

# The **7** Essential Components

A Guide for Strategic Planning and Program Improvement  
with Parent and Family Engagement

---

*Includes a Self-Assessment Instrument, Process Measures, and Resources  
To Assist Public School Units (PSUs) in Developing and Implementing  
An Effective Parent and Family Engagement (PFE) Action Plan*

NC DPI Office of Federal Programs

Paul Perrotta  
Program Administrator, Consolidated Federal Programs  
Parent and Family Engagement Lead

## Table of Contents

Introduction.....	3
The 7 Essential Components.....	4-5
Key Terms.....	6-7
Examples of Resources to Assist Public School Units .....	8
Action-Based Recommendations to Promote Effective Family Engagement .....	9
Intended Users.....	10
How to Use (Action Steps).....	11-12
The Self-Assessment Instrument.....	13-36
The Parent and Family Engagement (PFE) Action Plan Templates .....	29-37

## Introduction

The North Carolina Department of Public Instruction, Office of Federal Programs affirms that public school units (PSU) engaging family and community partners is vital to student success. Research indicates that when schools build solid relationships and partnerships with parents and families, student outcomes with academic performance, attendance, and pro-social behaviors are more likely to improve.

This guide provides public school units (PSUs) with a process and resources to develop a *Parent-Family Engagement (PFE) Action Plan* central to achieving organizational goals with family engagement and positive student outcomes. A comprehensive and effective strategic plan for PFE programming is built on meaningful data and evidence-based practices. The crucial aspects of gathering data and incorporating evidence-based practices include the following:

- acknowledging process measures and action-steps
- utilization of current and meaningful family survey data
- employing evidence-based activities and promising practices (i.e., facilitating broad family perspective and feedback and unpacking what works best for ongoing implementation in your school, engaging families in out-of-school-time programs, promoting effective customer service and communication, transparency with identifying and removing barriers)
- completing a family engagement self-assessment instrument with of utilization of other internal and relevant assessment data to drive a family engagement strategic plan
- informed or data-driven decision making

PSUs participating in these activities and systematically analyzing their data will be the backbone of the strategic planning process. With the end in mind, the process assists PSUs with enhancing current plans or developing a new *PFE Action Plan*. The 7.0 Essential Components provide a structure for the self-assessment instrument with compatible indicators of practice. PSUs capture a holistic view of their PFE programming strengths, areas to improve, and activities to be considered or reflected within their *PFE Action Plan*. This reflective, data-driven approach empowers PSUs to make informed decisions, identify priorities, and chart a clear path toward their SMART goals using the *PFE Action Plan* template.

