

Future Forward Family Engagement Training Guide

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INTRODUCTION AND INTENDED AUDIENCE

Executive Summary

Future Forward is an innovative program designed to improve the early learning outcomes of high need students by enhancing the quality of kindergarten through third grade (K5-3rd) literacy education.

Through support of three spheres, school, community and family, the project aimed to help develop students' social, emotional, and cognitive skills. Specifically, the family sphere focused on working with parents by providing them the tools needed to support their child's education.

The program places a significant value in partnering with families. Incorporating a family outreach component to emphasize keeping families engaged and involved in their children's reading progress was imperative to the program. A Family Engagement Coordinator hired for school sites, led to including specific strategies to enhance the family connection to and with the program. Monthly contact, provided materials and resources (i.e. books), home visitation and monthly family events were structurally put in place to frame the collaborative relationship.

The goals to increase family knowledge of the program, their child's reading progress and the participation in events were evident from commencement. What evolved within this family outreach component was the goal to work *with* families rather than just providing information and opportunities *to* families. Shifting from relying solely on traditional family involvement practices (attending meetings, volunteering, signing and returning forms) to honoring and incorporating practices the family engages in at home reshaped the family component of the program. A focus on relationship building and incorporating a reciprocal approach to family collaboration became the thread tying the structural components together.

The foundation of this manual is a blend of research-based, best practices for working with families and the effective experiences of implementation by Future Forward staff. The purpose of this manual is to outline structural aspects of a family component of a program and strategies for including a reciprocal and culturally responsive relationship. We challenge those attempting to instill a new or enhance an existing family outreach component of their program to consider: What role can a culturally responsive family component and staff have on enhancing and increasing family involvement for a literacy intervention program for young children?

This Family Component Model manual is a research-based guide for implementing, enhancing and sustaining reciprocal family involvement in literacy tutoring programs. This manual explicates the Future Forward family component and will aid in the dissemination of the Future Forward model to other sites. It describes the work conducted by staff of the Greater Milwaukee area branch in their dedication to the families Future Forward serves. This work will assist programs aiming to incorporate family involvement or to enhance an already existing system. In order to ensure efficacy in implementation of the family component model, it is advised that the sections here are a reflection of the community served by the program.

BACKGROUND AND INTENTIONS OF A FAMILY COMPONENT MODEL

With the ever-changing landscape of the United States, a rise in incorporating family involvement in educational experiences has gained attention and speed. Research suggests that involving families in tutoring programs can improve children's academic knowledge, skills and confidence (Bryan, 2005; Harvard Family Research Project, 2009). Encouraging family involvement in educational programs traditionally focuses on families attending events, receiving information from staff, volunteering (Epstein, 2001), and generally exhibiting "good parent" behaviors (Li, 2010). Barriers exist for families, which may impede on their involvement; such as time, income, language, occupations. Consideration and acknowledgment of these socially bound constructs by program staff will build the relationship between the program and the family.

A prevalent issue that programs face and attempt to diagnose is increasing family involvement in the program. The overwhelming effort to increase the number of families attending family events or displaying interest and knowledge of the program, may be stunted through perpetuating the same practices already in place and not seeing changes or beliefs that their families do not want to be involved (Lopez & Stoeling, 2010). Getting to know families and the ways that their lives are structured outside of the educational setting may lead to a reciprocal relationship that can increase involvement (Graue & Hawkins, 2010).

The family component of a program is not only to make families aware of the program's mission and goals but also to empower families in their child's learning both in the program and at home. Honoring what the family is already doing at home that supports the child's academic skills (Nieto, 2012) and providing easy to incorporate and understandable practices are a goal of this

manual. A balance of providing information to the family and gathering information about the family dynamics reflects approaching family involvement from a culturally responsive manner. Welcoming feedback and meeting the needs of individual family is the intention of the family component model.

Resources

- Bryan, J. (2005). Fostering educational resilience and achievement in urban schools through school-family-community partnerships. *Professional School Counseling*, 8(3), 219.
- Graue, E. and Hawkins, M. (2010). "I always feel like they don't know anything about us": Diverse families talk about their relations with school. In Miller-Marsh, M. and Turner-Vorbeck, T. (Eds.) *(Mis)Understanding Families: Learning from real families in our schools* (pp.109-125) New York, NY: Teachers College Press.
- Harvard Family Research Project. (2009a). *Supporting student outcomes through expanded learning opportunities*. Cambridge, MA: Little, P. M. D.
- Epstein, J.L. (2001). *School family, and community partnerships: Preparing educators and improving schools*. Boulder, CO: Westview Press.
- Li, G. (2010). Social class, culture and "good parenting": Voices of low-SES families. In Miller-Marsh, M. and Turner-Vorbeck, T. (Eds.). *(Mis)Understanding Families: Learning from real families in our schools* (pp.162-178). New York, NY: Teachers College Press.
- Lopez, G.R. & Stoeling (2010). Disarticulating parent involvement in Lation-impacted schools in the Midwest. In Miller-Marsh, M. and Turner-Vorbeck, T. (Eds.). *(Mis)Understanding Families: Learning from real families in our schools* (pp.19-36). New York, NY: Teachers College Press.
- Nieto, S. (2012). Honoring the lives of all children: Identity, culture, and language. In B. Falk (ed.) *Defending Childhood: Keeping the Promise of Early Education* (pp. 48-62). New York, NY: Teachers College Press.

HOW TO USE THIS MANUAL

The goal of this manual is to support designing a new or enhancing an already established family component to their tutoring program. Replicating effective practices of the Future Forward family component is a delicate dance. The pieces are interwoven and must work together in order to be successful. This manual attempts to disentangle these tightly bound elements while understanding fully that they truly cannot be parsed apart.

The steps to accomplishing a strong and a cohesive family component can be viewed broadly in three main sections; **what program staff need to know**, **what program staff need to do** and **reflection**; with each section further broken down into specific attributes and training recommendations.

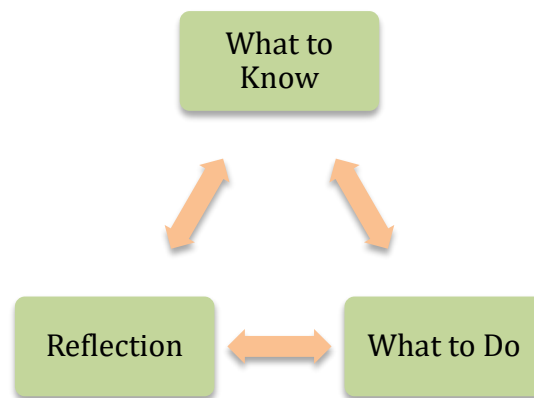


Figure 1. Three Main Sections of the Family Component Model

The cyclical relationship amongst these three sections suggests a continuous interplay; that, for instance, reflection of practice can not occur unless one truly understands what to do and in turn, what one does is influenced by what has been reflected on.

What to Know

This is defined as what knowledge must be understood by staff in order to have an effective family component. This includes identifying all aspects of one's role and responsibilities as outlined by the program, knowing the program's mission, understanding the program's focused content area, being aware of cultural impacts and recognizing their impact on children's learning. It is imperative to have a deep understanding of these things not only before the family

component is set into motion but also once it has begun. Returning to these core factors periodically will solidify that the family component model is continuing to work with families in a way to increase success for students.

