



# Michigan 21<sup>st</sup> Century Community Learning Centers



## FAMILY ENGAGEMENT GUIDE



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# INTRODUCTION

**This Family Engagement Guide was developed by an ad-hoc committee of the Michigan Department of Education (MDE)**

**21<sup>st</sup> Century Community Learning Centers (CCLC) Advisory Committee.**

The purpose of this guide is to provide a framework for 21<sup>st</sup> CCLC/after-school staff to plan and evaluate effective family engagement policies and practices. Program leaders and staff should use this guide to develop and maintain the essential collaboration that is necessary for positive partnerships with the families of students enrolled in the program. The guide is designed to outline standards, expectations, and for “How to” strategies and ideas.

This guide is aligned to the *Youth Program Quality Assessment* tool and pyramid (developed by the David P. Weikart Center for Youth Program Quality) and the *National Standards for Family School Partnerships* (National Parent Teacher Association). It may be customized for use in a variety of Michigan 21st CCLC programs. MDE encourages program staff to critique, evaluate, and expand on any of the content provided. Please share lessons learned with MDE 21st CCLC staff.

## **What do we mean by “family”?**

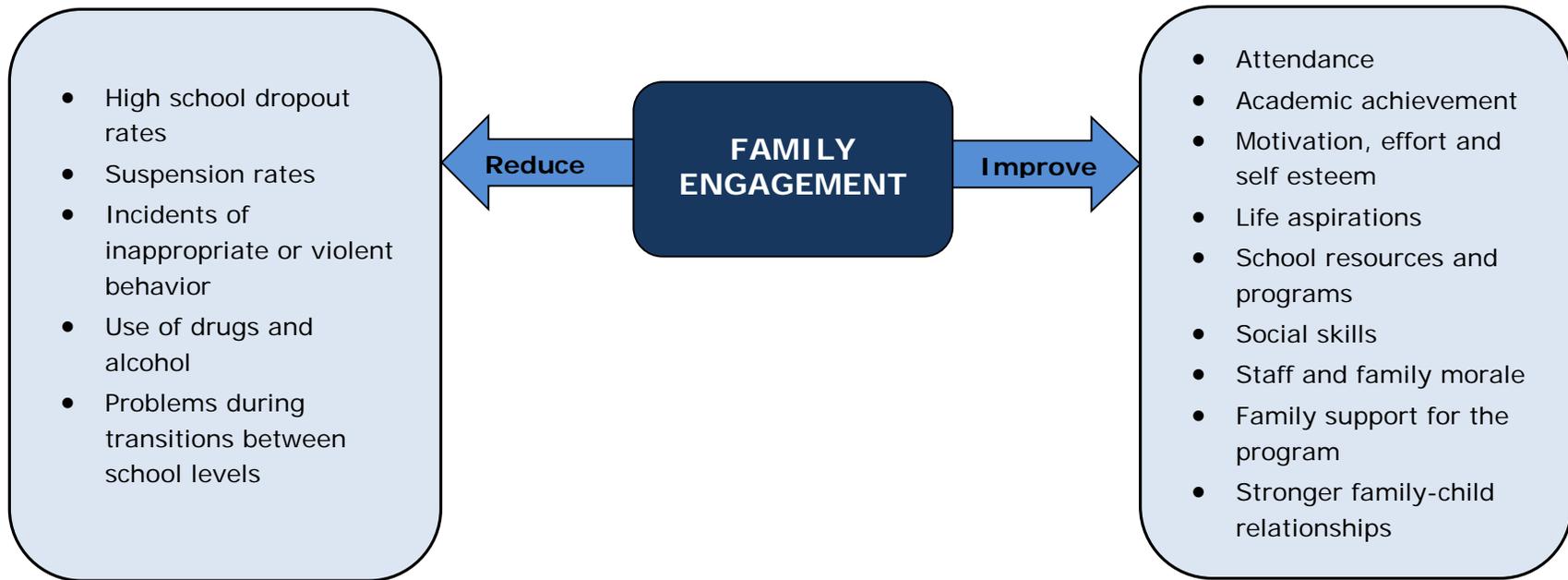
Traditionally, “family” has referred to parent involvement. Yet, it is increasingly common for other adults (step parents, partners of parents, grandparents, extended family members, and foster parents) to play a significant role in the lives of children. In order to reflect these changes in our society, we are using the term “family” to recognize **all** adults who share a large portion of the responsibility for a child’s well-being.