## The 7 Essential Components For PFE Strategic Planning and Program Improvement

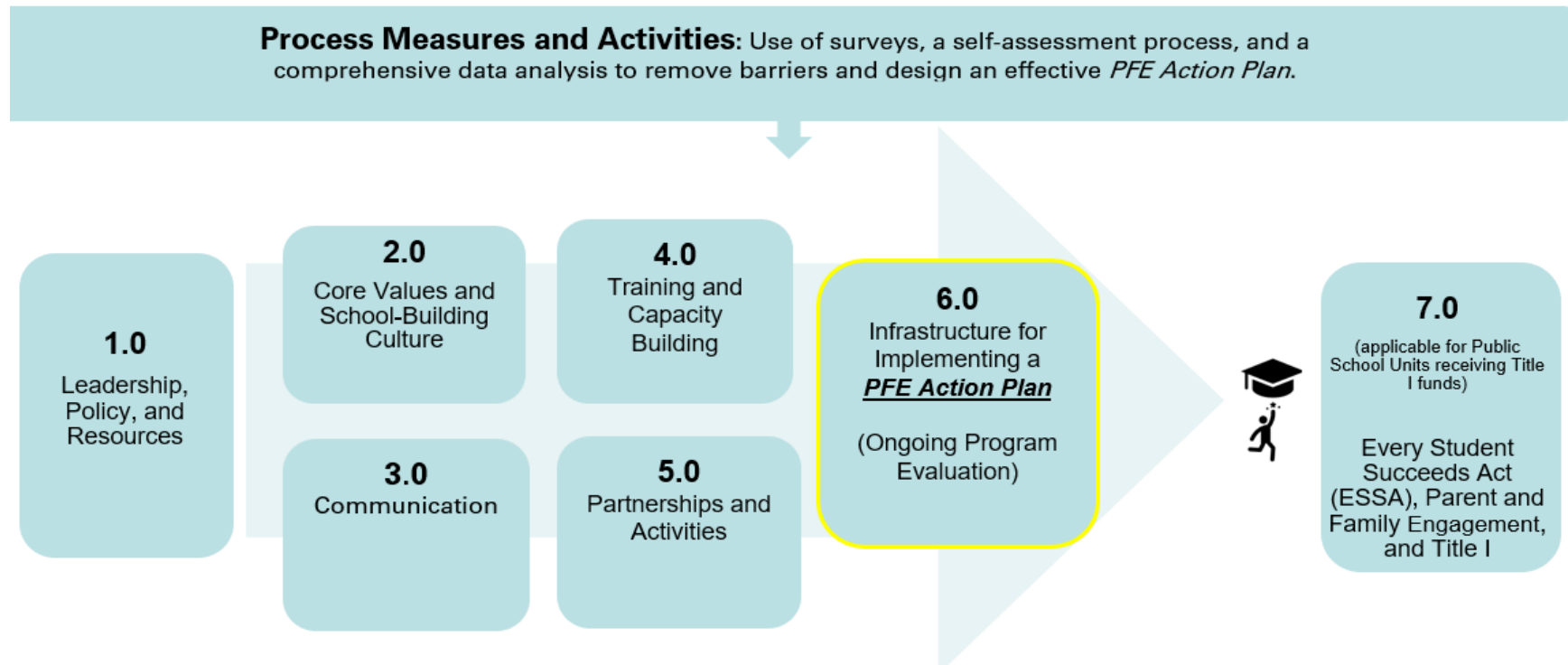
These essential components refer to a structured approach with high-impact areas that make up each section of the Self-Assessment Instrument crucial for how schools, families, and community partners work together to support children's development and success. The structure includes strategies, activities, and practices aimed at helping PSUs collaborate, reflect, and learn. And make key decisions that will enhance PFE programming. It recognizes the importance of prerequisites or if-then activities with evidence-based practices to assist PSUs in supportive, inclusive environments for all stakeholders.

- 1.0 Leadership, Policy, and Resources
- 2.0 Core Values and School-Building Culture
- 3.0 Communication
- 4.0 Training and Capacity Building
- 5.0 Partnerships and Activities
- 6.0 Infrastructure for Implementing a *PFE Action Plan* (Ongoing Program Evaluation for Continuous Improvement)
- 7.0 Every Student Succeeds Act (ESSA), Parent and Family Engagement, and Title I Schools

## The 7 Essential Components For PFE Strategic Planning

The essential components embedded in the Self-Assessment Instrument are also accompanied by process measures, activities, and a data-driven approach which will be further explained on page 11, How to Use this Guide (Action Steps). Although all components are important, this structure and process highlight Essential Component 6.0, supporting the infrastructure to develop, implement and evaluate a *PFE Action Plan*– key for building the capacity of staff and families and comprehensive program improvement.

Note that Essential Element 7.0 is most applicable to PSUs receiving Title I Funds and breaks down the [Every Student Succeeds Act](#), Sec.1116(a-h) Parent and Family Engagement, and Sec.1112(e) Parents Right-to-Know.



## Key Terms

**Family or Family Members:** The term "family" or "family member(s)" is inclusive to parents, caregivers, guardians, 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.

**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 is critical for high-impact family engagement and includes ongoing assessment of the school's communication intended outcomes with regular solutions to barriers. Public school units (PSU) should strongly consider addressing communication as a stand-alone SMART Goal with specific activities in their *PFE Action Plan*.

