



FAMILY ENGAGEMENT STRATEGIES: ALIGNING THE CT SDE FRAMEWORK AND CSCH EVIDENCE-INFORMED PRACTICES

A CSCH Crosswalk

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Collaboratory ON
SCHOOL AND CHILD HEALTH



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A CSCH Crosswalk by Emily A. Iovino, PhD & Sandra M. Chafouleas, PhD

In 2018, the Connecticut State Department of Education (CT SDE) published *Full, Equal and Equitable Partnerships with Families: Connecticut's Definition and Framework for Family Engagement* in collaboration with the Connecticut Office of Early Childhood (CT OEC) and the Connecticut Early Childhood Funder Collaborative (CT ECFC).¹ Around the same time, the UConn Collaboratory on School and Child Health (CSCH) published an evidence-informed practice brief on family engagement, one of the components of the Whole School, Whole Community, Whole Child (WSCC) model, with a revision taking place in 2021.² Each document provides strategies and resources for schools and districts to use in promoting family engagement. We have developed a crosswalk of strategies, which can be defined as *a document that seeks to identify shared and distinct uses/conceptualizations of the same information between different systems*.³ This brief report and accompanying crosswalk outline the alignment across the sources to (a) demonstrate similarities between WSCC and CT guidance and (b) facilitate organization of resources on family engagement.

“Family engagement refers to a collaboration between families and school personnel that aims to foster positive outcomes for student learning, health, and development.”

— CSCH (2021)

Components of the Crosswalk

The crosswalk contains two components:

1. A crosswalk between the *guiding principles* of CT's framework and the strategies outlined in the CSCH evidence-informed practice brief.
2. A crosswalk between the CSCH strategies and CT's *high-impact strategies* for early childhood programs, elementary schools, middle/high schools, and after school programs.

Guiding Principles

The guiding principles outlined in CT's framework serve as the overarching research-based strategies schools and programs schools should use to make the highest impact on family engagement. These strategies are conceptually similar to those core strategies listed in the CSCH brief; both sets are drawn from the empirical literature on family engagement.

High-Impact Strategies

CT's framework provides charts that outline how elementary, middle, and high schools, and early childhood and after school programs, can move to implementing high-impact strategies. Although CT's framework also includes lower impact and moderate impact strategies, these strategies were not included in this crosswalk as the focus of this crosswalk was on the high impact strategies.

How to Use the Crosswalk

The crosswalk can be used by educators, building, district, and state-level administrators, policymakers, and community agencies in the following ways:

1. **Identify evidence-based strategies to promote family engagement.** At its core, the crosswalk provides a summary of evidence-based family engagement strategies that schools can implement. These strategies are grouped by resource-intensiveness to indicate the anticipated level of resources (e.g., time, money, materials, training, physical space) for effective implementation. This organization is designed to facilitate appropriate allocation of resources to family engagement efforts, and how existing resources can be used in engaging families.
2. **Understand how a state’s conceptualization of family engagement relates to the WSCC model.** The crosswalk identifies similarities between CT’s guiding principles for family engagement and strategies aligned with the WSCC model, including how specific evidence-based family engagement activities identified by the state of CT fit within the WSCC-aligned evidence-based family engagement strategies. The guiding principles and WSCC strategies are closely aligned; however, CT’s more specific strategies are not as closely mapped to WSCC guidance. Although CT’s high-impact family engagement activities relate to the majority of evidence-informed WSCC strategies, specific activities are missing in two WSCC areas across school/program levels: (1) evaluating existing family engagement practices and (2) promoting accessibility of materials distributed to families.
3. **Guide efforts to align existing state/district guidance and WSCC in other areas.** Overall, the crosswalk indicates that CT state guidance aligns with the WSCC model. States, districts, schools, programs, policymakers, and other stakeholders can use the crosswalk to guide coordination of policies and recommendations with evidence-informed practices for each WSCC component. This crosswalk can also serve as a guide for conceptualizing the resource-intensiveness of recommended strategies to promote adoption and sustainable implementation.

