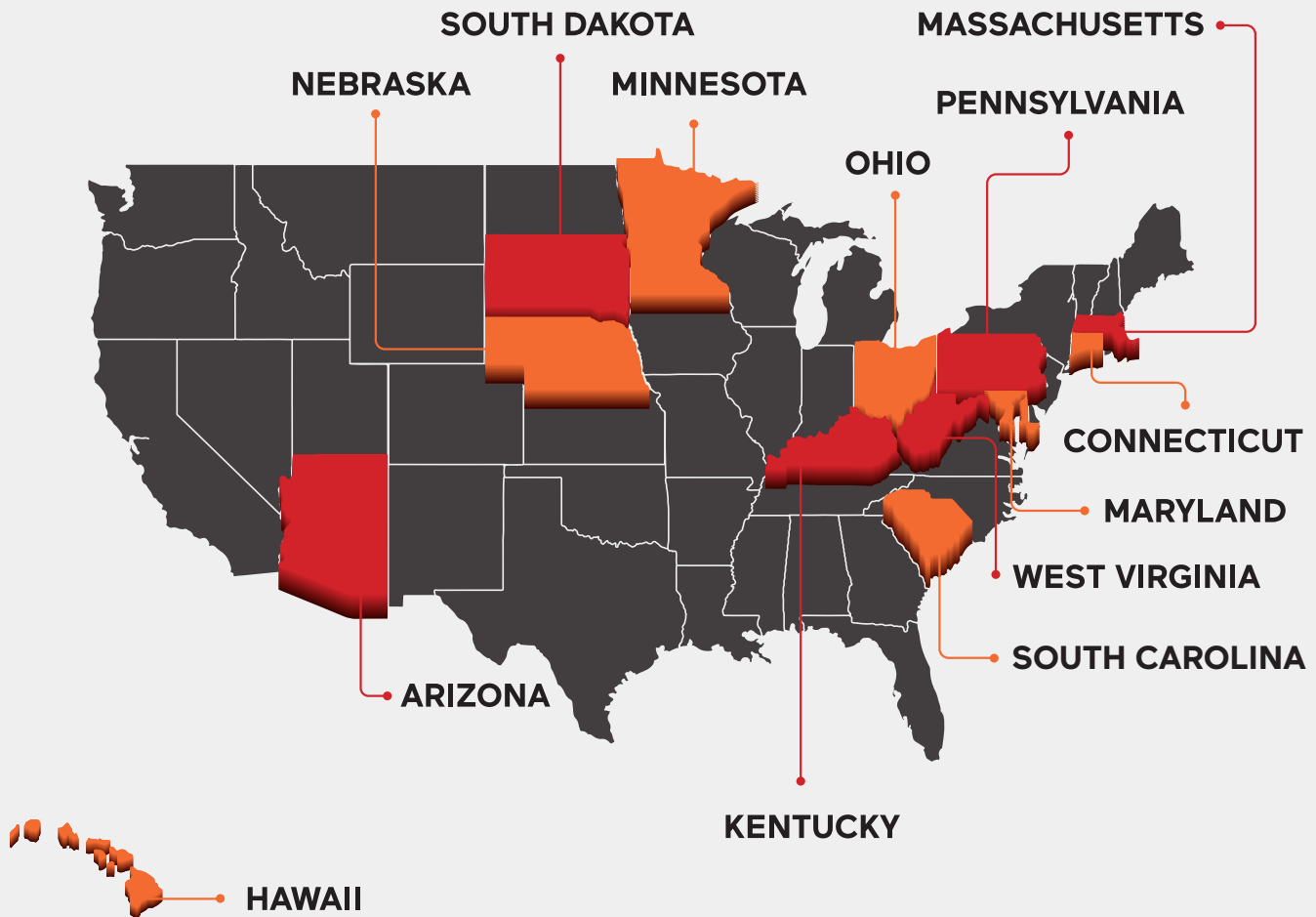


CATALYZING FAMILY, SCHOOL, AND COMMUNITY PARTNERSHIPS



A Review of the Work of the Statewide Family Engagement Centers

MAY 2021

Produced by



NAFSCE
NATIONAL ASSOCIATION
FOR FAMILY, SCHOOL, AND
COMMUNITY ENGAGEMENT

In Partnership with



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The National Association for Family, School and Community Engagement (NAFSCE) is the first membership association focused solely on advancing family, school, and community engagement (FSCE). Our mission is advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

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I. INTRODUCTION

Much like launching astronauts into space requires a team of scientists, engineers, mathematicians, and technicians, all contributing their own expertise and working together to achieve a common goal, so too does setting children on a pathway to success. It takes their families, teachers, principals, after-school programs, and others, partnering together to support children in distinct ways. “Over 50 years of research links the various roles that families play in a child’s education—as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child—with indicators of student achievement including student grades, achievement test scores, lower drop-out rates, students’ sense of personal competence and efficacy for learning, and students’ beliefs about the importance of education (Mapp, K.L., Kuttner, P.J. 2013).”

In recognition of its importance, family and community engagement requirements are integrated into many federal educational programs. Family and community engagement is explicitly addressed throughout the *Every Student Succeeds Act* (“ESSA”), particularly in section 1116 of Title I, as well as across other programs, including Title III, 21st Century Community Learning Centers, Magnet Schools Assistance, Promise Neighborhoods, and Full-Service Community Schools. The rights of families of children with special needs, and explicit requirements regarding their engagement are articulated throughout the *Individuals with Disabilities Education Act*. In early childhood, family and community engagement are at the core of many services, with a range of explicit requirements in Head Start, the Preschool Development Grants Birth-to-Five, and the Child Care Development Block Grant.

The Statewide Family Engagement Center (“SFEC”) federal grant program was introduced in the ESSA legislation as the evolution to the former Parental Information Resource Center program from 1995-2011. It was created as a statewide capacity-building initiative to provide training, technical assistance and resources to practitioners and families to strengthen family, school, and community engagement (“FSCE”) in support of child development, student achievement and school improvement. In addition to direct services to the field, the SFEC program requires partnership with State Education Agencies (“SEAs”), as well as the delivery of training and technical assistance to SEAs. The 12 currently-funded centers have been delivering on that purpose, partnering with State Education Agencies, statewide and community-based organizations, and family leaders to make state-level change; working directly with practitioners and families, particularly in Title I urban and rural communities across their states; and developing resources and conducting research benefiting families across the country. At the heart of their work, SFECs focus on advancing equity, building practitioner and family capacity, and creating systemic change to strengthen educational partnerships among families, schools and communities.

This report will address the programs and services that the current SFECs are providing to families, practitioners, community stakeholders, and state leaders; provide highlights of specific resources and services developed, which can serve families and practitioners beyond their state borders; identify systemic leadership efforts; and provide insight into how grantees have supported their constituents during the COVID-19 pandemic. Diverse approaches for meeting state family engagement needs, which can serve as models for other states, districts, and schools to learn from and replicate, will be highlighted. Much of the data presented in this report comes from a survey conducted in August 2020.

Finally, this report serves as a tool for advocacy, demonstrating how Statewide Family Engagement Centers offer critical services to strengthen connections between home, school, and community to support students, families, and schools. These partnerships, while always a cornerstone for success, have become imperative to supporting children throughout the COVID-19 pandemic. Given their existing work and relationships, the SFECs were and are uniquely positioned to deliver needed support and services, from distance learning resources to hotspots to help navigating the financial crisis faced by many families. Family and community engagement is fundamental to education and is an essential driver of equity, which should be reflected in educational funding and policies. The benefits reaped from the programs and services described in this report should be available to all children and families, regardless of which school they attend or which state they live in. The former PIRC initiative was funded in all 56 states and territories and it is imperative that the SFEC program receive the resources to also serve each state and territory.

a. Capacity Gap

As identified in the *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships* report, initially funded and released by the U.S. Department of Education in 2013, as well as in the subsequently revised second version released by Dr. Karen Mapp in 2019 (Mapp, K.L. 2013; 2019), strong partnerships require that both families and school staff have the capacity to meaningfully engage with each other in different ways in support of children. Educators have consistently identified engaging families as one of the areas with which they most struggle. “A 2012 Public Agenda Poll found that teachers attribute lack of preparation as one of their greatest barriers to increased family engagement. A 2010 Public Agenda study discovered what teachers value: 84% of educators said they would prefer to work in a school where student behavior and parental support are significantly higher, over a school that offered a significantly higher salary (NAFSCE 2019).” According to a survey conducted by NAFSCE (2020) in response to the COVID-19 pandemic, “only 43% of early-childhood and K-12 educators who responded to the survey agreed with the statement, ‘I was properly prepared and trained to engage families in their children’s learning during my training and preparation program.’ Only sixty-four percent of those respondents agreed with the statement, ‘My school/organization provides me professional development opportunities to improve the way I work with families.’”

Building the capacity of practitioners empowers them to “connect family engagement to learning and development, engage families as co-creators, honor family funds of knowledge, and create welcoming cultures.” It also engages families in multiple ways as “co-creators, supporters, encouragers, monitors, advocates, and models (Mapp, K.L. 2013).” Similarly, the U.S. Department of Health and Human Service (2018) *Head Start Parent, Family, and Community Engagement Framework* identifies how “positive, goal-oriented relationships” can “promote positive, enduring outcomes for children and families,” including: family well-being, positive parent-child relationships, families as lifelong educators, families as learners, family engagement in transitions, family connections to peers and community, and families as advocates and leaders. The field is thus challenged to build the capacity of families and family-facing practitioners, like teachers and parent liaisons, in order to strengthen partnerships between families, schools, and communities.

The COVID-19 pandemic has deepened public understanding about the impact family and community engagement has on child development, student achievement, school improvement, and equity. The NAFSCE (2020) COVID-19 survey found that 94% of respondents agreed with the statement, “The role families play in their children’s success is now more important than ever,” and 74% of respondents agreed with the statement, “The COVID-19 crisis has helped me better appreciate the important role families play in at-home learning.”

In addition to the COVID crisis widening equity gaps, there has also been a growing sense of urgency to address racial justice and equity in education and beyond. Through two of its capacity-building initiatives, NAFSCE has identified the interdependent relationship between increasing family engagement practice and advancing racial equity. The Family Engagement Consortium for Educator Pre-Service Preparation, consisting of seven state teams convened by NAFSCE, identified the core value of, “using the platform of educator preparation for authentic family and community engagement as part of the broader effort to bring about racial justice and equity (Casper, M. 2020).” As part of the foundation for the Consortium’s work, as well for NAFSCE’s credentialing initiative, NAFSCE has identified “Understanding Diverse Families in Cultural and Community Contexts” and “Possessing Equity Fluency” as two of the core competencies for educators to be effective at family engagement. Building the capacity of practitioners to practice equitable family engagement is an essential strategy for advancing racial equity.

b. Defining Family Engagement

SFECs are charged with providing services in their states that support “the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement.” The term “family engagement” is broad and used in many different contexts. “Family engagement” is not officially defined for SFECs.

The Every Student Succeeds Act (2015) defines “Parental Involvement” as:

20 U.S. Code § 7801(39) Parental involvement

“... the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and
- (D) the carrying out of other activities, such as those described in section 6318 of this title.”

Definitions of “family engagement” vary within and across states. More than a dozen states have now developed family engagement frameworks and each has spent time engaging stakeholders to define what family engagement means to them. These definitions and frameworks have helped states articulate a common set of expectations for family engagement which partners can collectively work toward.

Family Engagement as Defined in Three SFEC States

Connecticut: “Family Engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children’s learning and development from birth through college and career.”

Ohio: “The term partnerships is used to encompass the meaningful and effective practices that many call parent or family engagement, involvement, support, and participation. Partnerships entail sharing goals and vision. When educators, families and community members work in partnership they all bring strengths, resources and needs to the table and initiation and communication is always two-way. It is through partnership between families, schools and communities that Ohio’s students will receive the support they need to achieve.”

Pennsylvania: “Effective family engagement in the birth through college, career, community ready educational system is intentional, meaningful, and impactful. Learning Communities value and support families in their role as a child’s first teacher. It is essential to leverage the expertise, knowledge, and leadership of families and community partners to shape the educational environment at the program, classroom, school, state, and national level. These partnerships are strengths based, inclusive, culturally and linguistically responsive, and rely on two-way communications. They focus on the shared goal of positive learning and developmental outcomes for children.”

These and additional definitions can be found in each state’s framework:

<https://nafsce.org/page/StateFrameworks>

II. STATEWIDE FAMILY ENGAGEMENT CENTERS

a. What SFECs Are

Nearly all federal resources in support of implementing effective family and community engagement strategies are limited to serving specific programs or specific states. For example, IDEA funds Parent Training and Information Centers in every state, as well as Community Parent Resource Centers, to “provide training and information that meets the needs of parents of children with disabilities living in the area served by the center, particularly underserved parents and parents of children who may be inappropriately identified.” The Office of Head Start, within the U.S. Department of Health and Human Services, funds a National Center on Parent, Family, and Community Engagement to serve Head Start, Early Head Start, Migrant, and American Indian and Alaska Native Programs. Each of these resources is designated to serve only some families.