**Equity:** Refers to fairness and providing a level playing field for students and families while also recognizing that activities or practices may need to involve adjustments or not look the same for everyone but are still fair. For example, training teachers to [differentiate instruction](#) and developing activities to remove barriers or bias, or adjust imbalances related to socioeconomic, language, culture, race, disability, learning differences, etc.

**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 *PFE Action Plan* as needed.

**Parent and Family Engagement (PFE):** Commonly used in the [U.S. Department of Education](#), Every Student Succeeds Act (ESSA), Sec. 1116. Parent and Family Engagement (see Essential Component 7.0 for additional information).

**Parent and Family Engagement (PFE) Action Plan:** A written, well-organized, and implemented plan for improving PFE programming. A PFE Team Structure guides the collaborative design of the *PFE Action 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 (PFE) Team Structure:** The *PFE Team Structure* is needed to develop and guide the *PFE Action Plan* (see Essential Component 6.0 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 *PFE Action Plan*, committed to activities that further involve and benefit the entire school community.

**Parents Right to Know:** From the [U.S. Department of Education](#), 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. (see the regulation for the comprehensive information; for a helpful tool, see Appendix A: NC DPI OFP Sample Letter: Parents Right To Know, pages 38-41).

**Partnership** - Public school units should address partnerships within their *PFE Action 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

- 4 Versions of Family-School Partnerships, [Henderson, Mapp, Johnson, and Davies](#)
- A Guide to Effective Parent, Family, and Community Involvement in [North Carolina Schools](#)
- 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, [Center for the Social Organization of Schools](#)
- Every Student Succeeds Act (ESSA), [U.S. Department of Education](#)
- KY Family and School Partnership 101 Training Module, [The Prichard Committee](#)
- Measurement Tool: how to assess my school's PFE practices? [Ohio Statewide Family Engagement Center](#)
- 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](#)
- Non-Regulatory Guidance administering the parental involvement provisions of Title I, Part A of the ESEA, [Parental Involvement: Title I, Part A Non-Regulatory Guidance](#)
- Parent Tip Sheet: Parents with High Expectations, [Pacer Center](#)
- Parents / My Child's Academic Success (Helping Your Child Series), [U.S. Department of Education](#)
- [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](#)
- Parent-Teacher Conference Tip Card, [MNSFEC/PACER Center](#)
- Positive Interactions with Diverse Families, [PACER Center](#)
- Professional Learning Hub, [The Ohio Statewide Family Engagement Center](#)
- Self-care for Educators Video Series, [South Dakota SFEC](#)
- Strategies for Equitable Family Engagement, [State Support Network, U.S. Department of Education](#)
- Teacher training modules for working with diverse families, [PACER Center](#)
- Toolkit of Resources for Engaging Families and the Community as Partners in Education, [IES>REL Program](#)
- Reframing Family, School, and Community Engagement, A communications toolkit, [Frameworks](#)
- 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

- By employing surveys, self-assessment instruments, and a comprehensive view of needs assessments and relevant school data, public school units (PSUs) can systematically collect and analyze data that serves as the backbone of the strategic planning process.
- The self-assessment process and data review help PSUs identify what they are doing well, areas to improve, and activities to be considered or reflected within the SMART Goals and plans to enhance PFE programming.
- 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.
- Ensure a well-designed *PFE Action 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 PFE research-based resources, evidence-based practices, standards, and training for capacity building to improve programming.
- Ensure a school *PFE Team Structure* that supports 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 PFE 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 *PFE Action Plan* connected to student learning outcomes and school improvement.

## Intended Users

The intended users for this guide are school leaders, district leaders, and staff keen on elevating their PFE engagement programming. They are receptive to new ideas and making changes in practices. These professionals, such as administrators, teachers, social workers, counselors, and specialists, form a planning team to engage in professional learning and complete the Self-Assessment Instrument. At least one individual on the team should know the school's or district's data, including PFE data, and familiarity with how to display and use those data points.

