



Illinois State Board of Education

Family Engagement Foundational Services Facilitator Guide

A Collaborative Approach to Family Engagement



Materials Updated 5/8/2015

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Overview

Over 30 years of research shows that when families support student learning and healthy development, students are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills. Additionally, when families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase (Henderson & Mapp, 2002).

The Illinois State Board of Education (ISBE) along with many districts and schools across the state recognize the important role families play in supporting children's learning and healthy development. However, district and school personnel have reported that they need additional support in how to work more effectively with parents. In response to this need, ISBE:

- developed an agency-wide vision for family engagement;
- developed a framework and several tools to help school and districts think about how they can create meaningful partnership with families;
- dedicated an entire day to family engagement at the 2015 ESEA/NCLB Conference;
- identified family engagement as a focus area for Foundational Services in 2015; and
- developed professional development and tools that align with the newly developed framework.

ISBE will continue to allocate resources to support professional development providers as well as district and school personnel as they build and or strengthen their partnerships with families.

***Meaningful Family Engagement** is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth, addresses barriers to learning, and is mindful of diverse school-communities and responsive to student and family needs.*

Purpose

This Family Engagement Foundational Services Facilitator Guide was designed to provide additional guidance and resources to professional development providers as they prepare for and deliver the Collaborative Approach Training.

How to Use the Facilitator Guide

The Facilitator Guide includes a description, information on intended audience, expected outcomes, a facilitator's checklist, and guidance on the preparation and delivery of all content and activities. Any handouts needed for the facilitation of learning during the training will be accessible at www.iarrs.org.

Citations

Henderson, A., & Mapp, L. K. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002*. Austin, TX: SEDL.

Facilitation Process

Area Coordinators and Regional Office of Education (ROE) Service Providers will be expected to intentionally foster a supportive and resource rich learning environment during the Collaborative Approach Training by promoting inclusive practices that encourage participation.

Inclusive Strategies may include:

- Ice Breakers
- The use of name tags/tents to easily identify participants by name
- Establishing group norms that include respect, listen for understanding, and other inclusive practices
- The use of inclusive language (e.g., Do others have additional thoughts or ideas that build upon Shelly's contribution?)
- Modeling inclusive practices

Modeling Expectations

A facilitator keeps the group moving, and always towards its (not the facilitator's) stated goals. By listening, observing and using intuition, a facilitator should be aware of individual needs and desires. While the group focuses on the task, the facilitator's focus is not only on the process but also the people.

An effective facilitator must also hold certain values and attitudes. To be most productive, the group must share these same values. A facilitator should demonstrate the following values and attitudes to help foster them in the group:

- **Respect and Empathy:** All ideas are important. No idea or individual is more important than another.
- **Cooperation:** Group members must work together to reach the group's goals. A facilitator cannot force individuals to work together but can create an environment for it to happen.
- **Honesty:** The facilitator and the group need to be honest and open about their feelings, values and priorities.
- **Responsibility:** The facilitator assumes responsibility for his or her actions, which ultimately affect the content, participation and process of the session. The group must assume responsibility for the solutions and their implications.
- **Flexibility:** The facilitator will be sensitive to the needs of individuals and adjust the process and schedule as required.

Providing a Resource Rich and Supportive Learning Environment

This training provides a foundational level of support for facilitators in developing and expanding school-family partnerships. This training is aligned to the Illinois State Board of Education's Family Engagement Framework. The framework includes principles and standards that establish a foundation for developing meaningful engagement with families.

In addition to this training there are a number of resources and supports available to facilitators. Resources that align with the ISBE Family Engagement Framework can be found at www.iarss.org. These resources bring together research, promising practices, and a consolidation of key program requirements to provide districts, schools, and families with tools to assist with the planning, implementation, and evaluation of family engagement practices.

In addition to these resources, facilitators are invited to participate in monthly update sessions. These sessions provide participants an opportunity for deeper discussion around shared experiences and expertise related to family engagement. Attendance for the monthly update sessions is expected. The sessions will focus on special topics that are relevant to this work and updates on new resources/tools will be provided. In addition, new training modules may be delivered during these meetings. Call-in sessions are held on a monthly basis. To learn more, access the calendar for the family engagement monthly update sessions at www.iarss.org.

Integrating Adult Learning Practices

Part of being an effective facilitator involves understanding how adults learn best (Lieb, 1991). Adult learning is a theory that holds a set of assumptions about how adults learn. It emphasizes the value of the process of learning. It uses approaches to learning that are **problem-based and collaborative** rather than didactic, and also emphasizes more **equality between the teacher and learner**.