The historical legacy of SFECs began with twenty-eight Parental Information and Resource Centers (PIRCs), first funded by Congress in 1995. The program evolved and expanded to nearly \$40 million annually in the FY 2006-2010 grant cycle, during which 62 PIRCs, located in every state, the District of Columbia, and the U.S. territories, were charged to provide both statewide coordination and technical assistance as well as local direct services to families. The program was eliminated in the FY2011 federal budget, then reinstated as SFECs under ESSA in 2018. (Blair, L. 2008; U.S. Department of Education 2013). Presently, Statewide Family Engagement Centers are authorized and funded to create systemic partnerships with State Education Agencies to provide technical assistance and training to schools, districts, community partners, and SEAs, as well as to provide parenting education and family engagement programming.

The Application for New Awards (2018) describes the purpose of the SFECs as:

The SFEC program is authorized under title IV, part E of the Elementary and Secondary Education Act of 1965, as amended (ESEA). The purpose of the SFEC program is to provide financial support to organizations that provide technical assistance and training to state educational agencies (SEAs) and local educational agencies (LEAs) in the implementation and enhancement of systemic and effective family engagement policies, programs, and activities that lead to improvements in student development and academic achievement. The Secretary is authorized to award grants to statewide organizations (or consortia of such organizations) in partnership with an SEA to establish SFECs that (1) carry out parent education and family engagement in education programs, and (2) provide comprehensive training and technical assistance to SEAs, LEAs, schools identified by SEAs and LEAs, organizations that support family-school partnerships, and other such programs (Applications 2018).

In FY18 and FY20, \$10,000,000 were appropriated for SFECs, with an additional \$5,440,000 appropriated in FY19, totaling \$15,440,000, to account for an additional grantee and prior-year budget shortfalls. Initial five-year discretionary grants were competitively awarded to 11 grantees in FY18, with a 12th award made in FY19. There are currently 12 grantees serving 13 states:

Figure 1: Statewide Family Engagement Center Grantees

State(s) Served	Grantee & Project Name
Arizona	National Center for Families Learning <i>Arizona Statewide Family Engagement Center</i>
Connecticut	Capitol Region Education Council <i>Connecticut Family Engagement Center</i>
Hawai'i	University of Hawaii <i>Hawaii Statewide Family Engagement Center</i>
Kentucky	The Prichard Committee for Academic Excellence <i>Kentucky Statewide Family Engagement Center</i>
Massachusetts	The Federation for Children with Special Needs <i>Massachusetts Statewide Family Engagement Center</i>
Maryland & Pennsylvania	MAEC <i>Collaborative Action for Family Engagement Center</i>
Minnesota	PACER Center, Inc. <i>Minnesota Statewide Family Engagement Center</i>
Nebraska	National Center for Families Learning <i>Nebraska Statewide Family Engagement Center</i>
Ohio	Ohio State University <i>Ohio Statewide Family Engagement Center</i>
South Carolina	University of South Carolina <i>Carolina Statewide Family Engagement Center</i>
South Dakota	West River Foundation <i>South Dakota Statewide Family Engagement Center</i>
West Virginia	EdVenture Group, Inc <i>West Virginia Statewide Family Engagement Center</i>

The reach to different audiences, as well as the different types of systemic and capacity-building efforts, will be elaborated upon in this report. This report is based on data collected via a survey of all 12 SFEC's conducted by NAFSCE in August 2020, toward the end of the second year of the five-year grant, and six months into the COVID-19 pandemic. The estimates regarding services provided are based on the 2019-20 school year, unless otherwise noted. In some cases, data and examples represent the work which had taken place from their inception until the time of the survey. SFECs also provided additional data to populate their individual profile pages.

Collaborative partnerships are at the core of how Statewide Family Engagement Centers operate. SFECs are required to work in close partnership with a variety of state and local entities, including their state education agencies, local schools and districts, community-based organizations, businesses, other federally-funded family-serving programs, and families themselves. Each SFEC has an advisory committee composed of a majority of parents, as well as educational experts, and school, district, and business community representatives.

¹ All quantifications related to SFEC services, as well as specific practices, were identified through the survey, unless an alternative source is cited. Parenthetical numbers identify the number of SFECs addressing that issue or service.

b. What SFECs Do and Who They Serve

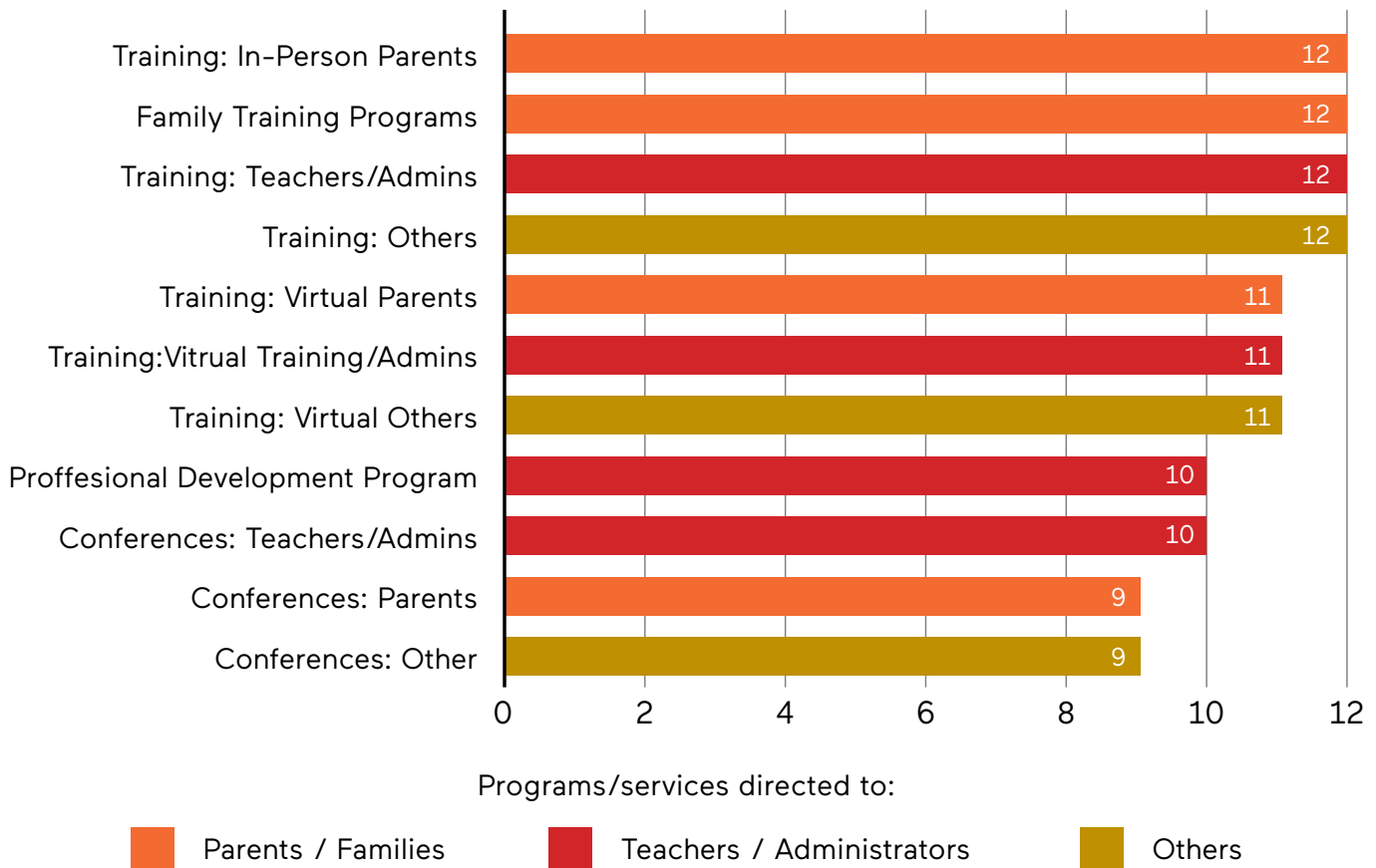
i. Resources Provided

SFECs directly engage families and provide a wide range of resources to help schools, districts, and the state to engage families and community organizations as partners. According to survey data (NAFSCE August 2020), all 12 SFECs offer in-person or virtual training, tip sheets, and websites or webpages. All but one host conferences for families, school, or organizational staff. Most offer webinar opportunities (11), as well as information via videos (9), newsletters (10), and learning packets (9). Six SFECs disseminate information via communications campaigns or public service announcements. (See Appendix Figure 2)

ii. Training and Professional Development

All 12 SFECs offer in-person and virtual training opportunities addressing the dual-capacity challenge to families and school staff. All provide family training programs, focused on topics such as literacy and leadership. Several SFECs also offer training to state-level SEA staff and other community stakeholders. SFECs develop materials tailored to multiple audiences, producing family-friendly content, from videos to tip sheets to trainings, as well as practitioner-oriented resources.

Figure 2: Targeted Training & Services Offered by SFECs

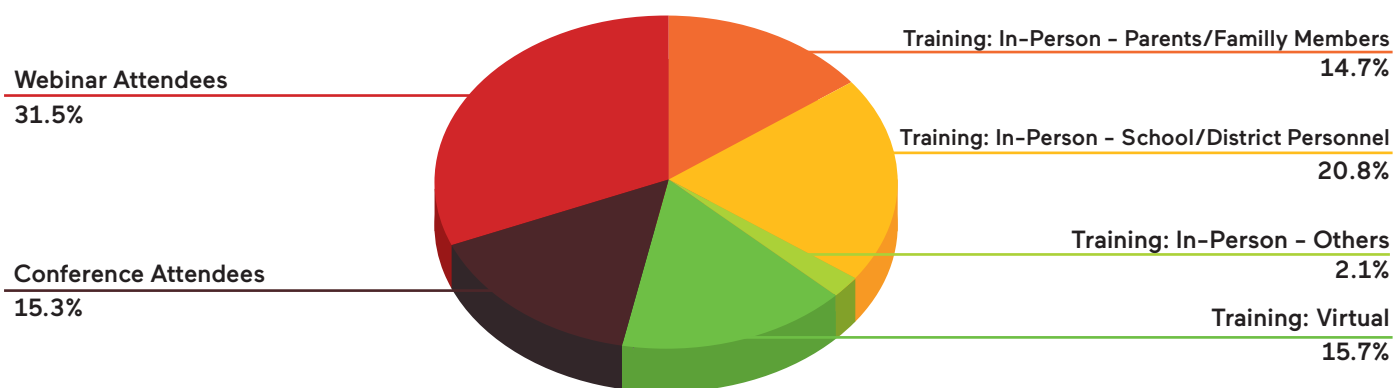


Hawaii SFEC offers culturally-responsive asynchronous modules for practitioners which provide an overview of family engagement as central to teaching and insight into meeting the educational needs of Hawai‘i’s diverse populations.

Massachusetts has developed online training modules and a training-of-trainers based on its statewide family engagement framework. Their framework and training are birth-to-post graduate and are cross-sector, developed and adopted by multiple family-serving state agencies.

According to survey data from 10 of the 12 SFECs, an estimated 83,000 services were provided to individuals during the 2019-20 school year.² SFECs trained approximately 3,300 parents/families and 4,675 school or organizational staff in-person. SFECs hosted 3,452 conference attendees. In the context of the pandemic, many enhanced or shifted to virtual opportunities, enabling them to continue to safely offer training. Another 3,529 people were trained virtually and 7,089 were served via webinars.

Figure 3: Estimated Number of People Attending Training, Conferences, and Webinars – 2019-2020 School Year (10 of 12 SFECs)



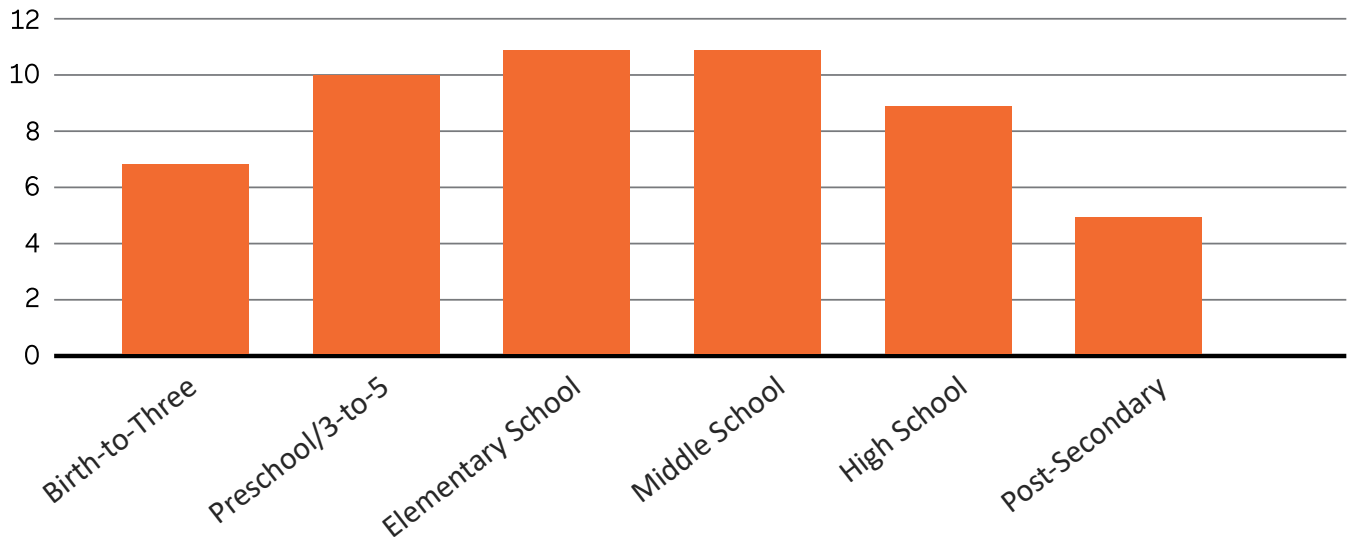
In addition to the deeper touch offered by training and conference opportunities, SFECs have produced and disseminated research, guides, tip sheets and recommendations, examples of best-practices, and other tools via their web presence. Collectively, they reached approximately 40,000 visitors through their websites and distributed over 22,000 printed materials, serving as resources beyond their state borders.

