

The Parent, Family, and Community Engagement (PFCE)

7 Essential Components

**A Guide for Schools: Assessing, Planning, and Improving the Implementation of
Parent, Family, and Community Engagement Programming**

Includes a Self-Assessment Instrument and Other Evidence-based Practices

Paul Perrotta
Parent and Family Engagement Lead
Program Administrator – West Region, NC

Table of Contents

| | |
|---|-------|
| Introduction..... | 3-4 |
| The 7 Essential Components..... | 5 |
| Key Terms..... | 6-8 |
| Examples of Resources..... | 9 |
| Action-Based Recommendations to Promote Effective Family Engagement | 10-11 |
| Intended Users..... | 12 |
| How to Use (Action Steps)..... | 13-15 |
| The Self-Assessment Instrument..... | 16-30 |
| Parent and Family Engagement (PFCE) Strategic Plan Templates | 31-39 |

Introduction

Research shows that public school units (PSUs) that actively engage families and community partners play a crucial role in student success. Moreover, when schools establish strong relationships and partnerships with families and community members, student outcomes, including academic performance, attendance, and pro-social behaviors, are more likely to improve.

This guide provides PSUs with a process and resources to develop a *Parent, Family, and Community Engagement (PFCE) Strategic Plan* central to achieving organizational goals with family engagement and positive student outcomes. A comprehensive and effective strategic plan for PFCE is built on meaningful data and evidence-based practices. Here are some important considerations for schools using data, as well as incorporating evidence-based practices to plan and improve the strategic implementation of PFCE programming:

- 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.

PSUs facilitating such activities will form the foundation of the strategic planning process. With the end in mind, a data-driven process with organized steps helps enhance or develop a *PFCE Strategic Plan* for their 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 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.

1.0: Parent, Family, and Community Engagement (PFCE) Leadership Team and Strategic Planning

2.0: Leadership, Policy, and Resources

3.0: School Building Culture and Core Values

4.0: Communication

5.0: Training and Capacity Building

6.0: Partnerships and Related Activities

7.0: Every Student Succeeds Act’s Title I Requirements

Key Terms

Family or Family Members: The term "family" or "family member(s)" is inclusive to parents, caregivers, guardians, grandparents, etc. Some students may not have parents, so an uncomplicated use of language can include using "family member" instead of "parent," especially when addressing large groups of children and school community members.

Building Capacity: The Every Student Succeeds Act (ESSA), Section 1116, and research emphasize the importance of "building capacity" among staff, teachers, families, and community members as a crucial aspect of effective family and community engagement plans.

ESSA Section 1116 (schools SHALL):

- Assist parents and family members in understanding academic standards, state and local assessments, requirements of Title I, how to monitor a child's progress and work with educators
- Provide training and material for parents to help work with their children to improve their academic achievement, such as literacy training and using technology
- Train and educate teachers, other teaching personnel, principals, and school leaders, with the assistance of parents as partners in effective PFE practices
- Coordinate PFE strategies with other programs to the extent feasible and appropriate while ensuring information related to school and parent programs, meetings, and other activities, is in an understandable format and language

ESSA Section 1116 (schools MAY but recommended based on need):

- Involving parents in the development of training for teachers, principals, and other educators
- Provide literacy training to parents and family members using Title I funds if the LEA has exhausted all other funding
- Pay reasonable expenses for transportation and childcare to increase participation
- Train parents and family members to enhance the involvement of other parents and family members
- Arrange school meetings at a variety of times or conduct in-home conferences
- Adopt and implement model approaches to improve PFE and increase involvement
- Establish a LEA-wide parent advisory council to advise on all matters related to PFE and involvement
- Develop roles for community-based organizations and businesses in PFE activities

PSUs should strongly consider addressing "Building Capacity" and using evidence-based resources as a stand-alone SMART Goal with specific activities in their PFCE Strategic Plan.

Communication: Communication is two-way, involves several channels (in-person, tech, media, automation) for circulating messages and responses, and specifically involves the act of giving, receiving, and sharing information accessible and helpful to the intended stakeholders. Research supports that effective communication by the PSU is critical for high-impact family and community engagement and includes ongoing assessment of the school's communication intended outcomes with regular solutions to barriers.

