Global Family, School, and Community Engagement Rubrics Tool

By: Global Family Engagement in Education Network
Lead authors: Darcy Hutchins, Emily Markovich Morris, and Laura Nóra
With: Carolina Campos, Adelaida Gomez, Nancy G. Gordon, Esmeralda Macana, and Karen Robertson

March 2024

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About the Global Rubrics Development Team

This Global Family, School, and Community Engagement Tool ("The Global Rubrics") is based on the Family, School, and Community Partnerships P-12 Framework Rubrics developed for the Colorado Department of Education by Dr. Darcy Hutchins and Dr. Steven Sheldon. The Global Rubrics were developed by the following institutions and individuals in collaboration with the Global Family Engagement in Education Network Rubrics Working Group currently managed by the Center for Universal Education. The development was led by the Brookings Center for Universal Education (Emily Markovich Morris) and Instituto Salto (Laura Nóra) in collaboration with Australian Schools Plus (Karen Robertson), the Colorado Department of Education (Darcy Hutchins), Itaú Social (Esmeralda Macana), Red PaPaz (Adelaida Gomez), Vozes da Educação (Carolina Campos), and Vision-Ed Consulting (Nancy G. Gordon). Cajon Valley Union School District (Michael Serban) also contributed to the review and development of the Global Rubrics. Vozes da Educação and Red PaPaz piloted the Global Rubrics in six public schools in Brazil and Colombia respectively.

About the Center for Universal Education

For over two decades, the Center for Universal Education (CUE) at the Brookings Institution has been at the forefront of global policy research focused on inclusive education and skills development. CUE works closely with networks of international partners to accelerate educational progress and systems change so that all learners–especially the most marginalized–can develop a breadth of skills to thrive in a rapidly changing world. The center helps develop policies and actionable strategies related to global education for and in partnership with policymakers at all levels of government, funders, civil society, and the private sector.

Acknowledgments

Key Terms

Community	Individuals, groups, and organizations that support schools, students, and/or families.
Educators	All personnel working in a school or a learning institution (including nonformal settings) helping children to learn, including teachers, teaching assistants, administrators, staff, and specialists. Although families are also educators, this term is specific to those who have a specialized role in a school or learning institution. Teachers are individuals whose vocation is to instruct and guide children in the classroom or learning center. School leaders are individuals responsible for the welfare and operations of schools, including principals, head teachers, headmasters, chancellors, school directors, and assistant leaders.
Families	Individuals who play a leading role in caregiving, including caregivers, guardians, and extended family members— from grandparents to aunts, uncles, or cousins. Family includes those who participate in the caregiving of a child beyond biological relationships.
Family involvement	The different ways that families participate in students' learning and development, such as school activities or communication with schools. Unlike engagement, family involvement is not necessarily focused on developing sustained partnerships between families, schools, and communities and is often initiated from the side of the school.
Family, school, and community engagement	The many ways that families, educators, and community groups work together to promote student learning and development and to support schools to thrive. Family, school, and community engagement varies depending on the context, but the intention is to support greater collaborations and partnerships that ensure teaching and learning is equitable, inclusive, high-quality, and relevant.
Funds of knowledge	Historically and culturally based ways of knowing and skills that come from the home or individuals' experiences that are used in teaching and learning, which enhance educational practices for both educators and students (González et al., 2005).
Schools	Structured settings of teaching and learning. School is used throughout this document to mean learning institutions, both formal and nonformal. In different jurisdictions around the world, the term for learning institutions will vary.
Schools teams	Groups of educators, families, and community members working together to use the Global Rubrics and further family, school, and community engagement partnerships.
Students	Children, youth, and/or adult learners of all levels and ages who are studying in schools or learning institutions.

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Background

Family, school, and community engagement (FSCE) encompasses the many ways that families, educators, and community groups work together to promote student learning and development and to support schools to thrive. FSCE varies depending on the context, but the intention is to support greater collaborations and partnerships that ensure teaching and learning is equitable, inclusive, high-quality, and relevant. Stronger family, school, and community partnerships are critical to education systems transformation.

In 2018, the Center for Universal Education (CUE) at the Brookings Institution began an initiative to build greater FSCE research, policy, and practice. In collaboration with nearly 50 government, civil society, and school teams who are part of the Family Engagement in Education Network, CUE developed the foundational publication Collaborating to Transform and Improve Systems: A Playbook for Family-School Engagement (2021), which encompasses three years of global research and makes the case for why family, school, and community partnerships are essential for education systems transformation. The Playbook includes global strategies developed and implemented by schools and communities around the world.

During the development and dissemination of the Playbook findings and strategies, the need for a set of participatory and open-access tools that could guide schools, districts, and civil society organizations through their own community-based research and strategy development process was identified. This set of tools, the Conversation Starter Tools, was developed and piloted in collaboration with school and community teams on six continents from June 2022 to December 2023. While piloting the Conversation Starter Tools, members of CUE's Global Family Engagement in Education Network identified the need for a school-based rubric to help them assess both the state of FSCE in their communities and to inform their practices and policies of building stronger partnerships with families. The Global Rubrics were developed by members of the Global Family Engagement in Education Network and is based on the Family, School, and Community Partnerships Preschool to Grade 12 Framework Rubrics (2020) developed for the Colorado Department of Education by Dr. Darcy Hutchins and Dr. Steven Sheldon. (This tool was piloted in six public schools in Brazil and Colombia by Vozes da Educação and Red PaPaz, respectively).

Importance of Family, School, and Community Engagement

Family, school, and community engagement is critical for supporting students and schools to thrive. As outlined below, research shows that FSCE supports student and school outcomes and fosters greater inclusion of all families. FSCE is also critical to efforts to reform and transform education systems.

- **FSCE contributes to greater student and school outcomes.** Higher levels of family engagement in the school have been connected to improved academic achievement and early childhood outcomes, such as school readiness and social and emotional competences (Park & Holloway, 2017; Hill & Tyson, 2009; Pomerantz et al., 2007; Edwards et. al, 2008). Family engagement has also been identified as an essential ingredient necessary for sustained school improvement (Bryk et. al., 2010).