² The estimates provided in this section are estimates of distinct services provided and do not represent unique individuals beings served. SFECs likely provided multiple services to some individuals, with each occurrence of service being included in these estimates.

iii. Spanning the Age Continuum

Family and community engagement is relevant at all ages, though it looks different at each stage of development. Supporting first-time parents looking for infant care is very different from helping parents and students navigate their high school course selection and prepare for college and career. At each stage, there are various roles families can take on, each requiring different supports. The work of a majority of SFECs spans the age continuum, with eight explicitly addressing early childhood through high school. Five SFECs also address post-secondary.

Figure 4: Age Groups Served by SFECs



III. AREAS OF FOCUS

Family and community engagement programs, services, and practices are diverse and impact different audiences. Each SFEC has a different approach and set of priorities for their services. While the work and approach of each SFEC is unique, all SFECs support the conditions and reduce the barriers for family engagement.

This section will examine the types of services offered and issues addressed by SFECs, organized by the audiences they serve and/or issue they address. Specifically, the following audiences and issues will be examined:

- **Families.** How do SFECs strengthen the capacity of families to support child and youth development and to be school partners and leaders. How do they support the well-being and self-development of families?
- **Advancing Equity.** How do SFECs address the unique needs of audiences such as families of children with special needs, English language learners, and others?
- **Practitioners.** What programs and services do SFECs offer practitioners, particularly, professional development and conference opportunities directed at school, district, and community organization staff, to build their capacity to engage family and community partners?
- **COVID-19 Response.** How did SFECs adapt and specifically address the pandemic, given the unique challenges it presented, and the focus it placed on the importance of family-school-community partnerships?
- **State Education Agencies.** How are SFECs supporting systemic change through their work with SEAs?

a. Strengthening Families as Educational Partners

At its broadest and most inclusive, family engagement encompasses a range of roles and partnership strategies between families, schools, and communities that can lead to improved outcomes for children and youth, their families, their schools, and their communities. Central to their purpose, the work of SFECs has helped increase families' capacity to support child and youth development, their capacity to be school partners and leaders, as well as their well-being and self-development, and networks and connections.

i. Capacity to support child and youth development:

Much of the work of engaging families seeks to help parents and other family members build their knowledge and skills to support their children throughout various stages and transitions, such as supporting academic achievement, social emotional development, improving attendance and understanding child progress. Most SFECs deliver programming to help families support the academic areas of literacy (11) and science, technology, engineering, and math (8) at home. Eleven also provide mental health and social emotional learning resources. Several SFECs provide training around understanding school report cards and improving attendance, an accountability indicator in many states. Given the unprecedented reliance on distance learning and increased demands on many families to support learning at-home due to the COVID-19 pandemic, eleven SFECs provide resources to support distance learning.

Most SFECs offer family literacy programs, such as [Arizona's Raising a Reader Program](#) and NCFL's two-generation, four-component model of family literacy programming, "[Family Learning Community](#)," which is being implemented in five SFEC states: [Nebraska](#), [Arizona](#), [Maryland](#), [Pennsylvania](#), and [Kentucky](#).

ii. Capacity to be school partners and leaders:

Parents and families regularly play leadership roles making decisions and advocating for their own children, particularly as children transition between programs and schools. Parents and family-members may take on formal classroom or school-wide roles as members of councils and committees. They may attend meetings to voice concerns and priorities. Regardless of how they choose to engage, taking on leadership roles can be challenging and sometimes confusing. Parents may not understand how to navigate the educational system, may be overwhelmed with the acronyms and way information is presented at meetings, or may lack the confidence to take on a leadership role. To address these challenges, eleven SFECs offer family and parent leadership programs.

A variety of parent leadership programs are offered across SFECs including [Kentucky's Commonwealth Institute for Parent Leadership Fellowship](#) and Basecamps, the [Parent Institute for Quality Education \(PIQE\)](#) in [Massachusetts](#), and [Minnesota's Annual Parent Leadership Training](#).

iii. Well-being and self-development:

Children and youth grow, develop, and learn wherever they are. Home and community environments impact children in many ways. Some family engagement and support activities aim to improve conditions at home or strengthen parental self-efficacy. Eight SFECs provide families with referrals to external organizations that provide family-wellness and basic needs services, such as food pantries, public benefits, housing services, and shelters. Four SFECs, in addition to providing referrals, directly provide families with basic needs services. This was particularly relevant in light of the pandemic. In NAFSCE's COVID-19 Survey, 84% of practitioners identified an increased need for resources for basic needs, such as food, shelter, or health care, and 84% for mental health supports since the beginning of the pandemic. Eighty-seven percent (87%) of respondents reported taking advantage of existing or new partnerships with community-based organizations during the pandemic to address those needs. Similarly, many SFECs formed new partnerships, in addition to existing ones, post-pandemic (see Appendix Figure 1). Another family engagement need that increased, according to the NAFSCE COVID-19 Survey, was access to technology and high-speed internet. When COVID-19 survey respondents were asked about families' needs for services during the pandemic, technology and connectivity topped the list, with 89% indicating families they serve have a greater need for technology including laptops, computers, and printers; 88% indicating a greater need for high-speed internet access; and 89% indicating a much greater need for remote learning opportunities. Lack of technology and internet access were also noted as the two greatest barriers to engaging families during the pandemic. In response to the pandemic, five SFECs began to provide families with access to technology and internet access, with two additional SFECs offering only internet access. Eleven SFECs provide financial literacy resources for families, and at least two offer English as a second language courses at schools.

CAFE SFEC provided wireless hotspots for [Maryland](#) families in Queen Anne's County Public Schools, securing four school bus hotspots and enough hotspots for families participating in the National Center for Families Learning Program.

iv. Networks and connections:

Family and community engagement can serve to strengthen families' connections and networks, enhancing social and cultural capital. Families are more able to offer resources to and access resources from other families, schools, and community partners. Networks can strengthen the ease and speed of two-way communication. SFEC offerings have created formal and informal networks in their states. In some, families have been part of formal training cohorts, building regular relationships with other families, facilitators, and school staff. Some states offer Friday Cafes and virtual parent meet-ups where parents are able to regularly engage with other families and practitioners. Each SFEC has family leaders on their advisory committee who regularly convene with and are informed by the work of the SFEC.

Several SFECs offered in-person (prior to the pandemic) or virtual "cafe" spaces to network families and practitioners, including [Connecticut's Friday Cafe](#) and [Nebraska's CAFE](#).

b. Advancing Equity

Educational and social equity are at the heart of family and community engagement and the SFECs. SFECs are required to "use not less than 65 percent of the funds received under this part in each fiscal year to serve LEAs, schools, and community-based organizations that serve high concentrations of disadvantaged students, including students who are English language learners, minorities, students with disabilities, homeless children and youth, children and youth in foster care, and migrant students."³

Family engagement should meet the specific needs of families, build on their assets, and accomplish impact. It should meet families where they are, recognizing, respecting, and valuing the family's background, funds of knowledge, culture, and expertise in their children and communities. Planning should be intentional and inclusive, done in partnership with family and community members. This type of engagement requires fostering a welcoming and inviting culture and establishing trusting relationships. Family engagement is a strategy toward equitable outcomes for children, and should itself be equitable and meaningful - with opportunities for engagement that are inclusive and that value the diversity of race, ethnicity, language, gender, sexual orientation, age and generation, military status, and other characteristics of potential participants. When families of all backgrounds are intentionally and explicitly engaged, family engagement can be a type of civic engagement that reinforces democratic principles of inclusive decision-making, accountability, transparency, and the agency of the population being served.

All twelve SFECs explicitly provide services or resources to address social justice, equity, or cultural responsiveness. In addition, as each SFEC works to advance equity, each has identified needs and developed resources to support the families of specific populations. For example, SFECs are explicitly addressing the specific needs of:

- **Families of English learners:** In addition to offering multilingual resources, eleven SFECs are addressing English language acquisition, language access, the impact of immigration status in education, navigating the U.S. educational system, and/or related topics facing the families of English learners. Recognizing the linguistic diversity of families in all states, eleven SFECs offer materials and resources in multiple languages.

² See footnote 10.

- **Families of children with special needs:** Ten SFECs are addressing topics such as understanding and supporting a child's learning disability, navigating the Individualized Education Program (IEP) process, and understanding a person's rights under the Individuals with Disabilities Education Act.
- **Grandparents raising children:** Family engagement extends beyond parents. Other relatives or non-relatives may be responsible for the primary care of children, in addition to impacting children even when not primarily responsible for them. According to the U.S. Census (2019) American Community Survey, 6,178,849 children live in their grandparents' household, with 2,791,454 of them in the primary care of a grandparent. Seven SFECs have resources specifically addressing grandparent caregivers.
- SFECs have also developed resources addressing families in rural communities (8), foster families (6), migrant families (4), families in tribal communities (3), military families (2), and homeless families (1).

C. Building Practitioner Capacity for Engagement

As mentioned previously, family engagement requires preparation and capacity. Effectively engaging families and communities in impactful ways goes beyond caring, requiring aligned knowledge, skills, and dispositions. All SFECs offer in-person or virtual trainings, conference opportunities, communities of practice, webinars, or other resources for practitioners to build their skills and understanding of the research foundations of effective family engagement, cultural and equity fluency, and how to partner with families to accomplish the outcomes described in the previous section, such as increasing family capacity to support student achievement and engage in school leadership roles, improve family well-being, and strengthen networks.

In addition to these examples, see individual state profiles for additional highlights and practitioner resources.

The **West Virginia** SFEC offers a statewide **Community of Practice** for educators to share best practices, provide resources, ask questions, engage in conversations and more.

The **South Dakota** SFEC offers a five-section **Toolkit for Family Engagement Course**. Educators have the option of taking the course for 15 Continuing Education Units or 1 graduate credit.

In addition to providing intensive family engagement training and TA to schools, the **Hawai'i** SFEC developed four modules based on the foundational work of Karen Mapp to introduce pre-service teachers to the theory, research and practice of family engagement and how it is linked to school improvement and student achievement. The Modules were presented to 2 cohorts of preservice teachers and followed by a survey to evaluate the impact and inform module development.

The CAFE SFEC, serving **Maryland** and **Pennsylvania**, offers an **Academic Parent Teacher Teams (APTT)** training to district or school staff on the APTT model which includes strategies for sharing student data, establishing student goals, and providing families with activities to practice foundational skills with their children at home.

The **Carolina** Family Engagement Center provides **technical assistance, professional development, and \$1000 stipends** to 20 partners, either individual teachers or teacher teams, committed to enhancing family engagement in their classrooms.

d. Responsiveness During the COVID-19 Pandemic

In a time of tremendous, unanticipated need, the SFECs have served as a responsive resource during the COVID-19 crisis in their respective states. Even before the pandemic, SFECs planned for services that responded to the needs of the field by collecting data on need from families, school staff, and other stakeholders in a variety of ways, including through their advisory councils, surveys, program data reports, focus groups, and anecdotally. To better understand the quickly changing needs of families, surveying and use of focus groups increased after the pandemic began. Most SFECs also continued to survey teachers and schools, engage their Advisory Committees, and analyze program data to better understand the impact of the pandemic and be more responsive (See Appendix Figure 5). Based on their data, many SFECs broadened their offerings to include providing direct basic-needs services; access to technology and internet service; training on distance learning; and learning packets, books, or printed materials that could be distributed to families without access to computers or internet. SFECs also enhanced their partnerships during the pandemic, as described previously. (See Appendix Figure 1)

The Hawai'i SFEC [Parenting During a Pandemic webinar series](#) was created in response to over 200 parent survey responses and connects families with experts on: Recognizing Signs of Depression in Children and Teens, Motivating Children to Learn During the Pandemic, Smart Strategies: Centering Your Child in the IEP Process, and more. A [Family Engagement Webinar Toolkit](#) was also created to enable others to start their own webinar series. The SFEC also created [Welcome Back Packages](#) for both Families and Educators.

e. Supporting Systemic Change in States

Beyond providing direct services, the Applications for New Awards (2018) charged SFECs with “Statewide leadership, including the development and implementation, in partnership with the SEA(s), of statewide family engagement in education policy and systemic initiatives that will provide for a continuum of services to remove barriers for family engagement in education and support school reform efforts as well as parental involvement policies under the ESEA (Application Requirements (c)(2)).” This work looks different state-by-state. First, it is worth noting that by offering statewide family engagement resources in partnership with SEAs, SFECs are already changing the landscape of their states and providing statewide leadership. Some SEAs have identified a family engagement lead which serves as a liaison between the SFEC and other SEA offices. Examples of statewide leadership and systemic change contributions of SFECs include:

i. Participation in advisory committees, commissions, and collaborative meetings:

Many SFECs have sustained engagement with their SEAs through participation in state committees and task forces, inviting the SEA to be part of the SFEC advisory committee, or through regular partner meetings. This promotes alignment between the work of the SFECs and SEAs, as well as representation of family engagement on broader state initiatives.