PSUs should strongly consider addressing communication as a stand-alone SMART Goal with specific activities in their *PFCE Strategic Plan*.

Outreach: A planned activity to reach and engage family members, especially those not actively involved. [Outreach](#) is a relationship-building strategy and a service that occurs in closer proximity to engage the intended family member(s). Outreach activities should occur within the *PFCE Strategic Plan* as needed.

Parent and Family Engagement (PFE): Commonly used in Every Student Succeeds Act (ESSA), Sec. 1116. Parent and Family Engagement (see Essential Component 7.0 for additional information). This guide includes PFE with Parent, Family, and Community Engagement (PFCE).

Parent, Family, and Community Engagement (PFCE) Strategic Plan: A written, well-organized, and implemented plan for improving PFCE programming. A PFCE Leadership Team Structure guides the collaborative design of the *PFCE Strategic Plan* to meet the school's goals and engage family members, utilizing a process informed by data and evidence-based activities to impact student outcomes positively.

Parent and Family Engagement (PFCE) Team Structure: The *PFCE Leadership Team Structure* is needed to develop and guide the *PFCE Strategic Plan* (see Essential Component 1.0 for additional information). This team structure is culturally and demographically representative of all students and families, school staff, and community members that meet regularly to develop and support the implementation of the *PFCE Strategic Plan*, committed to activities that further involve and benefit the entire school community.

Parents Right to Know: From the Every Student Succeeds Act (ESSA), Sec.1112(e), requires PSUs who receive Title I Funds at the beginning of each school year and ongoing notifications as relevant and required; parents and family members have the right to know about the (1) professional qualifications and licensing criteria of the teachers who instruct your child, (2) information regarding student participation in mandatory State or local

testing and affiliated policies, (3) language instruction and English learner identification protocols and services, and (4) that such information will occur in an understandable language and accessible format.

Partnership - Public school units should address partnerships within their *PFCE Strategic Plan*. Partnerships involve effective communication and a respectful agreement, typically in writing or with a plan. The involved parties often agree to norms, joint decision making with activities, and work toward cooperative, trusting relationships to increase the likelihood of achieving their shared mission, including promoting student learning and comprehensively positive student outcomes and success.

Process Measures – Specific steps relevant to developing, implementing, and ongoing analysis while trying to improve the performance of a service, program, or organization. Often, process measures accompany a well-structured, strategic plan.

Public School Unit (PSU) – For this guide, a public school unit refers to an inclusive term, a school district, a charter school, a lab school, and any stand-alone public school.

Examples of Resources to Assist PSUs

- NC DPI, Office of Federal Programs, [Parent and Family Engagement webpage](#)
- Concept of Trauma and Guidance for a Trauma-Informed Approach, [SAMHSA](#)
- 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](#)
- Pacer Center, [10 Tips: Ideas to Improve Parent-to Professional Communication from PACER Parent Advocate](#)
- [Parent and Family Engagement Provisions in Every Student Succeeds Act](#)
- 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, [video](#) and [free webinar](#)
- When We Partner, Everyone Wins! With Dr. Karen Mapp, [YouTube Video](#)

Action-Based Recommendations to Promote Effective Family Engagement

- Form a Parent, Family, and Community Engagement (PFCE) Team Structure.
- Regularly utilizing family and community surveys and other relevant school data to measure programming, engagement, and outcomes.
- Systematically collect and analyze PFCS data can help serves as the backbone of the strategic planning process.
- A PFCE self-assessment instrument and processes help PSUs identify what they are doing well, areas to improve, and activities to prioritize and plan.
- Consider PFCE at your school or in your system as a program as opposed to a strategy or event.
- Develop a *PFCS Strategic Plan* with SMART Goals and plans to enhance.
- The PFCE Leadership Team Structure is needed to help develop and guide the *PFCE Strategic Plan* (see Essential Component 6.0 for additional information).
- Promote and value the evidence that robust family involvement in a child's education leads to improved academic performance, better attendance, higher graduation rates, and positive student outcomes.
- Ensuring a well-designed *PFCE Strategic Plan* nurtures a strong partnership between schools, families, and the community and helps to establish open lines of communication, fostering mutual respect and involving families in decision-making processes.