What to Do

This section is the action of the family component; it is the actions in order to build the reciprocal relationship between families and the tutoring program. It includes a variety of methods of communication, monthly family events and home visits. These ongoing methods create a space between the program and the family of open dialogue and the sharing of information back and forth.

Reflection

This is defined as reviewing the events of communication and relationships with families. It incorporates both the background knowledge of the tutoring program and the specific communication methods and techniques utilized. A vital aspect of this section is to tailor the communication to meet the families' needs. Once the family component staff begins working with families, they will be able to reflect on the status of the relationship and modify their work to better serve the families.

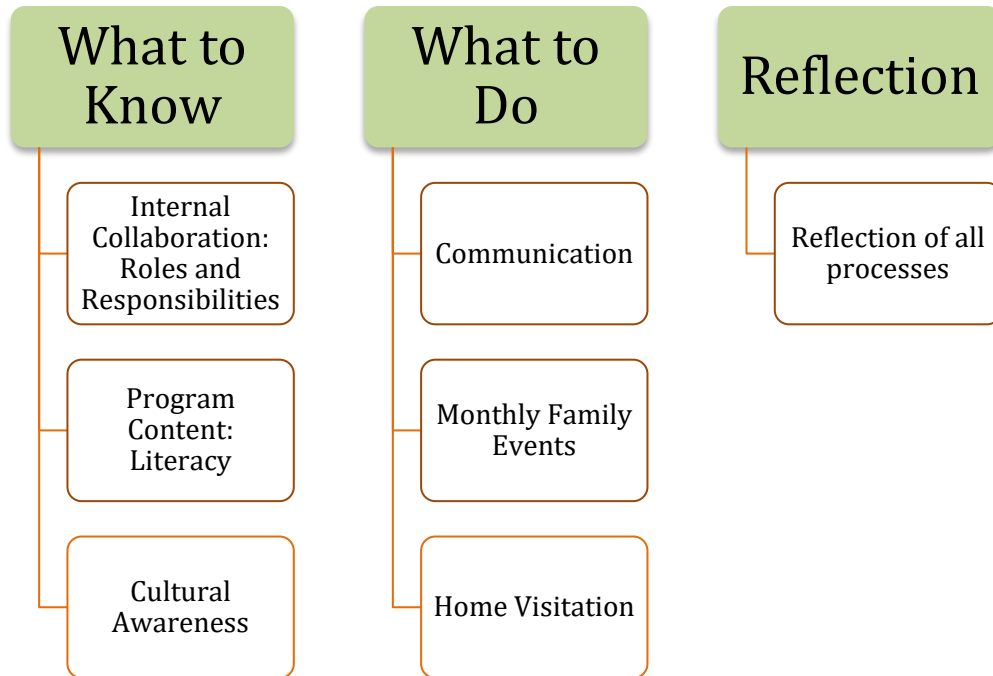


Figure 2.

What follows in this manual details each of these three sections. In an attempt for clarity, each section has a uniform layout. A rationale is provided to explain *why* this is an essential part of the family component, specifics about the professional development/training, and an advisory note of things to consider when engaging in the trainings.

What to Know

Internal Collaboration: Nested programs within an organization

“Alone we can do so little; together we can do so much” -Helen Keller

Rationale:

Working with others is the foundation for the family component model. Not only in working with the families of the students being served in the tutoring program, but also the internal network of program staff. All too quickly the old ‘telephone’ game can happen; where information is passed from one person to the next and words are changed, omitted and/or added, which alters the original statement. In an organization with multiple layers the need for clearly defined communication within the program must be present in order to be reflected in how the program shares information with families.

This begins with a deep understanding of the role of the Family Engagement Coordinator by the Family Engagement Coordinator. Deconstructing this title and determining their place in the program organization should occur before any other step. Included here is work to deepen the Family Engagement Coordinator’s knowledge of the program’s family component mission. Just as before, dialogue about what this mission means and how to translate it so that the goal of the program can be effectively communicated to families.

Internal Collaboration Training

Objectives:

- Understand role and responsibilities
- Expectations of the job
- Collaboration
 - Share information amongst internal staff
 - Plan and create meaningful family events
 - Report and reflect about job related experiences

Content and Time:

- 1 training session (3 hours)

Procedure:

In a perfect world this training would occur upon hire or the commencement of the family component and with all program staff present. Since this may not be a reality for all tutoring programs, it is highly suggested that this training occur as soon as possible and conducted first before any subsequent sessions. Collaboration being the foundation from which all other sections stem of the family component, there is an emphasis on having all staff in a uniform agreement of policies, procedures and understanding of the program.

This session could adjoin general training or introduction to the Family Engagement Coordinator role yet there should be specific time devoted to exploring the role and program mission. Providing the definition of their job description and allowing time for small or large group discussion about: 1) what this means to them 2) how they would describe this to families and 3) what impacts on the children serviced by the program will they have. The next step is for the Family Engagement Coordinators to construct a group understanding of what this role is, how it should be defined and their place in the program (See Appendix A). This transfers the ownership of the role to the Family Engagement Coordinator. The third step, as a group, is to deconstruct the family component into family-friendly language. This eliminates the jargon of the program that may be unclear or foreign to families.

The following are example of characteristics that are particular to the Family Engagement Coordinator role. Following each attribute, a list of ways the Family Engagement Coordinator can perform the required task. These should be explored in a detailed and systematic manner. Each area of the role should be outlined, explained and discussed for deep understanding.

Know all student participants

The Family Engagement Coordinator should be a visible part of the program to the students. Knowing the names of students is the initial step in building a relationship. Being present in the tutoring areas, assisting tutors in the pick-up/drop-off of students, positioning themselves at the front door of the program location, and having photo lists (a photograph of the student with the name underneath) are all ways that the Family Engagement Coordinator can learn the names of student participants.

Beyond the surface level of knowing names, the Family Engagement Coordinator should work towards having a relationship with the students. This may include knowing the child's interest,

their development in the tutoring program, their attendance at school (or the program) or something about their life outside of academic work.

Collaborating with Instructional Coordinators and tutors to ensure a continuous flow of communication about students' progress in the program and their attendance.

This can be achieved through weekly meeting, communication logs or informal conversations. Weekly meetings should occur with the Instructional Coordinators and tutors to talk about the accomplishments of the week and strategies for moving forward into the next week. These weekly meeting are a time to discuss student progress in the program, both positive and negative. This information assists the Family Engagement Coordinator in communicating with families about their student's success or areas of improvement. Through communication logs (journals) that the tutors fill out, the Family Engagement Coordinator is able to track student attendance in the program and notice any patterns or areas of concern to discuss with families. The Family Engagement Coordinator can use this information to assist families in ensuring that their child routinely attends the tutoring program.

Collaborate with staff to plan and create meaningful events for the families with a focus on sharing and making meaning of the content (literacy) practices

The Family Engagement Coordinator will work directly with Instructional Coordinators (and potentially tutors) to design monthly family events that are centered on the content (literacy) of the tutoring program. (These monthly events will be explicitly addressed in the later training section entitled: Monthly Family Activities.) The role of the Family Engagement Coordinator is to connect the information of the event to the family. The information or practices that are being explained or promoted at the event should be offered to families in a manner that makes it understandable and applicable to be utilized at home.