There are some similarities in the adult and child classroom, although adults generally have distinctly different motivations to engage in learning. Adults are generally more:

- internally motivated and self-directed
- bring life experiences and knowledge to learning experiences
- goal oriented
- relevancy oriented
- practical
- like to be respected

The adult learning model (Knowles 1978) reflects these differences from traditional teacher-centered models of child and adolescent education. Facilitators should be familiar with the adult learning theory as a foundation to develop effective lessons and delivering them in a manner best suited to the learner.

Adult learning theory is founded on the principles that effective training is:

Relevant – The content and activities should be relevant to the experience or intended experience of the adult learner. Whereas children and adolescents will attempt to learn content isolated from its application, adults learn best when they see the relevance of the taught concept to their experience

Engaged – The adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information.

Active – The learning process should be active and replicate, as closely as possible, the environment within which the skill or knowledge will be applied. Rather than memorizing code sections, adults would retain and apply knowledge more effectively if they worked to discover the content, and then were able to practice its application in a simulation or scenario.

Learner-centered – The traditional classroom taught concepts and prepared participants to pass tests and other measures of their progress. Unfortunately, the participants' retention of that knowledge was often nominal beyond the confines of the class. The emerging intent of the training is to produce the most effective outcomes possible; to see learners apply skills in a real-world setting. The focus on the learner acquiring knowledge is a critical step in effective training.

Facilitating from an Asset-Based Perspective

Facilitators are strongly encouraged to utilize an asset or strength-based approach during this training. Participants have a wealth of experience and skill sets that can be leveraged to advance their learning, *as well as the learning of the facilitator*. It is important to not only acknowledge the participants as valuable resources but to also utilize the collective group to further each other's thinking and produce innovative and effective solutions to address problems.

Examples of phrases or questions that promote an asset or strength-based approach include:

- Let's see what the group thinks about the challenge you have encountered. Does anyone have any suggestions that may help resolve this issue?
- It sounds like your team has a lot of experience in.... Can you share with the larger group the process your team used to...?

Facilitating from an asset-based perspective helps promote self-efficacy and participants may begin to link their personal assets to those assets in a school, community and beyond. Most importantly, working from an asset-based perspective helps a group drive the development process themselves by identifying and mobilizing existing, but often unrecognized assets, and thereby responding to and creating local opportunities. For instance when a school starts to ask what can parents offer as opposed to what they need, there is a greater opportunity for families and schools alike to build valuable partnerships.

Collaborative Approach Training Overview

This training is designed to introduce participants to a collaborative approach to engaging families in order to jointly support student learning and healthy development. Paramount to this work is the ability to include parents in the planning, implementation, and evaluation of family engagement efforts. This training will specifically focus on how to establish and maintain an effective team in which all members, including family representatives, have a shared commitment to improving family engagement and student outcomes. The intended primary audience is as follows: Area Coordinators, ROE-based service providers, and district and school personnel.

Expected Outcomes

Family Engagement Framework – Knowledge level targets
I can explain the purpose and components of ISBE’s Family Engagement Framework.
I can summarize how family engagement is mutually beneficial to all stakeholders.
Family Engagement Reasoning/Skills
I can demonstrate a collaborative approach to family engagement systems and practices.
Family Engagement Resources and Materials
I can identify and share resources and materials that align with the Family Engagement Framework.

Facilitator's Checklist

- ☑ Preparation
 - Read the following:
 - Family Engagement Framework Guide
 - Family Engagement Facilitator Guide for the Collaborative Approach Training
 - Read the agenda and facilitator's notes for each activity
 - Review the PowerPoint
 - Review handouts for selected activities
 - Make photocopies for handouts
 - Gather materials needed
 - Make table tents of family engagement definition
- ☑ Materials Needed
 - PowerPoint presentation
 - Internet Connection
 - LCD Projector
 - Laptop
 - Chart Paper
 - Markers
 - Name Tents
 - Post-It Notes
 - Table Tents of family engagement definition
- ☑ Handouts
 - ISBE Family Engagement Framework Guide (or access to electronic documentation)
 - Team Development Activities and Processing Questions
 - Team Functioning Self-Assessment (or access to electronic documentation)
 - PPT (or access to electronic copy)
 - Pre and Post Surveys

5 minutes	Welcome and Introductions
10 minutes	FE Foundational Services
5 minutes	Norming Activity
5 minutes	Evolution of FE
15 minutes	Framework Overview
7 minutes	Introduction to Collaborative Approach
6 minutes	Identifying and Inviting Key Stakeholders
10 minutes	Creating Inclusive Environments for Family Representatives
2 minutes	Stages of Team Development
30 minutes	Team Development Activities and Processing Questions <ul style="list-style-type: none">• Forming Activity• Why Group Norms• Identifying Strengths and Needs• Identifying Roles and Responsibilities• Group Norms for the Decision-Making Process• Group Norms for Internal Communication• Group Norms for External Communication
5 minutes	Team Functioning Self-Assessment
10 minutes	Resources
10 minutes	Post-survey and Closing Statements

