              |            |         |  |
|  | 6.2  | The school cultivates meaningful opportunities for family leadership, volunteerism, and authentic participation in school programs and activities, fostering a collaborative school culture.   |              |            |         |  |
|  | 6.3  | Family engagement activities are strategically designed to strengthen relationships among families, staff, students, and the broader school community.   |              |            |         |  |
|  | <b><i>Community Partnerships</i></b>                         |  |              |            |         |  |
|  | 6.4  | Community-based organizations, businesses, faith-based organizations, and other partners support family engagement and student success.  |              |            |         |  |
|  | 6.5  | Strategic partnerships provide resources, services, and support that build families’ capacity to support learning both at home and at school.  |              |            |         |  |
|  | 6.6  | Partnerships provide learning opportunities, workshops, and educational programs that benefit families, students, and staff.   |              |            |         |  |
|  | 6.7  | Community partnerships support school improvement priorities and contribute to positive outcomes for students and families.  |              |            |         |  |
|  | <b><i>Family Support Systems</i></b>                         |  |              |            |         |  |
|  | 6.8  | The school provides access to family resources, materials, and support that help families engage in their children's education (evidence may include a Family Resource Center, resource hub, lending library, parent resource area, or similar support structures).  |              |            |         |  |
|  | <b><i>Evaluation and Continuous Improvement</i></b>          |  |              |            |         |  |
|  | 6.9  | The effectiveness of partnerships and related activities is systematically evaluated using participation data, stakeholder feedback, and impact metrics, with a commitment to continuous improvement.  |              |            |         |  |
|  | 6.10   | Partnership goals, strategies, and evaluation measures are explicitly embedded within the <b><i>PFCE Strategic Plan</i></b> .  |              |            |         |  |

**SUMMARY REVIEW**  
**Essential Component 6.0**  
**Partnerships and Related Activities**

Which indicators and practices from Essential Component 6.0 are going well or excelling?

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Which indicators and practices from Essential Component 6.0 need attention or improvement?

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From Essential Component 6.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the ***PFCE Strategic Plan***.

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| 7.0   | <b>Essential Component: ESSA Title I - Parent and Family Engagement Requirements</b>   | Unsure<br>or n/a | Ground<br>Level | Developing | Leading |
|---|--|------------------|-----------------|------------|---------|
| <b><i>Building Capacity and Accessibility</i></b>       |  |                  |                 |            |         |
|   | 7.1 The Title I district/school implements ESSA Section 1116(e) requirements to build the capacity of parents, families, staff, and community members to support student achievement.  |                  |                 |            |         |
|   | 7.2 The district/school implements ESSA Section 1116(e) requirements to build the capacity of parents, families, staff, and community members to support student achievement.  |                  |                 |            |         |
| <b><i>Parent and Family Engagement Policy</i></b>       |  |                  |                 |            |         |
|   | 7.3 The Title I district/school jointly develop, distribute, implement, and evaluate Parent and Family Engagement (PFE) Policies in collaboration with parents and family members, consistent with ESSA Section 1116(a) and (b); see the <a href="#">PFE Policy - 1 Page Guidance 6.30.25</a> to support best practices.   |                  |                 |            |         |
| <b><i>The Title I School Annual Meeting</i></b>         |  |                  |                 |            |         |
|   | 7.4 The Title I school conducts annual Title I meetings and provides ongoing opportunities for meaningful parent and family participation in accordance with ESSA Section 1116(c). Required activities include, but are not limited to, informing parents of their school's Title I participation, explaining the school's curriculum and assessments used to measure student progress, providing information on academic standards and state achievement levels, outlining parent rights, and gaining parent input and suggestions: utilizing Federal Title I funds, plans, activities. |                  |                 |            |         |
| <b><i>Shared Responsibility for Student Success</i></b> |  |                  |                 |            |         |
|   | 7.5 The Title I school jointly develops, implements, and reviews a School-Parent Compact with parents and family members in accordance with ESSA Section 1116(d); see the <a href="#">School-Parent Compact Checklist</a> and the <a href="#">Creating an Effective School-Parent Compact</a> to support compliance and best practices.  |                  |                 |            |         |
| <b><i>Parents' Right-to-Know</i></b>                    |  |                  |                 |            |         |
|   | 7.6 The Title I school ensures all parents and family members receive the required Parents' Right-to-Know notifications and information in accordance with ESSA Section 1112(e); schools can access and modify the <a href="#">Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications</a> and the <a href="#">Sample Letter: Teacher(s) Not Meeting Licensing Criteria-Qualifications</a>  |                  |                 |            |         |
|   | 7.7 We will utilize and apply <a href="#">Sections 1116(a-h) &amp; 1112(e) of the ESSA</a> statute for comprehensive Parent and Family Engagement and Parents' Right-to-Know information and requirements.   |                  |                 |            |         |

**Indicators of Practice**

## SUMMARY REVIEW

### Essential Component 7.0

#### ESSA Title I - Parent and Family Engagement Requirements

Which indicators and practices from Essential Component 7.0 are going well or excelling?

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Which indicators and practices from Essential Component 7.0 need attention or improvement?

- 

From Essential Component 7.0, identify the indicators or related activities that should be revisited and incorporated into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

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## **SMART Goals in the PFCE Strategic Plan**

SMART Goals are specific, measurable, attainable, realistic, and time-bound and should answer the questions:

- What are we doing?
- What will be improved?
- By how much?
- By when?
- And for whom and for what purpose?
- Have we been clear on precisely what we are trying to accomplish, and can we measure it?