## **Why is family engagement important?**

Research says that any kind of increased family interest and support of students impacts the achievement and growth of each child. Decades of research show that family engagement has a broad and long-lasting impact on a child’s academic success. These benefits remain true for children and families regardless of household income, race or ethnicity (Henderson & Mapp, 2002).

## **Where does family engagement begin?**

Family engagement begins with the planning, development and staffing of the out-of-school-time program. It is one of the philosophical underpinnings. It is emphasized through professional development and orientation of all staff.



**What's the difference between family involvement and family engagement?**

Family Involvement	Family Engagement
<ul style="list-style-type: none"> <li>▪ One-way communication initiated by the program staff.</li> <li>▪ A series of events such as Family Nights, Talent Shows, Open Houses, etc.</li> <li>▪ Informing family about what the children are doing in the after-school program.</li> <li>▪ Goals are to:               <ul style="list-style-type: none"> <li>○ inform families of child's and/or program's needs.</li> <li>○ "fix" problems and "sell" families on our ideas.</li> <li>○ meet program requirements.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Two-way communication initiated equally by program staff and families.</li> <li>▪ A set of daily practices and interactions with families and community partners.</li> <li>▪ Eliciting energy, ideas and strategies to address family and community needs and priorities.</li> <li>▪ Goals are to:               <ul style="list-style-type: none"> <li>○ Create genuine partnerships.</li> <li>○ Empower families to support well-being of the family and the community.</li> <li>○ Promote advocacy.</li> </ul> </li> </ul>

# TRACKING FAMILY ENGAGEMENT IN EZREPORTS

Family engagement is a requirement of the Michigan 21st CCLC program. It is recommended that expectations, policies, and procedures be developed locally. Records and data must reflect the family engagement activities at each program site. Be sure to document the family activities offered in EZReports, as well as, enrollment and attendance for these offerings. This guide may be used as a model to organize and assess the out-of-school-time program's level of family engagement. There are several ways to track family engagement using EZReports. You may register adults as program participants or track family attendance for special events without registering individual family members.

## Register adults as program participants:

- To register adults as program participants, there is a manual called *Tracking Parent and Adult Programming* in EZReports under *Forms and Documents* - > *Download Forms* that will guide you through this process.
- If you have sessions specifically set up for parents/adult-only, you can track attendance through the parent programming. These sessions can be educational programs, exercise group programs, conferences, parent advisory council meetings, parenting classes, nutrition classes, etc. Attendance for these ongoing activities should be recorded under *Roster* -> *Enter Attendance*.
- If you have one-time activities such as field trips, special events, family nights that are open to both students and adults, you can track attendance for the registered adults under *Roster* -> *Special Event Attendance*.

## Attendance tracking for non-registered family members:

- Under the *Roster* - > *Special Event Attendance*, there is a box at the top of the attendance page where you can indicate a lump sum number of extra attendees. These are people that are in addition to the students and adults you have already registered in EZReports. Attendance tracking for non-registered family members is only available for one-time activities (i.e., family night, field trips, community events, celebrations, concerts, and presentations).

## ACKNOWLEDGEMENTS

The Michigan Department of Education would like to express special thanks to the following people for sharing their experience and knowledge which helped to develop this guide.

