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# Realizing Improved Student Outcomes

## Universal Family Engagement Implementation:

### SEMESTER 2

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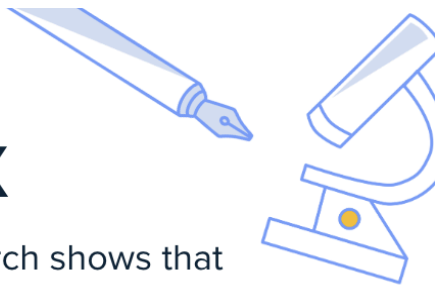
### The Impact of Effective Family Engagement

Effective family engagement is *the* most underutilized superpower for improving student and district outcomes.

**2x**

Research shows that family engagement is twice as likely to predict student success than family socioeconomic status

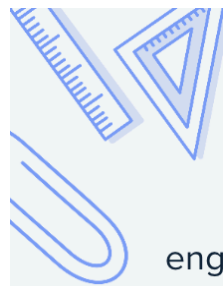
*Mapp & Henderson (2002)*



**\$1K+**

Effective family engagement equates to an additional \$1,000 per student to a school's annual budget

*Houtenville & Conway, (2008)*



### Universal Family Engagement Defined

Universal Family Engagement is the practice of improving outcomes for all students by fostering effective partnerships between schools and families. Universal Family Engagement includes a focus on removing barriers to both in-person and digital engagement with all families, including barriers related to capacity, mindset/confidence, culture, language, technology, and time. To be successful, educators must build trusting relationships with families through consistent, asset-based interactions, where they capitalize on families as the student's first teacher, strongest advocate, and student expert. Schools that harness the superpower of effective family partnerships can significantly accelerate the impact of their efforts to improve student learning and development.

# Universal Family Engagement Implementation

Effective family engagement implementation should follow the natural flow of the school year, adhere to overall goals, and factor in adjustments at pivotal times throughout the year.



## 03: IMPLEMENT SEMESTER 2

Implement an engagement plan responsive to the school year cycle with periodic progress checks and mid-year adjustments. [The following is a Semester 2 Engagement Plan focused on root cause analysis, response, resources and relationships.](#)

SEMESTER 2 ENGAGEMENT PLAN		
Step	Activities	Owner(s) & Target Date
1. Check on student outcomes goals	<p>Check the family engagement and student outcomes goals you selected at the beginning of the year and data to determine if any changes are needed in the plan moving forward</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Attendance goals: on track or off track? Did you meet the family engagement goal attached to attendance?</li> <li><input type="checkbox"/> Behavior goals: on track or off track? Did you meet the family engagement goal attached to behavior?</li> <li><input type="checkbox"/> Well-being goals: on track or off track? Did you meet the family engagement goal attached to well-being?</li> <li><input type="checkbox"/> Academic goals: on track or off track? Did you meet the family engagement goal attached to academics?</li> </ul>	
2. Check in on the outcomes-based supports you are providing	Review and adjust any resources you have provided families that are intended to support specific outcome areas	

<p>families</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Are there specific resources or specific information you could re-share with families that would help support the student?</li> <li><input type="checkbox"/> for Attendance</li> <li><input type="checkbox"/> for Behavior</li> <li><input type="checkbox"/> for Well-being</li> <li><input type="checkbox"/> for Academics</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which resources should be shared again with all families? Are there new resources needed?</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Is there specific information you could re-ask of all families that would help support the student?</li> <li><input type="checkbox"/> for Attendance</li> <li><input type="checkbox"/> for Behavior</li> <li><input type="checkbox"/> for Well-being</li> <li><input type="checkbox"/> for Academics</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which information should you ask for again? Is there new information needed?</li> </ul>	
<p><b>3. Reach out to families of students with intensive needs</b></p>	<p><b>Revisit data and Steps 5 &amp; 6 from the “Semester 1 Engagement Plan”:</b></p>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which students need intensive, individualized support? For which outcome area(s)?</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which supports have you identified to give to families, per outcome area (see Step 5)?</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which things have you identified you need to learn from families, per outcomes area (see Step 5)?</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Which students have intensive needs in multiple outcome areas? Consider the most urgent supports and information needed rather than a compilation of all of the supports and information that could overwhelm a family.</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identify groups of students/families with like needs and consider the most efficient and effective ways to engage them (what supports should be shared? What information do you need to collect?</li> </ul>	
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Consider those students and families with unique needs and revisit Step 6 from your “Semester 1 Engagement Plan” to create personalized outreach plans.</li> </ul>	
<p><b>4. Build intentional partnerships focused on root cause analysis</b></p>	<p><b>Consider more efficient ways to maintain the partnerships built through higher-touch outreach</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Try to get families to engage through lighter-lift</li> </ul>	

	mechanisms (consider text messaging)	
	<input type="checkbox"/> Schedule personalized, positive outreach with these families to maintain and grow a trusting partnership	
	<input type="checkbox"/> Go back to higher-touch mechanisms only for those families that you lose through lighter-lift, more efficient mechanisms (e.g., individualized digital, phone, or in-person outreach)	
<b>5. Ensure mutual learning</b>	<b>Identify the most essential information you can learn from families</b>	
	<input type="checkbox"/> Consider how to leverage families as the “student expert” for students with the most intensive need	
	<input type="checkbox"/> Employ families to help with root cause analysis if issues persist with their child	
	<input type="checkbox"/> NOTE: It is always important, but vitally important when engaging these families, to consider tone and delivery. It is important to be very intentional about language that is student-focused, positive, promotes equal partnership, and presumes positive intent	
<b>6. Over-communicate or check in regularly and celebrate</b>	<b>Track outreach and ensure regular communication with the families of struggling students</b>	
	<input type="checkbox"/> Share updates about any positive gains students are making using celebratory language	
	<input type="checkbox"/> Ask for information and partnership for issues that persist	
	<input type="checkbox"/> Thank families for the partnership and let them know what an asset they are to their child	
<b>7. Select another best practice</b>	<input type="checkbox"/> Choose a research-based best practice* as a district-wide focus for all staff to add to your district toolkit	

\*Reach out to [partnerships@talkingpts.org](mailto:partnerships@talkingpts.org) for information on research-based best practices of family engagement