The term "meaningful" in regards to events should be an area of conversation. The Family Engagement Coordinator, staff and program managers should work together to solidify what is meant by meaningful. It should include practices that are useful for students in literacy practices and also has sustainability and transferability from school to home. An event that focuses on arts and crafts may have a "fun" appeal to it, yet it does not align with a tutoring program focused on increasing literacy skills through effective practices. As a team, the events must meet designated criteria that ensure the event is meaningful for all involved.

Ensure families understand the role of the tutoring program in their child's learning: literacy practices.

In a reciprocal relationship with families, the Family Engagement Coordinator will create a space for feedback to ensure that communication is understandable. Communication can occur in a variety of methods, including in-person conversations at pick-up/drop-off time, via phone or email correspondences, and at monthly family events. A focus on sharing the program's intentions and goals for their child should occur at the first encounter. For some this will be at the beginning of the tutoring program, others it will be partially through the year when they first attend a family event, and for others it may not be until the Family Engagement Coordinator successfully makes contact with the family due to incorrect contact information. Whenever the initial contact occurs, the most important piece of information to share with the family is the tutoring program's goals for their child.

Communicate with families about monthly activities AND activities they can be doing in their homes through family events and home visits.

Through newsletters, invitations or phone calls, families will be invited to attend monthly family events. The role of the Family Engagement Coordinator is to contact families and make them aware of time, location and what these events will be about. To collect a number of expected guests for family events, the Family Engagement Coordinator will want to include a portion of the invitation that can be sent back to the program. Due to the complexities of life, the Family Engagement Coordinator will want to make reminder phone calls or emails, send home reminder notes or other creative techniques to remind families of the event.

Through the monthly events and home visits (discussed in detail later), the Family Engagement Coordinator will also communicate activities and ideas that families can do at home that support the tutoring program. For instance, if the tutoring session includes creating their own words from a set of letters (literacy focus), the Family Engagement Coordinator can share not only this information (so families can inquire about the learning session) but also activities that would be similar in structure that could be done at home.

Continuously build relationships with families and between families.

The Family Engagement Coordinator and family relationship is an evolving partnership that will continue to grow over time. The Family Engagement Coordinator's role is to continuously work towards sharing information about the tutoring program with the family and also understanding what the family's needs and goals are for their child. Once family partnerships have been established, an effective practice is to design a family network in which the Family Engagement Coordinator works closely with a handful of parents/caregivers as they help the tutoring program contact all the served families. This may involve a phone chain, conversations between family members by bus stops or at pick-up/drop-off times, or through school relations. The Family Engagement Coordinator can facilitate a family group time for the adults of the students to meet and get acquainted with one another.

Visit families' homes and provide support about the content (literacy practices) that are occurring and could occur in the home.

The Family Engagement Coordinator will conduct at minimum two staggered home visitations per year for each student. (A specific training on home visitation is in a subsequent section of this manual and will provide much further detail of what is included for this aspect of the job.) The Family Engagement Coordinator will support current home practices and offer strategies for including content specific support in the home. For example, the Future Forward Family Engagement Coordinator will model how to do a picture or book walk with the family. This would include explaining the value, demonstrating the techniques and gifting a book to the family to suggest practicing in the future. While the home visit is a time to offer content specific support to the families, it is also a time to build the partnership relationship. Through informal conversation, the Family Engagement Coordinator can learn about the family and their home practices in order to bring this back to the tutoring program.

Documentation

Recording the events and communication that occurs is imperative for the reflective aspect of the family component. This includes recording interactions between the Family Engagement Coordinator and Instructional Coordinators, tutors and families. Regardless if the documentation occurs electronically, it is recommended that hard copies (paper copies) be kept in a binder or other record-keeping folder for organizational purposes and for later sharing with the family.

The intricate nature of collaboration amongst program staff must be documented in order to ensure consistency and clarity. The Family Engagement Coordinator will be working with a variety of peers. Each meeting should have notes and email chains should be saved in organized folders. This will eliminate later confusion over roles and responsibilities. It will also be used for reference later in the program for what was effective and what was not.

The Family Engagement Coordinator should receive weekly information directly from the tutors in order to relay the information to the families. This information can be a form document that is filled out by tutoring staff that can include the child's name, academic level (such as a reading level), focus of tutoring session(s) that week, successes and/or struggles the child experienced during the session, and other pertinent information. Informal communication may also convey this type of information, yet having documentation will lead to clarity and record of the child's development in the program.

The Family Engagement Coordinator should also document interactions and communications with the family in a Family Communication Log. A protocol of how to use this log should be provided to all Family Engagement Coordinator staff. This would be completed after each exchange with the family, such as via telephone, email, or in-person at a monthly event or home visit. The Family Communication Log should include all of the following parts: the site/location name (of the program), the child's name, the date, the mode of contact, whether or not it was 'successful', the family relation to the child (mother, grandfather, aunt, etc., the content of the discussion and notes about the interaction. It is important to note here that determining what is considered a "successful contact". It is advised that this be a conversation between the managerial staff and Family Engagement Coordinators during training to ensure consistency in recording the interactions with families.

Advisory Note:

It is important to note here that internal collaboration within a program may face set backs. Instructional Coordinators and tutors may have preconceived biases and judgments about the role of the Family Engagement Coordinator. In deconstructing the role for self-awareness of what the job entails, it is important to share this experience with Instructional Coordinators and tutors. A hierarchy of power may rear itself and managerial staff must work to diminish this misunderstanding. This may be due to seniority, values held by program staff, level of

education, ignorance about the role or differing personalities. By educating all staff of the importance and value in having a family component of the tutoring program can be the first step to resolving this issue.

What to Know

Program Content: Literacy

"Once you learn to read, you will be forever free."

-Frederick Douglass

Rationale:

In order to communicate with families, staff needs training on how to convey literacy information using family-friendly language. This requires staff to have a comprehensive understanding of basic literacy components and those tailored specifically for the specific tutoring program. Depending on the reading levels and developmental focuses of the student participants, trainings should be unique to reflect the program. The National Reading Panel Report (National Institute of Child Health and Human Development [NICHD], 2000) summarizes the five components of effective reading instruction as:

- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

Program Content Training: Literacy

Objectives:

- Understand the goals of the tutoring program
- Understand the process of the sessions.
- Knowledge of the 5 components of effective reading instruction
- Able to conduct a picture/book walk
- How to share literacy information with families

Content and Time:

- 4 training sessions (average 3 hours/session)
 - Day 1: Overview of tutoring program (Overarching mission and goals)

Example of a tutoring session

- Day 2: Specific tutoring activities

Specific content areas (phonemic awareness, phonics, etc...)

- Day 3: Assessment of student progress

Sharing information with families

- Day 4: Sharing information with families

Picture/Book Walks

Procedure:

It is not advisable to train Family Engagement Coordinators on how to instruct specifically for all five areas of reading instruction; however a foundational understanding of each and how to share the information about each area to families is key. For example, if the Family Engagement Coordinator will be sharing information about a child's reading level with families, then systematic instruction should be provided on:

- What the level system is
- How movement happens through the system
- How it is assessed
- How to identify which level a book is
- How to share the leveled system to families.

The last bullet should receive the most attention. Removing the jargon and making information understandable to families who may or may not have background knowledge about literacy practices is key for the Family Engagement Coordinator. The ability to translate the information about the child's progress in the program will only promote a deeper understanding of the program and how the family can provide literacy support at home.