- Use PFCE research-based resources, evidence-based practices, standards, and training for capacity building to improve programming.
- Ensure a school *PFCE Leadership Team Structure* helps support consistent and effective communication with all staff, parents, and family members.
- Reinforce the importance of outreach activities, partnerships, and removing barriers to support parents and families in helping their children learn at home and school.
- Allocate positions or designate personnel specializing in PFCE to build the capacity of staff and families.
- Support ongoing, high-quality training with coaching to all staff in implementing family engagement practices.
- Ensure effective oversight and implementation of the *PFCE Strategic Plan* connected to student learning outcomes and school improvement.

Intended Users

The intended users of this guide are principals, education leaders, teachers, other staff members, parents, family, and community members working together as a team who are interested in enhancing Parent, Family, and Community Engagement (PFCE) programming within their school or system.

Intended users are receptive to PFCE's evidence-based practices, innovative ideas, and continuous improvement efforts that impact student outcomes.

A planning team may come before the PFCE Leadership Team (see Essential Component 1.0, pg.17) to engage in professional learning, become familiar with this tool, or complete the Self-Assessment Instrument.

When working on the Self-Assessment Instrument, at least one team member should be familiar with the school's or district's data, including PFCE data, and know how to display, reference, and apply such data points.

The original planning team, which completes the Self-Assessment Instrument, may support or evolve into a PFCE Leadership Team Structure as defined and further explained in Essential Component 1.0.

The PFCE Leadership Team will play a pivotal role in developing the PFCE Strategic Plan and implementing activities to foster stronger connections between families and the community.

Intended users may be getting started with PFCE strategic planning or looking to scale up their current efforts. Still, they should be inclined toward professional development and use of PFCE evidence-based resources and committed to a process that yields a PFCE Strategic Plan.

Recognizing the significant impact that family and community engagement programming has on student success, leaders and team members regularly self-evaluate current conditions with an eagerness to explore innovative approaches, leverage resources, build capacity, and create more inclusive environments that promote collaboration and active involvement of families and community members, and improve outcomes for students.

How to Use this Guide (Action Steps)

1. Public school unit (PSU) representatives or the school Parent, Family, and Community Engagement (PFCE) Leadership Team (see Essential Component 1.0, pg. 17) become familiar with this guide's activities, resources, and tools.
2. The PSU can inquire about technical assistance and PowerPoint slides available in conjunction with completing the Self-Assessment Instrument and developing a *PFCE Strategic Plan*.
3. Prior to the development or review of *PFCE Strategic Plan*, the PSU establishes a planning team or the PFCE Leadership Team that:
 - a. Develop or partake in an “identifying and removing barriers” activity. Identifying and removing barriers for families to engage in their child’s education has been well-established as a highly effective, evidence-based activity. ([Identifying Barriers: Creating Solutions to Improve Family Engagement](#))
 - b. Review current data measures and resources (surveys, feedback, data platforms and communication systems, etc.).
 - c. Commit to Data-Driven, the PSUs systematically facilitate, collect, and analyzes PFCE comprehensive data that is the backbone of the strategic planning process and accompanies the team in completing the Self-Assessment Instrument. Below are examples of data sources:
 - parent and family surveys (**highly recommended**)
 - identification of barriers and strategies to remove barriers data (**highly recommended**)
 - data from communication platforms and data management systems (**highly recommended**)
 - comprehensive needs assessments/student performance subgroup data (**highly recommended**)
 - focus group data
 - audit or monitoring reports
 - working conditions data