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End Notes

¹ Connecticut State Department of Education, Connecticut Office of Early Childhood, and Connecticut Early Childhood Funder Collaborative. (2018). *Full, equal and equitable partnerships with families: Connecticut’s definition and framework for family engagement*. Retrieved from: <https://portal.ct.gov/-/media/SDE/Publications/CT-Family-Engagement.pdf?la=en>

² Iovino, E.A., Chafouleas, S.M., Perry, H.Y., Anderson, E., Koslouski, J., & Marcy, H.M. (2021, August). V3. *WSCC brief: Family engagement*. Available from: <https://csch.uconn.edu/wp-content/uploads/sites/2206/2018/09/Family-Engagement.pdf>

³ Johnston, M.R. (June, 2015). *How do you connect silos? Crosswalks!* Retrieved from: <https://contentmarketinginstitute.com/2015/06/crosswalks-content-silos-ann-rockley/>

Crosswalk of Evidence-Informed High-Impact Strategies in Family Engagement

GUIDING PRINCIPLES	
CSCH Evidence-Informed Practice Brief: Family Engagement	CT's Definition and Framework for Family Engagement
<p>Engage in ongoing communication between schools and families</p> <ul style="list-style-type: none"> Regular contact with families from school staff is associated with better student attendance and achievement. Schools and families can use two-way communication (e.g., school-to-home and home-to-school) to share and receive important information about educational programs, health-related screenings and follow-up services, and student health needs. Examples include home-school notes and meetings in which families visit their child's school to collaborate on supports for the child across settings. 	<p>Share information frequently with families about how their children are doing. <i>For example:</i> Talk about the skills that will help children upon their transition to kindergarten and discuss children's progress with families regularly. Explain your school or program's high achievement goals and ask families about their ideas to help their kids reach them.</p>
<p>Evaluate existing family engagement initiatives</p> <ul style="list-style-type: none"> Families may have different communication preferences or needs, so schools should employ a variety of methods (e.g., mailings, phone calls, digital/electronic communication) and evaluate the effectiveness of those methods. Work schedules, responsibilities, commitments, and cultural expectations also impact when and how families can participate. Schools should evaluate policies and practices around the what (e.g., volunteering, decision-making, collaborating), when (i.e., before, during, or after school), and how (e.g., in person, virtually) of family engagement. Schools should seek input from families when evaluating existing initiatives, such as through a family survey. 	<p>Listen to what families say about their children's interests and challenges. <i>For example:</i> Pay attention to different cultural perspectives and use families' ideas to create programming, tailor instruction, improve discipline practices, design professional development, and recruit early learning providers, school leaders, and staff.</p> <p>Talk with students about how they want teachers and families to support their learning. <i>For example:</i> Include students' ideas in Title I school-parent compacts, personal learning plans, and requests for professional learning. Respond to what students say about social and emotional issues. In middle and high school, set up an advisory system, so that all students have someone who knows them well and who can be their advocate in the school and the primary contact for their families.</p>
<p>Provide opportunities for ongoing family engagement</p> <ul style="list-style-type: none"> School-based interventions that seek to promote ongoing family engagement are associated with improvements in student mental health, behavior, and academic achievement over time. Schools can implement universal interventions accessible to all (e.g., school-based family resource centers) and consultation-based family-engagement interventions that can improve family attitudes towards school, home-based practices that support learning and positive behavior, and relationships between teachers and families. 	<p>Model high-quality learning practices. <i>For example:</i> Share how families can engage children in interactive play, reading, and hands-on math activities that promote problem solving. Invite families to visit the after-school program, meet staff, and join the activities. Host "classroom visits" for families to see firsthand what their kids are doing in class and how the classroom is set up for learning.</p>
<p>Strengthen family access and inclusion within the school environment</p> <ul style="list-style-type: none"> Schools can collaborate with families to disseminate effective strategies for involvement at school (e.g., volunteering, communicating with school staff, attending school events) and at 	<p>Co-develop cultural competence among staff and families. <i>For example:</i> Build students' home cultures into programming and curriculum. Invite families and early learning providers/teachers/community learning program staff to share their cultural and family traditions. Showcase the diversity in your early learning setting, school, or after-school program.</p>