- **FSCE helps create better conditions for inclusion and equity of all families.** FSCE is critical to developing relationships between schools and families and ensuring historically marginalized and excluded families are seen, heard, and understood (Mapp & Kuttner, 2013).

- **FSCE helps build relational trust, which is key to promoting greater student outcomes.** In one study in the US, schools with strong relational trust between families, teachers, and administrators were ten times more likely to improve student learning outcomes (and other measures) (Bryk et al., 2010). Strong relational trust between families, students, and teachers is more predictive of learning outcome than socio-economic status (Tschannen-Moran, 2014).

- **FSCE can make or break education reform efforts.** Differences and misalignment in beliefs among families, teachers, and administrators is a top barrier to successful reforms (Barton, 2021). FSCE helps schools, families, and communities understand each other and work more effectively together towards educational change (Winthrop et al., 2021).

Overview of the Global Rubrics

What is the purpose of the Global Rubrics?

The purpose of this tool is to provide educators (teachers, staff, and leaders) with an open-access tool to assess where they are with FSCE and develop a path forward. The Global Rubrics guide teams to:

- Evaluate their current FSCE practices and policies.

- Map and envision where practices and policies can be made more inclusive and equitable.

- Identify support mechanisms, practices, and policies that will improve FSCE in schools.

- Reflect on and discuss FSCE practices and policies and hold school and parent organization leaders accountable in ensuring that progress is made towards greater FSCE.

The Global Rubrics center equity and inclusion in schools and guide school teams in shifting their mindsets from seeing families as "hard-to-reach" to understanding how schools are often "hard-to-access" (Crozier & Davies, 2007). The Global Rubrics provide teams with guidance on how to make their schools more accessible for all families with the goal of improving student and school outcomes. The process of using the Global Rubrics is not meant to change people's minds about FSCE. Rather, it is about hearing a diverse range of perspectives.

Who is the intended audience?

The Global Rubrics were developed for schools or groups of schools (e.g., districts) working to assess and track their efforts to increase FSCE and build stronger partnerships with families and communities. To use the Rubrics, each school or district should form a school team with approximately 8 to 10 people to lead the process, as well as families (parents/caregivers). Students and leaders from community organizations may also be a part of these school teams.

How is the Global Rubrics organized?

The Global Rubrics consist of twelve total rubrics, which are organized into four Essential Elements with three rubrics under each element. These Essential Elements are based on existing research on FSCE practices that lead to strong partnerships and ultimately improved student and school outcomes. These elements are also aligned with the Dual Capacity-Building Framework, a tool to help educators, policymakers, families, and community members understand what is needed to cultivate and sustain partnerships that support student achievement and school improvements (Mapp & Kuttner, 2013; Mapp & Bergman, 2019).

Each rubric reflects six evidence-based FSCE principles and examples to help school teams position their school on one of four levels (see Table 1). These levels are Not Yet (1), Early or Developing (2), Proficient (3), or Excelling (4). Each rubric is intended to be self-reflective and incremental, with each successive level building on ways to form even stronger partnerships. Schools with excelling programs will demonstrate high ratings across the rubrics.

The **six evidence-based FSCE principles** are:

1. Supportive school and program leadership with designated resources (Auerbach, 2012; Jung & Sheldon, 2020; Sanders & Sheldon, 2009).

2. Attention to inequities, especially those impacting engagement of historically marginalized families (Mapp & Bergman, 2019).

3. Centering family voices and sharing power in setting and implementing agendas (Auerbach, 2009; Epstein et al., 2019; Ishimaru, 2019).

4. Approaching FSCE as a practice, not an event (Epstein et. al, 2011; Epstein & Sheldon, 2006).

5. Building teamwork and shared leadership (Sanders & Sheldon, 2009).

6. Ensuring FSCE is regularly assessed to inform both progress and change (Sanders & Sheldon, 2009; Epstein et. al, 2019).

Table 1: *Summary of the Four Essential Elements and Twelve Rubrics*

Essential Element 1. CREATE AN INCLUSIVE CULTURE
The school has created an inclusive culture honoring the lived experiences of families.

1. How are the school's practices inclusive of all families?

2. How is the school learning about families' lived experiences?

3. Who is leading and supporting the creation of a welcoming culture?

Essential Element 2. BUILD TRUSTING RELATIONSHIPS
The school invests in building trusting relationships so that families and educators are partners in supporting students and improving schools.

4. What do trusting relationships look like in the school community?

5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?

6. How does the school leverage relationships with families to achieve program/school/district goals?

Essential Element 3. LEVERAGE FAMILIES AS ASSETS
The school uses families as assets for developing responsive curricula, programs, and/or professional development opportunities for the school community.

7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?

8. How is the school involving families in planning and implementing school programs, practices, and policies?

9. How is the school using FSCE as an improvement strategy?

Essential Element 4. SUSTAIN MEANINGFUL FSCE PRACTICES
The school has the necessary resources and commitment to integrate and elevate FSCE practices.

10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?

11. How does the school measure progress toward and set goals for FSCE practices?

12. How does the school ensure FSCE is a continual commitment and is responsive to a dynamic environment?

Steps for Using the Global Rubrics

The Global Rubrics have five key steps as detailed below and were designed to be used by a designated school team in one of the following three ways:

• As a standalone activity.
• Woven into school practice like staff or parent teacher organization meetings.
• As an activity within CUE's Conversation Starter Tools process.

Teams can use all four elements, which encompasses all twelve rubrics, or just one element with the three corresponding rubrics. One element takes about 90 to 120 minutes to complete. Teams that include families and students will take a little longer as they may need orientation to the different practices in the school. The following agenda is suggested for school teams that only have time to use one element.