Carla Chinavare – Wayne Metro Community Action Agency

Jonique Donald – David P. Weikart Center for Youth Program Quality

Debra Kellen, Ph.D. – Education Consultant

Aderika McClain – Wayne Metro Community Action Agency

Maria Mitter, LMSW, MSBA – Eastern Michigan University

Kate Porter – Eastern Michigan University

Scott Teasdale – Eastern Michigan University

Lorraine Thoreson – Michigan Department of Education

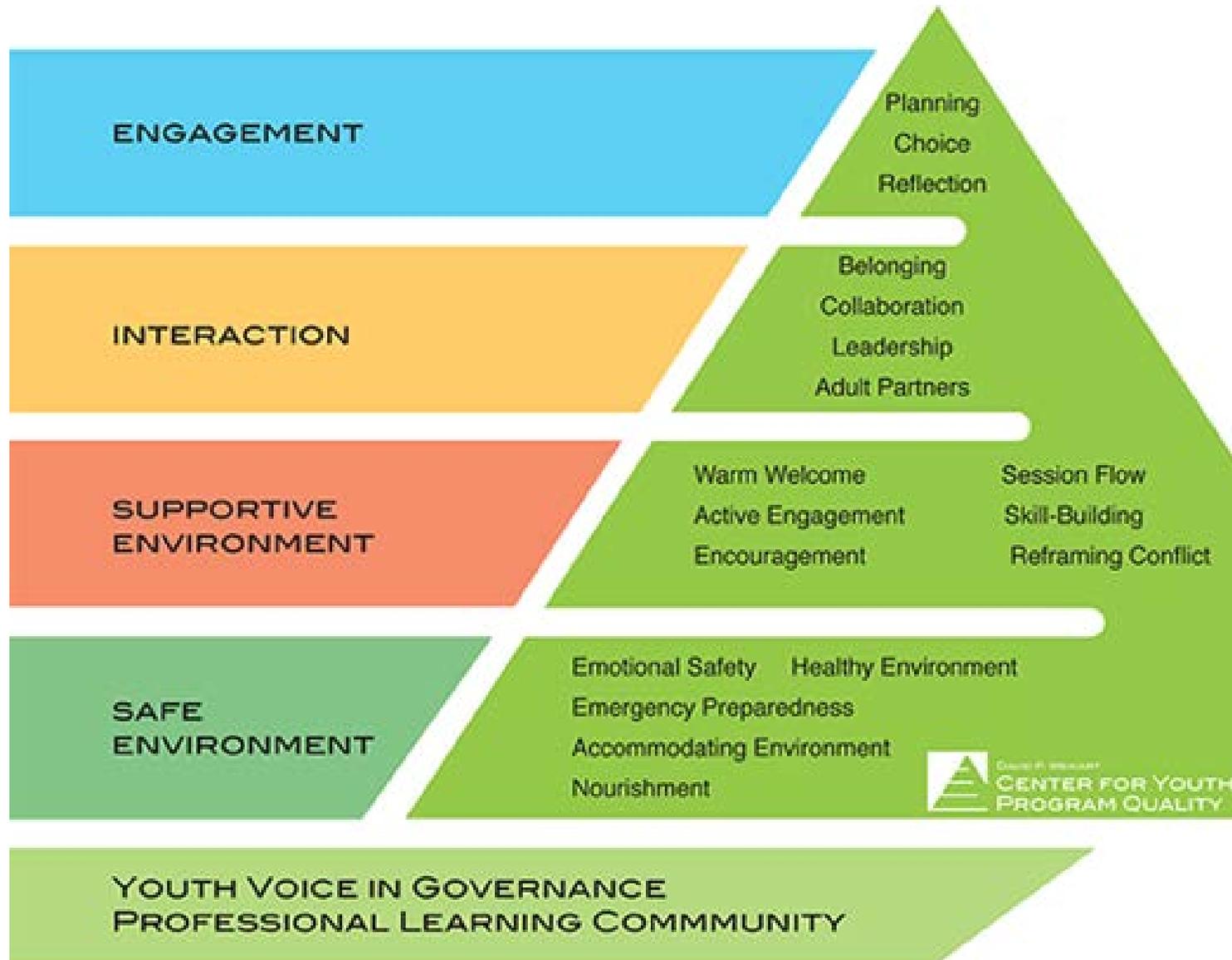
# FAMILY ENGAGEMENT MODEL

*Correlates to David P. Weikart Center Pyramid of Program Quality*



# PYRAMID OF PROGRAM QUALITY

*Developed by David P. Weikart's Center for Youth Program Quality*



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# SAFE ENVIRONMENT

**Definition:** Afterschool programs create and ensure a welcoming culture and safe environment for all families and youth. Families and staff engage in regular, meaningful dialogue about after school program goals, expectations, and student success.

<p style="text-align: center;"><b>Level 1: Initiating</b></p> <ul style="list-style-type: none"> <li>• Planning to begin implementation of this expectation.</li> <li>• Need more information to begin implementation.</li> </ul>	<p style="text-align: center;"><b>Level 3: Progressing</b></p> <ul style="list-style-type: none"> <li>• Expectation is being implemented, but not on a consistent/regular basis.</li> <li>• Need more information and/or support to fully implement.</li> </ul>	<p style="text-align: center;"><b>Level 5: Excelling</b></p> <ul style="list-style-type: none"> <li>• Expectation is being consistently implemented.</li> <li>• Expectation is fully implemented and could serve as a model to be shared with others.</li> </ul>
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<b>Expectation</b>	<b>Status</b> <i>(Initiating/Progressing/Excelling)</i>	<b>Evidence</b> <i>(Specific Strategies)</i>	<b>Action/Timeframe</b> <i>(What/When/Who)</i>
Maintain compliance with Michigan Licensing Rules for Child Care Centers.			
Ensure program vision and activities support the mission and goals of the organization as identified in the grant award.			
Promote a family-friendly environment where all parents and family members feel welcomed, included, supported, and valued.			
Recognize and accept difference and diversity.			
Greet youth and parents warmly.			
Improve family awareness of program activities/events and staff awareness of family and community news and events.			
Promote regular sharing of all information vital to children's learning and well-being.			
Demonstrate to all children that both staff and families care about their well-being.			