- data from interviews, teams, observations, community agencies
 - any PFCE feedback data or other relevant PFCE information
4. Informal discussion about the current structure and resources that support PFCE programming at the school or in the system, including but not limited to use researched-based training and resources, programming activities, frameworks, use strategic plans, positions, funds, etc.
 5. Partake in the PFCE professional learning and action steps affiliated with this guide
 6. Complete the Self-Assessment Instrument
 7. The PSU recognizes the objective of completing the Self-Assessment Instrument is developing a well-designed *PFCE Strategic Plan* to help advance meaningful partnerships between the school, families, and the community and improve PFCE programming.
 8. The PSU may consider family engagement core competencies and standards that aid with internal capacity building for improving family-school partnerships. Below are two examples of such resources to review. However, these are suggestions, and other competencies and standards may be available.
 - [PTA's National Standards for Family-School Partnerships](#) and [video overview](#)
 - [The Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals](#) and [video recording](#)
 9. Complete and score the Self-Assessment Instrument and Summary Review for Essential Components 1.0-7.0. Use the rubric below to rate the Indicators of Practice for each of the 7.0 Essential Components for School Implementation of PFCE Programming:
 - **Unsure or n/a** – not used or not enough information; need to investigate further
 - **Ground Level** - Getting Started
 - **Developing** - Good Activities in Place, More to Do
 - **Leading** - Strong Examples of Implementation

10. Finally, this reflective, data-driven approach empowers PSUs to make informed decisions, identify priorities, and chart a clear path toward developing SMART goals and using the *PFCE Strategic Plan templates*.

The Parent, Family, and Community Engagement (PFCE)

Self-Assessment Instrument

Essential Components 1.0 - 7.0

| | 1.0 | Essential Component PFCE Leadership Team and Strategic Planning | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|-----|--|------------------|-----------------|------------|---------|
| | 1.1 | We have formed and operationalized a PFCE Leadership Team structure that ensures the development and ongoing review of our <i>PFCE Strategic Plan</i> . | | | | |
| | 1.2 | The PFCE Leadership Team guides the implementation of a comprehensive PFCE program at our school (or, in our system). | | | | |
| Indicators of Practice | 1.3 | We use process measures and activities to develop and evaluate a PFCE Strategic Plan (See Process Measures). | | | | |
| | 1.4 | Our PFCE (Leadership Team, Strategic Plan, and programming) prioritize reaching and engaging the family members of ALL students in our building and community stakeholders. | | | | |
| | 1.5 | We identify and analyze comprehensive PFCE data sources to help drive the development, implementation, and improvement of our PFCE programming (should include parent-family survey data and feedback). | | | | |
| | 1.6 | We regularly facilitate activities that identify and remove barriers for parents and family members who are not engaged in their children's learning at school. | | | | |
| | 1.7 | We have a PFCE Leadership Team structure with members that: | | | | |
| | | a.) are ethnically, demographically, and culturally representative of our community | | | | |
| | | b.) received research or evidence-based training in PFCE | | | | |
| | | c.) has defined roles (examples of roles, PFCE Leadership Team leader, PFCE Trainer or Specialist, Meeting Facilitator, Data-Person, Recorder, Social media or Communications Specialist, Teacher Representatives, Community Liaison, etc.) | | | | |
| | | d.) that shares the <i>PFCE Strategic Plan</i> with all stakeholders. | | | | |
| | 1.8 | We have PFCE Leadership Team structure that: | | | | |
| | | a.) meets regularly and operates with a schedule | | | | |
| | | b.) has access to meaningful data to analyze | | | | |
| | | c.) is empowered to make decisions | | | | |
| | | d.) meets regularly and operates with a schedule | | | | |
| | 1.9 | Our PFCE Leadership Team regularly evaluates and updates the PFCE Strategic Plan for fidelity with implementation and effectiveness. (If the designed activities are likely to achieve the intended results; make changes for new needs/update activities not achieving the desired outcome, etc.) | | | | |

SUMMARY REVIEW: Essential Component 1.0
PFCE Leadership Team and Strategic Planning