Table 2: *Example Agenda for a Single Essential Element*

Task	Minutes
1 **Identify your school team, the key objectives, and how many Essential Elements will be completed.**	Prior to meeting
2 **Introduce the objectives of the Global Rubrics and contextualize.** *Note: Lead team in an Energizer/Community building activity.*	20
3 **Have each individual on the team go through the selected rubrics on their own.**	10
4 **Consolidate individual ratings, and determine a collective rating for each rubric.** *Note: Plan for 5 minutes for consolidating ratings and 10 minutes for each of the 3 rubrics.*	30
5 **Discuss the current ratings and prioritize strategies to build greater FSCE practices.**	30
Total	**90**

step
1

Identify your school team, the key objectives, and how many Essential Elements will be completed.

Decide which and how many of the following representatives below will serve on your team; 8 to 10 total are recommended. Team members should ideally have some understanding of the school's policies and practices so they can contribute to the conversations.

- Teachers

- Education staff and leaders

- Families

- *Possible:* Students

- *Possible:* Community organizations/groups

- Other_____

It is important to include multiple perspectives to make sure that the rubric rankings reflect different viewpoints. Consider diversifying by grade, role, and other demographics (age of child, socioeconomic status, race and ethnicity, gender, disabilities, etc.). Each team should designate a leader. A large school or community should consider multiple school teams.

step
2

Introduce the objectives of the Global Rubrics and contextualize.

Read through the illustrative examples in the Global Rubrics and make sure they reflect your context, swapping out examples as needed. Think about what languages you will administer the Global Rubrics in and translate as needed. Establish the key objectives for completing the Global Rubrics (e.g., to inform better FSCE practices, to meet a reporting and compliance requirement, etc.). Decide how your school team will convene this Global Rubrics activity (either through an existing meeting or an additional meeting) and how many Essential Elements you will have time to complete based on the earlier guidance and suggested agenda.

Before using the Global Rubrics, school teams are encouraged to use a survey, such as the Conversation Starter Tool surveys, to capture families, educators, and students' beliefs and perspectives. Findings from these survey tools can help inform the scoring and assessment for each of the rubrics, especially those under Essential Elements 2 and 4.

step 3

Have each individual on the team go through the selected rubrics on their own.

This step can be completed individually or in a group using electronic or hard copies of the rubrics. See the *Slides Guide for the Global Family, School, and Community Engagement Rubrics Tool* for details on this step. After reading each of the rubric's questions, indicators of practice, and examples, give people time to come up with a rating on their own.

In collaboration or individually, the school team will:

• Choose the rating that most closely matches the indicator of practice for each rubric.

• Record final ratings of completed rubrics in the *Summary Worksheet (Individual)*.

> **Scale:** A 4-point rating scale is used in each of the 12 rubrics.
> The scale is: **Not Yet** (1), **Early or Developing** (2), **Proficient** (3), or **Excelling** (4).

step 4

Consolidate individual ratings and determine a collective rating for each rubric.

The team leader will:

• Use the *Summary Worksheet (Team)* to consolidate the *Summary Worksheets (Individual)*. Calculate the range (lowest to highest rating), most frequent rating (mode), and average or mean rating (total ratings on a single rubric divided by the number of individual ratings) for each of the rubrics.

In collaboration, the school team will:

• Use these prompts in the *Guided Reflection and Discussion Questions Worksheet* and provide details and descriptions for each of the four Essential Elements through a discussion.

• Review the *Summary Worksheet (Team)* together and discuss any major differences in individual ratings for the rubrics. Look at your evidence from the *Guided Reflection and Discussion Questions Worksheet* to decide on a final collective rating. As needed, go through any rubrics together where there were large ranges/discrepancies in ratings. It is important to let all school team members speak openly and honestly about why they rated the school that way. This conversation is not meant to change people's minds; it is about hearing a diverse range of perspectives.

step

5

Discuss the current ratings and prioritize strategies to build greater FSCE practices.

In collaboration, the school team will:

- Review the strategies named in the *Guided Reflection and Discussion Questions Worksheet.*

- Choose which strategies the school will prioritize.

- Create an action plan for implementing the selected strategies.

Things to include in your action plan:

1. Description of the practices (activities, events, programs, etc.) and policies needed to implement the selected strategies.

2. Timeline and next steps for implementing these strategies.

3. Costs or finances needed to implement these strategies.

4. Details of how the strategies will be monitored and evaluated.

The Global Rubrics

Four Essential Elements

EE1. CREATE AN INCLUSIVE CULTURE

EE2. BUILD TRUSTING RELATIONSHIPS

EE3. LEVERAGE FAMILIES AS ASSETS

EE4. SUSTAIN MEANINGFUL FSCE PRACTICES

Essential Element 1.
CREATE AN INCLUSIVE CULTURE

The school has created an inclusive culture honoring the lived experiences of families