- In **Arizona (AZ)**, the SFEC served on the AZ Department of Education’s Families Sub-Committee for the [Task Force for Reopening Schools](#).
- In **Connecticut (CT)**, the CT State Department of Education is a member of the Connecticut SFEC’s Advisory Council Executive Committee and Leadership Committee.
- The **Kentucky (KY)** Department of Education has two staff positions dedicated to the work of the KY SFEC who attend all KY SFEC Partner, Advisory Council and Network Meetings, as well as present at meetings and conferences. The KY SFEC participates in state advisory bodies, including the State Education Continuation Taskforce.
- The **Minnesota** Department of Education (MDE) attends Minnesota (MN) SFEC Advisory Committee meetings and MN SFEC staff meets monthly with MDE to plan, coordinate and implement systemic change.
- The **Nebraska (NE)** Department of Education is a member of the SFEC Advisory Committee.
- The **Ohio (OH)** SFEC holds monthly meetings with the Ohio Department of Education’s Office of Integrated Student Supports and Office for Exceptional Children. ODE is part of the SFEC’s advisory committee.

ii. Co-developing and aligning resources with state agencies:

SFECs have supported broader state efforts by partnering to co-create resources, such as training or school guidance, as well as by aligning SFEC-created resources to a state family engagement framework or other set of state expectations for family engagement.

- In **Arizona**, the SFEC was a partner with the AZ Department of Education on the development of the [Roadmap for Reopening Schools](#).
- The **Hawai’i (HI)** SFEC is working with the HI Department of Education (HI DOE) to embed family engagement strategies into the HI DOE multi-tiered system of support (MTSS) training and to integrate family engagement into school-level academic plans.
- The **Kentucky** SFEC and KY Department of Education recently co-designed a module for families that will be turned into an online module for families and educators to receive a “badge” indicating they took this course.
- The **Massachusetts (MA)** SFEC has partnered with the MA Department of Elementary and Secondary Education on the implementation of the state’s family engagement framework, which includes the co-development and hosting of aligned training modules and a training-of-trainers.
- The **Ohio** SFEC has been part of the development of ODE’s Family Engagement and Whole Child Frameworks, including authoring sections, hosting events, and participating in the respective advisory committees to develop both frameworks.
- The Carolina SFEC is working with the **South Carolina (SC)** Department of Education’s Office of Family and Community Engagement to train school-level family engagement liaisons. The SFEC also supports the SEA’s statewide family engagement summit. The SFEC is supporting agency projects to address school readiness, migrant education, foster families, and a booklet series to help families understand the early learning standards.
- The **Ohio, Massachusetts, and South Carolina** SFECs are aligning their work to their respective state’s Family Engagement Framework.

iii. Making recommendations or advising state agencies on policies and initiatives:

SFECs have provided policy recommendations to SEAs on how to better meet the needs of families and build state capacity for family engagement.

- The **Kentucky** Department of Education is supporting the SFEC by increasing awareness about the impact of family engagement in state and federal law.
- The **South Dakota (SD)** SFEC is working with the SD Department of Education to integrate family engagement trainings into the \$6.8 million federal Rethinking k-12 Education Models grant.
- The **West Virginia (WV)** SFEC has worked with the WV Department of Education to make systemic change in areas including equity, rural accessibility, support for low-SES students and families, and grandparents raising grandchildren.

iv. Enhancing and supporting SEA staff:

Given the role that family engagement plays in so many state and federal programs, increasing the understanding of the State Education Agency staff who implement and oversee those programs strengthens their implementation. Many SFECs are intentionally reaching out to SEAs to provide family engagement training and technical assistance for SEA staff whose work touches or impacts family engagement. In addition, two SFECs partially or fully fund staff positions that directly support their SEA partner.

- All SFECs report providing SEA staff with resources and professional development opportunities.
- CAFE is working with the **Pennsylvania (PA)** Department of Education to hire a staff person that would be dedicated to overseeing and delivering family engagement initiatives across the state on behalf of CAFE.
- The **Massachusetts** SFEC funds a family engagement staff position within the Department of Elementary and Secondary Education (DESE) and will be providing training-of-trainers to staff from DESE and other family-serving state agencies.
- The **Ohio** SFEC provides professional development, networking and technical assistance to newly appointed regional staff in Ohio's Educational Service Centers. 52 new regional Family Engagement Liaisons are planned to be supported through this project.

v. Disseminating state information to families and community stakeholders:

SEAs often have very limited direct communication with families and other community stakeholders. SFECs have been building their direct reach to families and community stakeholders and have been able to serve as a bridge for SEAs.

- The **Kentucky** SFEC staff creates a highlight memo of what is discussed at the State Education Continuation Taskforce and sends it to families, educators and community organizations throughout the state along with resources on distance learning.
- The CAFE SFEC hosted a virtual webinar series about school reopenings with the **Pennsylvania** Department of Education and the **Maryland** Department of Education.
- The **Nebraska** Department of Education co-hosts a **Nebraska virtual CAFE** with the SFEC.

vi. Providing data on needs and family perspectives:

Since each SFEC has conducted its own needs assessment, and most have continued to collect information about the needs of families through surveys, focus groups, or their advisory councils, some SFECs have helped bring the perspectives of families to state efforts.

- The **Massachusetts** SFEC partnered with the Department of Elementary and Secondary Education to host listening sessions and affinity focus groups in August 2020 to gauge shifts in needs based on the COVID-19 pandemic and community-based movements for racial justice to inform state agency policies and programs.
- The **Ohio** SFEC will engage its Advisory Council and other families and educators to inform the Department of Education's revised model family engagement policy.

vii. Conducting research to inform policy:

One SFEC helped to support the SEA by conducting and providing research that informed state policies.

- The **Ohio** Department of Education has requested the SFEC's support in developing a statewide recognition system for schools who have exhibited strong partnerships with their families and the community. The SFEC is supporting the Department in this work by researching existing award systems and leveraging the expertise of the Center's Advisory Council to provide feedback. In addition, ODE is planning to update the state's board adopted model family engagement policy by 2021. The SFEC is supporting this work by providing an analysis of current state policies and a review of the literature on the topic.

IV. CONCLUSION

There is much more to learn about the work of Statewide Family Engagement Centers. This report will serve as a springboard for the ongoing documentation and centralization of SFEC practices and resources. Additional research is needed to better understand their impact on children, families, schools, and communities. Furthermore, a more uniform method of regularly collecting and reporting data in the ways described in this report would better track future progress. The data reported here demonstrates the diverse range of programs and services, at all levels and for multiple audiences, as well as the commitment to equity and closing the achievement gap that each SFEC provides. State and federal investments in Statewide Family Engagement Centers and family engagement overall must continue and expand, so that children, families, and practitioners everywhere have access to the support offered by SFECs. Since 2018, SFECs have changed the landscape of family and community engagement in their states and are contributing to a national movement to make robust, effective family and community engagement a common practice.

V. STATE PROFILES

This section contains two-page profiles of each Statewide Family Engagement Center. Each profile contains a brief overview of services offered and issues addressed, program highlights, examples of systemic change efforts, top resources for families and practitioners, and the SFECs website address and social media handles. The profiles provide a closer look at the individual and unique work of each SFEC. When taken together, the profiles provide a wealth of resources and practice ideas which can be used by practitioners and families from any state.

- Arizona Statewide Family Engagement Center
- Connecticut Family School Partnerships
- Hawai'i Statewide Family Engagement Center
- Kentucky Collaborative for Families and Schools
- Massachusetts Statewide Family Engagement Center
- Collaborative Action for Family Engagement Center
- Minnesota Statewide Family Engagement Center - Pacer Center
- Nebraska Statewide Family Engagement Center
- Ohio Statewide Family Engagement Center at the Ohio State University
- Carolina Family Engagement Center
- South Dakota Statewide Family Engagement Center
- West Virginia Statewide Family Engagement Center



The National Center for Families Learning (NCFL) along with Read On Arizona, Arizona Department of Education (ADE), Southwest Human Development, Make Way for Books and Unite for Literacy will develop and implement a systematic, high-impact infrastructure of family engagement that improves student academic achievement, empowers parents and increases the capacity of state agencies and organizations to provide high-quality family engagement supports for both parents and practitioners. This project will result in an improved continuum of evidence-based family engagement supports as well as twelve model demonstration “hubs” throughout the state that deliver evidence-based family literacy and engagement programming.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/Printed Materials
- Learning Packets/Books
- Webinars
- Videos
- Newsletter

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Safety
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Access to technology - laptops, tablets, printers, etc.
- Access to high-speed internet
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- English Learners
- Children with Special Needs
- Foster Children
- Migrant Children
- Grandparents Raising Children
- Rural Communities
- Tribal Communities

PROGRAM HIGHLIGHTS

- During Year 2, a total of 1,190 parents participated in SFEC activities, exceeding the targeted number for Year 2 activities and services by more than 500 participants. A total of 1,092 parents attended a series of 8 weekly one-hour early literacy workshops with their infant to five-year-old children. 98 parents of K-3 students enrolled in place-based LEA family literacy demonstration programs, also committing to attend Adult Education and Parenting classes four days a week. They also joined their children weekly during classroom lessons as part of the program’s Parent and Children Together (PACT) Time. After schools closed, parents transferred lessons learned during PACT to their homes and continued to engage remotely with teachers to support their children’s learning. Program success indicates the validity of program strategies that have created an effective design for future Statewide Family Engagement Centers.

PROGRAM HIGHLIGHTS

- Project partners offered 25 series of early literacy family engagement workshops. The SFEC distributed over 30,000 books directly to families to promote children's reading development and sustained family literacy routines in their homes. The books were accompanied by instructional sessions, interactive digital platforms, and other educational resources to guide parents and enhance their ability to model and support emerging literacies.
- Parents (80% - 99%) who participated in the birth-5 family literacy workshops and school-aged programs reported that they were prepared to work with their schools and service providers to effectively meet the learning needs of their children. Despite the unprecedented challenges for schools and families that had to adapt to remote learning, 80.5% of survey completers reported they made a positive difference in their child's learning. Parents of school-age students reported that the family literacy program provided them with support for their immediate needs as they navigated the personal and educational changes instigated by the health crisis. They credited staff in the family literacy program for helping them to manage both personal stress and the stress of supporting their children's virtual learning. They also described how program participation advanced their ability to navigate the technology requirements needed to support their children's learning while they continued to engage in their own learning.

MAKING SYSTEMIC CHANGE

The AZ SFEC achieved nearly a ten-fold increase in the number of high-impact services provided to build a statewide infrastructure for systemic family engagement. ADE and project partners created over 100 new early childhood education and family engagement professional development opportunities accessible to all LEAs. Read on Arizona (in partnership with ADE, Make Way for Books, NCFL, Southwest Human Development, and Unite for Literacy) maintained the AZ SFEC web pages, which provide families with the knowledge, tools and resources needed to make informed decisions about their children's education. Parents also assumed leadership roles on the Parent Advisory Committee to establish a comprehensive family engagement mission, vision, and action plan.

TOP WEB RESOURCES FOR FAMILIES:

- **Cultivating Readers** - Available in both English and Spanish, the Cultivating Readers Family Guide provides tips to grow reading skills from birth to age eight.
<https://www.familieslearning.org/resources/familiesfamily-literacy/43#nav>
- **Early Literacy Guide for Families** - This guide for families of children birth-3rd grade explains the importance of early literacy and how to help your child develop reading skills.
https://readonarizona.org/wp-content/uploads/2020/05/ReadOn.guide_0320_April-2020vf.pdf
- **Unite for Literacy** - Our projects with Unite for Literacy build home libraries and support families to develop a daily habit of reading, both of which are key factors in growing lifelong readers.
<https://www.uniteforliteracy.com/>



The Connecticut Family School Partnerships (CFSP) brings together the expertise and resources of five diverse educational and family advocacy agencies committed to developing a Connecticut family engagement model that creates a culture of full, equal and equitable partnerships between families, educators, and community partners to elevate student success. The CFSP Partners include: the African Caribbean American Parents of Children with Disabilities (AFCAMP), Connecticut Parent Advocacy Center (CPAC), Capitol Region Education Council (CREC), Connecticut State Department of Education CSDE), and the State Education Resource Center (SERC).

The goal, to improve student social, emotional and academic outcomes through strong family, school and community partnerships. This will be accomplished by building the capacity of schools and community agencies through professional development to use high-impact evidence based strategies and practice, building the capacity of families through direct service and leadership opportunities, promoting shared leadership (dual- capacity) between families and schools and developing a comprehensive web-base, Family Engagement HUB for resources and information.