## "How to" Strategies and Ideas to Meet Expectations

1. As students enroll, meet with all families face-to-face for an orientation:
  - Follow up with those who are not able to come.
  - Distribute program handbooks with policies, procedures, and expectations.
  - Distribute written calendars of program days, activities, and hours of operation.
2. Acknowledge, greet, and assist ALL visitors with a smile. "You only get one chance to make a great first impression."
3. Know how to pronounce your families' names correctly.
4. Make your site physically say "Welcome":
  - Make sure it is easy to find your site.
  - The space is clean, safe and accessible.
  - Make sure the office staff know where the program is located.
  - Put a note on the door to communicate location changes.
  - Keep the doors open.
  - Showcase children's work and photos of program highlights.
5. Create a family space where you keep family information and resources:
  - Bulletin board (physical and/or virtual).
  - Scrapbook, video, or other artifacts of program activities.
  - Post upcoming events.
  - Recognize volunteers.
  - Celebrate successes such as the birth of a new child or a new job.
6. Include program activities and events to honor all cultures.
7. Provide printed materials in the languages of the children and their families.
8. Organize family volunteers who can act as translators at program events.
9. Place a greeter by the entrance to the site to welcome families for special events.
10. Appoint family ambassadors to welcome new families and introduce them to other families at program events.
11. Have the students create a welcome booklet or video to welcome families and provide helpful information about the program, its staff members, and volunteer opportunities.

12. Use multiple ways to communicate with families, keeping in mind the multiple ways people prefer to communicate:

- Flyers.
- Signs to promote upcoming activities and events.
- Phone calls.
- Texts.
- Emails.
- Social media.
- Newsletters.
- Handwritten thank you notes.
- Invitations made by the children.

13. Use positive communication strategies:

- Hold sensitive conversations in private.
- Request conferences at mutually convenient times to deal with issues as they arise.
- Keep conversations factual and objective.
- Look for areas of agreement.
- Find amicable solutions.
- Be mindful of language barriers.
- Agree to “keep suggestions in mind”.
- Follow up with next steps and communicate results to the family.

Additional Ideas:

**Roles:**

<b>Project Director (PD)</b>	<ul style="list-style-type: none"> <li>▪ Maintain current childcare center license.</li> <li>▪ Communicate program needs with building administrators and superintendent.</li> <li>▪ Work in conjunction with site coordinator to ensure adequate program supplies and emergency equipment.</li> <li>▪ Identifies training and professional development for staff focused on safety.</li> <li>▪ Regular communication and check-ins with site coordinators and holds program staff accountable for a safe program environment.</li> <li>▪ Responsible for the creation of program safety policies and procedures.</li> </ul>
<b>Site Coordinator</b>	<ul style="list-style-type: none"> <li>▪ Provide training for front line staff.</li> <li>▪ Communicates and clarifies employment and program expectations.</li> <li>▪ Ensure staff understands program safety policies and procedures.</li> </ul>
<b>Program Staff</b>	<ul style="list-style-type: none"> <li>▪ Responsible for greeting youth and families in a warm and pleasant manner.</li> <li>▪ Responsible to deliver activities in safe manner in accordance with written policies.</li> </ul>

# SUPPORTIVE ENVIRONMENT

**Definition:** A program that offers a supportive environment for parents promotes opportunities for families to participate with the program and utilize resources provided. Within a supportive environment, after-school programs provide avenues for staff and families to share information, opportunities to observe the program, and access to community resources and services.

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Expectation	Status <i>(Initiating/Progressing/Excelling)</i>	Evidence <i>(Specific Strategies)</i>	Action/Timeframe <i>(What/When/Who)</i>
Ensure all interactions with families are warm, respectful, and trusting.			
Train staff on the importance of positive communications (language, tone, body language) and how to capitalize on each encounter with families.			
Provide a venue for families to connect with each other and community members to identify and coordinate resources.			
Help parents and families recognize and value what their children have achieved.			
Minimize communication barriers that might be a roadblock to participation by families.			

Provide formal and informal opportunities to family members to engage with all staff members.			
Welcome and encourage program observations by family members.			
Provide access to resources for families.			
Act as a liaison with school day staff to help navigate and address the needs of the student.			
Track the frequency and nature of interactions with family members using communication logs.			
Respect and honor the cultures of families served.			