<p>home (e.g., providing appropriate supervision, promoting reading by having books available).</p> <ul style="list-style-type: none"> • Schools should provide communications (e.g., announcements, resources, materials) to families in their native or preferred language and mode of communication (e.g., emails, home notes, phone calls). • Schools can promote an inviting and welcoming physical school environment (e.g., artwork in the halls that reflects diversity in the community) in partnership with families. 	
<p>Prioritize family engagement in district and building level initiatives</p> <ul style="list-style-type: none"> • Family engagement initiatives—such as developing partnerships with families, increasing the number of families who are consistently involved in the school system, and establishing a culture that considers family-school partnerships as integral to school or district practices—can improve student learning outcomes. • Schools can prioritize family engagement in mission statements, policies, and practices (e.g., learning/ wellness objectives, team meetings, events) to build capacity at all levels of the school system. • Districts and schools can prioritize hiring culturally and linguistically diverse staff to reflect diversity in the school community and provide staff with ongoing professional development on evidence-based, culturally responsive family engagement. 	<p>Build collaborative, trusting relationships focused on learning. <i>For example:</i> Offer getting-to-know-you meetings in smaller, informal settings. Make relationship-building home visits. Co-design with families a preschool-elementary school transition program.</p>
<p>Empower families to take meaningful leadership roles in school and community</p> <ul style="list-style-type: none"> • Offer events that facilitate empowering families through knowledge and skill development in topics such as child and adolescent development, parenting skills, and navigating educational and social service systems can support development of leadership and decision-making abilities among families. • Schools can build upon family capacity for leadership roles by fostering these knowledge and skills and providing opportunities to become actively involved in decision-making that impacts the school and community. For example, educators can seek out the expertise of families as part of developing a new policy. 	<p>Support parents to become effective leaders and advocates for children. <i>For example:</i> Collaborate with initiatives that develop parents' knowledge and skills to become civic leaders and problem-solvers. Provide information about how the education system works, from early childhood to higher education, and how to advocate for their children's needs and opportunities within that system.</p>

EARLY CHILDHOOD PROGRAMS	
CSCH Evidence-Informed Practice Brief: Family Engagement	CT's Definition and Framework for Family Engagement
<p>Engage in ongoing communication between schools and families</p> <ul style="list-style-type: none"> Regular contact with families from school staff is associated with better student attendance and achievement. Schools and families can use two-way communication (e.g., school-to-home and home-to-school) to share and receive important information about educational programs, health-related screenings and follow-up services, and student health needs. Examples include home-school notes and meetings in which families visit their child's school to collaborate on supports for the child across settings. 	<p>A program communication app, like Class DOJO, creates two-way communication and ongoing exchange of knowledge between families and teachers.</p>
<p>Evaluate existing family engagement initiatives</p> <ul style="list-style-type: none"> Families may have different communication preferences or needs, so schools should employ a variety of methods (e.g., mailings, phone calls, digital/electronic communication) and evaluate the effectiveness of those methods. Work schedules, responsibilities, commitments, and cultural expectations also impact when and how families can participate. Schools should evaluate policies and practices around the what (e.g., volunteering, decision-making, collaborating), when (i.e., before, during, or after school), and how (e.g., in person, virtually) of family engagement. Schools should seek input from families when evaluating existing initiatives, such as through a family survey. 	<p>N/A</p>
<p>Provide opportunities for ongoing family engagement</p> <ul style="list-style-type: none"> School-based interventions that seek to promote ongoing family engagement are associated with improvements in student mental health, behavior, and academic achievement over time. Schools can implement universal interventions accessible to all (e.g., school-based family resource centers) and consultation-based family-engagement interventions that can improve family attitudes towards school, home-based practices that support learning and positive behavior, and relationships between teachers and families. 	<p>Scheduled throughout the year, family members come to school to build with their children. Teachers collect a variety of blocks, put up posters with tips for the activity so family members ask open-ended questions, model appropriate descriptive vocabulary, and document the building process with photos and dictated stories from the children.</p> <p>Children take turns taking home The Book Bag (a book, a journal with family assignment, and colored pencils). When the Book Bag is returned after two nights, children share their experience and drawings during morning meeting.</p>
<p>Strengthen family access and inclusion within the school environment</p> <ul style="list-style-type: none"> Schools can collaborate with families to disseminate effective strategies for involvement at school (e.g., volunteering, communicating with school staff, attending school events) and at home (e.g., providing appropriate supervision, promoting reading by having books available). 	<p>N/A</p>