### **Questions to ask and answer when addressing parent, family, and community engagement:**

- Have we identified and addressed barriers that may exist to ensure that all families have access?
- Did we address any gaps for specific student and family groups that may exist in our school community?
- Will achieving this SMART Goal increase or improve engagement? (check for unintended negative consequences)
- Does the SMART Goal align with supporting family members in helping their child learn and succeed at school and home?
- Does the goal, activity, or resources sections include evidence or research-based practices?
- Do we have the necessary resources to support the Goal and activity? If not, does the goal and activity address acquiring the resources required?

## ***PFCE Strategic Plan (Key Data and Areas to Prioritize)***

|              |
|--------------|
| District:    |
| School Name: |
| School Code: |
| Date:        |

### **Key Data, Priorities, Areas of Need**

Summarize or bullet point the data, priorities, areas of need, and any information to be addressed in the ***PFCE Strategic Plan***, Smart Goals, Activities, and Resources sections.

## Key Data, Priorities, Areas of Need (cont.)

Summarize or bullet point the data, priorities, areas of need, and any information to be addressed in the *PFCE Strategic Plan*, Smart Goals, Activities, and Resources sections.

**PFCE Strategic Plan – SMART Goal #1: Enter goal here**

**Instructions:** Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

| Activities   | Measures  | Timeframe  | Lead  | Resources  |
|--|---|--|---|--|
| <i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i> | <i>What short- and long-term data will be collected to measure the outcomes of this activity?</i> | <i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i> | <i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i> | <i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i> |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |

**PFCE Strategic Plan – SMART Goal #2: Enter goal here**

**Instructions:** Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

| Activities   | Measures  | Timeframe  | Lead  | Resources  |
|--|---|--|---|--|
| <i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i> | <i>What short- and long-term data will be collected to measure the outcomes of this activity?</i> | <i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i> | <i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i> | <i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i> |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |

**PFCE Strategic Plan – SMART Goal #3: Enter goal here**

**Instructions:** Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

| Activities   | Measures  | Timeframe  | Lead  | Resources  |
|--|---|--|---|--|
| <i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i> | <i>What short- and long-term data will be collected to measure the outcomes of this activity?</i> | <i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i> | <i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i> | <i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i> |
|  |   |  |   |  |
|  |   |  |   |  |
|  |   |  |   |  |

**PFCE Strategic Plan – SMART Goal #4: Enter goal here**

**Instructions:** Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

| Activities   | Measures  | Timeframe  | Lead  | Resources  |
|--|---|--|---|--|
| <i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i> | <i>What short- and long-term data will be collected to measure the outcomes of this activity?</i> | <i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i> | <i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i> | <i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i> |
|  |   |  |   |  |
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**PFCE Strategic Plan – SMART Goal #5: Enter goal here**

**Instructions:** Complete the empty rows below to support meeting the SMART Goal. Answer all prompts for each activity.

| Activities   | Measures  | Timeframe  | Lead  | Resources  |
|--|---|--|---|--|
| <i>What evidence-based practice(s) and specific activities will be implemented to achieve this goal?</i> | <i>What short- and long-term data will be collected to measure the outcomes of this activity?</i> | <i>What is the projected length of time for this activity? When will progress be monitored or data reviewed?</i> | <i>Who is involved with implementing, measuring, and adjusting the activity? Others to be involved?</i> | <i>What resources and/or funds will be used to implement this activity toward reaching the Goal?</i> |
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## Resources to Assist PSUs

- NC DPI, Office of Federal Programs, [Parent and Family Engagement webpage](#)
- Dual Capacity-Building Framework for Family-School Partnerships, [Updated, Karen K. Mapp, Eyal Bergman](#)
- Dual Capacity-Building Framework for Family-School Partnerships, [U.S. Department of Education](#)
- Engaging Parents, Developing Leaders, [Annie E. Casey Foundation](#)
- [Epstein's Framework of Six Types of Involvement](#), Joyce L. Epstein, copy of the framework, six types of involvement, includes sample practices, challenges, refinements, and expected results.
- Every Student Succeeds Act (ESSA), [A Comprehensive Guide](#)
- KY Family and School Partnership 101 Training Module, [The Prichard Committee](#)
- Measurement Tool: how to assess my school's PFCE practices? [Ohio Statewide Family Engagement Center](#)
- Minnesota Parent Center, ACTION INFORMATION SHEET: [A Parent's Vision and High Expectations are Powerful](#)
- National Association for Family, School, and Community Engagement, [Request the Competencies](#)
- National Association for Family, School, and Community Engagement via the [OSU Family Engagement Center](#)
- National Standards for Family-School Partnerships, [National PTA](#)
- NC Early Childhood Family Engagement and Leadership Framework, [NCDHHS](#)
- U.S. Department of Education, Non-Regulatory Guidance, January 2025, [Parent and Family Engagement](#)
- Partners Education in A Dual Capacity-Building Framework for Family–School Partnerships, [SEDL in collaboration with the U.S. Department of Education](#)
- Trainings and Workshops, [PACER Center](#)
- Professional Learning Hub, [The Ohio Statewide Family Engagement Center](#)
- [School, Family, and Community Partnerships](#), Joyce L. Epstein, Mavis G. Sanders, Steven B. Sheldon, Beth S. Simon, Karen Clark Salinas, Natalie Rodriguez Jansorn, Frances L. Van Voorhis, Cecelia S. Martin, Brenda G. Thomas, Marsha D. Greenfeld, Darcy J. Hutchins, Kenyatta J. Williams
- Self-care for Educators Video Series, [South Dakota SFEC](#)
- Strategies for Equitable Family Engagement, [State Support Network, U.S. Department of Education](#)
- Toolkit of Resources for Engaging Families and the Community as Partners in Education, [IES>REL Program](#)
- The Seven Big Ideas, Family Engagement, Steve Constantino, [Free Action Playbook for Educators](#)
- When We Partner, Everyone Wins! With Dr. Karen Mapp, [YouTube Video](#)