This original planning team completing the Self-Assessment Instrument will support or evolve into a *PFE Team Structure* as previously defined and further explained in Essential Component 6.0. The comprehensive *PFE Team Structure* team will be pivotal in developing the *PFE Action Plan* and implementing activities to foster stronger connections between families and the community.

Intended users may be getting started with PFE strategic planning or wanting to upscale current efforts. Still, they should be inclined toward professional development and evidence-based resources and committed to a process that yields a *PFE Action Plan*. Recognizing the significant impact that family engagement has on student success, leaders and team members regularly self-evaluate current conditions with an eagerness to explore innovative approaches, leverage resources, and create more inclusive environments that promote collaboration and active involvement of families and community members.

## How to Use this Guide (Action Steps)

1. The PSU becomes familiar with this guide's objectives, resources, and activities.
2. The PSU can inquire with the NC Department of Public Instruction, Office of Federal Programs about technical assistance and PowerPoint slides available in conjunction with completing the Self-Assessment Instrument and developing a *PFE Action Plan*.
3. The PSU establishes a planning team to use the guide and complete the Self-Assessment Instrument.
4. The PSU recognizes the objective of completing the Self-Assessment Instrument and developing a well-designed *PFE Action Plan* to help advance meaningful partnerships between the school, families, and the community and improve PFE programming.
5. The PSU identifies and discusses current operations and resources that support its PFE programming, including but not limited to standards, researched-based resources, programming activities, frameworks, training, strategic plans, etc.
6. The PSU identifies internal process barriers and partakes in the action steps affiliated with this guide's objectives.
7. 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](#)

8. Data-Driven: the PSUs systematically facilitate, collect, and analyzes 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 activity**)
- identification of barriers and strategies to remove barriers data (**highly recommended activity**)
- focus group data
- comprehensive needs assessments data
- audit or monitoring reports
- student performance data, subgroup
- working conditions data
- available information from learning management or data management systems
- data from interviews, teams, observations, community agencies
- any other relevant PFE information or data

9. Teams can also 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 activity. ([Identifying Barriers: Creating Solutions to Improve Family Engagement](#))

10. 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 PFE 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

11. 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 *PFE Action Plan templates*.

# **The Self-Assessment Instrument**

1.0		Essential Component: Leadership, Policy, and Resources	Unsure or n/a	Ground Level	Developing	Leading
Indicators of Practice	1.1	Administrators and other leaders advance their own skills and professional learning with PFE evidence-based practices and research in family engagement.				
	1.2	Leadership establishes a clear vision for family engagement and ensures the strategic implementation of a <i>PFE Action Plan</i> to achieve that vision.				
	1.3	We have adequately allotted and trained PFE positions that assist with leadership planning, coordinating, and training.				
	1.4	PFE policies and procedures are current and implemented per the federal, state, and local requirements while not creating barriers or inequities. ✓ See 7.0 Essential Component: Every Student Succeeds Act, PFE, and Title I.				
	1.5	Our policies positively impact teacher and staff practices to connect with all students' parents and family members.				
	1.6	Leader's support using evidence-based standards and training resources to help guide PFE work and plans. ✓ (i.e., <a href="#">NAFSCE Family Engagement Core Competencies</a> , <a href="#">National Standards for Family-School Partnerships</a> , Dr. Karen Mapp, Dr. Steve Constantino, Dr. Joyce Epstein, etc.)				
	1.7	There is accountability for developing and implementing <i>PFE Action Plans</i> directly connected to school improvement or district strategic plans. ✓ See 6.0 Essential Component: Infrastructure for Developing and Implementing a <i>PFE Action Plan</i> .				
	1.8	We have the necessary financial and professional development resources to support our PFE vision and plans.				
	1.9	Leaders support the connectedness of well-organized <i>PFE Action Plans</i> at the district, school, and classroom levels - key for coherence between classroom teachers, parents, and families.				