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

-

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

-

From Essential Component 1.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 2.0 | | Essential Component Leadership, Policy, and Resources | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|------|---|------------------|-----------------|------------|---------|
| Indicators of Practice | 2.1 | Leaders and principals advance their professional learning through research-based training and the utilization of evidence-based practices, informed by parent and family engagement research. | | | | |
| | 2.2 | Leaders and principals establish a clear vision for PFCE programming and ensure a strategic plan to achieve that vision. | | | | |
| | 2.3 | We have trained personnel or PFCE specialists who assist with family engagement programming at our school (or system); and lead or assist with planning, coordinating, and building capacity. | | | | |
| | 2.4 | Our PFE Policies and procedures are current and implemented per the federal, state, and local requirements (see the 1-Page Policy Guidance Doc. and ESSA, Sec. 116 PFE) | | | | |
| | 2.5 | Our policies and programming effectively reduce barriers for parents and family members to engage with staff and in the school. | | | | |
| | 2.6 | Leaders and principals ensure that evidence-based training and resources are available to help guide teacher and staff strategies for engaging families. | | | | |
| | 2.7 | We have a stand-alone <i>PFCE Strategic Plan</i> connected to our school improvement or district strategic plan. | | | | |
| | 2.8 | We have the necessary financial and professional development resources to support our PFCE vision and plans. | | | | |
| | 2.9 | We ensure coherence with data-driven, specific strategies among classroom teachers to engage and the build capacity with parents and families. | | | | |
| | 2.10 | Principals create flexible schedules and offer virtual or alternative options that engage families and community partners with varying needs and schedules. This includes learning opportunities and decision-making processes that purposefully engage parents who are not currently involved. | | | | |

SUMMARY REVIEW: Essential Component 2.0

Leadership, Policy, and Resources

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

-

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

-

From Essential Component 2.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 3.0 | | Essential Component School Building Culture and Core Values | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|------|---|------------------|-----------------|------------|---------|
| Indicators of Practice | 3.1 | We have and use current data that reveals whether parents and family members feel welcome in our building. | | | | |
| | 3.2 | We regularly administer PFE surveys to gather parents' and families' perceptions, interests, and needs, which help guide PFCE activities and program improvement efforts (see the sample PFCE Survey Questions in the associated PowerPoint). | | | | |
| | 3.3 | We use surveys and assessment data to identify gaps in parent and family engagement and determine if barriers or systemic bias may exist. (examples include family and student data, cultural and linguistic barriers, socioeconomic implications, data and feedback from families, disability, and access-related issues). | | | | |
| | 3.4 | Based on our beliefs and follow-through behaviors, our school community agrees that PFCE is a top priority. | | | | |
| | 3.5 | Our school building is welcoming, where all families can drop in and connect with staff and other families. | | | | |
| | 3.6 | Staff are committed to communicating in a kind tone, with the mission of making parents, families, and visitors feel welcome when they are in the building. | | | | |
| | 3.7 | We ensure that students' and families' cultural and ethnic backgrounds are reflected in classroom lessons. | | | | |
| | 3.8 | We ensure culturally responsive training and multicultural events are representative and inclusive to all families within the school community. | | | | |
| | 3.9 | Our strategies and activities create inclusive environments that value and support diverse family backgrounds and individuals with disabilities. | | | | |
| | 3.10 | We go beyond a few parent and family engagement events and strategies per year, and implement PFCE as a comprehensive program, with the opportunity to improve our school and positively impact student outcomes. | | | | |

SUMMARY REVIEW: Essential Component 3.0

School Building Culture and Core Values

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

-

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

-

From Essential Component 3.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 4.0 | | Essential Component Communication | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|------|--|------------------|-----------------|------------|---------|
| Indicators of Practice | 4.1 | We firmly believe and strongly message that parents and family members are welcome in our building as valued partners to support student success. | | | | |
| | 4.2 | Printed, electronic, and spoken forms of communication are understandable and accessible to all family members and stakeholders. | | | | |
| | 4.3 | We train our staff in two-way dialogue and active listening to foster understanding and support among one another and the school community. | | | | |
| | 4.4 | We use data to measure the effectiveness of our various communication methods in reaching all families. (i.e., emails, phone messaging, text messaging, apps, social media, websites, etc.) | | | | |
| | 4.5 | We cross-reference academic achievement and other student success-related data with parent and family participation engagement data. | | | | |
| | 4.6 | We use differentiated communication and outreach strategies to connect with families who are less active or unengaged in their child's education at school. | | | | |
| | 4.7 | Teachers are pivotal in our communication efforts to engage families; therefore, all teachers receive professional development specific to communication and outreach, tailored to PFCE. | | | | |
| | 4.8 | We have communication plans in the following areas that are yielding positive results: | | | | |
| | | a.) messaging about school events, academic progress, extracurricular activities, and available resources that increase family participation and supportive responses. | | | | |
| | | b.) efforts to seek out the insights and skills of family members to contribute to the success of our students and schools. | | | | |
| | 4.9 | We have communication goal(s) and activities in our <i>PFCE Strategic Plan</i> (on an ongoing basis, we design, implement, and evaluate our communication strategies and activities). | | | | |
| | 4.10 | Within our <i>PFCE Strategic Plan</i> , we have activities for teachers to communicate with parents about the curriculum, student progress, and how parents can support their children's learning. | | | | |