It is important to note that what the Family Engagement Coordinator may be sharing with families may be a new, may rattle or clash with practices the family already finds value in. This cultural mismatch can appear harmless yet can become a struggle for the student as they hear conflicting instructions between home, school and the tutoring program. For example, if a

family is focused on identifying the letters in the word ‘hat’, they intend for their student to say h-a-t. In school or a tutoring session that is focused on phonemic awareness, the teacher and/or tutor is instructing and asking the child to identify the letter sounds /h/ /a/ /t/. Sharing this information with families attempts to lessen the divide between what is happening within tutoring sessions and at home. Thus making it cohesive for the students to learn to read.

Training will also be provided on how to demonstrate and support a family in practicing picture/book walks. This is a technique that uses the prediction to tell the story based on the pictures not the text. Children and adults begin with the cover image and suggest what the book may be about. They move page by page through the book (the adult can cover the text) and tell the story by what they see on the pages. The adult may look at the words and guide children to saying vocabulary that may be tricky for the student to read. For example, if the book page has an image of a sailboat floating on water and the adult notices the word “sea” is used instead of “water”, they offer this vocabulary word to the child to plant the word in their head for when they are reading independently. This strategy can be used for very young children through fluent readers.

Advisory Note:

Some words of caution here. Returning to the main goal of this manual, it is imperative to work *with* families and create a reciprocal relationship. This cannot be done if the Family Engagement Coordinator shares information *to* the family. The Family Engagement Coordinator will be sharing strategies that have empirical support behind them (NICHD, 2000) yet the families have strategies that work for them. It is important to listen and affirm the families about their home practices and then build from them. If a Family Engagement Coordinator discounts the family’s work, it designs an unequalled power relationship between the tutoring program and the family. This refers back to the cultural awareness training in the previous section.

Going back to the book level example above, the Family Engagement Coordinator may have an understanding which levels align with which academic grade levels but this does not necessarily need to be shared with the family. What would be important to convey would be that there are books designed to match and scaffold the child’s reading abilities and skills. This way, families can inquire about the child’s progress to both the tutoring program and to the child. The family

can provide encouragement to advance to the next book level and be aware of what to look for (the letter in the corner for example) on the printed materials coming into the home.

Resources:

National Institute of Child Health and Human Development. (2000). *Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups* (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.

What to Know

Cultural Awareness

“Power comes not from the barrel of a gun, but from one’s awareness of his or her own cultural strength and the unlimited capacity to empathize with, feel for, care, and love one’s brothers and sisters.”

-Addison Gayle, Jr.

Rationale:

The family component of a tutoring program adds a new cultural layer. The program’s workspace, goals and mission, the staff, content all possess cultural rules; agreed upon beliefs and practices. Active participation of families in the program requires a cultural understanding of the home and community environments, goals for their children, and the historically accumulated knowledge and skills that are valued within families (Gonzalez et al., 2005). With this new multi-cultural match up of the tutoring program and families comes potential for differences in language, communication styles, approaches to time, and values. Herein lies an incredible challenge for and importance of the Family Engagement Coordinator role. The Family Engagement Coordinator must navigate the workplace space culture, including the program’s content information, and the family and community’s cultures. The differences may not be obvious when initiating the family component yet subtle differences can evolve over time. Exploring one’s own culture and becoming culturally aware of those you work with (both internal staff and families) will work to bridge any discrepancies between the program and the family and strengthen the partnership between the two.

Cultural Awareness Training

Objectives:

- Reflect on one’s culture
- Understand social awareness skills

- Explore judgments held about other's cultural practices
- Develop ways of communicating with families that is culturally aware

Content and Time:

- 2 training sessions (average 2 hours/session)
 - Day 1: What is culture
 - Cultural contexts
 - Personal culture-reflection practices
 - Day 2: Working with people from other cultures
 - Social Awareness Skills
 - Understanding perspectives

Procedure:

The beginning of this training session begins with establishing a working definition of culture; social impacts on a person or group of people. This can include, but is not limited to language, artifacts, possessions, race, behaviors, interest groups, social economic status, textiles, gender and so on. Culture here is described as the social world around us, everything that makes or influences a person (both positive and negative). A critical aspect when working on defining culture is to reinforce that though race is part of culture, they are not synonymous terms. This may be new for Family Engagement Coordinator staff as they begin to explore what culture is.

Family Engagement Coordinator staff will build on their existing knowledge of social awareness skills by reflecting on past experiences. Three main skills to consider are empathy, respect and appreciation. Family Engagement Coordinator staff will demonstrate empathy towards families through active listening and connecting with them. Taking time to reflect on the subtle overlaps the Family Engagement Coordinator may have with the families they serve is an important aspect here. For instance, the Family Engagement Coordinator may not have children of their own but can utilize experiences with other people's children in order to connect with families. By listening to, responding and remembering what was shared, the Family Engagement Coordinator will begin to build a relationship with the family.

Showing the family that not only is their time is of value but also the information they have to offer about their home practices (not just academic activities) are of value promotes a respectful

relationship. It also demonstrates an appreciation for what it is they do in the home. For instance, when the Family Engagement Coordinator is having a phone conversation with a family, the family member may share that there are extended family members living in the home for the time being. Instead of redirecting the conversation back to the literacy practices, the Family Engagement Coordinator should respect the sharing of this information and build from it conversationally. This respects the family's situation and shows appreciation for offering this information. Further, this information can then be shared with other tutoring program staff to better serve this student.

Understanding someone else's perspective will take work. The Family Engagement Coordinator should have training opportunities that provide scenarios of both positive and negative partnership situations in order to practice their role. One component of the family model is to conduct home visits. For the family, having dishes in the sink or sitting on the porch to talk may be the 'normed practice' and this should be discussed with the Family Engagement Coordinator before they begin contacting the families. Verbal reactions, facial movements, voice inflections, and gestures can give impressions to the family of comfort and discomfort. Acknowledging that cultural practices may be different than one's own begins to bridge the partnership between the tutoring program and the home.

Advisory Note:

Before diving into instructive professional development to train staff on how to work with families, attention must be made to cultural understandings. Recognizing and acknowledging life experiences of others is an integral piece when designing a collaborative relationship with families. Due to the delicacy of this topic, proceeding carefully and thoughtfully should be at the forefront of this professional development. Discussing sensitive topics such as race, ethnicity, social economic status, gender and sexual orientation should be conducted in an environment that is an open and fair. People engaged in this type of professional development may feel vulnerable and withdrawn if it is not properly handled. Outsourcing a moderator with experience in handling these types of topics may be hired for assistance.

When communicating with others, there will inevitably be challenges. There will be people that may not share similar perspectives as the Family Engagement Coordinator and/or Future Forward program. This may be demonstrated blatantly or it may be subtle; however, the safety

and integrity of the staff member and program must be honored at all times. If at any time the Family Engagement Coordinator staff feels that there is not a mutual level of respect, it is advised that they remove themselves from the situation and seek support from managerial staff.

Resources

Gonzalez, N., Moll, L., and Amanti, C. (2005). *Funds of Knowledge: Theorizing Practices in Households, Communities, and Classrooms*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

What to Do

Communication

“The single biggest problem with communication is the illusion that it has taken place.”

- George Bernard Shaw

Rationale:

Just because it has been said does not mean that it has been understood. An easily defined yet difficult to ensure piece of family outreach is communication. Not only will the Family Engagement Coordinator will be sharing information about the program, student progress, and content specific practices that can be conducted at home *with* families but also listening to information *from* the family in order to best develop a partnership. With respect to the complex lives of all families and acknowledging the plethora of daily activities each family faces, clear and concise communication is necessary. Pre-established methods of delivery will be required forms of communication for the Family Engagement Coordinator, yet brainstorming new ways to share information may and should occur over time.