## **SUMMARY REVIEW - Essential Component 1.0**

### **Leadership, Policy, and Resources**

Which indicators and practices from 1.0 are you doing well?

- 

Which indicators and practices from 1.0 need attention or improvement?

- 

Identify the indicators and practices from 1.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

2.0		Essential Component: Core Values and School Building Culture	Unsure or n/a	Ground Level	Developing	Leading
<b>Indicators of Practice</b>	2.1	We have and use current data that reveals if family members feel welcome in our building.				
	2.2	We regularly administer PFE surveys about parents' and families' perceptions, interests, and needs that help to guide PFE activities and program improvement efforts. ✓ See the sample PFE Survey Questions in the associated PowerPoint.				
	2.3	Based on our beliefs and follow-through behaviors, it is understood throughout our school community that PFE is a top priority.				
	2.4	Our school building is welcoming, where all families can drop in and connect with staff and other families.				
	2.5	We use equity-centered assessments to identify gaps in family engagement and respond to systemic bias. ✓ Examples include family and student subgroup data, cultural and linguistic barriers, socioeconomic implications, data and feedback from families and surveys, trust-related issues, disability, and access and opportunity issues. ✓ In the Key Vocabulary section above, review the definition, <i>Equity</i> .				
	2.6	We prioritize removing barriers that exist or impede family engagement. ✓ As a school community, we do our best to reconcile barriers and matters of equity to support respect between people of different backgrounds.				
	2.7	We ensure that students and families cultural and ethnic backgrounds are reflected in classroom lessons.				
	2.8	We ensure culturally responsive training and multicultural events are representative and respectful to all families within the school community.				
	2.9	We provide timely translation services, ensuring that communication and information occur in an understandable language and accessible format.				
	2.10	Our strategies and activities create inclusive environments that value and support diverse family backgrounds and individuals with disabilities.				



## SUMMARY REVIEW - Essential Component 2.0

### Core Values and School Building Culture

Which indicators and practices from 2.0 are you doing well?

- 

Which indicators and practices from 2.0 need attention or improvement?

- 

Identify the indicators and practices from 2.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

<b>3.0</b>		<b>Essential Component: Communication</b>	<b>Unsure or n/a</b>	<b>Ground Level</b>	<b>Developing</b>	<b>Leading</b>
<b>Indicators of Practice</b>	3.1	We firmly believe and message strongly that family members are welcome in our building as valued partners to support student success.				
	3.2	Printed, electronic, and spoken forms of communication are understandable and accessible to all family members and stakeholders.				
	3.3	We prioritize two-way dialogue and active listening with the intent to understand and support.				
	3.4	We use data to measure the effectiveness of our multiple-communication methods to reach all families. (i.e., emails, phone messaging, text messaging, apps, social media, websites, etc.)				
	3.5	We cross-reference academic achievement and other student success-related data with family participation-engagement data.				
	3.6	We use differentiated communication and outreach strategies to connect with families who are less active or unengaged in their child's education at school.				
	3.7	Teachers are pivotal in our communication efforts to engage families; therefore, all teachers receive communication and outreach professional development specific to PFE.				
	3.8	We have communication plans in the following areas that are yielding positive results:				
		a. efforts to seek out the insights and skills of family members to contribute to the success of our students and schools.				
		b. messaging about school events, academic progress, extracurricular activities, and available resources that increase family participation and supportive responses.				
	3.9	All staff goes out of their way to communicate kindly and make families feel welcome when they enter the building.				
3.10	We have communication goal(s) and activities in our <i>PFE Action Plan</i> . ✓ On an ongoing basis, we design, implement, and evaluate our communication strategies and activities.					
3.11	Within our <i>PFE Action Plan</i> , we have explicit activities for teachers to communicate with parents about the curriculum, expectations for homework, and how parents can help at home.					