SERVICES OVERVIEW

- Distance Learning (teachers and parents)
- Financial Literacy (Adult Education)
- Social Justice & Equity (school systems)
- Resources in English & Spanish
- Parent Leadership Training & Capacity
- Family Engagement Capacity/Districts & Schools
- Community Networking/Communities of Practice

ISSUES ADDRESSED

- Preschool 3-5
- Elementary School
- Middle School
- High School
- English Language Learners
- Children with Special Needs

PROGRAM HIGHLIGHTS

CT Friday CAFÉ networking sessions for people who work at the intersection of families and learning. Monthly sessions gathering feature short talk and thought –provoking conversations. A networking opportunity for families, family resource specialist, school staff, community providers and key state leaders. www.fridaycafe.org

A Parent Teacher Survey that was developed by State Department of Education, Cross Sector Research, National Network of Partnership Schools and Family Engagement Directors to gather information from families and classroom teachers when the COVID Pandemic closed schools in Connecticut.

PROGRAM HIGHLIGHTS

Connecticut's Definition and Framework for Family Engagement.

Family Engagement is full, equal and equitable partnership among families, educators, and community partners to promote children's learning and development from birth through college and career.

The Guiding Principles:

- Build collaborative, trusting relationships focused on learning.
- Listen to what families say about their children's interests and challenges.
- Model high quality learning practices.
- Share information frequently with families.
- Talk with students about how they want teachers and families to support their learning.
- Co-develop cultural competence among families and staff.
- Support parents to become effective leaders and advocates for their children.

The definition and framework are the foundation for CT Family School Partnerships, Network for Education. The definition and framework was co-constructed by families, school staff and key stakeholders in Connecticut.

MAKING SYSTEMIC CHANGE

Five School Districts in Connecticut signed Memorandums of Agreement to participate in comprehensive family engagement professional development through the National Network of Partnership Model. The agreement designates a ½ position at the district level to lead and coordinate policy and practice district wide. Family Engagement Directors meet monthly in a community of practice. The goal to build capacity of school staff and families by establishing school level action teams and ongoing support.

WEBSITE FOR FAMILIES, SCHOOLS, AND COMMUNITY:

www.ct-fsp.org



The Hawai'i SFEC believes that family engagement is an equity and learning strategy to support student academic success and school improvement. The Center's mission is to implement high-impact family engagement strategies, programming and policies that build powerful partnerships among family, school, and community, leading to enhanced child development and student achievement.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/ Printed Materials
- Learning Packets/Books
- Webinars
- Videos
- Newsletter
- Social Media

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Safety
- Mental health, social-emotional resource
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building
- Building Social Capital

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- Post-Secondary
- English Learners
- Children with Special Needs
- Homeless/Vulnerable Populations
- Native Hawaiian, Pacific Islanders, and other cultural groups

PROGRAM HIGHLIGHTS

Community of Practice School Cohort Training Program: This intensive training is school-based professional development on the Dual Capacity-Building Framework and embedding family engagement strategies into written school policy through the annual academic school plan. The technical assistance (TA) includes an assessment of school-wide family engagement practices, to guide school teams as they develop and implement an action plan to create effective partnerships with families to support student and school improvement.

Statewide Dr. Karen Mapp Symposiums: The Center coordinates statewide symposiums, in partnership with Dr. Karen Mapp (author of the Dual-Capacity Framework), the Hawai'i State Department of Education (DOE), Kamehameha Schools, Leadership in Disability and Achievement of Hawai'i, and other community partners. These gatherings serve to share best practices on family engagement in education and to engage a broad range of education stakeholders.

PROGRAM HIGHLIGHTS

Parent, Family, and Community Capacity Building: The Center partners with several Hawai'i education and child-focused non-profits to build the capacity of parents, families, and communities, as well to present and provide consultation and TA to non-profits and community groups. One Center partnership resulted in *Parenting During a Pandemic*, a 9-part webinar series, developed through a parent and family-centered collaboration with the Hawai'i DOE Kailua-Kalāheo Complex.

MAKING SYSTEMIC CHANGE

Pre-Service Teacher Training: The Center developed instructional modules based on the foundational work of Dr. Karen Mapp to introduce pre-service teachers to the theory, research and practice of family engagement and how it is linked to school improvement and student achievement.

The instructional modules, which continue to be piloted and refined, include “how to” videos on: First Phone Call Home, Funds of Knowledge, Attendance/Homework Completion, and Hybrid Schedule Scenario.

Embedding Family Engagement in Annual School Academic Plans: After a school team completes the Community of Practice School Cohort Training Program, the Center provides intensive TA to schools on embedding family engagement strategies into their existing academic plans. As an additional support to schools, the Center is exploring a partnership with district and state multi-tiered system of support (MTSS) leadership to embed family engagement strategies into MTSS that is to be implemented statewide by the Hawai'i DOE.

TOP WEB RESOURCES FOR FAMILIES:

- **The Welcome Back Package: Family Engagement for 'Ohana 2020:** This guide provides families a foundation to support child learning and connect with schools. <http://bit.ly/FEWBPO>
- **'Ohana Tips for Parents: Ways to Support At-Home Learning:** This guide offers a way for families to set up at-home learning, literacy, reading, and homework. <http://bit.ly/AHLGFF>
- **Education: A College Prep Savings Toolkit for Families with Students in Grades 7-12:** This toolkit educates on how to create a savings plan for your family's college education goals. <http://bit.ly/FEmpow>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **Welcome Back Package: Family Engagement for Educators 2020:** Adapted by several other SFECs for use in their jurisdictions, this guide provides a foundation on how to connect with families and promotes equitable practices, such as support of special education students and access to translation resources. <http://bit.ly/WBPFEE>
- **AFFECT Modules:** These are culturally-responsive asynchronous modules to activate educators' focus on family engagement as central to teaching. <http://bit.ly/AFFECTHI>
- **Family Engagement Webinar Toolkit:** This Google Drive Template has everything you need to start your own family engagement webinar series. <http://bit.ly/FETEMPLATE>



Kentucky Collaborative for Families and Schools

The Prichard Committee



WE ARE a network of families, schools, districts and community partners focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky education system.

WE BELIEVE high-quality, equitable and inclusive education is the shared responsibility of families, schools and communities.

WE SHARE a unified voice in advocating for family leadership and effective family-school-community partnerships.

SERVICES OVERVIEW

- Train families, educators, administrators and community partners on family-school partnership best practices including parent leadership development opportunities
- Host monthly Lunch and Learns and Advisory Council meetings that connect and align family engagement efforts across the state
- Reduce policy and practice barriers to family engagement
- Highlight and expand family engagement programs that are working
- Manage a family engagement online resource hub
- Co-design and co-lead 10 family-school partnership projects each year

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning and Covid-19 supports
- Social Justice/Equity/Cultural Responsiveness
- Mental health, social-emotional resource
- Access to technology and high-speed internet
- Resources in languages other than English
- Family engagement capacity building
- Services and parent leadership development for historically marginalized populations to include ELL and rural families
- Family engagement in university teacher preparation programs
- Middle and High School Family Engagement
- College and career readiness

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- English Language Learners
- Children with Special Needs
- Grandparents Raising Children
- Rural Communities

PROGRAM HIGHLIGHTS

Commonwealth Institute for Parent Leadership (CIPL) Fellowship: This Fellowship offers participants an opportunity to connect with others that share their determination and experience; brainstorm ideas about their local work; share connections and resources; and build peer-to-peer relationships for support and ideas.

<https://www.prichardcommittee.org/cipl-fellowship/>

PROGRAM HIGHLIGHTS

National Center for Families Learning Place-Based Program: NCFL combines adult education, children's education, Parent Time, and Parent and Child Together Time® (PACT Time) to provide lasting change, meet families' educational and career goals, and allow families to create their own path toward success through thoughtfully co-planned facilitation. <https://www.familieslearning.org/>

NaviGo: NaviGo equips businesses, parents, and schools for student post-secondary success and workforce readiness. NaviGo's coaches work closely with junior high and high school students and families on a plan for a rewarding future experience.

Parenting for Success: A bi-monthly parent group to support parents ages 24 and younger. Each meeting includes an educational lesson that parents engage in with their children, focused interaction with other families and socialization time for children. Areas of focus include literacy, parenting skills, parent/work-life balance and connecting with community and academic resources.

MAKING SYSTEMIC CHANGE

The Kentucky Department of Education (KDE) Alignment: KDE has two staff persons dedicated to the work of the KY-SFEC who attend all KY-SFEC Partner, Advisory Council and Network Meetings. They assist in aligning our work to the Department's and ensure involvement in state committees working toward stronger family engagement in education. In March 2020 the KY-SFEC joined the State Education Continuation Task Force to ensure family engagement is a key strategy for effective remote learning.

Top 10 Project List: The KY-SFEC releases a priority project list every January to increase effective family-school partnership. This list is co-designed and co-lead by a variety of organizations and individuals to create a place for action-oriented collaboration among family engagement champions in Kentucky.

TOP WEB RESOURCES FOR FAMILIES:

- **Partners for Appalachian Families Website:** The website serves as a resource for families and educators to learn how to best support students of all ages and Family Engagement best practices and events. <https://partnersforappalachianfamilies.org/>
- **Ky Collaborative For families and Schools Resource Hub** - This online resource directory offers materials for families and educators to be more engaged in their child's education. <https://www.prichardcommittee.org/familyengagement/>
- **Missing Piece to the Proficiency Puzzle:** A document that can be used by parents to support high student achievement and closing gaps in their schools. <https://prichardcommittee.org/wp-content/uploads/2014/08/PACtheMissingPiecev2.pdf>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **Coping with Covid 2020 Student, Family and Educator Surveys:** A study of the pandemic's impact on education, told by Kentucky families and teachers. https://www.prichardcommittee.org/wp-content/uploads/2020/11/coping-with-cov_50165935-2.pdf
- **Family Engagement Rubric for Districts and Schools** - This rubric was created to help schools and districts assess where they currently are, and what steps they might take to improve on a continuum of Family Engagement. <https://www.prichardcommittee.org/wp-content/uploads/2020/07/Family-Engagement-Sample-Rubric.pdf>
- **Family Engagement Toolkit and Certificate** - An online interactive document with six clickable content items linked to toolkits and additional information and links. By completing the Toolkit, online module and assignment, educators receive a "Family Engagement Certificate." <https://www.prichardcommittee.org/wp-content/uploads/2020/09/WelcomeBackPackageFinal.pdf>



MASSACHUSETTS

STATEWIDE FAMILY ENGAGEMENT CENTER



Massachusetts Statewide Family Engagement Center (MASFEC) builds an equity-driven culture of family engagement, seeking family-led and co-created solutions to the challenges faced by historically marginalized children and youth. Our programs strengthen the capacities of families, educators, healthcare providers and child development professionals to build layers of support that help young people thrive.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training/PD
- Conference
- Tip Sheets/Printed Materials
- Webinars
- Videos
- Newsletter
- Support Groups in multiple languages

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Access to technology - laptops, tablets, printers, etc.
- Access to high-speed internet
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Preschool/3-to-5
- English Language Learners
- Children with Special Needs

PROGRAM HIGHLIGHTS

Outreach: MASFEC prioritizes supporting our most vulnerable families. Our team includes outreach specialists for the Latinx, Portuguese-speaking, Chinese-speaking, Haitian, and Black communities. We partner with cultural brokers for Somali, Vietnamese, and Arab communities as well. Our work offers broadly-applicable information on family engagement best practice, as well as resources particularly aimed at addressing the needs of families with children with special needs and those with English Language learning needs.

Family Institute for Student Success: In partnership with PIQE, the MA SFEC offers a nine-week training program for families and school leadership teams. This is an evidence-based model designed to support school administrators in engaging with families from diverse socio-economic and cultural backgrounds through a family training curriculum.

Collaboration with School Districts: In partnership with CPLAN and Brockton Public Schools, we are engaging parents, community members, and BPS staff in working in solidarity with the superintendent to ensure that the needs of all members of the school community are met during the pandemic and beyond. MASFEC convenes members of the Brockton community who have been most impacted by the pandemic to the school planning process.



MAKING SYSTEMIC CHANGE

Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts. The family engagement frameworks were developed through a multiyear process integrating input from 500 stakeholders. The frameworks provide practitioners with a theoretical foundation for their work with families and provides family engagement strategies for practitioners in the areas of staffing, training and professional development, resource development, and program evaluation.

<https://masfec.org/strengthening-partnerships/>

Family Engagement Modules and Training of Trainers. MASFEC, in partnership with NAFSCE and the state, has developed modules to introduce the Framework. The modules will be delivered by trainers including individuals from state agencies, family members, and community members. We also offer an independent study version of the modules for individuals who are not available to attend this virtual training.