SUMMARY REVIEW: Essential Component 4.0 Communication

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

-

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

-

From Essential Component 4.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 5.0 | | Essential Component Training and Capacity Building | Unsure or n/a | Ground Level | Developing | Leading |
|-----|------|--|------------------|-----------------|------------|---------|
| | 5.1 | We use research-based and high-quality resources to train our teachers and staff and help build the capacity of all stakeholders (parents, family members, community members). | | | | |
| | 5.2 | Our school community understands "what we mean and do" when referencing PFCE. | | | | |
| | 5.3 | PFCE training and capacity building has served as a vehicle for improved parent-teacher and teacher-student relationships and a positive schoolwide culture. | | | | |
| | 5.4 | We intentionally train teachers and staff to develop the capacity of parents and family members. | | | | |
| | 5.5 | Teachers and staff understand their role in strengthening relationships and positively impacting PFCE. | | | | |
| | 5.6 | All teachers regularly implement planned activities to engage all parents and families. | | | | |
| | 5.7 | We have established partnerships with outside organizations that support PFCE parent training and help provide resources for families and students. | | | | |
| | 5.8 | We have family and community members who lead activities to engage, support, and build the capacity of other family members. | | | | |
| | 5.9 | We provide high-impact, evidence-based resources that advance families actively supporting their child's learning. (materials and resources are user-friendly, culturally responsive, and accessible by the majority). | | | | |
| | 5.10 | PFCE training and capacity building are found within a SMART Goal and specific activities within our <i>PFCE Strategic Plan</i> . | | | | |

SUMMARY REVIEW: Essential Component 5.0 Training and Capacity Building

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

-

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

-

From Essential Component 5.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 6.0 | | Essential Component Partnerships and Related Activities | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|-----|--|------------------|-----------------|------------|---------|
| Indicators of Practice | 6.1 | We utilize resources to enhance family-school partnerships. A few examples of resources may include, but are not limited to, National Standards for Family-School Partnerships , National Center on Safe Supportive Environments Family-School-Partnerships , School Community Journal, 2015, research article , and A Dual Capacity-Building Framework for Family-School Partnerships . | | | | |
| | 6.2 | We utilize collaborative decision-making, involving families in decision-making processes and activities. A few examples may include, but are not limited to, parent input in school improvement activities, plans, and PFE policies, PFCE events, the use of funds, and advisory committees. | | | | |
| | 6.3 | We have established family and community-based partnerships that create positive outcomes between teachers, staff, families, and community members. | | | | |
| | | a.) Parent Volunteer Programs: we are having success with parents and community members actively volunteering in activities, such as assistance in the classroom, organizing events, leading events, and joining parent-teacher teams, committees, organizations, etc. | | | | |
| | | b.) Faith-based and Community-based Organizations help our school engage families and impact student success. | | | | |
| | | c.) Traditional Family Engagement Events: we are having success with parent-teacher conferences, open houses, back-to-school nights, curriculum nights with interactions, and specific content learning standards/resources. | | | | |
| | 6.4 | We have partnerships that support our staff, teachers, and the broader school community. | | | | |
| | 6.5 | We have partnerships that help parents and family members support their children's learning at home and support their success in school. | | | | |
| | 6.6 | We have partnerships that help provide organized and well-attended Parent and Family Education Workshops. | | | | |
| | 6.7 | We have an established Family Resource Center that provides access to educational materials, training, and resources to support parents in impacting their children's learning. | | | | |
| | 6.8 | We measure the effectiveness of our partnerships and related activities. Examples include the number and percentage of parents and family members who attended or benefited, the frequency of events, data collection methods, and feedback from participants, as well as the impact on student learning, academic success, and family involvement. | | | | |
| | 6.9 | We have partnership-type goals and activities as part of our <i>PFCE Strategic Plan</i> . | | | | |