Communication Training

Objectives:

- Evaluate current communication with families
- Review and discuss methods of communication
- Establish intentions and goals of communicating with families
- Develop frameworks of communication practices (i.e. phone call protocols)

Content and Time:

- 2 training sessions (average 2 hours/session)
 - Day 1 Methods
 - Eliminating jargon
 - Day 2 Design protocols for communication methods
 - Brainstorm other methods
 - Role-play communication scenarios

Procedure:

Family Engagement Coordinators will actively communicate with all families. The following are required methods of communication with families:

- Phone Conversations
- Newsletters, notes, emails
- In person conversations
- Monthly Family Events
- Home Visits

Phone conversations happen on a weekly or bi-weekly basis. The phone conversations can include sharing information about upcoming program events, checking in with the family if there have been habitual absences, providing feedback on child progress, further explaining a note or newsletter sent home, or returning phone messages from the family. At times the phone conversations may be scripted and structured to ensure that consistency of information is provided to every family and at other times the conversations will be informal and personal. As discussed in the previous section, cultural awareness, active listening, respect and appreciation must be included in every conversation with families.

Newsletters, notes and emails are methods of written communication with families. Though relatively simple they have distinct structures to them. The Family Engagement Coordinator and Instructional Coordinator will collaborate on a newsletter that will be sent monthly to each family. This newsletter should include new information about the tutoring program, student successes, upcoming events, resources for the families to support their child's learning, a family spotlight corner, new staff names and pictures, and contact information for the Family Engagement Coordinator and other Future Forward staff. The content may change monthly and new ideas may be integrated into the newsletter to make it more program specific; however, those aforementioned core components should be present in each newsletter. Notes and emails may be more informal and used for communicating quick information from the program and from the family. Through positive, open communication strategies, there is an intention for families to feel comfortable with contacting the tutoring program to convey pertinent information that will be useful in servicing their child. This can be information about who is picking them up from the tutoring session, major life events that may affect the child's performance or behavior,

an accomplishment that the child made the previous evening in the content area, or verbal verification for a forgotten permission slip or notice sent home.

In person conversations are to be informal opportunities for relationship building and information sharing. This can occur at pick up or drop off times, in a social location (such as school), or a spontaneous visit from a family member. Depending on the contexts in which the tutoring program is situated, either within a school site or a private organization location, the impromptu conversations will vary. It is important to remember that these opportunities do not have to always revolve around content specific information. These informal conversations are the chance to connect with families not as an academic organization (yet if they initiate content specific dialogue, the Family Engagement Coordinator should follow) but on a personal level to create the partnership with the family.

The Family Engagement Coordinator should conduct a minimum of two sporadic home visitations per year. Communication at these events is specific to the event and the requirement will be explained fully in the following two sections of this manual.

Academic language can be difficult to understand. Simply sending home a note or letter providing information about a tutoring program, an activity or child progress does not guarantee understanding. What appears ambiguous to those immersed in the content area or those specifically working with the student may read confusing to a family member. For instance, if the tutor sends home a weekly note explaining the student's work that week on reading, it may say "please work on _____ with your child at home". The tutor may fill in "br blends" or "ending sounds". These are great things to share with the family but if they do not understand what "br blends" or "ending sounds" refers to, then this information is useless. This is where the role of the Family Engagement Coordinator comes in. They will check in with the family and assist in making sense of this information and find ways to make it integrated into preexisting home practices.

The Family Engagement Coordinator will apply the same three approaches to communicating with internal staff (Instructional Coordinators, tutors, school staff and other program staff) as they will with families; active listening, respect and appreciation. When receiving information about a child's progress or an activity the tutor conducted with the child during a session, the Family Engagement Coordinator should record information that may be pertinent to the family

and share this information in a way that will be understood by family members. In turn, the Family Engagement Coordinator should also note conversations that happen with the family that would be helpful to the tutoring staff and others that work with the program and/or student. This mediating role is what ensures that the student is receiving the most effective and reflective service possible. Effective communication promotes positive growth for the student when all stakeholders are involved sharing of the development and academic acquisition of the child's learning.

Advisory Note:

It is advised that training is provided on communication and revisited periodically throughout the year. It is advised that revisiting the training on the Family Communication Log occur. The Family Engagement Coordinator may be comfortable with the documentation process, yet reviewing this information and the importance of recording family interactions for future use is required. Referencing the later use of this Family Communication Log for reflection will reinforce need for documentation after every family interaction.

What to Do**Monthly Family Activities**

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of the parents.”

-Jane D. Hull

Rationale:

The Family Engagement Coordinator, in collaboration with the Instructional Coordinator at the site and other Future Forward staff, will develop and implement monthly family activities at the tutoring site. The intention of the family activities is to share information and activities with families to highlight the learning opportunities their child is experiencing during the tutoring sessions. The Family Engagement Coordinator will have background knowledge of the content area of activities (the literacy focus), the main focus of the Family Engagement Coordinator is to welcome and talk with the families, engage them in the activities, answer questions they may have, provide information about the program, eliminate the academic jargon and make it more “family-friendly”, and encourage home practices that mirror the experiences from the family

event. The monthly activities should also be a space for family-to-family interactions and community building. The Family Engagement Coordinator should commit time to working solely with the adults to support their current home practices and encourage families to utilize one another in supporting their children's academic development.

Monthly Family Activities Training

Objectives:

- Provide a space for families to feel welcome and comfortable
- Build on the partnership with families
- Collaborate with all staff to create monthly activities
- Incorporate content specific materials and objectives into each event
- Share information about the tutoring program with families
- Encourage families to build relationships among each other

Content and Time:

- 1 training session (average 3 hours/session)

Procedure:

Planning the monthly family events will take close consideration to location, time, topic(s) to cover, supplies needed, and resources to provide families. The Family Engagement Coordinator will collaborate with Instructional Coordinators to design events that are interactive, engaging, enticing and promote the tutoring programs' mission. The monthly family activities should draw families in to want to participate and learn about the tutoring program. The role of the Family Engagement Coordinator at these events is to provide clarity and support for families.

The location should be a neutral space for families. Whether the tutoring program is located in a private organization or a school, the Family Engagement Coordinator and Instructional Coordinators should consider the amount of families that will be attending and plan the space accordingly. The event space should be organized and set-up before families arrive. Signs should be posted with arrows leading family members to the event location. The Family Engagement Coordinator should be near the entrance and greeting families when they enter. A sign-in sheet with the student's name and the family representative's name should be at the entrance. Name tags and markers should also be provided for families to wear at the event.

In order to respect the time that families give to attend these monthly family events, the activities should be planned for no longer than an hour. Each month, the length of the event may fluctuate and the families may willingly choose to stay longer, but there should be no expectation to stay longer than one hour. In order for families to plan ahead, a schedule or list of monthly activities should be provided at the beginning of the year and should also be posted near the sign in sheet at every event.