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<p>Prioritize family engagement in district and building level initiatives</p> <ul style="list-style-type: none"> Family engagement initiatives—such as developing partnerships with families, increasing the number of families who are consistently involved in the school system, and establishing a culture that considers family-school partnerships as integral to school or district practices—can improve student learning outcomes. Schools can prioritize family engagement in mission statements, policies, and practices (e.g., learning/ wellness objectives, team meetings, events) to build capacity at all levels of the school system. Districts and schools can prioritize hiring culturally and linguistically diverse staff to reflect diversity in the school community and provide staff with ongoing professional development on evidence-based, culturally responsive family engagement. 	<p>Parent Teacher Home Visits twice a year. Teachers visit in the fall to launch relationships and in winter or spring to share information to support smooth transition to kindergarten.</p>
<p>Empower families to take meaningful leadership roles in school and community</p> <ul style="list-style-type: none"> Offer events that facilitate empowering families through knowledge and skill development in topics such as child and adolescent development, parenting skills, and navigating educational and social service systems can support development of leadership and decision-making abilities among families. Schools can build upon family capacity for leadership roles by fostering these knowledge and skills and providing opportunities to become actively involved in decision-making that impacts the school and community. For example, educators can seek out the expertise of families as part of developing a new policy. 	<p>Families and childcare providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts.</p> <hr/> <p>Family-to-Family Learning! Pre-K families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like Parent Teacher Home Visits, Ready4K, and Community Café. Short videos of families' sharing are sent with texts or emails to families who couldn't attend, with sign-up sheets and surveys attached.</p> <hr/> <p>Monthly Community Cafés. Hosted by trained family members, parents take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program. Participants have a voice in all major program decisions and develop and support parent-initiated projects.</p> <hr/> <p>During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a "tip sheet." Short videos modeling the strategies are sent with emails or texts to families who couldn't attend, and a list of the families' questions and teachers' answers are attached along with the tip sheet.</p>