## SUMMARY REVIEW - Essential Component 3.0

### Communication

Which indicators and practices from 3.0 are you doing well?

- 

Which indicators and practices from 3.0 need attention or improvement?

- 

Identify the indicators and practices from 3.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

4.0	<b>Essential Component: Training and Capacity Building</b>	Unsure or n/a	Ground Level	Developing	Leading
4.1	We use research-based and high-quality resources to train our teachers and staff and help build the capacity of all stakeholders.				
4.2	Our school community understands "what we mean and do" when referencing PFE.				
4.3	PFE training and capacity building has served as a vehicle for improved parent-teacher and teacher-student relationships and a positive schoolwide culture.				
4.4	We intentionally train teachers and staff to develop the capacity of parents and family members.				
4.5	Teachers and staff understand their role in strengthening relationships and positively impacting PFE.				
4.6	All teachers regularly implement planned activities to engage all parents and families.				
4.7	We have established partnerships with outside organizations that support PFE parent training and help provide resources for families and students.				
4.8	We have family and community members who lead activities to engage, support, and build the capacity of other family members.				
4.9	<p>We provide high-impact resources that advance families actively supporting their child's learning.</p> <ul style="list-style-type: none"> <li>✓ Materials are user-friendly, culturally responsive, and accessible in centralized locations.</li> <li>✓ Materials include but are not limited to parent handbooks, dedicated family webpages, training materials, calendars, social media, and teaching and learning aids.</li> </ul>				
4.10	PFE training and capacity building are found within a SMART Goal and specific activities within our <i>PFE Action Plan</i> .				

## SUMMARY REVIEW - Essential Component 4.0

### Training and Capacity Building

Which indicators and practices from 4.0 are you doing well?

- 

Which indicators and practices from 4.0 need attention or improvement?

- 

Identify the indicators and practices from 4.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

<b>5.0</b>		<b>Essential Component: Partnerships and Activities</b>	<b>Unsure or n/a</b>	<b>Ground Level</b>	<b>Developing</b>	<b>Leading</b>
<b>Indicators of Practice</b>	5.1	We use resources for enhancing family-school partnerships. ✓ Examples include <a href="#">National Standards for Family-School Partnerships</a> , <a href="#">National Center on Safe Supportive Environments 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>				
	5.2	We use collaborative decision-making and involve families in decision-making processes. ✓ Examples include meaningful family member representation with input on curriculum, school improvement plans, use of funds, PFE policies, and advisory committees.				
	5.3	We have established family partnerships that create optimal conditions between teachers, staff, families, and community members.				
		a. Parent Volunteer Programs: we are having success with parents actively volunteering in school activities, such as assistance in the classroom, organizing events, leading events, and joining parent-teacher teams, committees, associations, organizations, etc.				
		b. We jointly developed a School-Family Agreement or Compact that is understood throughout our school community and referred to as support to engage families and student success.				
		c. Family Engagement Events: we are having success with parent-teacher conferences, open houses, back-to-school nights, curriculum nights with teacher interactions, and specific content learning standards/resources.				
	5.4	We prioritize activities that help family members with strategies to help their children learn at home and succeed in school.				
	5.5	Activities and events occur with flexible timing options and virtual participation to accommodate schedules.				
	5.6	We have community partners that lead events to reach and assist families in the community.				
	5.7	We have organized and ongoing Parent and Family Education Workshops.				
	5.8	We have an established Family Resource Center that provides access to educational materials, training, and resources that support their role as their child's first teacher.				
5.9	We use data to measure the effectiveness of our partnerships and related activities. ✓ Examples include measures with numbers and percentages of family members engaged, event attendees, parent and family member meetings with teachers, partnerships, frequency of events, surveys, data, event feedback forms, etc.					
5.10	We intentionally improve conditions to strengthen partnerships with parents and families. ✓ Review the definition of partnership in the Key Vocabulary section above.					
5.11	We have Partnership type goals and activities in our <i>PFE Action Plan</i> .					