<https://masfec.org/family-engagement-frameworks-modules/>

TOP WEB RESOURCES FOR FAMILIES:

- **Family literacy calendars:** Every month, MASFEC produces a seasonally-inspired and entertaining Family Literacy Calendar. Perfect for sharing with families!
<https://masfec.org/january-family-literacy-calendar/>
- **MASFEC Blog:** Our blog is updated regularly with posts to help families in a variety of ways from understanding special education concepts (<https://masfec.org/some-special-education-concepts/>) to helping young children cope with big feelings (<https://masfec.org/small-children-big-feelings/>)
- **MASFEC Monthly Newsletter:** Sign-up for research, tips, and event updates from the MASFEC - <https://masfec.org/>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **Strengthening Partnerships: A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts:** The framework, modules, and additional trainings for practitioners on the MA framework are all available online:
<https://masfec.org/family-engagement-frameworks-modules/>
- **The Basics of Online Technology Skills for the ESOL Student:** In response to the pandemic, our partner organization, English for New Bostonians, developed resources for teaching adults the technology skills they need to continue to learn in a remote environment. Their website also offers tips to assist teachers in pivoting to remote learning. The curriculum is in two different formats –Face-to-Face Teaching and Remote Teaching. <https://masfec.org/techforesols/>.
- **Mindful Mondays:** Join educators for yoga, meditation, journaling, and sharing of challenges and successes. No previous experience with mindfulness is necessary.
<https://masfec.org/introducing-mindful-mondays-for-educators/>

Vision/Mission: Building educator-family partnerships to support student well-being and achievement in Maryland and Pennsylvania.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/Printed Materials
- Learning Packets/Books
- Webinars
- Newsletter
- Wireless hotspots

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Safety
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Access to technology - laptops, tablets, printers, etc.
- Access to high-speed internet
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- Post-Secondary
- English Learners
- Children with Special Needs
- Rural Communities

PROGRAM HIGHLIGHTS

The Family Room series are weekly facilitated virtual educational workshops aimed at helping families connect and share strategies with each other, and break down feelings of isolation due to COVID-19. In workshops, families engaged with community partners, a child psychologist, museum educators, health experts, scientists, early childhood educators, and educational experts. <https://maec.org/resource/family-room-webinar-series/>

Queen Anne's County Public Schools (MD) National Center for Families Learning (NCFL) Family Literacy Program (Rural): MAEC and NCFL partner with Sudlersville Elementary School to implement two-generational literacy programs for low-income families, predominantly immigrants and English learners, in Queen Anne's County, MD. This program expands parents' roles in their children's education, connects families with free WiFi, and supports positive community relationships.

Parents as Teachers (PAT), PA: Through the provision of mini-grants, CAFE is supporting seven PA PAT sites with expanding their services to reach more families and provide training to staff members. Services include hosting a workshop series for families at each site and conducting a Community of Practice for leaders of PAT affiliates focused on improving their knowledge and skills in equitable, culturally responsive practices.

MAKING SYSTEMIC CHANGE

Supporting the Development of the MD and PA Family Engagement Frameworks: CAFE and its partners worked closely with Maryland State Department of Education (MSDE) and Pennsylvania Department of Education (PDE) staff to extend the work that they did on developing their respective state family engagement frameworks, a continuation of the family engagement framework consortium sponsored by the Council of Chief State School Officers (CCSSO). MAEC staff have developed resources aligned with the family engagement frameworks in order to provide stakeholders with more information and guiding support on how to use the frameworks.

Pre-service Consortium on Family Engagement: CAFE is a member of a national Preservice Consortium on Family Engagement, along with several other SFECs and higher education partners, to develop a framework for institutes of higher education to better prepare educators to engage families in education. CAFE is working in collaboration with MSDE and Bowie State University (BSU) to review the BSU elementary educator preparation program and recommend ways to expand and deepen its family engagement work.

TOP WEB RESOURCES FOR FAMILIES:

- **Learning at Home Newsletter:** CAFE and Turning the Page distributed weekly newsletters, including curated resources on how families can educate children at home, enjoy “out-of-school” time, cope with virtual learning, and plan for the next school year.
<https://maec.org/covid-19/newsletter/>
- **How Do We Talk To Kids About Race and Racism:** During this webinar, guest panelists discussed the alarming events of Summer 2020 that raised a critical question for parents: how do we talk to kids about race and racism? <https://maec.org/webinar/familyroom-race-and-racism/>
- **The Family Table:** School Reopenings, a three-part webinar series, helped families navigate school reopening considerations during the COVID-19 pandemic and gain information, tools, and strategies to meet their children's ongoing educational goals.
https://us02web.zoom.us/webinar/register/6415901645274/WN_tv4Fk2laQRaEpCb98Mj2FwJ

TOP WEB RESOURCES FOR PRACTITIONERS:

- **An Effective Practices Webinar Series: Trauma-Informed Family and Community Engagement:** In this three-part webinar series co-hosted by CAFE and NAFSCE, we explored trauma and the protective factors that help build resilience and counteract the adverse effects of trauma. We also saw how communities, schools, organizations and individuals around the country are using a trauma-informed lens to guide their work. Part 1, Part 2, Part 3
- **Parent Leadership CoP:** In partnership with the Maryland and Pennsylvania Advisory Councils, CAFE has organized a Parent Leadership Community of Practice (CoP) that meets monthly to develop a Parent Leadership Guide.
- **Introduction to Culture and Equity: Working with Families and Home Visiting:** This training focuses on knowledge and skills of culturally appropriate practice settings for practitioners within a multicultural context and encourages participants to explore the meaning of culture and diversity, its influence on “self” and “other,” and the influence of culture on teaching and learning issues.
- **Tip Sheets on Family Engagement and COVID:** CAFE and the MSDE have developed Family Engagement Tip Sheets aligned with Maryland's Birth-21 Family Engagement Framework's five guiding principles to support educators during recovery and reopening.

MINNESOTA

STATEWIDE FAMILY ENGAGEMENT CENTER - PACER CENTER

MINNESOTA



Minnesota Statewide Family Engagement Center provides services to families and professionals by working collaboratively with 22 partners including the state agency, school districts, charter schools and community organizations, and outreaching to diverse communities throughout the state.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Tip Sheets/Printed Materials
- Conference - Parent Leadership
- Learning packets/Books on various topics
- Webinars
- Videos
- Newsletter
- Social media
- Individual assistance to families
- Individual technical assistance to professionals
- Language access in Spanish, Somali and Hmong
- Webpage

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Access to technology - laptops, tablets, printers, etc.
- Access to high-speed Internet
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building
- MN School Choice and educational decision making
- Special education in general education

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- Post-Secondary
- English Learners
- Children with Special Needs
- Young Adults with Disabilities
- Foster Children
- Grandparents Raising Children
- Migrant families - Immigrant and refugee families

PROGRAM HIGHLIGHTS

Parent Leadership Training: MNSFEC conducted a parent leadership training on educational advocacy with families from across the state. The objective for families was to: 1) develop advocacy skills; 2) increase knowledge of the Minnesota educational system; and 3) develop a leadership action plan.

PROGRAM HIGHLIGHTS

Family Connection: Whatsapp - is a project to meet the individual information and language needs of Somali, Latino and Hmong families in Minnesota. A variety of family engagement topics are covered, including school choice, educational decision making and supporting families during the COVID-19 pandemic and distance learning.

Individualized and personalized service to families on family engagement. We use pre - and post-surveys to measure impact.

MAKING SYSTEMIC CHANGE

- MNSFEC staff meets monthly with the SEA to plan, coordinate and implement systemic change.
- State education agency and community partners attend and have representation on the special Advisory Committee.

TOP WEB RESOURCES FOR FAMILIES:

- The MNSFEC webpage is content-based and provides a comprehensive overview of family engagement. Here are our top resources for families:
 - A Tool for Success: High Expectations and Your Child's Education: <https://www.pacer.org/pdf/ge/GE-11.pdf>
 - Academic Trackers: <https://www.pacer.org/pdf/ge/GE-8.pdf>
 - School Choice in MN: <https://www.pacer.org/pdf/ge/GE-9.pdf>
- We developed a family friendly and accessible E-newsletter that covers a variety of family engagement topics. <https://www.pacer.org/forms/opt-In-FamilyEngagement.asp>

TOP WEB RESOURCES FOR PRACTITIONERS:

- The MNSFEC webpage has a section devoted to educator resources. Here are the top ones for educators:
 - Tips for a Family Friendly School
 - Tips for Interacting with Families
 - Tips for Conducting Family Friendly Meetings

<https://www.pacer.org/learning-center/family-engagement/for-educators/>

- We also provide resources specific to engaging with diverse communities including: Working with Culturally Diverse Families – Tips for Conducting Family-Friendly Events and Positive Interactions with Diverse Families.
<https://www.pacer.org/cultural-diversity/resources-for-educators.asp#school-events>



NCFL agency mission: NCFL works to eradicate poverty through education solutions for families.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/Printed Materials
- Learning Packets/Books
- Webinars
- Videos

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Safety
- Mental health, social-emotional resource
- Access to technology – laptops, tablets, printers, etc.
- Access to high-speed internet
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Elementary School
- Middle School
- English Learners
- Migrant Children
- Grandparents Raising Children
- Rural Communities
- Tribal Communities

PROGRAM HIGHLIGHTS

STEM Kits for Families: The STEM kits were created by a collaboration with Nebraska Children and Family Foundation (NCFF) and Nebraska 4-H. These kits were provided to our families participating in the Family Literacy program. Families received materials and books for each activity.

Partnership with Northeast Community College (NECC): Since starting programming in Nebraska, we have been looking for partners that will help to sustain Family Literacy after our SFEC grant funding is over. Northeast Community College is a partner that we know will do everything possible to continue to serve our families. Currently partnering with us in Madison and South Sioux City, NECC provides free classes for our parents. They are able to set personal and family goals during Adult Education and achieve those goals by attending classes of their interest at NECC.

Family Literacy Site in Nebraska: High-impact, high-duration family literacy programming is a relatively rare and new program model in Nebraska. Through the NE SFEC grant, we have been able to add 3 new family literacy sites in 2018, 3 additional in 2019, and 3 more in 2020 for a total of 9 school districts that are now implementing family literacy programming in Nebraska. NE SFEC is set to add 3 more sites in 2021 for a total of 12 school districts that will be implementing this evidence-based, 4-component family literacy model that includes weekly adult education classes, PACT time hours, Parent Time hours, and support to teachers and administrators that are implementing the children's education component of the model.

MAKING SYSTEMIC CHANGE

Nebraska CAFE (Community and Family Engagement): The Nebraska CAFE is a partnership between the Nebraska Department of Education (SEA) and Nebraska SFEC. The CAFE has been meeting virtually due to COVID-19 and has sought to both elevate the voice of parents in educational issues and policies and also to better understand the needs of parents across Nebraska. Over 80 parents have participated in the CAFE, sharing their thoughts, needs, worries, and successes.

Advisory Committee: SEA, along with local parents, nonprofit partners, and other educational stakeholders, is on the NE SFEC Advisory Committee which provides assistance in important decisions such as determining which schools will benefit from Family Literacy.

TOP WEB RESOURCES FOR FAMILIES:

- **Unite for Literacy:** One of our main partners in this grant offers families digital books in many languages. Access to the books is completely free. www.uniteforliteracy.com/
- **Wonderopolis:** It's a website created by the National Center for Families Learning (NCFL). Everyday the website provides a "Wonder of the Day" answering a question provided by a child. The website addresses important questions and issues in a way that children can understand. Each "Wonder of the Day" comes with great activities to do in the classroom or at home with the whole family. www.wonderopolis.org/
- **Nebraska SFEC Website:** The local website created for Nebraska SFEC includes toolkits, websites, and SFEC events and webinars for families and parents to utilize. www.nebraskasfec.com/

TOP WEB RESOURCES FOR PRACTITIONERS:

- **The national NCFL website:** The resources page offers educators, administrators, and families resources related to Family Literacy. www.familieslearning.org/resources
- **The local Nebraska SFEC website:** We offer toolkits, articles, and past webinars related to Family Literacy and family engagement. All the resources are free. <http://www.nebraskasfec.com/>
- **Nebraska SFEC Facebook page:** This page is constantly updated with upcoming webinars, information about our schools, and national resources. www.facebook.com/NCFLNebraska



Ohio Statewide

Family Engagement Center

—at The Ohio State University



We inspire and equip schools, community organizations, and families to work together to support children's learning and development from preschool through graduation and beyond. We work for the engagement of every child, from every family, in every school, so all children have the opportunity to succeed in school and in life.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conferences
- Tip Sheets/Printed Materials
- Webinars
- Videos
- Newsletter

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Mental health, social-emotional resource
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- Post-Secondary
- English Learners
- Children with Special Needs
- Foster Children
- Migrant Children
- Grandparents Raising Children
- Rural Communities
- Military Families

PROGRAM HIGHLIGHTS

Middle Ground: Middle Ground supports home-school partnerships for middle school students. In addition to providing research-based tips and strategies, Middle Ground also conducts research to improve family engagement training for educators and improved support for families through communication.

GrandUnderstandings: The GrandUnderstandings project provides resources and training to grandfamilies and educators for partnering to support student learning. Grandparents and other kinship caregivers gain increased awareness of resources available to them. Educators receive information and training for working together with grandparents and other kinship caregivers to support student success.

National Network of Partnership Schools: The National Network of Partnership Schools is an evidence-based approach to organizing and sustaining excellent programs of family and community engagement to increase student success in school. Ohio's Network of Partnership Schools Network provides training, resources, and coaching to district leaders and schools implementing this model. Between 2020-2023 NNPS will be implemented in 96 Ohio schools.

MAKING SYSTEMIC CHANGE

Family Engagement Leaders of Ohio: Family Engagement Leaders of Ohio is a professional learning community for Ohio's district family engagement professionals. Across quarterly meetings and a statewide summit, this community allows practitioners to share their experience and to learn together. The 2020 Ohio Family Engagement Leadership Summit included 16 learning sessions, a keynote, and a panel of district leaders for 900 registrants.

Ohio Statewide Family Engagement Center Website: The center's website is a hub for tools and training for schools, families, and community organizations. It holds an ever-growing collection of resources including those developed by the center. The website hosts free professional learning videos and provides a networking space for several family and community engagement networks. The website is accessed by individuals from every county in Ohio and more across the globe.