ELEMENTARY SCHOOL

CSCH Evidence-Informed Practice Brief: Family Engagement	CT's Definition and Framework for Family Engagement
<p>Engage in ongoing communication between schools and families</p> <ul style="list-style-type: none"> Regular contact with families from school staff is associated with better student attendance and achievement. Schools and families can use two-way communication (e.g., school-to-home and home-to-school) to share and receive important information about educational programs, health-related screenings and follow-up services, and student health needs. Examples include home-school notes and meetings in which families visit their child's school to collaborate on supports for the child across settings. 	<p>Regular two-way calls/texts/emails to share progress and tips.</p> <hr/> <p>Classroom observations with mini-lessons; weekly data-sharing folders go home, with space for parent comments.</p> <hr/> <p>Student-led conferences with portfolios of student work, followed by one-to-one conversations about learning, to set goals.</p>
<p>Evaluate existing family engagement initiatives</p> <ul style="list-style-type: none"> Families may have different communication preferences or needs, so schools should employ a variety of methods (e.g., mailings, phone calls, digital/electronic communication) and evaluate the effectiveness of those methods. Work schedules, responsibilities, commitments, and cultural expectations also impact when and how families can participate. Schools should evaluate policies and practices around the what (e.g., volunteering, decision-making, collaborating), when (i.e., before, during, or after school), and how (e.g., in person, virtually) of family engagement. Schools should seek input from families when evaluating existing initiatives, such as through a family survey. 	<p>N/A</p>
<p>Provide opportunities for ongoing family engagement</p> <ul style="list-style-type: none"> School-based interventions that seek to promote ongoing family engagement are associated with improvements in student mental health, behavior, and academic achievement over time. Schools can implement universal interventions accessible to all (e.g., school-based family resource centers) and consultation-based family-engagement interventions that can improve family attitudes towards school, home-based practices that support learning and positive behavior, and relationships between teachers and families. 	<p>Candidate forum at Fun Fair; parents and students meet in advance, prepare to ask questions regarding issues affecting families.</p> <hr/> <p>Tours of school led by students and community walks led by parents and custodians.</p> <hr/> <p>Story quilting workshops and poetry slams where parents, teachers and students all tell their stories, share their work.</p>
<p>Strengthen family access and inclusion within the school environment</p> <ul style="list-style-type: none"> Schools can collaborate with families to disseminate effective strategies for involvement at school (e.g., volunteering, communicating with school staff, attending school events) and at home (e.g., providing appropriate supervision, promoting reading by having books available). 	<p>N/A</p>

<ul style="list-style-type: none"> Schools should provide communications (e.g., announcements, resources, materials) to families in their native or preferred language and mode of communication (e.g., emails, home notes, phone calls). Schools can promote an inviting and welcoming physical school environment (e.g., artwork in the halls that reflects diversity in the community) in partnership with families. 	
<p>Prioritize family engagement in district and building level initiatives</p> <ul style="list-style-type: none"> Family engagement initiatives—such as developing partnerships with families, increasing the number of families who are consistently involved in the school system, and establishing a culture that considers family-school partnerships as integral to school or district practices—can improve student learning outcomes. Schools can prioritize family engagement in mission statements, policies, and practices (e.g., learning/ wellness objectives, team meetings, events) to build capacity at all levels of the school system. Districts and schools can prioritize hiring culturally and linguistically diverse staff to reflect diversity in the school community and provide staff with ongoing professional development on evidence-based, culturally responsive family engagement. 	<p>Back to School Night class meetings where parents and teachers share learning strategies, review key skills for students with home learning tips, and develop a communications plan.</p> <hr/> <p>School council has voice in all major decisions; develops and supports parent-initiated projects.</p> <hr/> <p>Relationship-building home visits by teachers, voluntary for both teachers and families and available for all families.</p>
<p>Empower families to take meaningful leadership roles in school and community</p> <ul style="list-style-type: none"> Offer events that facilitate empowering families through knowledge and skill development in topics such as child and adolescent development, parenting skills, and navigating educational and social service systems can support development of leadership and decision-making abilities among families. Schools can build upon family capacity for leadership roles by fostering these knowledge and skills and providing opportunities to become actively involved in decision-making that impacts the school and community. For example, educators can seek out the expertise of families as part of developing a new policy. 	<p>Parent leadership classes strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees.</p> <hr/> <p>Family center, staffed, with workshops on learning strategies, referrals to social services, and informal gatherings.</p> <hr/> <p>Story quilting workshops and poetry slams where parents, teachers and students all tell their stories, share their work.</p>