Indicator of Practice	Illustrative Example	Rating
Essential Element 1 **Question 1. How are the school's practices inclusive of all families?**		
The school implements FSCE practices and activities in ways that **center school needs and perspectives.**	Only families and community members/groups of certain demographics are able to access and engage in the school's FSCE activities because of cultural, language, and other barriers (timing of events, transportation, or childcare needs). The school's written and oral communication (flyers, phone calls, text messages (SMS), and/or social media posts) with families and school staff are only disseminated in the primary language of the school (e.g., English).	**Not Yet** ★
The school implements FSCE practices and activities in ways that **acknowledge diversity of family and community types and demographics** but does not attempt to adapt or adopt FSCE practices to represent this diversity.	Only families and community members/groups of certain demographics are able to access and engage in the school's FSCE activities because of cultural, language, and other barriers (timing of events, transportation, or childcare needs), although some attempts to adjust timing and location of events to accommodate families are made. The school's written and oral communication (flyers, phone calls, text messages, and/or social media posts) with families and school staff are translated into one or more languages (beyond the primary languages of the school). However, there is no easy means for families to communicate with the school if they do not speak the primary language of the school.	**Early/ Developing** ★★
The school implements FSCE practices and activities in ways that acknowledge diversity of family and community types and demographics and **adopts practices that are inclusive of family experiences.**	Most families and community members/groups are able to access and engage in the school's FSCE activities because cultural, language, and other barriers (timing of events, transportation, or childcare needs) are acknowledged in planning and preparation. The school's written and oral communication (flyers, phone calls, text messages, and/or social media posts) with families and school staff are translated into one or more languages and there are translators in the relevant languages as an integral part of family engagement practices.	**Proficient** ★★★
The school implements FSCE practices and activities in ways that **celebrate the diversity among family and community types and demographics** by building on the strengths of this diversity to represent families and communities.	All families and community members/groups are able to access and engage in the school's FSCE activities because cultural, language, and other barriers (timing of events, transportation, or childcare needs) are deeply acknowledged in planning and preparation so that no family is excluded. The school's written and oral communication (flyers, phone calls, text messages, and/or social media posts) with families and school staff are translated into one or more languages (beyond the primary languages of the school) and there are opportunities for speakers of different languages and vernaculars to use their languages.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 1 **Question 2. How is the school learning about families' lived experiences?**		
No efforts are made by the school to learn about families and surrounding communities.	Families' diverse lived experiences (e.g., first-hand and direct experiences based on one's gender, cultural, racial/ethnic, and other identities) are not acknowledged by the school or are presented through a deficit-based lens that does not respect or affirm the lived experiences of families (i.e., defining families by what they do not have or do, as opposed to what they have and do). The school speaks primarily with families who attend activities or events, or who reach out to the school directly. Interactions with families and community members/groups are kept at a minimum and seen as a "nice to have" or a disruption.	**Not Yet** ★
The school **learns about families solely through students** or by engaging with those families who come to school events or interact with educators.	Families' diverse lived experiences (e.g., first-hand and direct experiences based on one's gender, cultural, racial/ethnic, and other identities) are acknowledged but there are few to no opportunities to share their lived experiences and cultures with the school. The school speaks primarily with families who attend activities or events, or who reach out to the school directly. Families and community members/groups have access to the school but do not feel included or understood. The school does not consider family and community background, culture, or language when sending communications, planning events, or engaging with families.	**Early/ Developing** ★★
The school **learns about families through limited activities or events** that center family culture and experiences (e.g., a school-wide survey or event that highlights family cultures)	Families' diverse lived experiences (e.g., first-hand and direct experiences based on one's gender, cultural, racial/ethnic, and other identities) are acknowledged and school staff intentionally create spaces for families to actively engage with the school and to share their cultural and lived experiences as "funds of knowledge," or historically and culturally based ways of knowing and skills that come from the home or individuals' experiences (González et al., 2005). Families and community members/groups feel welcomed and are able to share their diverse lived experiences with the school.	**Proficient** ★★★
The school **learns about families through constant engagement** and by inviting them to share their daily routines and cultural and ethnic backgrounds. Special efforts are made to learn about experiences of historically marginalized families.	Families' diverse lived experiences (e.g., first-hand and direct experiences based on one's gender, cultural, racial/ethnic, and other identities) are highlighted and celebrated in an assets-based approach that embraces families as equal partners and recognizes them as experts on their children and communities and "funds of knowledge." The school and community members/groups actively reach out to families through practices such as home visits early in the school year to get to know them better, or in one-on-one meetings with families. Families and community members/groups are included in the planning and design of school events and practices to engage marginalized families are prioritized.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 1 **Question 3. Who is leading and supporting the creation of a welcoming culture?**		
There is/are **no school designee(s)** whose role is to support a welcoming school culture. This need is not discussed or acknowledged in the school.	There is no school designee to ensure that a welcoming culture is a priority and ongoing focus of the school. The school team rarely talks about how welcoming the school is or should be to families.	**Not Yet** ★
There is/are **no school designee(s)** whose role is to support a welcoming school culture. The responsibility for expanding a welcoming and inclusive culture is designated to **all school staff and educators.**	There is no school designee to ensure that a welcoming culture is a priority and ongoing focus of the school. The school team talks about school culture in staff meetings on occasion but not as a continuous or intentional practice.	**Early/ Developing** ★★
There is a **clear school designee or team who solicits feedback** from some staff and family representatives to develop a welcoming and inclusive culture.	There is a school designee or team to ensure that a welcoming culture is a priority and ongoing focus of the school. The school designee solicits feedback from educators (school staff and teachers) and family representatives (e.g., parent liaisons, parent association leaders) to create a welcoming and inclusive environment for families.	**Proficient** ★★★
There is a **clear school designee** or **team who works closely with other school staff** to develop and implement a plan for fostering a welcoming and inclusive culture.	There is a school designee or team to ensure that a welcoming culture is a priority and ongoing focus of the school. This school designee or team works closely with diverse educators (school staff and teachers) and families to actively co-develop a plan for ensuring a welcoming and inclusive environment for families. These efforts make sure to include families from marginalized communities.	**Excelling** ★★★★

Essential Element 2.
BUILD TRUSTING RELATIONSHIPS

The school invests in building trusting relationships so that families and educators are partners in supporting students and improving schools