### "How to" Strategies and Ideas to Meet Expectations

1. Put a family suggestion box near your sign-out area.
2. Ask families what they want:
  - Try using your suggestion box for one question surveys by posting a question and placing slips of paper and pens nearby.
  - This helps you obtain valuable feedback/information, and encourages families to add their suggestions.
3. Use *Family Nights* as opportunities to share other program events and activities.
4. Share successes and make positive acknowledgements at every opportunity.
5. Hold an Oscars Red Carpet event to recognize and reward children's accomplishments.
6. Plan a time to highlight each child. Ask family members to share pictures of their child at different ages. Have a day for a special visit from family members.
7. Connect and partner with other community organizations that offer programs to support families during out-of-school time such as libraries, school-based social workers, local non-profits and/or health and wellness initiatives.
8. Offer family workshops/brown bag lunches on how to support their child. Topics could include navigating the school systems, parent-conferences, and how to access other resources.
9. Participate in school Open House to build linkages with your program.
10. Participate with or lead school or district-wide projects. For example, winter clothing or food drive.

11. Try “quick notes” home—on the day something happens. For example, if a family member encourages a child to try a <i>Club</i> once more and the child decides that they like it/does better, send an immediate note home to say, “It worked!”
12. Seek volunteers from colleges and community organizations (such as student service learning volunteers, pre-service teachers, or retired individuals) to expand the programs network of resources.
13. Put “Family Needs” on the program staff meeting agenda.
14. Be mindful of family religious and dietary restrictions.
15. Create a “Family Spot” which includes: <ul style="list-style-type: none"> <li>▪ A list/binder of names and contact information for agencies and organizations that can help families in times of need.</li> <li>▪ A list of local ethnic and/or religious organizations.</li> <li>▪ A list of community events and activities.</li> <li>▪ Place a variety of relevant books and materials on topics such as: communicating with teenagers, positive discipline, health and nutrition, child development, and cyber safety.</li> </ul>
16. Vary the times and places for program events and meetings so that all families have an opportunity to attend.
17. Hold an adult-only event or try splitting adults and children for a portion of your family event, so that adults have a chance to meet and speak with each other.
18. Elicit feedback after each family event.
19. Programs should encourage families to observe programs both formally and informally (e.g. Formal invitations to student showcases, family events, other program-wide events, invite parents to hang out during program).
20. Program staff may advertise services offered by the school that is relevant at the time (e.g. test prep). Provide resources centered on student transitions from grade-to-grade, post-secondary and career interests is also an important trait of a supportive environment. Creating and maintaining resources out in the community is also essential. Community resources can range from recreation opportunities, local businesses, career development, and social services.
Additional Ideas:

**Roles:**

<b>Project Director (PD)</b>	<ul style="list-style-type: none"> <li>• Participate and collaborate with school day and community resources to link resources to program.</li> <li>• Develop a comprehensive program for sites focusing on transitions, diversity and inclusion.</li> <li>• Provide resources to train staff to effectively serve parents.</li> <li>• Provide expectations on what a supportive environment for parents should look like.</li> </ul>
<b>Site Coordinator</b>	<ul style="list-style-type: none"> <li>• Implement opportunities for parents to participate in program; Collaborate with school day staff.</li> <li>• Advocate for programs or activities to support parents with the Project Director and other appropriate staff.</li> <li>• Participate in a transition program that is appropriate for the students that you serve.</li> <li>• Collaborate with Project Director and others to better serve parents.</li> <li>• Discuss the needs of the families served with your building administration.</li> </ul>
<b>Program Staff</b>	<ul style="list-style-type: none"> <li>• Greet and communicate with all parents in a warm and respectful tone.</li> <li>• Communicate parent concerns, feedback or needs with site coordinator.</li> </ul>

# INTERACTION

**Definition:** Families are included and encouraged to be active participants in the after school program by ongoing and reciprocal communication, education, and volunteering time and/or goods in both formal and informal settings. Families are invited to be vested stakeholders in the program and their student’s success. Families are encouraged to specify their needs and give feedback to the program.

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Expectation	Status <i>(Initiating/Progressing/Excelling)</i>	Evidence <i>(Specific Strategies)</i>	Action/Timeframe <i>(What/When/Who)</i>
Provide families with clear and precise communication as to how to meaningfully interact and support your after school program.			
Utilize various communication channels to clearly specify how families can interact and support the program.			
Create an environment where all families are given opportunities to provide feedback and suggestions.			
Create an environment where everyone’s voice is heard.			
Maximize informal interactions.			
Develop a formal plan for family interactions.			