MIDDLE AND HIGH SCHOOL HIGH-IMPACT STRATEGIES

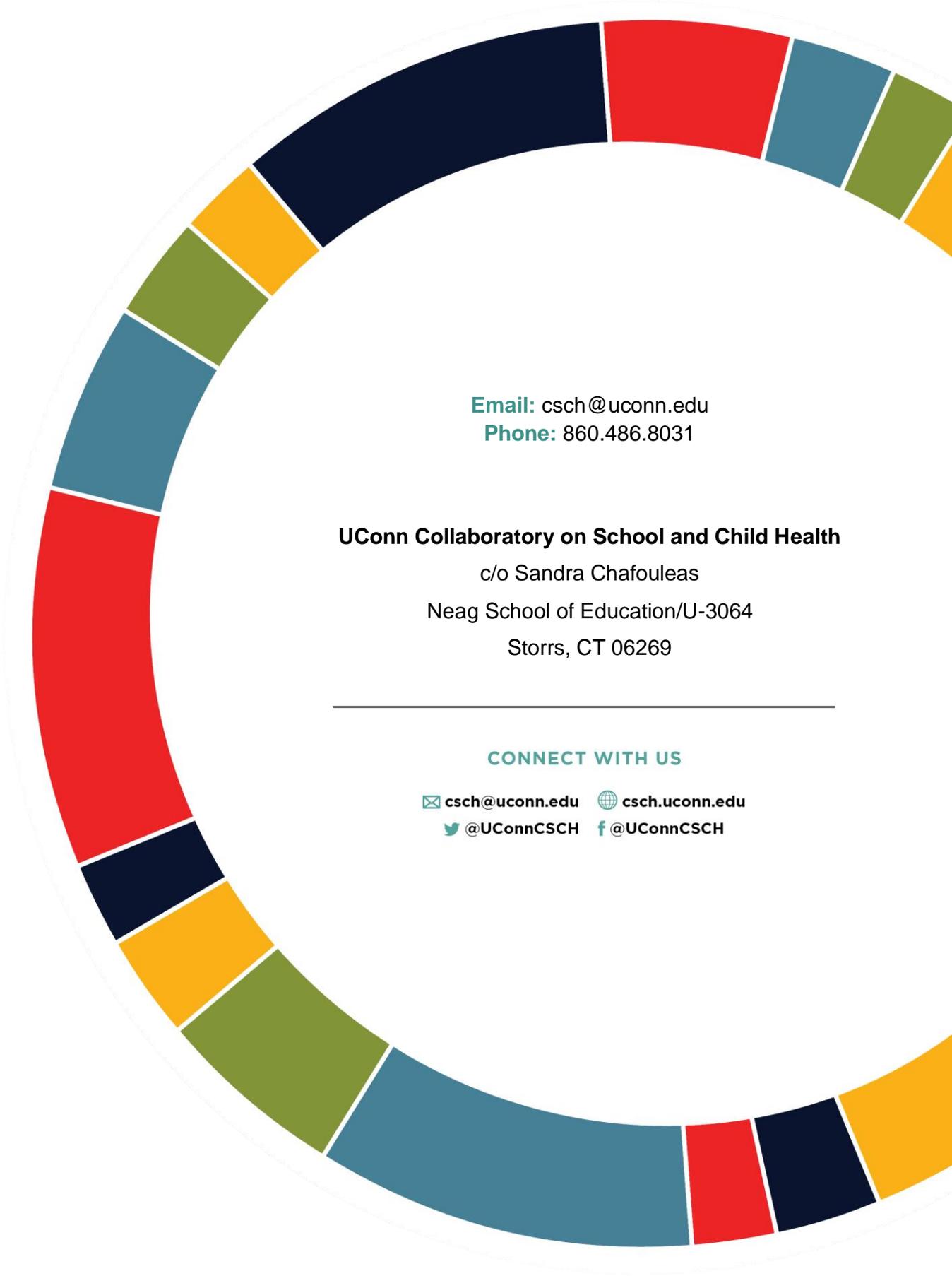
CSCH Evidence-Informed Practice Brief: Family Engagement	CT's Definition and Framework for Family Engagement
<p>Engage in ongoing communication between schools and families</p> <ul style="list-style-type: none"> Regular contact with families from school staff is associated with better student attendance and achievement. Schools and families can use two-way communication (e.g., school-to-home and home-to-school) to share and receive important information about educational programs, health-related screenings and follow-up services, and student health needs. Examples include home-school notes and meetings in which families visit their child's school to collaborate on supports for the child across settings. 	<p>Monitoring Progress:</p> <ul style="list-style-type: none"> Coursework sequence and college track requirements are clear and explicit Parents invited to exhibits of student work, where students present and critique their work Parents reminded to check classroom websites for information on projects/student work Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track <hr/> <p><i>Advisory System:</i> Each student has an adult advisor who develops close relationships with families to co-design students' academic program, communicate regularly about student progress with focus on at-risk students, and serve as main contact.</p>
<p>Evaluate existing family engagement initiatives</p> <ul style="list-style-type: none"> Families may have different communication preferences or needs, so schools should employ a variety of methods (e.g., mailings, phone calls, digital/electronic communication) and evaluate the effectiveness of those methods. Work schedules, responsibilities, commitments, and cultural expectations also impact when and how families can participate. Schools should evaluate policies and practices around the what (e.g., volunteering, decision-making, collaborating), when (i.e., before, during, or after school), and how (e.g., in person, virtually) of family engagement. Schools should seek input from families when evaluating existing initiatives, such as through a family survey. 	<p>N/A</p>
<p>Provide opportunities for ongoing family engagement</p> <ul style="list-style-type: none"> School-based interventions that seek to promote ongoing family engagement are associated with improvements in student mental health, behavior, and academic achievement over time. Schools can implement universal interventions accessible to all (e.g., school-based family resource centers) and consultation-based family-engagement interventions that can improve family attitudes towards school, home-based practices that support learning and positive behavior, and relationships between teachers and families. 	<p>Workshops for families:</p> <ul style="list-style-type: none"> Courses needed to graduate and go to college/post-secondary education What high-level academic work looks like at each grade level Where to get needed help for students Tests, applications, and timelines required for college <hr/> <p>College/career planning begins early, graduation plan is done by end of 9th grade:</p> <ul style="list-style-type: none"> Parents invited to post-secondary education fairs Staff recruit parents to visit colleges Offer help completing college applications and applying for financial aid