TOP WEB RESOURCES FOR FAMILIES:

- **GrandUnderstandings:** These resources and workshops for grandparents and kinship caregivers raising school-age children include tips for working with schools and guidance tips for finding the supports they need.
- **Remote Learning and Pandemic Resources:** To help families navigate the changes in education in 2020, the center gathered or created over 20 resources to help families support their child's learning and well-being.
- **Choosing a School Tool:** This tool developed by the center walks families through Ohio's many school options to find a good fit for their child's education.

TOP WEB RESOURCES FOR PRACTITIONERS:

- **News and Guidance:** This monthly periodical provides resources and timely guidance for schools and families including links to resources and examples.
- **Partnerships for Literacy:** These tools and training bring families and school staff together to gather data and develop a plan to help families support their children's early literacy skill development.
- **Tiered Approach to Family Engagement:** Training provided by the center guides school improvement teams in planning multi-tiered systems of support for family engagement in their school to maximize outcomes for students.



Mission: Providing all families with access to the high-quality capacity-building opportunities they need to actively engage in their children's education in partnership with their schools and communities using evidence-based strategies that improve student achievement and development and reduce inequities across South Carolina.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator/Parent Liaison/District Staff Professional Development and Ongoing Technical Assistance
- Learning Packets/Books
- Tip Sheets/Printed Materials for schools and families
- Networking opportunities for non-profit agencies and organizations supporting families
- Videos and Podcasts
- Newsletters
- Resources provided in languages other than English

ISSUES ADDRESSED

- Family engagement and:
- Early childhood
 - K-12 core academic areas including literacy, science, technology, engineering, and math (STEM), and social studies
 - K-12 social and emotional learning and mental health
 - Distance learning
 - Equity (social justice/cultural responsiveness/inclusion)
 - Parent leadership
 - Shared school decision making
 - Community partnerships

SPECIFIC RESOURCES AVAILABLE FOR

- Preschool/3-to-5
- Primary and Elementary School
- Middle School
- High Poverty Schools
- English Language Learners
- Children with Special Needs
- Rural Communities
- Tribal Communities
- Foster Families
- Homeless Families
- Migrant Families
- Military Families

PROGRAM HIGHLIGHTS

CFEC School Partners: CFEC regional family engagement liaisons are providing customized capacity-building supports to school administrators/faculty/staff and families at twenty-six schools across South Carolina. Participating schools will receive ongoing professional development and technical assistance through the end of the 2022-23 school year in using family engagement models and frameworks, evidence-based programs and practices, readiness/strategic planning tools including evaluation, as well as supports for their local school improvement councils to strengthen and increase the effectiveness of school-family-community partnerships.

CFEC Teacher Partners: CFEC regional family engagement liaisons are currently providing 19 teachers with ongoing, individualized technical assistance over a two-year period in planning, implementing, and evaluating effective, culturally responsive family engagement at the classroom level. CFEC liaisons also help teachers locate additional needed resources in the local community. Teachers who complete the two-year program and submit their evaluation data to CFEC receive a \$1,000 stipend. Additional teachers will be admitted to this project in the fall of 2021.

PROGRAM HIGHLIGHTS

CFEC Parent Leader Partners: At present, 15 parents from Title I schools in the South Carolina Low Country are participating in an 8 month parent leadership project that will culminate with each parent developing a plan for action that they will work to implement in their local school communities. Participants who successfully complete all project requirements will earn a \$1,000 stipend. A new class of parents will be admitted in the fall of 2021.

MAKING SYSTEMIC CHANGE

Promoting use of the South Carolina Family Engagement K-12 Framework: In March 2019, the South Carolina Department of Education, Office of Family and Community Engagement, issued a statewide framework for family engagement in K-12 schools. CFEC has integrated this framework into all of its professional development and technical assistance for districts, schools, and family-engagement professionals and is proactive in advocating its use statewide.

CFEC's Action Lab Working Group for Community Partners: A key component of CFEC's work at the state level is strengthening and extending the infrastructure of agencies and non-profit organizations so that all families in all parts of South Carolina can access existing services and resources. We do this by providing regular opportunities for these agencies and organizations to network and learn about each other so that they can engage more frequently in staff cross-training and referrals. As a part of this initiative, CFEC is facilitating a series of working group sessions for partners who want to focus specifically on identifying and connecting trusted brokers who can serve as a bridge between underserved families and the agencies and organizations who seek to provide them with services and resources.

TOP WEB RESOURCES FOR FAMILIES:

- **Ready, Set - Kindergarten!** Family Guides for Preschool-Kindergarten Development
<https://cfec.sc.gov/ready-set-kindergarten>
- **Family-School Partnerships: Key to Social and Emotional Learning** (SEL Issue Brief, Part 2)
<https://cfec.sc.gov/timely-topics>
- **COVID-19 resource page:**
<https://cfec.sc.gov/covid-19-resources-families-educators-and-communities>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **Social and Emotional Learning (SEL): Teacher Self Care** (SEL Issue Brief, Part 1)
<https://cfec.sc.gov/social-and-emotional-learning-sel>
- **Family-School Partnerships: Key to Social and Emotional Learning** (SEL Issue Brief, Part 2)
<https://cfec.sc.gov/sites/default/files/Documents/Timely%20Topics/CFECSELBriefPart2.pdf>
- **COVID-19 resource page:**
<https://cfec.sc.gov/covid-19-resources-families-educators-and-communities>

The South Dakota Statewide Family Engagement Center (SFEC) unites students, families, schools, and communities together by focusing on learner needs from “cradle to career.” SFEC strives to ensure that all learners - especially English Language Learners, economically disadvantaged learners, and minority students - have the supports they need to achieve academic, career, and life goals.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/Printed Materials
- Learning Packets/Books
- Webinars
- Videos
- Newsletter
- Story Time

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Resources provided in languages other than English
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Birth-to-Three
- Preschool/3-to-5
- Elementary School
- Middle School
- High School
- Post-Secondary
- English Language Learners
- Children with Special
- Foster Children
- Migrant Children
- Grandparents Raising Children
- Rural Communities
- Tribal Communities
- Military Families

PROGRAM HIGHLIGHTS

The SD SFEC THREE: 1) The Fam Jam Podcast , 2) The Digest , and 3) The Social Media Campaign: The SD SFEC team produces the monthly three (Podcast, Digest, and Social Media Campaign) that all complement each other focused on a monthly theme. The Three bring together schools, families, and community members to discuss and learn about tricky topics in supporting students.

Porter the Hoarder: The goal is to get a book (Porter the Hoarder) into the hands of thousands of first graders across the state and encourage them to read with their families. This year SFEC partnered with the author and illustrator to provide virtual storytimes to South Dakota school districts; additionally, the team produced virtual storytimes in American Sign Language and Spanish. <https://sdsfec.org/porter-resources/>

PROGRAM HIGHLIGHTS

Tribal Community Map: The SD Tribal Community Map celebrates areas where Native schools are doing well, builds relationships by “featuring” those areas, and spreads the word on the innovative work so that it can potentially help other schools, especially those with large Native student populations, who may be looking for ideas in the areas of cultural integration, family engagement, and school community building in tribal nations.

MAKING SYSTEMIC CHANGE

Family Champions: Cohort of school staff from across South Dakota convene to learn about the power of true school and family partnerships, reflect on current practices in their work environments, and create activities that facilitate school, family, and community engagement. Participants grow to become Family Engagement Champions, while creating lasting and professional friendships with other cohort members. <https://sdsfec.org/fechamps>

Partner on Rethink K-12 Education Models (REM) Grant: This grant project aims to provide a comprehensive road map to successful learning so that students can learn at school, at home, or with blended learning approaches. The SD SFEC is providing guidance within the grant to ensure we are empowering parents and families in navigating the areas within the grant. Grant funds will help a cohort of 30 schools pursue new course options in personalized, competency-based education and provide coursework and professional development for more than 1,600 South Dakota teachers, principals, and pre-service teachers. Partners include South Dakota State University, the South Dakota Statewide Family Engagement Center, and Technology and Innovation in Education. <https://news.sd.gov/newsitem.aspx?id=27115>

TOP WEB RESOURCES FOR FAMILIES:

- **SDSFEC Family Resources:** www.sdsfec.org/families
- **The Fam Jam Podcast:** <https://sdsfec.org/fam-jam-podcast/>
- **The Digest:** <https://sdsfec.org/the-digest/>
- **The Social Media Campaign:** <https://www.facebook.com/SFECSouthDakota>
- **Kindergarten Transition Cards:** The cards provide a taste of what is expected when a child enters kindergarten and provides families with tangible activities.
- **School 101:** The alphabet soup can get confusing for families. This resource provides nine unique guides to help understand school and how to navigate the system.
- **Ultimate College and Career Guide:** Whether you are a high school student, a family member, an adult looking for a better career, or a career counselor, find everything you need for college and career planning in one place! <https://sdsfec.org/college-career-guide/>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **SDSFEC Educator Resources:** www.sdsfec.org/educators
- **Learning Opportunities:** Meeting the needs of educators to better help support their families and students through webinars, book studies, and classes focused on family engagement, trauma informed practices, and literacy. <https://sdsfec.org/learning>



WEST VIRGINIA

STATEWIDE FAMILY ENGAGEMENT CENTER



The West Virginia Family Engagement Center supports enhanced family engagement in 100 schools in West Virginia. The family-inclusive tenets of this program support the idea that an inclusive family-school environment creates a culture of learners that involves families and the school's community in meaningful contributions to improve the educational results of its students.

SERVICES OVERVIEW

- Parent/Family Training
- Teacher/Administrator Training & PD
- Conference
- Tip Sheets/Printed Materials
- Learning Packets/Books
- Webinars
- Videos
- Newsletter

ISSUES ADDRESSED

- Family Literacy/Early Literacy
- Financial Literacy
- Science, Technology, Engineering, and Math (STEM)
- Distance Learning
- Social Justice/Equity/Cultural Responsiveness
- Safety
- Basic needs services/referrals (e.g. Food, Clothing, Shelter, Health Care)
- Mental health, social-emotional resource
- Access to high speed internet
- Family/Parent leadership
- Family engagement capacity building

SPECIFIC RESOURCES AVAILABLE FOR

- Elementary School
- Middle School
- High School
- Children with Special Needs
- Foster Children
- Grandparents Raising Children
- Rural Communities

PROGRAM HIGHLIGHTS

COVID-19 Strong Families Online Learning Series: As our learning environments transitioned from the classroom to virtual and in-home platforms due to the COVID-19 pandemic, the West Virginia Family Engagement Center delivered a series of family-focused webinars to explore educational opportunities for students and families in home during school closures. Check out the archive and review our extensive list of resources on each webinar topic for your family. Link available here: <https://www.theedventuregroup.org/covid-19-resources>

2020-2021 Educator Toolkit : This informative toolkit is designed to share best practices and helpful strategies for engaging and supporting families during this non-traditional school year. The kit features five core practices for SEAMless family engagement: 1. Welcoming Virtual Environments; 2. Two-Way Virtual Communication; 3. Social Emotional Learning and Self-Care; 4. Digital Divide: Communicating Unplugged; 5. Virtual Resources for Families. Download the Toolkit here: <https://www.theedventuregroup.org/covid-19-resources>

MAKING SYSTEMIC CHANGE

The West Virginia Family Engagement Center, West Virginia Department of Education, Family Engagement Specialists, and statewide partners are connecting with families to support their children's learning and development; encourage positive self image and a "can do" spirit in their children; advocate for improved learning opportunities for children at their school; and model lifelong learning and enthusiasm for education. This SEAMless approach to family engagement in West Virginia schools creates a culture of strong families, and ultimately, stronger students. Key resources from this collaborative programming may be found here: Family Engagement Resource Folder on WVDE OneDrive: <https://bit.ly/3tjMV6f>

TOP WEB RESOURCES FOR PRACTITIONERS:

- **Strong Families Online Learning Series:**
<https://www.theedventuregroup.org/covid-19-resources>
- **2020-2021 Educator Toolkit:** <https://www.theedventuregroup.org/covid-19-resources>
- **Family Engagement Resource Folder on WVDE OneDrive:** <https://bit.ly/3tjMV6f>

VI. REFERENCES

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VII. APPENDIX

Figure 1

Organizations Partnered With During COVID-19 Pandemic - Existing and New Relationships