Provide a variable schedule for programs and activities to maximize opportunities for family participation.			
Capitalize on planned school events.			
Utilize formal surveying approaches (surveys, focus groups) to solicit feedback.			

### "How to" Strategies and Ideas to Meet Expectations

1. Ask families what they want: (When you use an idea, thank them and highlight it as a "family suggested activity").
  - Try using your suggestion box for one question surveys by posting a question and placing slips of paper and pens nearby.
  - This helps you obtain valuable feedback and information, and encourages families to add their suggestions.
  - Use web-based survey applications or tools such as Survey Monkey, Google Forms, or Facebook to poll families.
2. Create a blog, or social media exchange space that can be utilized for two-way communication (be sure to update on a specified schedule).
3. Utilize phone and texting applications to frequently communicate with family members.
4. Create an area in the "Family Spot" for families to use as a message board (ads, requests, garage sales, donations...).
5. Develop an annual timeline of opportunities for formal family communication that is shared with families.
6. Ask families to share their preferences for modes of communication.
7. Include a family interests survey in the registration and/or orientation packet.
8. Ask parents or family members about their skills and hobbies and when they are most likely to be available, so that you can harness their talents when you are doing clubs and/or special events.
9. Be present and available by the sign out book during pick-up and drop-off times.
10. Capitalize on school building happenings (conferences, open houses, and school family/sports events) as opportunities to interact with families.
11. Use incentives to recognize the participation of families; such as, certificates for participation or special opportunities like chaperoning field trips (avoid monetary or gift incentives).
12. Sponsor family events that showcase students and encourage families to visit your program (drawings, potlucks, performances, etc.).
13. Conduct small group/focus group meetings with specific topics in mind to solicit feedback from families. Meetings can be held in person or virtually using web-based technology.

14. Display student work in local banks, libraries, senior centers, and art fairs. Give public readings of children’s writing at local coffee houses.
15. Book group: Hold an adult-only book night where each adult reads one book from the “Family Spot” which they share out that night allowing family members to take away a whole range of information and ideas on how to be a better caregiver.
16. Create a Family Exchange Service Bank. Families “deposit” offers of items (non-perishable foods, clothing, used musical instruments, etc.) and/or services (art lesson, sewing, babysitting, a ride) in exchange for another families’ items and/or services that they “withdraw.”
17. Host a Community Service Day... Organize a “Give Back” Day where families perform service work in the community.
Additional Ideas:

**Roles:**

<b>Project Director (PD)</b>	<ul style="list-style-type: none"> <li>• Ensures Family Engagement is a priority of programming.</li> <li>• Seek staff who support philosophical constructs of family engagement within the program.</li> <li>• Conducts training on Family Engagement Guide during new hire orientation.</li> <li>• Coordinates, in conjunction with the Site Coordinator, how the message gets to program staff.</li> <li>• Maps out, in conjunction with the Site Coordinator, timeline for family engagement to take place from school year.</li> <li>• Collaborates with the local evaluator on the model.</li> <li>• Communicates plan for Family Engagement to the school admin (principals, teachers, etc.) to outline expectations of out-of-school-time program as well as garner support.</li> </ul>
<b>Site Coordinator</b>	<ul style="list-style-type: none"> <li>• Introduces the concept of Family Engagement, explain how/why it is a priority of programming, and how it is implemented in day-to-day program.</li> <li>• Seek staff who support philosophical constructs of family engagement within the program.</li> <li>• Coordinates, in conjunction with the Project Director, how the message gets to program staff.</li> <li>• Promotes Family Engagement at all levels within program, to school day staff, parents, and community.</li> </ul>
<b>Program Staff</b>	<ul style="list-style-type: none"> <li>• Actively implements and promotes opportunities for day-to-day interaction with family members.</li> </ul>

# ENGAGEMENT

**Definition:** Families are actively involved with program planning and implementation, evaluation and out-of-school time advocacy.

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<b>Expectation</b>	<b>Status</b> <i>(Initiating/Progressing/Excelling)</i>	<b>Evidence</b> <i>(Specific Strategies)</i>	<b>Action/Timeframe</b> <i>(What/When/Who)</i>
Family members will:			
Engage as partners in program decisions.			
Share their talents and facilitate program components to expand learning opportunities.			
Participate in program evaluation at multiple levels.			
Serve in advisory roles for both activities and the larger program decisions.			
Are empowered to act as advocates for the out-of-school time program.			
Are provided with opportunities to collaborate and partner with out-of-school time networks.			