## SUMMARY REVIEW - Essential Component 5.0

### Partnerships and Activities

Which indicators and practices from 5.0 are you doing well?

- 

Which indicators and practices from 5.0 need attention or improvement?

- 

Identify the indicators and practices from 5.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

	<b>6.0 Essential Component: Infrastructure for Implementing a PFE Action Plan (Ongoing Program Evaluation for Continuous Improvement)</b>	Unsure or n/a	Ground Level	Developing	Leading
	6.1 We use process measures and activities to develop, implement, and evaluate a <i>PFE Action Plan</i> designed to improve family engagement and student outcomes. ✓ In the Key Vocabulary section above, review the definition, <i>Process Measures</i> .				
<b>Indicators of Practice</b>	6.2 We have operationalized a PFE Team Structure that ensures the development and implementation of our <i>PFE Action Plan</i> .				
	6.3 Our PFE Team Structure and <i>PFE Action Plan</i> prioritize reaching and engaging the family members of ALL students in our building and community stakeholders.				
	6.4 We analyze comprehensive data sources to help drive the development and implementation of a <i>PFE Action Plan</i> . ✓ Includes parent-family survey data and feedback.				
	6.5 Our process includes identifying and removing barriers for family members, especially those unengaged.				
	6.6 We have a PFE Team Structure with school, family, and community members that:				
	a. is ethnically and culturally representative,				
	b. has trained PFE positions or personnel on the team,				
	c. our PFE Team members receive PFE training, understand their responsibilities, and have defined roles, ✓ examples of roles include a PFE team leader, meeting facilitator, data person, recorder, trainer, social media/communications, etc., and				
	d. provides leadership with building capacity, activities, and events.				
	6.7 We have PFE Team Structure that:				
	a. operates with a schedule and meets regularly, and				
b. has access to meaningful data to analyze,					
c. is empowered to make decisions, and					
d. guides the implementation of the <i>PFE Action Plan</i> that is shared with all stakeholders.					
6.8 Our PFE Team Structure regularly evaluates and updates the <i>PFE Action Plan</i> for fidelity with implementation and effectiveness. ✓ Considers if the designed activities are likely high leverage to achieve the intended results/goals. ✓ Ensure that the measures within the <i>PFE Action Plan</i> are practical— administered to identify opportunities for change and if the activity is yielding the intended results/goals.					



**SUMMARY REVIEW - Essential Component 6.0**

**Infrastructure for Implementing a PFE Action Plan (Ongoing Program Evaluation for Continuous Improvement)**

Which indicators and practices from 6.0 are you doing well?

- 

Which indicators and practices from 6.0 need attention or improvement?

- 

Identify the indicators and practices from 6.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

7.0	<b>Essential Component:</b> Every Student Succeeds Act (ESSA), Parent and Family Engagement, and Title I Schools	Unsure or n/a	Ground Level	Developing	Leading	
<b>Indicators of Practice</b>	7.1	We ensure <b>1116(e)(1-5) Building Capacity for Involvement</b> , 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. (review 1116(e)(6-14), optional within practices, programs, and policies)				
	7.2	We ensure <b>1116(f) Accessibility</b> with information and school reports in a format and language that all parents and family members can access and understand.				
	7.3	We meet the requirements per <b>1116(a)(1-3) Local Education Agency(LEA)/District PFE Policy</b> , including but not limited to the joint development, agreement, and distribution of a written PFE Policy (inclusive of parents and family members of participating children); in addition to establishing LEA PFE expectations: <ul style="list-style-type: none"> <li>✓ conducting <a href="#">outreach</a> with objectives, activities, and procedures for the meaningful involvement of parents and family members in our programs.</li> </ul>				
	7.4	Our Title I School(s) meet the requirements per <b>1116(b)(1-3) School PFE Policy</b> , including but not limited to the joint development, agreement, and distribution of a written School PFE Policy (inclusive to the parents and family members of participating children) and shall describe the means for carrying out the requirements of subsections (c) through (f).				
	7.5	With the meaningful involvement of parents and family members, which may include a parent and family advisory board comprised of a sufficient number and representative group of family members, we conduct an <b>annual evaluation of the content and effectiveness of our parent and family engagement policy</b> . <ul style="list-style-type: none"> <li>✓ During this process, we assess and address barriers to parents and family member participation, the needs of economically disadvantaged families, other subgroup inequities, and strategies for successful school and family interactions.</li> </ul>				
	7.6	Our Title I School(s) meet the requirements per <b>1116(c)(1-5) Convening an Annual Meeting</b> offering a flexible number of meetings at a convenient time, to which all parents of participating children shall be invited and encouraged to attend. <ul style="list-style-type: none"> <li>✓ Objectives at the meeting include but are not limited to informing parents of their school’s Title I participation, parent rights and the school PFE policy, development of the schoolwide program, explanation of the curriculum and assessments used to measure progress, academic standards, and state achievement levels.</li> </ul>				