Indicator of Practice	Illustrative Example	Rating
Essential Element 2 **Question 4. What do trusting relationships look like in the school community?**		
Interactions between the school, families, and students are **centered around behavioral or academic concerns** and not around the economic, health, and other social needs of the school community.	There is no designated person/team at the school with the requisite resources who can support and listen to the economic, health, and other social needs of educators, students, and families. The school does not openly share and discuss resources available to support wellbeing with educators, students, and families. Interactions between schools and families are largely centered on behavioral and academic concerns of their children and do not touch any aspects of wellbeing and holistic care and support.	**Not Yet** ★
Interactions between the school, families, and students are **largely centered around behavioral or academic concerns** with little attention to the economic, health, and other social needs of the school community.	There is a designated person/team at the school with the requisite resources who can support and listen to the economic, health, and other social needs of educators, families, and students (or there is a person designated to at least one of these groups). However, they do not have sufficient time or resources to support each group's needs effectively and equitably. The school is limited in how they share and discuss resources available to support the wellbeing of educators, students, and families. Interactions between the school and families are largely centered on behavioral and academic concerns of their children but do include some aspects of wellbeing and holistic care and support.	**Early/ Developing** ★★
Interactions between the school, families, and students, are **mostly centered around the economic, health, and other social needs** of the school community, and there is some attention to how to build skills, assets, and strengths of children and families alongside behavioral and academic concerns.	There is a designated person/team at the school with the requisite resources who can support and listen to the economic, health, and other social needs of educators, families, and students (or there is a person designated to at least two of these groups), but more could be done to reach families from marginalized communities. The school communicates about resources available to support the wellbeing of educators, students, and families. Interactions between the school and families go beyond behavioral and academic concerns of their children, and share data/resources/information on how to build skills, assets, and strengths of their child/children and wellbeing and holistic care (e.g., how to help children build their skills when they need additional academic, developmental, or healthcare support).	**Proficient** ★★★
Interactions between the school, families, and students are **centered around the economic, health, and other social needs** of the school community, **and attention to building skills, assets, and strengths** of children and families is emphasized alongside behavioral or academic concerns.	There is a designated person/team at the school, with the requisite resources, who can support and listen to the economic, health, and other social needs of educators, students, and families, including families from marginalized communities. The school actively and preemptively communicates with families about resources available to support the wellbeing of educators, students, and families. Interactions between the school and families center around exchanging data/resources/information on how to build skills, assets, and strengths of their child/children and goes beyond behavioral and academic concerns of their children into wellbeing and holistic care (e.g., resources to ensure families and students are able to thrive).	**Excelling** ★★★★

Note: If your school team has used the Conversation Starter Tool surveys or another survey, reflect on the relational trust scale when determining your rating for this rubric.

Indicator of Practice	Illustrative Example	Rating
Essential Element 2 **Question 5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?**		
Communication between educators and families, and educators and students, **is one-way, with one group telling the other what they think they need to hear** without listening to the other's perspectives.	The school leaders, educators, and staff tell families and students what they think they need to hear (via general announcements, progress reports, notifications, etc.) but do not have mechanisms for listening to families' and students' needs and perspectives. Educators do not openly communicate with families about their child's progress and needs outside of school-mandated events (e.g., parent-teacher conferences). There are no mechanisms for students to communicate their perspectives.	**Not Yet** ★
Communication between educators and families, and educators and students, is **largely one-way,** where one group is telling the other what they think they need to hear **with few opportunities to listen to each other's perspectives.**	The school leaders, educators, and staff tell families and students what they think they need to hear (via general announcements, progress reports, notifications, etc.) with occasional opportunities for feedback through highly structured formats (e.g., surveys). Educators communicate with families about their child's progress and needs at school-organized events (e.g., parent-teacher conferences), but rarely have time to listen to families' and students' needs and perspectives. Opportunities to listen to students' perspectives are limited (e.g., suggestion boxes without dialogue).	**Early/ Developing** ★★
Communication between educators and families, and educators and students, is **largely two-way**, but the **feedback loops for voicing perspectives, needs, and ideas are limited.**	The school leaders, educators, and staff periodically gather families' and students' perspectives and feedback through highly structured formats (e.g., surveys), but there are few deep opportunities for listening and discussion. Educators occasionally communicate with families about their child's developmental and/or academic progress and ask for families' and students' perspectives. Students can provide input into the school and classroom through class representatives and other means.	**Proficient** ★★★
Communication between educators and families, and educators and students, is **two-way, with meaningful opportunities for voicing and listening to perspectives.**	The school leaders, educators, and staff regularly gather families' and students' perspectives, with deep opportunities for discussing and listening to each other's perspectives (e.g., regularly scheduled listening sessions with school leaders). Diverse families, including those representing marginalized groups, are empowered to participate in regular conversations with school leaders and educators and to share their ideas and perspectives. All events have meaningful feedback loops (in multiple languages as needed); family feedback and input are solicited from those who cannot attend school events. Feedback is used to improve school practice and plan for future actions. There are formal channels for listening to students' perspectives.	**Excelling** ★★★★

Indicator of Practice	Illustrative example	Rating
Essential Element 2 **Question 6. How does the school leverage relationships with families to achieve program/school/district schools?**		
The school **determines the ways that families should engage and has not committed time and resources** to understanding the barriers to and opportunities for FSCE.	The school assumes it understands the reasons that families do not engage with the school and creates practices and activities according to these assumptions. The school has not collected any data from families, educators, or students on barriers to and opportunities for FSCE. Families are asked to help the school primarily by supporting fundraisers, volunteering for school activities, or attending events.	**Not Yet** ★
The school **determines the ways that families should engage and has committed limited time and resources** to understanding the barriers to and opportunities for FSCE.	The school assumes it understands the reasons that families do not engage in schools and creates practices and activities according to these assumptions. The school has collected some limited data from families, educators, or students on barriers to and opportunities for FSCE but has not deeply examined barriers for historically excluded families. The school and educators ask families to support the school by helping plan and contribute beyond fundraising, volunteering for school activities, or attending events.	**Early/ Developing** ★★
The school **asks families to contribute to family engagement practices and activities and has committed limited time and resources** to understanding the barriers to and opportunities for FSCE.	The school asks families how to increase FSCE through limited surveys or solicitations. The school has collected some data from families, educators, or students on barriers to and opportunities for FSCE but has not deeply examined barriers for historically excluded families. The school surveys families about how they would feel comfortable helping or contributing to the school and/or their child's education. Families are asked to sit on school committees and advocate on behalf of families.	**Proficient** ★★★
The school **asks families to contribute to family engagement practices and activities and has committed extensive time and resources** to understanding the barriers to and opportunities for FSCE.	The school asks families how to increase FSCE through ongoing and multifaceted opportunities (e.g., surveys, conversations, feedback, school councils, etc.). The school has collected data from families, educators, or students on barriers to and opportunities for FSCE, and has deeply examined barriers for historically excluded families. Families drive FSCE efforts. Educators get to know their students' families, and families know how to get involved in the school/classroom. Parents/caregivers serve as ambassadors to the school community and there are open opportunities and support for families to take on leadership roles in FSCE.	**Excelling** ★★★★

Note: If your school team used the Conversation Starter Tool survey or another survey, reflect on types of and barriers to family involvement as collected in the data when determining your rating for this rubric.