## "How to" Strategies and Ideas to Meet Expectations

1. Establish an Advisory Board ensuring youth, family members, and staff are represented.
  - Advisory Board should address issues such as: program policies, content, partnerships, funding/sustainability, marketing, recruiting, activities, and other areas dependent on program needs.
2. Designate at least one staff member or parent to serve as a family liaison.
3. Families plan and implement program components, examples include:
  - Family events/workshops.
  - Student showcase.
  - Ethnic experiences (i.e. cooking, dance, music, etc.).
  - Sharing their talents, hobbies, and interests.
  - Academic support/homework help.
  - Career exploration.
4. Family members participate in program professional development to facilitate high-quality program components.
5. Family members are actively involved in the evaluation of the program, examples include:
  - Family lead focus groups.
  - Family initiated surveys (Facebook Polls, Twitter, Google Forms).
  - Formally involved in the Youth Program Quality Intervention process.
  - Families assist in the design of program surveys.
6. Family members become active in local, state, and national out-of-school time networks and advocacy.
  - Michigan After School Partnership (MASP).
  - Michigan AfterSchool Association (MAA).
  - Afterschool Alliance.
  - Local after-school networks.
7. Family members participate in after-school advocacy activities such as:
  - Letter writing campaigns.
  - Encourage shared space and resources between the school and the program.
  - Link program to community resources.
  - Attend school board meetings.
  - Support strong relationships between the school and the out-of-school programs.
  - Keep abreast of local, state, and national policy agendas that effect after-school.
  - Reach out to local agencies and businesses to support the program.
  - Plan and attend "Lights-On" events for the after-school program.

Additional Ideas:

**Roles:**

<b>Project Director (PD)</b>	<ul style="list-style-type: none"><li>• Establish Advisory Committee at program level.</li><li>• Provide opportunities for families to participate in:<ul style="list-style-type: none"><li>○ Program evaluation</li><li>○ Advocacy opportunities</li></ul></li></ul>
<b>Site Coordinator</b>	<ul style="list-style-type: none"><li>• Establish Advisory Committee at site level.</li><li>• Provide opportunities for Families to participate in:<ul style="list-style-type: none"><li>○ Program implementation</li><li>○ Local advocacy opportunities</li><li>○ Site level evaluation</li><li>○ Site level Advisory Committee</li><li>○ Seek out and identify at least one individual to act as family liaison</li></ul></li></ul>
<b>Program Staff</b>	<ul style="list-style-type: none"><li>• Support family participation as advocates, program evaluators and with program implementation.</li></ul>
<b>Family Members</b>	<ul style="list-style-type: none"><li>• Participate on Advisory Committees.</li><li>• Support the program through advocacy with local, state, and national initiatives.</li><li>• Seek out and identify at least one individual to act as program liaison.</li></ul>

## GENERAL RESOURCES

Resource	Content
<b>After School Alliance</b>	Family Engagement resources, strategies, research, and helpful tools. <a href="http://www.statewideafterschoolnetworks.net/content/parent-engagement">http://www.statewideafterschoolnetworks.net/content/parent-engagement</a> .
<b>Beyond the Bake Sale</b>	The Essential Guide to Family-School Partnerships: A practical, hands-on primer on helping schools and families work better together to improve children’s education Authors: Anne T. Henderson Karen L. Mapp Vivian R. Johnson Don Davies
<b>Child Care Center Licensing Standards</b>	State of Michigan licensed childcare centers rules, resources, contacts, etc. <a href="http://www.michigan.gov/dhs/">http://www.michigan.gov/dhs/</a>
<b>David P. Weikert Center for Youth Program Quality (CYPO)</b> <a href="http://www.cypq.org/">http://www.cypq.org/</a>	CYPO partners with MDE to assess program quality and provide training and technical assistance to 21 <sup>st</sup> CCLC programs through the Technical Assistance and Coaching Supports Services (TACSS) Initiative. The Youth Program Quality Assessment and the Pyramid of Program Quality are the basis for a variety of free trainings for Michigan 21 <sup>st</sup> CCLC staff.  Weikart Center Family Engagement Work <a href="http://www.cypq.org/content/family-engagement-and-middle-grades-transitions-role-afterschool-programs-presentation-youth">http://www.cypq.org/content/family-engagement-and-middle-grades-transitions-role-afterschool-programs-presentation-youth</a>
<b>ExpandEDSchools</b>	<i>Increasing Parent &amp; Family Engagement in After-School Toolkit.</i> <a href="http://www.expandedschools.org/tools/increasing-parent-family-engagement-after-school#sthash.fvHbJjwC.dpbs">http://www.expandedschools.org/tools/increasing-parent-family-engagement-after-school#sthash.fvHbJjwC.dpbs</a>
<b>Google Translate</b>	Allows you to translate written communication. Best for translating single words and phrases, not entire written communication. <a href="https://translate.google.com/">https://translate.google.com/</a>
<b>Harvard Family Research Project</b>	Family involvement research, informing policy, educator network contacts, projects in the field, and more. <a href="http://www.hfrp.org">http://www.hfrp.org</a>
<b>Michigan Out of School Time Standards for Quality</b>	Section V. Program and Activities. Item “d”, addresses family involvement. Page 19 of 28. <a href="http://www.michigan.gov/documents/mde/MOST_SBE_APPROVED_031213_422342_7.pdf">http://www.michigan.gov/documents/mde/MOST_SBE_APPROVED_031213_422342_7.pdf</a>