SUMMARY REVIEW: Essential Component 6.0 Partnerships and Related Activities

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

-

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

-

From Essential Component 6.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

| 7.0 | | Essential Component Every Student Succeeds Act's Title I Requirements | Unsure or n/a | Ground Level | Developing | Leading |
|------------------------|-----|--|------------------|-----------------|------------|---------|
| Indicators of Practice | 7.1 | We ensure 1116(e)(1-5) Building Capacity for Involvement , the effective engagement, and partnership of all parents and family members (and community member involvement) with a focus on improving student outcomes and academic achievement. | | | | |
| | 7.2 | We ensure 1116(f) Accessibility with information and school reports in a format and language that all parents and family members can access and understand. | | | | |
| | 7.3 | Our district and Title I school meet the requirements per Sec. 1116, PFE, including but not limited to the joint development, agreement, annual distribution, and evaluation of a written PFE Policy (inclusive of parents and family members of participating children); use the PFE Policy - 1 Page Guidance 6.30.25 to support compliance and promising practices. | | | | |
| | 7.4 | Our Title I School meets the requirements per 1116(c)(1-5), convening an Annual Meeting(s) , offering a flexible number of meetings at a convenient time, to which all parents of participating children are invited and encouraged to attend. Required activities include, but are not limited to, informing parents of their school's Title I participation, explaining the curriculum and assessments used to measure progress, providing information on academic standards and state achievement levels, outlining parent rights, describing the school's PFE policy, developing the schoolwide program, and input utilizing Federal Title I funds.\ | | | | |
| | 7.5 | Our Title I School(s) meet the requirements per 1116(d)(1-2) Shared Responsibilities for High Student Academic Achievement by jointly developing a School-Parent Compact with parents and family members of all children served. Use the School-Parent Compact Checklist and the Creating an Effective and Jointly Developed School-Parent Compact to support compliance and best practices. | | | | |
| | 7.6 | We ensure 1112(e)(1-4) Parents Right-to-Know at the beginning of each school year and ongoing notifications as relevant and required; parents and family members have the right to know about the (1) professional qualifications and licensing criteria of the teachers who instruct your child, (2) information regarding student participation in mandatory State or local testing and affiliated policies, (3) language instruction and English learner identification protocols and services, and (4) that such information will occur in an understandable language and accessible format. Schools can access and modify the Sample Letter: Parents-Right-to-Know and Annual School Report Card Notifications and the Sample Letter: Teacher(s) Not Meeting Licensing Criteria-Qualifications . | | | | |
| | 7.7 | We will utilize and apply Sections 1116(a-h) & 1112(e) of the ESSA statute for comprehensive Parent and Family Engagement and Parents' Right-to-Know information and requirements. | | | | |

SUMMARY REVIEW: Essential Component 7.0
Every Student Succeeds Act's Title I Requirements

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

-

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

-

From Essential Component 7.0, identify the indicators or related activities to revisit and incorporate into the SMART Goals, Activities, Measures, and Resources of the *PFCE Strategic Plan*.

-

The PFCE Strategic Plan Templates

Using 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 family engagement and equity:

- Will achieving this SMART Goal increase or improve family engagement? (include a 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?
- Did we address any gaps for specific student and family groups that may exist in our school community?
- 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?
- Have we identified and addressed barriers that may exist to ensure that all families have access?

Parent, Family, and Community Engagement (PFCE) Strategic Plan

| |
|-------------------------|
| School 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

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> |
| | | | | |
| | | | | |
| | | | | |

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> |
| | | | | |
| | | | | |
| | | | | |