Essential Element 3.
LEVERAGE FAMILIES AS ASSETS

The school uses families as assets for developing responsive curricula, programs, and/or professional development opportunities for the school community

Indicator of Practice	Illustrative Example	Rating
Essential Element 3 **Question 7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?**		
The school decisions on content are **driven almost entirely by government, district, or state accountability.**	The school implements only the government, district, or state-driven curricula and does not tailor instruction to the school communities. Families' assets and backgrounds (e.g., ethnicity, gender, disability, religion, etc.) are not included in curriculum and instruction.	**Not Yet** ★
The school decisions on content are **driven mostly by government, district, or state accountability, but schools consider how to communicate with and respond to a diverse set of families** before implementing activities.	The school considers families as it implements curricula, and educators create lesson plans with families in mind. Materials that match families' cultural and ethnic backgrounds are considered in teachers' lesson plans. Families' assets and backgrounds (e.g., ethnicity, gender, disability, religion, etc.) are represented in curricular texts (e.g., holiday celebrations and physical characteristics of characters).	**Early/ Developing** ★★
The school leadership **invites families and community members to participate** in making decisions on content.	The school invites families and community members to review the extent of cultural, ethnic, language, and community assets to ensure they are included in lesson plans and curricula. Families share their assets and backgrounds (e.g., ethnicity, gender, disability, religion, etc.) with students as a part of lessons and instruction.	**Proficient** ★★★
The school leadership **centers families and community members in the process** of making decisions on content. The school incorporates family and community expertise and "funds of knowledge" into content.	The school incorporates and centers family and community expertise and "funds of knowledge" into lesson plans and the overall curricular approach. Families collaborate with educators on planning lessons and activities to showcase shared expertise in a subject area.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 3 **Question 8. How is the school involving families in planning and implementing school programs, practices, and policies?**		
The school programming, practices, and policies are decided, planned, and implemented by school staff or educators **without family input.**	Families are not informed about school programs, practices, policies, or services and do not have a chance to interact with planning, design, and implementation. The school does not collaborate with families on effective ways to support their children at home.	**Not Yet** ★
The school programming, practices, and policies are decided, planned, and implemented by school staff or educators **with some family input and involvement** (e.g., surveys).	Families may be informed about school programs, practices, policies, or services but do not have a chance to interact with planning, design, or implementation. The school does not collaborate with families on effective ways to support their children at home.	**Early/ Developing** ★★
The school programming, practices, and policies are decided, planned, and implemented by school staff or educators **with parent leaders or organizations.**	Guidance and counseling programs, practices, policies, or services are planned, designed, or implemented with families and community organizations. The school provides opportunities for families to provide input into the family, school, and community engagement programming. The school collaborates with families and community organizations on effective ways to support children at home.	**Proficient** ★★★
The school programming, practices, and policies are decided, planned, and implemented by school staff or educators **with active engagement of a diverse body of students and families.**	Planning, design, and implementation of programming, practices, policies and services is executed together with families. School staff and families evaluate and work together to set goals for next year. The school has built into regular practice collaboration with families and community organizations on effective ways to support children at home.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 3 **Question 9. How is the school using FSCE as an improvement strategy?**		
FSCE is **not a part of** the school improvement strategies.	There are no opportunities for professional development that cover/address FSCE.	**Not Yet** ★
FSCE is only a **small part of the school improvement strategies** and is largely intended to respond to requirements and mandates.	There are limited opportunities for professional development addressing FSCE, usually through one-off events or conversations.	**Early/ Developing** ★★
FSCE is an **important part of the school improvement strategies**, and there are a few integrated best practices (e.g., professional development training on FSCE).	The school provides different opportunities for professional development addressing FSCE but with a limited focus on equity and inclusion of historically marginalized families.	**Proficient** ★★★
FSCE is an **important part of the school improvement strategies, and there are comprehensive actions and practices** to promote meaningful FSCE (e.g., professional development on FSCE, focus on equity, research and feedback loops with families, etc.).	The school provides many opportunities for professional development addressing FSCE that centers equity and inclusion of historically marginalized families. The school works with parent/caregiver and teacher groups and representatives to develop meaningful FSCE goals, objectives, and actions that are prioritized in professional development.	**Excelling** ★★★★

Essential Element 4.
SUSTAIN MEANINGFUL FSCE PRACTICES

The school has the necessary resources and commitment to integrate and elevate FSCE practices