7.7	<p>Our Title I School(s) meet the requirements per <b>1116(d)(1-2) <i>Shared Responsibilities for High Student Academic Achievement</i></b> by jointly developing a <b><i>School-Parent Compact</i></b> with parents and family members of all children served.</p> <ul style="list-style-type: none"> <li>✓ The school-parent compact includes but is not limited to an agreement that outlines how parents and family members, teachers and the entire school staff, and students will share the responsibility for improved student academic achievement.</li> <li>✓ Also, how these stakeholders will build and develop a partnership to help children achieve the State’s high standards,</li> <li>✓ the school’s responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment,</li> <li>✓ ways parents can be responsible for supporting their children’s learning,</li> <li>✓ volunteering in the classroom, and</li> <li>✓ the importance of communication between teachers and parents on an ongoing basis.</li> </ul>				
7.8	<p>Our <b><i>School-Parent Compact</i></b> further addresses <b>1116(d)(2)(A-D)</b> the importance of communication between teachers, parents, and family members on an ongoing basis through, at a minimum—</p> <ul style="list-style-type: none"> <li>✓ parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child’s achievement;</li> <li>✓ frequent reports to parents on their children’s progress;</li> <li>✓ reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities; and</li> <li>✓ ensuring regular two-way, meaningful communication in a format and language that family members can understand.</li> </ul>				
7.9	<p>We ensure <b>1112(e)(1-4) <i>Parents Right-to-Know</i></b> 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.</p>				
7.10	<p>We understand the content in 8.1-8.8 does not include the comprehensive content for <b>Sec.1116(a-h) of Parent and Family Engagement</b> and <b>Sec.1112(e) Parents Right-to-Know</b>, and, therefore, will utilize our internal resources and access the U.S. Department of Education, <a href="#">Every Student Succeeds Act (ESSA)</a> for additional information.</p>				

**SUMMARY REVIEW - Essential Component 7.0**

Every Student Succeeds Act (ESSA) Sec. 1116., Parent and Family Engagement, and Title I Schools

Which indicators and practices from 7.0 are you doing well?

- 

Which indicators and practices from 7.0 need attention or improvement?

- 

Identify the indicators and practices from 7.0 to be considered or reflected within the SMART Goals, Activities, Measures, and Resources of the PFE Action Plan.

-

## **The PFE Action Plan Templates**

## Using SMART Goals in the *PFE Action 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 and Family Engagement (PFE) Action Plan*

<b>School District:</b>
<b>School Name:</b>
<b>School Code:</b>
<b>Date:</b>

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

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



*PFE Action 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.

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-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>

**PFE Action 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.

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-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>

**PFE Action 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.

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-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>

**PFE Action 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.

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-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>

**PFE Action 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.

<b>Activities</b>	<b>Measures</b>	<b>Timeframe</b>	<b>Lead</b>	<b>Resources</b>
<i>What evidenced-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>