	<ul style="list-style-type: none"> • Parents given guiding questions for discussing Student Success Plans with their student to reflect on successes, areas for growth and new goals • Special assistance for undocumented families
<p>Strengthen family access and inclusion within the school environment</p> <ul style="list-style-type: none"> • Schools can collaborate with families to disseminate effective strategies for involvement at school (e.g., volunteering, communicating with school staff, attending school events) and at home (e.g., providing appropriate supervision, promoting reading by having books available). • Schools should provide communications (e.g., announcements, resources, materials) to families in their native or preferred language and mode of communication (e.g., emails, home notes, phone calls). • Schools can promote an inviting and welcoming physical school environment (e.g., artwork in the halls that reflects diversity in the community) in partnership with families. 	N/A
<p>Prioritize family engagement in district and building level initiatives</p> <ul style="list-style-type: none"> • Family engagement initiatives—such as developing partnerships with families, increasing the number of families who are consistently involved in the school system, and establishing a culture that considers family-school partnerships as integral to school or district practices—can improve student learning outcomes. • Schools can prioritize family engagement in mission statements, policies, and practices (e.g., learning/ wellness objectives, team meetings, events) to build capacity at all levels of the school system. • Districts and schools can prioritize hiring culturally and linguistically diverse staff to reflect diversity in the school community and provide staff with ongoing professional development on evidence-based, culturally responsive family engagement. 	<p>Transition program (events at feeder schools, tours of new school, 4-week HS prep summer course) welcomes families:</p> <ul style="list-style-type: none"> • Convey college/career prep focus and relate academic programs to careers • Prepare students for high school work • Help families construct their role in supporting their students' success
<p>Empower families to take meaningful leadership roles in school and community</p> <ul style="list-style-type: none"> • Offer events that facilitate empowering families through knowledge and skill development in topics such as child and adolescent development, parenting skills, and navigating educational and social service systems can support development of leadership and decision-making abilities among families. • Schools can build upon family capacity for leadership roles by fostering these knowledge and skills and providing opportunities to become actively involved in decision-making that impacts the school and community. For example, educators can seek out the expertise of families as part of developing a new policy. 	<p>Parent organization and leadership represent all families in the school.</p> <ul style="list-style-type: none"> • Parent leaders sit on college pathways and school leadership teams • Parent organization does focus groups with families to surface issues and report back to school leadership