The Future Forward staff should determine the content of the monthly activities with insight from everyone: the tutors, Instructional Coordinators and Family Engagement Coordinators. The content should be reflective of the tutoring program and build on difficulty and level of involvedness of the family. For instance, at the beginning of the school year, beginning with how to conduct a picture/book walk with families would be appropriate. Expecting families to be making books at home or practicing phonological activities should not be required at the onset of the tutoring program. The role of the Family Engagement Coordinator is to meet the needs of the families attending the events. The needs will vary from family to family. For instance, if it is four months into the program and the family member attends their first event, the Family Engagement Coordinator should review introductory material with the family and answer general questions about the program. For those families that consistently attend all events, the Family Engagement Coordinator should provide updates on the child's progress and further activities and practices that may be done at home.

Organization is key when planning the family activities. The Family Engagement Coordinator may need to coordinate food purchases, supplies for activities, ordering prizes and take-home resources, and/or requesting volunteers for assistance during the event. The preparation for the family activities will need to begin two weeks prior to the event in order to ensure that all materials and supplies are fully prepared. If the Family Engagement Coordinator intends to review program specific materials, such as assessments or record keeping sheets, they should be available at the location of the event (see Appendix B). A camera is an important documentation tool that the Family Engagement Coordinator can use to capture experiences during the family activities. These can later be emailed, used in a newsletter, posted on the walls, printed and given to families, or sent home with the student.

At the conclusion of the family activity, the Family Engagement Coordinator should be positioned near the exit and thank each family member for coming. Any handouts, supplies or resources should be given to the families at this time. Before families leave, the Family Engagement Coordinator may want to confirm the contact information on file to ensure that further contact can be made for updates and future events.

Feedback while planning, during and after the event will improve the monthly family events. Managerial staff should provide the Family Engagement Coordinator staff with a planning form in which the Family Engagement Coordinator will list an overview of the event, the purpose and activities that will be conducted and the structural process (step by step) of what will happen at the event. The managerial staff will attend at minimum one family event and document what took place and provide this feedback, along with a conversation, to the Family Engagement Coordinator.

Advisory Note:

There is a tendency to plan thematic or ‘cute’ activities for young children (ECEJ, 1996) and their families at family events. This may mean incorporating thematic art and craft activities or games into the event’s agenda. While there are many benefits to integrating discipline together (math and art or literacy and science), the focus of the monthly family activities should be on the content of the program. Thematic activities have a place as long as the objective of the activity is related to the tutoring program. If making a holiday craft if the activity yet does not have a literacy connection, then the reason for doing it is not matching the intention of the monthly family events.

A second piece to keep in mind when planning monthly activities is not to be pigeon-held to having activities occurring in the evening. Due to family conflicts, night events may be difficult for some families. Offering events in the morning, mid-morning, lunch or in the afternoon will allow for families with evening obligations the opportunity to participant. Providing surveys about which times are best for families and documenting the responses in a spreadsheet can help the Family Engagement Coordinator when choosing the times for events. If possible, the Family Engagement Coordinator can offer the same event two times in one month in order to meet the needs of families.

A third piece to consider is the number of family members that will attend and those that have younger children. Families with infants or children under the age of five may face difficulties in finding childcare to attend monthly events. In order to meet the families' needs and ensure that they are involved in the program, the Family Engagement Coordinator should coordinate activities and supplies that are appropriate for very young children.

Resources:

ECEJ. 1996. Editorial: On Behalf of Children "Why Cute is Still a Four-Letter Word" Early Childhood Education Journal, Vol. 24 (2)

What to Do

Home Visitation Process

"The lessons we learn outside the classroom are equally if not more important than the ones we learn inside. I can't emphasize this enough. We learn how to live life, the most important lesson of all."

-Anonymous

Rationale:

The Family Engagement Coordinator will conduct a minimum of two home visits with each family within one year. The goals of home visitation are to gain a deeper understanding of the families served, observe the resources available to the students at home, observe family interactions, share information and the mission of the program, build a partnership with the family and assist in connecting the tutoring program with the students' home lives. The intentions of the home visit should be shared with the families prior to scheduling the home visit by explicitly sharing that this is not an evaluative meeting; rather to connect the tutoring program and the home lives of children and develop a partnership between the two to better service the needs of the child.

Home Visitation Training

Objectives:

- Establish the goals of the home visit
- Recognize personal biases, opinions, values and fears

- Create the structure of a home visit
- Devise how to set up a home visit
- Develop ways to share information and resources with the family
- Demonstrate content specific activities
- Gather information about home practices

Content and Time:

- 2 training sessions (3 hours/session)
 - Day 1: Review Cultural Awareness
 - Intention and Goals
 - Home visit Procedure
 - Mandate Reporting
 - Day 2: Design scheduling protocols- phone calls and organization
 - Role Play home visit scenarios
 - Differentiation
 - Note taking and recording

Procedure:

Home visitation can resemble a stereotypical middle school dance; each group on a side waiting desperately for someone to make the first move. The awkwardness and hesitation present in this scenario can be reflected between families and academic organizations when the idea of home visits is discussed. The viewpoints of both groups may be the same, but most likely there is nervousness around this event because a professional organization coming into the home may be a new concept for the family. This is why the role of the Family Engagement Coordinator is so important to the program. They must convey to the family that this is an opportunity to work together to better meet the needs of the enrolled student.

In preparing the Family Engagement Coordinator to conduct home visits, the first step is to revisit the cultural awareness training. Acknowledging biases and considering others' perspectives must be done before entering someone's home with a judgment free approach. The Family Engagement Coordinator may experience and environment or observe family behaviors

that may be unfamiliar. Monitoring body language, having a neutral (or poker) face, and discussing language inflections should happen during this training. For instance, when the Family Engagement Coordinator enters the home, having crossed arms insinuates being uncomfortable. Family Engagement Coordinators will want to portray ease in order to reassure the family that this is an opportunity for building a relationship.

The intention or goal of the home visit should be determined and solidified before scheduling and conducting the event. As a team, Future Forward staff should work together to designate what the intention of the home visits should be. For the first home visit, goals such as: building a relationship, meeting the family for the first time, reviewing what the program is, or updating contact information may be utilized. When it is time to conduct the second (or more) home visit, these goals may have been previously achieved. The team should meet again to designate the next intention of the home visit. This may include: providing resources, discussing new ideas to do at home, modeling how to do a content specific activity at home, or explaining materials that the child brings home.

Before conducting the first home visitation, Family Engagement Coordinators may want a step-by-step procedure on what to anticipate and what to do. A framework may be provided or constructed as a team (See Appendix C for an example), however the likelihood of every home visit being identical is slim. With that said, Family Engagement Coordinators should be prepared to anticipate variance with each home visit. Some families may invite you in and offer food or drink while others may talk through a screen door. Regardless of the situation, the Family Engagement Coordinators must approach the home visit with integrity and respect.

The Family Engagement Coordinator should be organized when preparing to go on the home visit. For safety reasons, the program may require home visits to be conducted in pairs of team members. When this is not the case, the Family Engagement Coordinator should carry a cell phone on them at all times and phone someone when they are entering a home and once it is complete. Regardless of the neighborhood the Family Engagement Coordinator is entering, this is a uniform part of the procedure that ensures safety. The Family Engagement Coordinator should take minimal accessories with them on the home visits. Items such as purses or other bags should be left at home, the office or in the trunk of a car. The Family Engagement Coordinator must have identification on them at all times to signify their affiliation with the

program for families. This could be an ID badge or a shirt with the tutoring program's logo on it, or both.