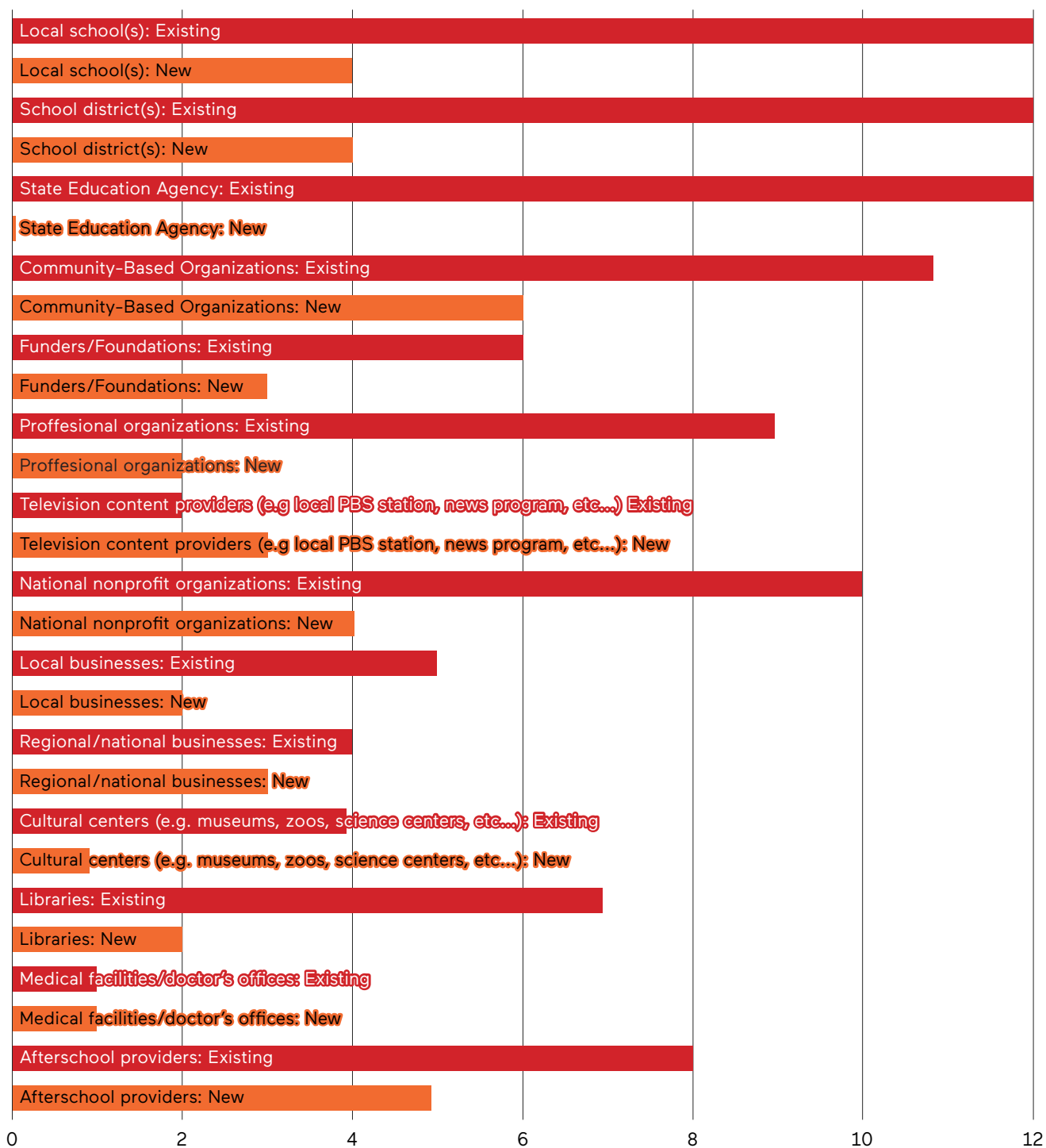


Figure 2

Types of Materials and Resources Developed/Disseminated

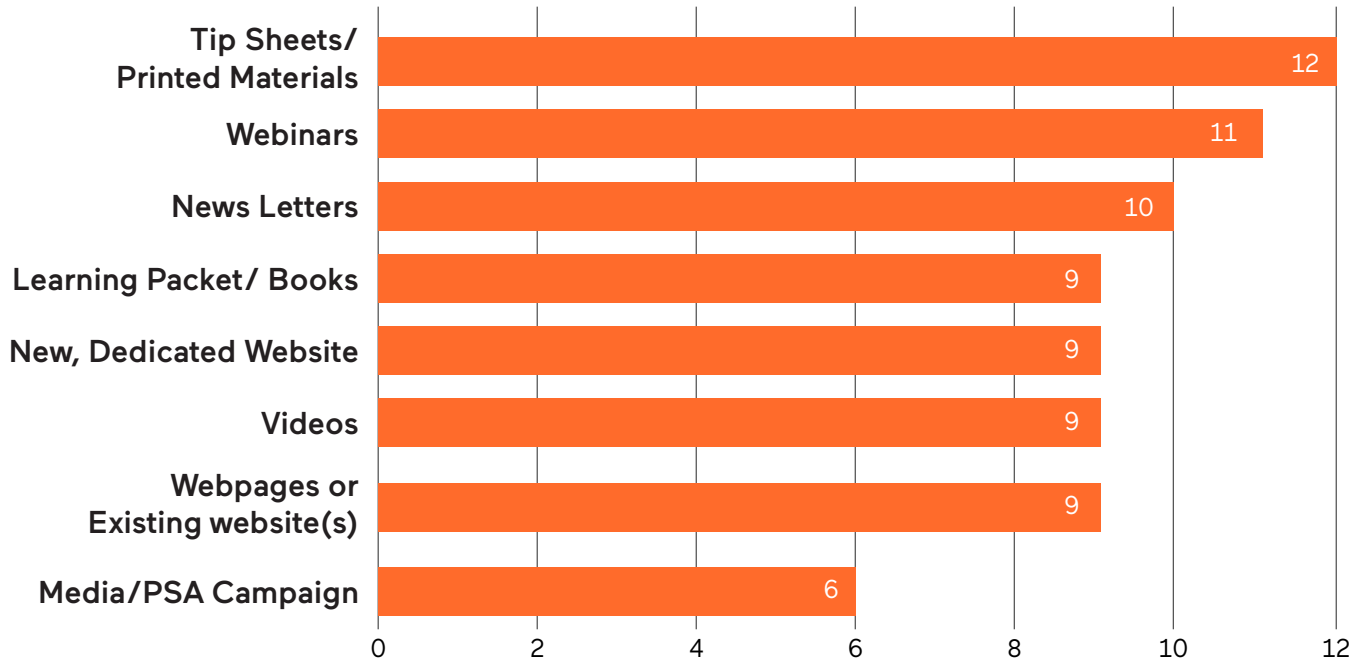


Figure 3

Issues Addressed by SFEC Services

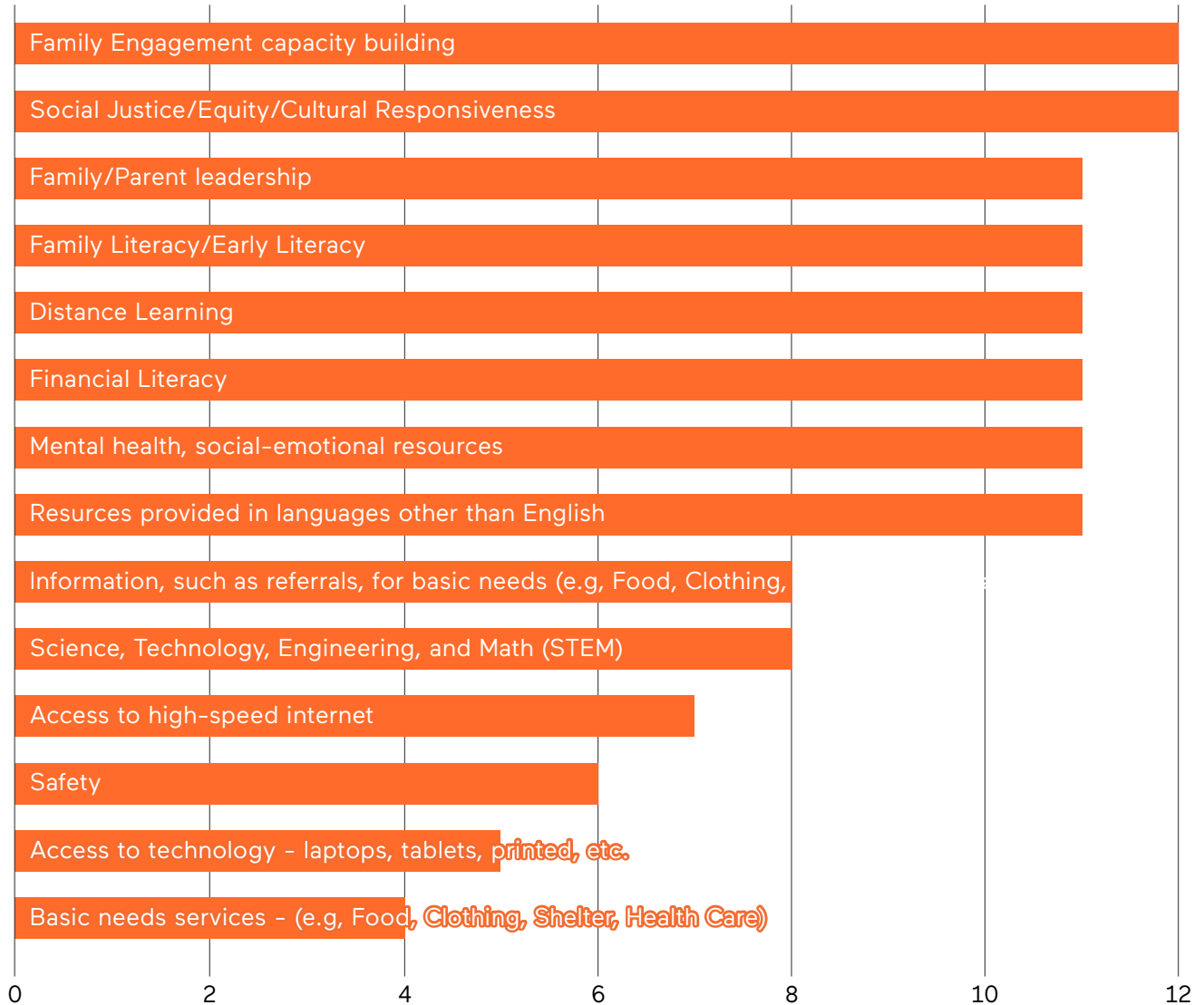


Figure 4

Specific Materials/Tools/Trainings Developed for Population

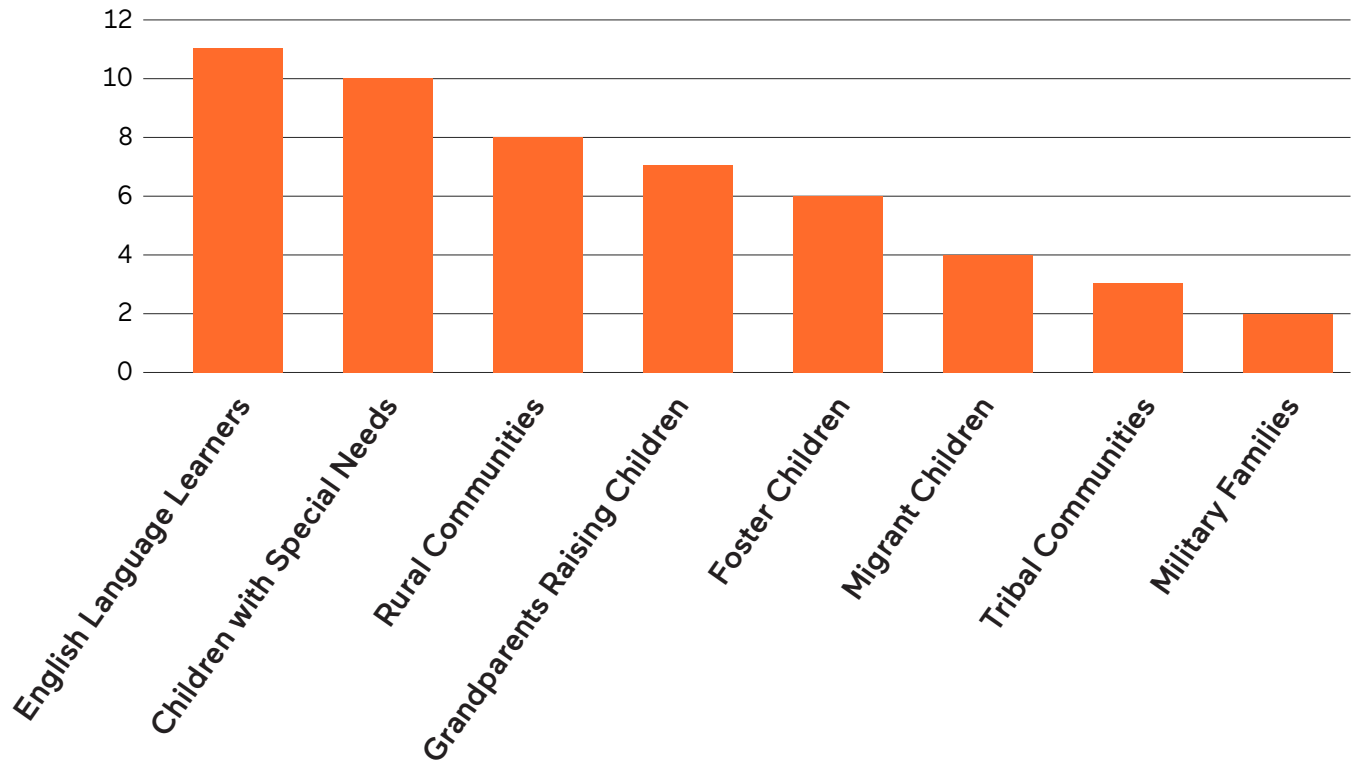


Figure 5

**Methods of Identifying the Needs of Families and Schools:
Before and Since COVID-19 Pandemic**