AFTER SCHOOL PROGRAM HIGH-IMPACT STRATEGIES

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<p>Engage in ongoing communication between schools and families</p> <ul style="list-style-type: none"> Regular contact with families from school staff is associated with better student attendance and achievement. Schools and families can use two-way communication (e.g., school-to-home and home-to-school) to share and receive important information about educational programs, health-related screenings and follow-up services, and student health needs. Examples include home-school notes and meetings in which families visit their child's school to collaborate on supports for the child across settings. 	<p>Regular meetings with families to discuss student progress, share information, and confer on strategies to support learning.</p> <hr/> <p>Afterschool classes are linked to school curriculum. Teachers and program staff collaborate to track students' growth targets and keep families up to date.</p>
<p>Evaluate existing family engagement initiatives</p> <ul style="list-style-type: none"> Families may have different communication preferences or needs, so schools should employ a variety of methods (e.g., mailings, phone calls, digital/electronic communication) and evaluate the effectiveness of those methods. Work schedules, responsibilities, commitments, and cultural expectations also impact when and how families can participate. Schools should evaluate policies and practices around the what (e.g., volunteering, decision-making, collaborating), when (i.e., before, during, or after school), and how (e.g., in person, virtually) of family engagement. Schools should seek input from families when evaluating existing initiatives, such as through a family survey. 	N/A
<p>Provide opportunities for ongoing family engagement</p> <ul style="list-style-type: none"> School-based interventions that seek to promote ongoing family engagement are associated with improvements in student mental health, behavior, and academic achievement over time. Schools can implement universal interventions accessible to all (e.g., school-based family resource centers) and consultation-based family-engagement interventions that can improve family attitudes towards school, home-based practices that support learning and positive behavior, and relationships between teachers and families. 	<p>Frequent, informal gatherings for families, school staff, and community partners to foster collaboration and info-sharing.</p>
<p>Strengthen family access and inclusion within the school environment</p> <ul style="list-style-type: none"> Schools can collaborate with families to disseminate effective strategies for involvement at school (e.g., volunteering, communicating with school staff, attending school events) and at home (e.g., providing appropriate supervision, promoting reading by having books available). 	N/A

<ul style="list-style-type: none"> Schools should provide communications (e.g., announcements, resources, materials) to families in their native or preferred language and mode of communication (e.g., emails, home notes, phone calls). Schools can promote an inviting and welcoming physical school environment (e.g., artwork in the halls that reflects diversity in the community) in partnership with families. 	
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<p>Empower families to take meaningful leadership roles in school and community</p> <ul style="list-style-type: none"> Offer events that facilitate empowering families through knowledge and skill development in topics such as child and adolescent development, parenting skills, and navigating educational and social service systems can support development of leadership and decision-making abilities among families. Schools can build upon family capacity for leadership roles by fostering these knowledge and skills and providing opportunities to become actively involved in decision-making that impacts the school and community. For example, educators can seek out the expertise of families as part of developing a new policy. 	<p>In the Leadership institute, parents learn ways to foster their own and their children’s education, support their families financially, develop social networks, and advocate for high quality schools.</p> <hr/> <p>Staff and families co-develop intervention plans to address students’ social and/or academic concerns.</p> <hr/> <p>“Community advocates” develop rapport with families of children at risk, provide advice and links to extra support, and help families navigate social services.</p> <hr/> <p>Family support groups and education classes promote family learning, develop job skills, and address health needs.</p>



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