<p><b>Michigan Department of Education 21<sup>st</sup> CCLC Website</b></p>	<p>All content related to Michigan's 21<sup>st</sup> CCLC Programs: Sample program templates, Project Director Resource Guide, Local Evaluator Resource Guide, sample job descriptions, meeting announcements, networking conference call information, 21<sup>st</sup> CCLC MDE staff contact information, professional development announcements, 21<sup>st</sup> CCLC training/technical assistance/conference announcements, and more! <a href="http://www.michigan.gov/21stcclc">http://www.michigan.gov/21stcclc</a></p> <p><i>MDE 21<sup>st</sup> CCLC Monitoring Documentation Guide</i> To ensure Family Engagement practices are in line with grant expectations (see rubric items, 1c, 1d, 2a, 3b, 3d, 5d) <a href="http://www.michigan.gov/mde/0,4615,7-140-63533-39974--,00.html">http://www.michigan.gov/mde/0,4615,7-140-63533-39974--,00.html</a></p>
<p><b>Michigan Department of Education</b></p>	<p>Collaborating for Success: A Parent Engagement Toolkit (updated 04/02/2014) <a href="http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-262889--,00.html">http://www.michigan.gov/mde/0,4615,7-140-6530_30334_51051-262889--,00.html</a></p>
<p><b>National Parent Teacher Association</b></p>	<p>Family engagement resources, national standards, resources for parents, advocacy information, and more. <a href="http://www.pta.org">http://www.pta.org</a></p>
<p><b>National Institute on Out-Of-School-Time</b></p>	<p><a href="http://www.niost.org">www.niost.org</a></p>
<p><b>National Association for the Education of Young Children, (NAEYC)</b></p>	<p><a href="http://www.naeyc.org">www.naeyc.org</a></p>
<p><b>National Coalition for Parent Involvement in Education</b></p>	<p><i>National Parent Teacher Association: National Standards for Family School Partnerships</i> <a href="http://www.pta.org/nationalstandards">http://www.pta.org/nationalstandards</a></p>
<p><b>The School Community Network</b></p>	<p><i>The Family Engagement Tool</i> <a href="http://www.schoolcommunitynetwork.org/FET.aspx">http://www.schoolcommunitynetwork.org/FET.aspx</a></p>
<p><b>State Wide Afterschool Network</b></p>	<p>Publishes guides, tips, and other resources on parent engagement. <a href="http://www.statewideafterschoolnetworks.net">http://www.statewideafterschoolnetworks.net</a></p>

<p><b>US Department of Education</b></p>	<p>Parent and Family Engagement Guide.  <a href="http://www.ed.gov/parent-and-family-engagement">http://www.ed.gov/parent-and-family-engagement</a></p> <p>Newsletter, <i>Engaging Families</i>.  <a href="http://www2.ed.gov/news/newsletters/engagingfamilies/index.html">http://www2.ed.gov/news/newsletters/engagingfamilies/index.html</a></p>
<p><b>You For Youth</b></p>	<p>Web Portal developed by the U.S. Department of Education for 21<sup>st</sup> CCLC programs. Free online training materials/courses, resources, templates, and more! Use for introducing and training staff on family engagement.  <a href="http://www.y4y.ed.gov">http://www.y4y.ed.gov</a>  <a href="https://www.y4y.ed.gov/tools/#family">https://www.y4y.ed.gov/tools/#family</a></p>

**Notes:**