Providing the families with a frequently asked questions (FAQ) sheet prior to the home visit may alleviate anxiety about the home visit. As a team, create a handout to send home to families, either with the student or in the mail, explaining the goals and intentions and addressing anticipated questions from families. The FAQ should also include that families should verify identification of the person coming to the home for safety reasons.

The Family Engagement Coordinator and all Future Forward staff are considered mandated reporters. As professionals who work with and are in regular contact with children, the Family Engagement Coordinators are required to report (or cause a report to be made) whenever financial, physical, sexual or other type of abuse have been observed or are suspected or when there is evidence of neglect. With the intimate nature of entering families' home space, a review or initial training of the reporting procedures must occur. There are local agencies that will conduct the training and a plethora of training support online for managerial staff to access.

Designing protocols for initial conversations about the home visit can be done during the second training session. Contact may happen in person or over the telephone and the Family Engagement Coordinator should be fully prepared to discuss the home visit event with family members. Expressing that this is an opportunity for 'us' (the program) to come to 'you' (the family), demonstrates the program's dedication to creating a partnership with the family. The Family Engagement Coordinator should organize information about the student and be ready to discuss specific questions the family may have of their child's progress in the program. For example, if the family asks about what their child's reading level, the Family Engagement Coordinator should have knowledge about this. It is recommended that a preparation sheet or note card be completed for each child and can be taken along on the home visit. This sheet or note card may include the child's name, the family members' names, content specific information, contact information of the family, any other details pertinent of the child's learning experiences in the tutoring program. The Family Engagement Coordinator can take notes directly on this sheet or the back of the note card after the home visit has been completed.

As a group, the Family Engagement Coordinators should have experiences role-playing different home visit scenarios. Preparing for different situations they may encounter will increase the

confidence of Family Engagement Coordinators. The scenarios should be reflective of the families the program serves but in general they should include different family make-ups (grandparents as guardians or primary caregivers), different environments (more than one family in a house or those living in shelters), language barriers (needing a translator present), familial issues (an over-whelmed parent), apprehensive (a family member not wanting you there).

Time should be set aside for the Family Engagement Coordinators to consider the families they work with and the relationship they have already established with them before conducting home visits. For some families, the home visit will be the next step in the partnership process and for others it may be the first contact the Family Engagement Coordinator has had with them. The focus will be on matching the different needs of families when preparing for the home visit. The Family Engagement Coordinator would not discuss the intentions of the tutoring program with a family that has attended each monthly family event and has weekly contact with the program. Equally, the Family Engagement Coordinator should not enter the home with activities for the family to do if this is the first time hearing about the tutoring program. Reflecting on the existing relationships with families and tailoring the home visits to meet their needs suggests to families that the program respects their time and wants to work *with* them to promote academic success for their child.

Once the home visit is complete, two important things must occur. The first is to document and record information and reflections about the home visit (See Appendix D). This can be done informally by jotting down notes or using technology to record reflective thoughts. Once the Family Engagement Coordinator is able to sit down and complete a formal recording of the events either on paper or on a computer-based program, recommended within 24 hours of the home visit. This should include but is not limited to, information about the time the home visit began and ended, those present, the environment, family members present, what was discussed, the family's disposition (or attitude) about the Family Engagement Coordinator being there, questions the family posed, and any other information that was gathered while at the home. The Family Engagement Coordinator may also find it helpful to note reflective thoughts about the home visit (their reactions and feelings) and any follow-up work that needs to be completed.

The second aspect that must be completed post-home visit is a follow-up phone call or letter to thank the family. This should be completed within one week of the home visit. This follow-up

conversation length should be short and concise to thank the family for their time and opening their door to program but also to follow up on any further questions that may not have been covered at the home visit. This can be done over the phone, in person or a letter sent with the child or in the mail. Again, this exemplifies the programs' respect and appreciation for the family's involvement.

Just as feedback was provided to the Family Engagement Coordinator during the planning process and following the monthly family events, managerial staff will provide feedback about the home visits. The Family Engagement Coordinator will have prepared a form of information about the student and the family prior to conducting the home visit. The managerial staff should discuss this information with the Family Engagement Coordinator before the home visit to ensure preparation and gain any background information necessary to participate fully in the home visit with the Family Engagement Coordinator and family. While on the home visit, the managerial staff will observe the interactions and document notes following the visit. It is recommended that the managerial staff do not take notes during the visit in order to put the family and Family Engagement Coordinator at ease during this visit. The intention of this documentation is to share their perspective of the conversation and direction of the visit with the Family Engagement Coordinator. This documentation should be placed with the other data about the family involvement for later use by the Family Engagement Coordinator, Instructional Coordinators and tutors. The managerial staff should attend at minimum one home visit per Family Engagement Coordinator on staff.

Advisory Note:

When the Family Engagement Coordinators organize, schedule and conduct home visits, there will be a mix of reactions. There may be apprehension for both the Family Engagement Coordinator and the family. The Family Engagement Coordinator may be concerned about entering the home and what that experience will be like whereas the family may be concerned about the intention of having someone from an organization coming into their home. With time, experience and clear communication, these feelings will begin to fade to the background. The Family Engagement Coordinators may also experience a mix of reactions from the families during the home visits. There will be families that warmly welcome the Family Engagement Coordinators into their homes while others may be rude or short with the program staff. A

strong, supportive team will help the Family Engagement Coordinator as they work through the emotional side of home visitation. Weekly team check-ins with the staff to openly discuss their experiences during the home visits will encourage them to continue to approach working with families from a positive perspective.

Reflection

Reflection: Moving Forward

Follow effective action with quiet reflection. From the quiet reflection will come even more effective action. -Peter Drucker

Rationale:

The Family Engagement Coordinator will review the events of communication and relationship with families periodically throughout the program. Managerial staff may set specific timelines for reflection in order to monitor and think strategically about working with families. Based on the knowledge of the tutoring program and the variety of communication methods utilized to reach families, the Family Engagement Coordinator will review their interaction with all families. This training session will occur after completion of informal conversations, monthly family events and home visits have occurred. This reflection work is the foundation for forward progress for the program's relationship work with families. The vital aspect of this reflection is to tailor the communication to meet the families' needs. Reflection will encompass the relationship the Family Engagement Coordinator has with the family and forward thinking and differentiated planning of how to better meet the needs of the individual family.

Objectives:

- Establish the importance of reflection work
- Organize the data gathered through family communication
- Recognize personal biases, opinions, values and fears
- Categorize family-program relationships
- Devise ways to meet the needs of families
- Collaborate with Instructional Coordinators and tutors

Content and Time:

- 2 training sessions (3 hours/session)
 - Day 1: Discuss goals and intentions of reflection work
 - Organize data/information about family communication
 - Categorize family-program relationships
 - Day 2: Moving forward: planning to meet families' needs
 - Involve Instructional Coordinators and tutors

Procedure:

For this training session, the Family Engagement Coordinator should bring any data they have gathered about the family through communications and conversations, from the Family Communication Log, and sign-in sheets from the monthly family events. Due to the nature of the content of this session, it will be referred to as a 'work session' rather than a training session.

An open discussion amongst the Family Engagement Coordinators and staff centering on the intentions of this work session will occur first. For the first step, the dialogue about families will focus on what the relationship is not what the Family Engagement Coordinator would find desirable. Each Family Engagement Coordinator will come to this work session with personal stories about their families and time should be allotted for sharing positive interactions, interesting stories and struggles the Family Engagement Coordinators experienced over the past months or year. Allowing this dialogue will enhance the relationship amongst the staff.