FAMILY

SCHOOL

COMMUNITY

Indicator of Practice	Illustrative Example	Rating
Essential Element 4 **Question 10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?**		
The school **does not designate human and financial resources** to ensure that FSCE is central to the school community.	There is no dedicated person to ensure that FSCE activities are sustained each year. There is no funding allocated for new or innovative FSCE activities or programming.	**Not Yet** ★
The school **designates minimal human and financial resources** to ensure that FSCE is central to the school community.	There is no consistent person to ensure that FSCE activities are sustained each year (responsibility is an add-on to someone's work and shifts among people). Most of the funding for family, school, and community engagement activities comes from the parent/caregiver committee budget or from parents and teachers, not the school budget.	**Early/ Developing** ★★
The school **designates human and financial resources** to ensure that FSCE is central to the school community, but these resources fluctuate greatly.	There is a designated person to ensure that FSCE activities take place each year, but the role fluctuates depending on budget and leadership. FSCE efforts are funded in most years, but funding is subject to fluctuation.	**Proficient** ★★★
The school **designates consistent human and financial resources** to ensure that FSCE is central to the school community yearly.	There is a designated person to ensure that FSCE activities consistently take place each year, and that can grow and expand efforts. FSCE efforts are funded in most years.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 4 **Question 11. How does the school measure progress toward and set goals for FSCE practices?**		
The school **does not assess FSCE overall practices nor does it set FSCE goals.**	The school does not take time to reflect on or evaluate FSCE practices from the previous year. The school does not set goals for what FSCE will look like in the following year. Time is not devoted to FSCE in staff or school improvement meetings.	**Not Yet** ★
The school **assesses some FSCE practices** (e.g., events or activities) **but does not set clear FSCE goals.**	The school tracks FSCE practices (e.g., family attendance at school events) but does not use data/findings to inform future practice. Goals for further engagement mainly center on planning additional events and only include school staff in the goal setting process. On occasion, time is provided during staff meetings to discuss FSCE.	**Early/ Developing** ★★
The school **assesses overall FSCE practices and sets goals**, but assessment and goal setting are done internally at the school with input from just a few family or community members.	The school regularly assesses and reflects on programming, practices, and policies (beyond just events) and loosely uses data/findings to inform future practice. The school invites members of parent/caregiver committees to give feedback on FSCE programming, practices, and policies. The school considers equity and FSCE of historically marginalized families in the assessment. The school's goals for further engagement include additional events and a full range of engagement practices. Time is sometimes provided to discuss FSCE during staff meetings, and some family and community members (or committee members) are included.	**Proficient** ★★★
The school **assesses overall FSCE programming, practices, and policies, and sets goals** with involvement from a diverse group of family and community members.	The school regularly assesses and reflects on FSCE programming, practices, and policies (beyond just events) and intentionally uses data/findings to inform future practice. The school meaningfully reflects on all FSCE practices and invites a diverse set of families and community members to join in reflection and assessment. The school sets goals for further engagement with specifically allocated time in meetings with families and community members. These goals go beyond attendance at events or activities. Goals are set yearly and are reflected upon and monitored throughout the year.	**Excelling** ★★★★

Indicator of Practice	Illustrative Example	Rating
Essential Element 4 **Question 12. How does the school ensure that FSCE is a continual commitment and is responsive to a dynamic environment?**		
There is **no continued commitment for sustaining FSCE** or continually improving FSCE in a way that is responsive to the environment.	There is no commitment by the school community (leaders, educators, families) to ensure that FSCE is central to the school community and that FSCE practices and policies shift along with current needs and circumstances.	**Not Yet** ★
There is **minimal commitment for sustaining FSCE** or continually improving FSCE in a way that is responsive to the environment.	There is verbal commitment by the school community (leaders, educators, families) to ensure that FSCE is central to the school community but little actual commitment to ensure that FSCE practices and policies shift along with the current needs and circumstances of the community.	**Early/ Developing** ★★
There is **some commitment for sustaining FSCE** or continually improving FSCE in a way that is responsive to the environment.	There is commitment by the school community (leaders, educators, families) to ensure that FSCE is central to the school community, but more commitment is needed to ensure that FSCE is fully integrated into the school system and that FSCE practices and policies shift along with the current needs and circumstances of the community.	**Proficient** ★★★
There is **deep commitment for sustaining FSCE** and continually improving FSCE in a way that is responsive to the environment.	There is deep commitment by the school community (leaders, educators, families) to ensure that FSCE is central to the school community and to ensure that FSCE is fully integrated into the school system. FSCE practices and policies shift along with the current needs and circumstances of the community	**Excelling** ★★★★

Summary Worksheets (Individual)

About

The *Summary Worksheet (Individual)* is used for recording each team member's ratings.

Guidance

Each team member should have their own *Summary Worksheet (Individual)*. Each question (rubric) should have a rating (1 to 4) and be anonymous. The team leader collects all individual's worksheets to calculate a collective rating on the *Summary Worksheet (Team)*.

Not Yet = 1	★
Early or Developing Stage = 2	★★
Proficient = 3	★★★
Excelling = 4	★★★★

The scale is: **Not Yet** (1), **Early or Developing** (2), **Proficient** (3), or **Excelling** (4).

Essential Elements	My Rating
EE1. Create an Inclusive Culture	
1. How are the school's practices inclusive of all families?	
2. How is the school learning about families' lived experiences?	
3. Who is leading and supporting the creation of a welcoming culture?	
EE2. Building Trusting Relationships	
4. What do trusting relationships look like in the school community?	
5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?	
6. How does the school leverage relationships with families to achieve program/school/district goals?	
EE3. Leverage Families as Assets	
7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?	
8. How is the school involving families in planning and implementing school programs, practices, and policies?	
9. How is the school using FSCE as an improvement strategy?	
EE4. Sustain Meaningful FSCE Practices	
10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?	
11. How does the school measure progress toward and set goals for FSCE practices?	
12. How does the school ensure that FSCE is a continual commitment and is responsive to a dynamic environment?	

Summary Worksheets (Team)

About

The Summary Worksheet (Team) is used to synthesize the ratings across individuals.

Guidance

The team leader will use this worksheet to consolidate individual ratings. The team leader calculates the range (lowest to highest rating), the most frequent rating (mode), and the average rating (mean) for each rubric. After the calculations, the team should discuss any major differences in individual ratings using the *Guided Reflection and Discussion Questions* and decide on a final collective rating.

Not Yet = 1	★
Early or Developing Stage = 2	★★
Proficient = 3	★★★
Excelling = 4	★★★★

Essential Elements	Range (low to high)	Most frequent	Average	Collective rating
EE1. Create an Inclusive Culture				
1. How are the school's practices inclusive of all families?				
2. How is the school learning about families' lived experiences?				
3. Who is leading and supporting the creation of a welcoming culture?				
EE2. Building Trusting Relationships				
4. What do trusting relationships look like in the school community?				
5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?				
6. How does the school leverage relationships with families to achieve program/school/district goals?				
EE3. Leverage Families as Assets				
7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?				
8. How is the school involving families in planning and implementing school programs, practices, and policies?				
9. How is the school using FSCE as an improvement strategy?				
EE4. Sustain Meaningful FSCE Practices				
10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?				
11. How does the school measure progress toward and set goals for FSCE practices?				
12. How does the school ensure that FSCE is a continual commitment and is responsive to a dynamic environment?				

