



family and community engagement

TO: APS Strategic Planning Steering Committee and Co-chairs Meredith Purple and Ted Black

FROM: FACE Action Team

RE: Input to the Committee about FACE (Family and Community Engagement)

DATE: February 17, 2018

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Dear Co-Chairs and Committee Members: This memo highlights core elements of APS's recent Family and Community Engagement (FACE) work in APS that the FACE Action Team<sup>1</sup> would like to see captured and embedded into the new strategic plan. Thank you for your hard work and contribution to this crucial guiding document.

- **FACE Matters.** It is imperative for the new Strategic Plan to explicitly recognize **Family and Community Engagement as an essential strategy** to maximize student learning, improve school effectiveness, reduce disparities, and meet the needs of the Whole Child.
  - FACE is a nation-wide, evidence-based strategy to education shown to improve student outcomes and reduce disparities. Research has consistently shown that strong family and community engagement is significantly and positively related to student achievement, and that creating meaningful partnerships with parents and community will help students succeed both academically and socially. The Whole Child Framework also recognizes family engagement and community involvement as critical components, and calls for greater collaboration across the community, across the school, and across sectors to meet the needs and reach the potential of each child.
- **FACE Policy.** We believe the new Strategic Plan should be informed by and supportive of APS' current state of the art FACE Policy (Sept. 2014) and Policy Implementation Procedure (PIP).
  - The FACE Policy and PIP are informed by research on family engagement, current national standards for family-school partnerships, and consultations with various stakeholder groups in APS. These documents are available on line for your consultation.
- **FACE Goals and Outcomes.** It is crucially important that the new Strategic Plan incorporate the FACE goals and guidelines into the plan's vision, goals and strategies.

- [FACE in APS](#)
- [FACE Policy](#)
- [FACE Goal and Guidelines](#)
- [FACE PIP](#)
- [2017 FACE Briefing Report](#)

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<sup>1</sup> The FACE Action Team is a 20-member committee composed of diverse parent leaders, teachers, administrators, central office staff and community members. The team was established in 2014 with the charge of elaborating the Policy Implementation Procedure for APS' new policy on Family and Community Engagement (FACE), and continues to serve in an advisory capacity to the FACE Office, Department of Teaching and Learning, regarding the policy implementation.

- **Goal 1: Welcoming all families into the school community**  
Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to APS staff, and to what students are learning and doing in school.
  - **Goal 2: Communicating effectively**  
Staff and families engage in regular, meaningful, two-way communication about student learning and social emotional developmental.
  - **Goal 3 – Supporting student success**  
Staff and families have opportunities to collaborate and strengthen their knowledge and skills to support student learning and social and emotional development at home and school
  - **Goal 4 – Advocating for every student**  
Families and students are empowered to be advocates, to ensure that students are treated fairly and have access to learning opportunities, resources and supports that will ensure their success.
  - **Goal 5 – Sharing responsibility**  
APS staff, families, and students are partners in decisions that affect students and together inform and influence policies, practices, and program.
  - **Goal 6 – Collaborating with community**  
APS staff, families, and community members connect students to expanded learning opportunities, community services, and civic participation.
- **Responsibilities.** The set of responsibilities listed in the FACE policy cut across sectors and departments, and we urge the Committee to incorporate them in the Strategic Plan.
    1. Adopting a collaborative approach. By collaborative, we mean that the relationship is reciprocal and builds on the strengths of each of the parties. Everyone is viewed through an asset-based lens--teachers, families, community members, and the students.
    2. Using a variety of outreach, communication and capacity building strategies that are responsive to the diversity in our community and that offer multiple avenues for input.
    3. Providing learning opportunities for families and staff to strengthen their capacity to work in partnership to support the academic success and wellbeing of students.
    4. Striving for FACE programs and strategies to be systemic, integrated and sustained.
    5. Having an accountability system to make sure that the standards in the policy are being met.
  - **Core Beliefs of Family Engagement.** As you work to finalize the set of values in the Strategic Plan, we would like to offer you the four core beliefs of family engagement for consideration.
    - All families have dreams for their children and want the best for them.
    - All families have the capacity to support their children’s learning.
    - Families and school staff are equal partners.
    - School leaders and staff are responsible to extend the first hand for cultivating and sustaining school/home/community partnerships.
  - **FACE Accountability.** The FACE policy directs APS to work in a coordinated fashion to achieve the goals listed above. In order to integrate and align various bodies of work, the FACE Action Team recently identified a set of headline measures and generated a crosswalk of APS FACE Goals and Whole Child Framework Indicators. We are sharing that document with you as an appendix in the event you wish to include that information into the plan.

Thank you very much for providing the FACE Action Team with an opportunity to offer input in writing for your consideration. We will appreciate the opportunity to discuss these points further, and look forward to a Strategic Plan that provides us with a shared vision and framework for schools, families and the community to work hand in hand to ensure the academic success and wellbeing of our students so they can achieve their full potential.