Once the goals of the reflection work have been established, the work session will focus on categorizing their relationships with the families. The category titles will be tailored to the time frame that this work session occurs. For instance, if this work session is scheduled after the first 2 monthly family events, the categories may be titled: did not RSVP, RSVP but did not attend, attended the event. If the work session is scheduled at the conclusion of the first year, the categories may be titled; No contact, phone conversation, attended one family event, attend more than one family event, conducted the home visit.

Based on the data, the Family Engagement Coordinator will work to categorize their relationships with families. There may be families that there was a phone conversation and a home visit but no attendance at the family events. This should be noted because as the Family Engagement Coordinators move to the third step, the clarity of this information will shape how

they strategize the next steps for working with these families. As with other process presented here, this work session should be a collaborative experience and conversations should occur and be encouraged.

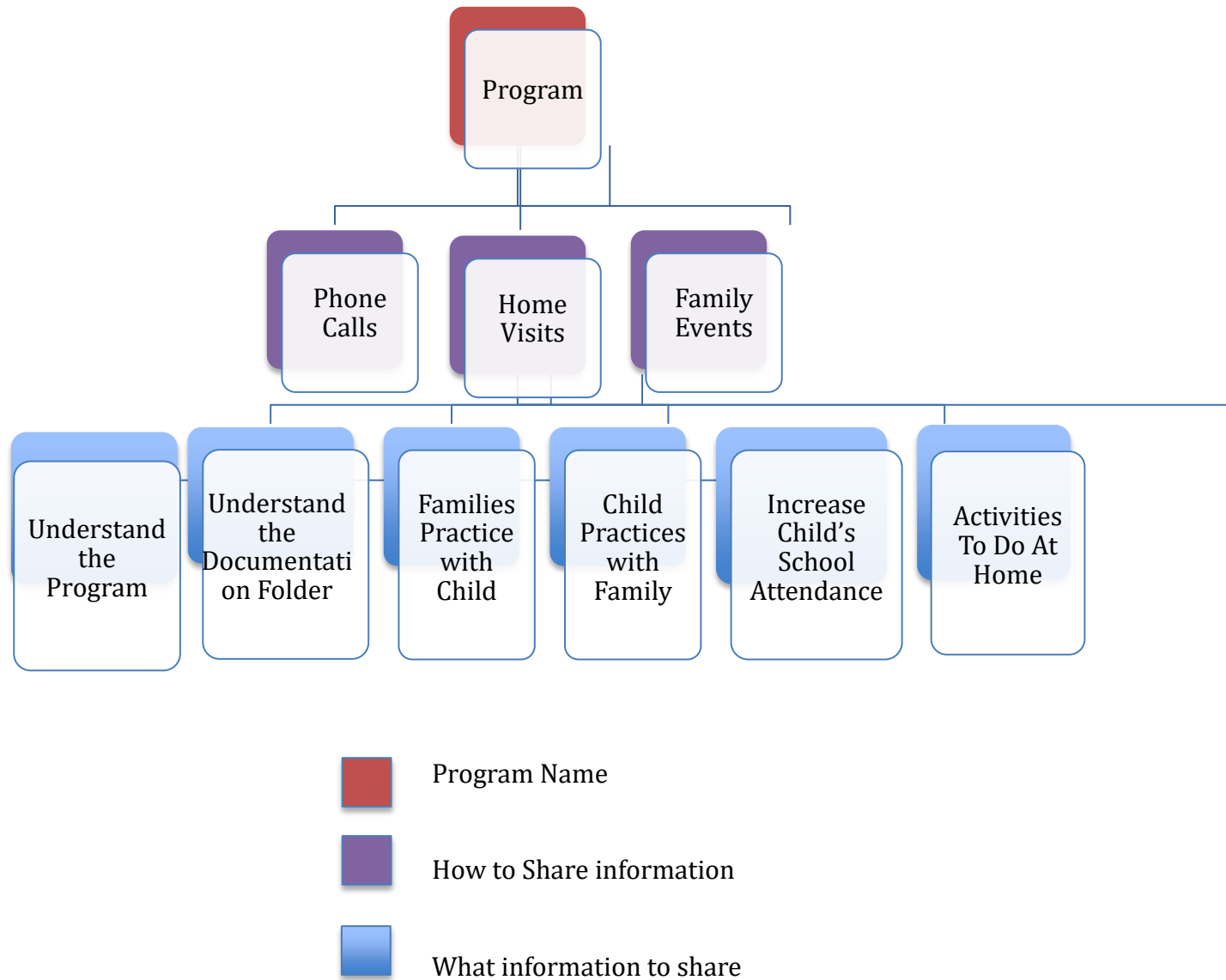
Once the second step of categorization has occurred, the Family Engagement Coordinators will work in small groups to discuss and strategize plans for meeting the needs of the families under different headings. This will eliminate the continuation of practices that are not effective for meeting the families' needs. For example, for families that there has not been successful contact via telephone or face-to-face meetings, stating that getting them to attend a monthly family event may not be strategic. The Family Engagement Coordinators will work together to diagnose a list of ideas that will best address the needs of the families.

The third step of the work session is to share this information with all program staff involved with the student. This can include, but is not limited to, the tutors, other site staff and managerial staff. Input and suggestions from Instructional Coordinators and tutors may modify or add to the practices that the Family Engagement Coordinators will employ to encourage more family involvement. Also, the Instructional Coordinators and tutors may have interactions with the families and can access this information in order to more effectively serve the families. Moving forward to building stronger relationships with families raises the potential for increased and authentic involvement of families in the tutoring program.

Advisory Note:

It is highly advised that returning to the intentions of this process occurs throughout the training. The misconception that the Family Engagement Coordinators are judging or rating family involvement in the program may happen and must be abolished immediately. The intention of this work is to differentiate the relationships and communication methods to align with the families' needs and encourage their involvement in the program in a manner that works for the family.

Family Component Model Goals



TITLE OF FAMILY EVENT
MONTH

Rationale for the activity (How does it align with the content focus of the program?):

Procedure:

What will other children engage in? (Older and younger children included)

What will adults discuss during the separate time from the children?

Materials needed:

Home Visit Protocol

INTRODUCTION:

Name, Organization (Family Liaison)

1. I am here to talk with you about the success _____ is having in our tutoring program.

POSITIVES:

- Child's success
- 2. ○ WE NEED YOU!
- YOU ARE THE MOST IMPORTANT PART!
- WE CAN NOT DO THIS WITHOUT YOU!

WHAT IS OUR PROGRAM?

Provide a family-friendly overview of the tutoring program and what are the mission and goals.

3.

NEXT STEPS:

- What is happening next in the program?
- 4. ○ How can the family get involved?
- What questions does the family have about the program?

AT HOME:

We need YOU to support your child at home.

5. What are you already doing at home?

What practices do you engage in at home that the student enjoys?

PARENT PARTNER HOME VISIT COMMUNICATION LOG

THINGS TO DO AFTER THE HOME VISIT

- ❖ Jot down your own personal notes
- ❖ Fill in the online log ASAP
- ❖ Type in your reflection in the text box:
 - What did you talk about?
 - What are the practices of the family?
 - What was still unclear for the family?
 - What needs follow up?
 - How did the family (and you) feel about the home visit? (Comfort, ease, openness)