Guided Reflection and Discussion Questions Worksheets

About

The *Guided Reflection and Discussion Questions Worksheet* is used to document examples of practices in the school or district to inform/support the rating. The questions are also used to support a discussion on the ratings..

Guidance

Follow each of the guided prompts and collectively come up with examples. After completing the *Guided Reflection and Discussion Questions Worksheet* for your team's Essential Elements, go back to the *Summary Worksheet (Team)* and adjust any collective ratings based on your examples and discussion.

EE1. CREATE AN INCLUSIVE CULTURE
The school has created an inclusive culture honoring the lived experiences of families.

Rubrics:
1. How are the school's practices inclusive of all families?
2. How is the school learning about families' lived experiences?
3. Who is leading and supporting the creation of a welcoming culture?

Directions: *As a school team, discuss and take notes on the following points, ensuring all team members share their perspectives and differences are discussed. Confirm 2 to 3 final strategies.*

Describe <u>two actions</u> your school took in the past year to be inclusive of families.

Describe <u>two ways</u> in the past year that your school leaders or educators have learned about families.

Describe <u>two actions your school</u> has taken to address barriers and increase opportunities to create an inclusive culture.

Give other examples or reasons to support your final collective rating.

Name <u>2-3 strategies (practices or policies)</u> for creating or furthering an inclusive culture in your school.
1.
2.
3.

EE2. BUILDING TRUSTING RELATIONSHIPS
The school invests in building trusting relationships so that families and teachers/staff/leaders are partners in supporting student and school improvement.

Rubrics:
4. What do trusting relationships look like in the school community?
5. How is the school ensuring effective use of two-way communication with families to sustain positive relationships?
6. How does the school leverage relationships with families to achieve program/school/district goals?

Directions: As a school team, discuss and take notes on the following points, ensuring all team members share their perspectives and differences are discussed. Confirm 2 to 3 final strategies.

Describe two actions your school took in the past year to build trusting relationships between families and educators (and students if applicable).

Describe two ways in the past year that your school leaders or educators have communicated with families at your school (and describe if these are one-way or two-way communication approaches).

Describe two actions your school has taken to address barriers and opportunities towards building trusting relationships.

Give other examples or reasons to support your final collective rating.

Name 2-3 strategies (practices or policies) for building trusting relationships in your school.
1.
2.
3.

EE3. LEVERAGE FAMILIES AS ASSETS

The school uses families as assets for developing responsive curricula, programs, and/or professional development opportunities for the school community.

Rubrics:
7. How does the school ensure that the teaching, curricula, and instruction are relevant and responsive to diverse family backgrounds and experiences?
8. How is the school involving families in planning and implementing school programs, practices, and policies?
9. How is the school using FSCE as an improvement strategy?

Directions: As a school team, discuss and take notes on the following points, ensuring all team members share their perspectives and differences are discussed. Confirm 2 to 3 final strategies.

Describe two actions your school took in the past year to reflect diverse family backgrounds and experiences in teaching, curricula, and instruction.

Describe two ways in the past year that your school leaders or educators have involved families in planning and implementing school programs and practices.

Describe two actions your school has taken to understand the barriers to and opportunities for leveraging families as assets.

Give other examples or reasons to support your final collective rating.

Name 2-3 strategies (practices or policies) for leveraging families as assets in your school.

1.
2.
3.

EE4. SUSTAIN MEANINGFUL FSCE PRACTICES
The school has the necessary resources and commitment to integrate and elevate FSCE practices.

Rubrics:
10. How does the school identify and designate human and financial resources to ensure that FSCE is central to the school community?
11. How does the school measure progress toward and set goals for FSCE practices?
12. How does the school ensure that FSCE is a continual commitment and is responsive to a dynamic environment?

Directions: As a school team, discuss and take notes on the following points, ensuring all team members share their perspectives and differences are discussed. Confirm 2 to 3 final strategies.

Describe two actions your school took in the past year to identify and designate needed financial resources to ensure FSCE is central to your community.

Describe two ways in the past year that your school measured progress in FSCE (where you are as a school, where you want to go).

Describe two actions your school has taken to address barriers to and opportunities for designating the necessary resources.

Give other examples or reasons to support your final collective rating.

Name 2-3 strategies (practices or policies) for dedicating the necessary resources to FSCE efforts in your school.
   1.
   2.
   3.

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Appendix: Other Rubrics

Rubric name	Authors (year)	Users	Description
Family, School, and Community Partnerships P-12 Framework Rubrics	Colorado Department of Education	District and school leadership teams, community-based partners, and families	This rubric tool is designed to provide district and school leadership teams the ability to conduct a self-assessment and to reflect on their approach to family and community engagement. The tool builds on four essential elements of family, school, and community partnerships: 1) create an inclusive culture; 2) build trusting relationships; 3) design capacity-building opportunities; 4) dedicate necessary resources.
Parent Engagement and Leadership Assessment Guide and Toolkit	Center for the Study of Social Policy and the EC-LINC Outcomes and Metrics Initiative	Any agency or system that significantly impacts the lives of children and their families	This rubric tool is designed to assist agencies, systems, and collaboratives working with young children and their families to chart a course toward an expanded approach to family engagement. The tool covers four areas: Commitment, Capacity, Practice, and Influence. The rubric uses a 4-point scale.
Research Assessment Package for School (RAPS)	Institute for Research and Reform in Education	Students, Educators, and Families	This rubric tool is designed to assist school teams in measuring levels of engagement in school and interpersonal support received at home and at school. The tool includes strategies and instruments for measuring four major components: 1) key indicators of student performance and adjustment; 2) the supports and opportunities experienced by students in schools; 3) the supports and opportunities experienced by adults in schools; and 4) the implementation of the seven critical features for school-site reform.
Family Engagement Needs Assessment	The Ohio State University	Educators	This rubric tool is designed to assist school leaders and leadership teams in measuring the quality of their current family engagement practices towards two purposes: to provide direction for planning and to prioritize family engagement activities/items. The tool covers three areas: Communication (9 items), Learning at Home (7 items), and Community Partnerships (6 items). The rubric uses a 4-point scale.