**APPENDIX  
FACE ACCOUNTABILITY**

The FACE policy directs APS to work in a coordinated fashion to achieve the six goals listed below. In order to integrate and align various bodies of work, the FACE Action Team identified some headline measures shown in the chart below. Performance measures provide the means to know how well schools are doing at engaging families and the community and to make improvements. In the Fall of 2017-18, the Action Face team generated a crosswalk of APS FACE Goals and ASCD’s Whole Child Indicators, also included in the chart below.

STRATEGIES	DESIRED OUTCOMES	FACE HEADLINE PERFORMANCE MEASURES & WHOLE CHILD INDICATORS
<p><b>Goal 1:</b> <i>Welcoming all families into the school community</i></p>	<p>Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to APS staff, and to what students are learning and doing in school.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that they are treated with respect at their child's school.</p> <p><b>Headline Performance Measure:</b> Percent of families who report that they have a person they trust in the school to whom they can go with questions.</p> <p><b>WHOLE CHILD- Supported Indicator #6.</b> Our school personnel welcome and include all families as partners in their children’s education and significant members of the school community.</p>
<p><b>Goal 2:</b> <i>Communicating effectively</i></p>	<p>Staff and families engage in regular, meaningful, two-way communication about student learning and social emotional development.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that they have regular opportunities for meaningful dialogue with school staff.</p> <p><b>Headline Performance Measure:</b> Percent of families who report that their child's school communicates with them in a way that fits their needs.</p> <p><b>WHOLE CHILD- Supported Indicator # 7.</b> Our school uses a variety of methods across languages and cultures to communicate with all families and community members about the school’s vision, mission, goals, activities and opportunities for students.</p>
<p><b>Goal 3:</b> <i>Supporting student success</i></p>	<p>Staff and families have opportunities to collaborate and strengthen their knowledge and skills to support student learning and social and emotional development at home and school.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that the school provides them with opportunities to collaborate and strengthen their knowledge and skills to support their child's learning and development.</p> <p><b>Headline Performance Measure:</b> Percent of families who report that the school engages them in helping their children learn and plan for their future.</p> <p><b>WHOLE CHILD- Safe Indicator 5.</b> Our school staff, students, and family members establish and maintain school and classroom behavioral expectations, rules, and routines that teach students how to manage their behavior and help students improve problem behavior.</p> <p><b>WHOLE CHILD- Safe Indicator 6.</b> Our school provides our students, staff, and family members with regular opportunities for learning and support in teaching students how to manage their own behavior, and reinforcing expectations, rules and routines.</p> <p><b>WHOLE CHILD- Supported Indicator 3:</b> Our school ensures that adult/student relationships support and encourage each student's academic and personal growth.</p> <p><b>WHOLE CHILD- Challenged Indicator 5.</b> Our school works with families to help all students understand the connection between education and lifelong success.</p>

		<p><b>WHOLE CHILD- Sustainability Indicator 10.</b> Our school and all our partners consistently assess and monitor our progress on all indicators of student success to ensure progress and make necessary changes in a timely manner.</p>
<p><b>Goal 4: Advocating for every student</b></p>	<p>Families and students are empowered to be advocates, to ensure that students are treated fairly and have access to learning opportunities, resources and supports that will ensure their success.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that their child's school helps them navigate the school system.</p> <p><b>Headline Performance Measure:</b> Percent of families who report that the school supports them and their child to advocate for their child's need.</p> <p><b>WHOLE CHILD- Safe Indicator 8.</b> Our school upholds social justice and equity concepts and practices mutual respect for individual differences at all levels of school interactions – student-to-student, adult-to-student, and adult-to-adult.</p> <p><b>WHOLE CHILD- Supported Indicator 8.</b> Our school helps families understand available services, advocate for their children's needs, and support their children's learning.</p>
<p><b>Goal 5: Sharing responsibility</b></p>	<p>APS staff, families, and students are partners in decisions that affect students and together inform and influence policies, practices, and program.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that the school asks for and uses their input on issues and decisions that affect students.</p> <p><b>Headline Performance Measure:</b> Percent of families who report that their child's school provides leadership development opportunities for parents.</p> <p><b>WHOLE CHILD- Engaged Indicator 3.</b> Our school policies and climate reinforce citizenship and civic behaviors by students, family members, and staff and include meaningful participation in decision-making.</p> <p><b>WHOLE CHILD- Supported Indicator 6.</b> Our school personnel welcome and include all families as partners in their children's education and significant members of the school community.</p> <p><b>WHOLE CHILD- Sustainability Indicator 9.</b> Our school staff, community-based service providers, families, and other adult stakeholders share research, appropriate data, idea generation, and resources to provide a coordinated, whole child approach for each student.</p>
<p><b>Goal 6: Collaborating with community</b></p>	<p>APS staff, families, and community members connect students to expanded learning opportunities, community services, and civic participation.</p>	<p><b>Headline Performance Measure:</b> Percent of families who report that their child's school shares with them information about community services and resources to benefit their children.</p> <p><b>WHOLE CHILD- Supported Indicator 10.</b> All adults who interact with the students both within the school and through extracurricular, co-curricular, and community-based experiences teach and model pro-social behavior.</p> <p><b>WHOLE CHILD- Sustainability Indicator 6.</b> Our school identifies and collaborates with community agencies, service providers, and organizations to meet specific goals for students.</p>

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