Preparation

- Read the Family Engagement Framework Guide.
- Review the PowerPoint and all activities for this training.
- Practice delivery of content.
- Make sure the room is welcoming.
 - All handouts, snacks, post-it notes, name tents, table tents with family engagement definition, markers and other amenities are on the table(s).
 - The seats are positioned so that everyone can see their teammates and easily move his/her chair to see the screen.
- Write “Parking Lot” on flip chart paper.
- Have multiple sheets of chart paper available to take notes.

Registration

- Provide name tents
- Provide handouts/materials

Pre-Training Activities

If possible, individually:

- Welcome each participant before the training begins.
- Introduce self.
- Share logistics (e.g., location of restrooms, materials, etc.).
- Share pre-post survey. Identify the expected outcomes for the Collaborative Approach Training. Ask them to only complete the “pre” column for Collaborative Approach expected outcomes. Inform participants that they will be asked to complete the “post column” at the end of the training. Participants should select N/A for expected outcomes that are not applicable (those not identified as expected outcomes for this specific training). Explain that the purpose of this pre-post survey is to examine individual growth.
- Ask participants to sit with their district/school team.

If it is not possible to individually greet and share the above information, facilitators should allow additional time in the agenda to deliver the pre-training activities to the whole group.

Presentation and Facilitation of Learning

Welcome and Introductions (5 minutes)

Present slides (1-4)

Family Engagement and Foundational Services (10 minutes)

Present Foundation Services slides

Norming Activity (5 minutes)

Materials: paper, chart paper and markers

Slide: 5

Introduce Norming Activity

Talking Points

- In order for this group to gain the most from this professional development experience, we need to ensure a safe learning environment. Characteristics of a safe learning environment include: listen for understanding, respect each other, talk from your own experience, silence your cell phones, and refrain from using put-downs of yourself or others, etc. *Note: You may want to already have these characteristics written on chart paper.*
- What are some additional needs that you may have in order to fully participate in group activities or discussions? *Add these to the chart paper.*
- This list of “needs” is also referred to as group norms. Is everyone agreeable with these norms?

Note: You may wish to add an expectation about using the “Parking Lot” for questions that cannot be immediately addressed. Refer back to these group norms as needed.

Evolution of Family Engagement (5 minutes)

Present slides 7-12

Framework Overview (15minutes)

Present slides: 13-19

Introduction to Collaborative Approach (7 minutes)

Present slides: 20-24

Identifying and Inviting Key Stakeholders (6 minutes)

Present slide: 25-26

Partnering with Families on Teams (10 minutes)

Show slide: 27

Talking Point

- Intentionality must be given to ensure family representatives fully participate on district/school teams. It is not always easy for family representatives to fully participate in the meetings or work. For example, sometimes educational jargon/language used in meetings makes it difficult for the family representatives to understand what is being discussed.

Ask participants to partner up and discuss the following:

- What challenges do family representatives face when participating on teams?
- What can districts/schools do to promote inclusive environments for family participation on teams?

Ask partners to share highlights from their conversation.

Record responses from group.

Stages of Team Development (2 minutes)

Present slide: 28

Team Development Activities and Processing Questions (30 minutes)

Forming Activity- Classification Game

Show slide: 29

Talking Points

- As teams progress through the forming and storming stages, time should be allocated toward getting to know each other and developing group norms. We will spend a little time during this training introducing you to activities that can assist with moving teams toward the performing stage. These activities as well as some others will be available as a handout so if you'd like to try them yourself, you can do so.
- I'm going to introduce you to a relatively quick forming activity. This classification game can be a quick icebreaker or a more complex activity. For the purposes of this example, we will treat this activity as a quick icebreaker.
- Often times, we automatically categorize/classify people into groups and this can lead to "pigeon-holing or stereotyping someone. This type of classification is subjective and unhelpfully judgmental.

Split the room into teams of four.

Instruct the participants to introduce themselves to those in their team and quickly discuss some of their likes, dislikes, etc.

After the introductions, reveal to the teams that it will be their job to discover how they should classify themselves- as a team- into two or three subgroups by using criteria that contains no negative, prejudicial, or discriminatory judgments.

Examples of these subgroups can include night owls and morning people, pineapple pizza lovers and sushi lovers, etc.

Processing Question:

- What did you observe during this activity?

Talking Point:

- Although this was a simple forming activity, it can become more complex through processing questions in which the participants continue to reflect on how we naturally categorize people into groups and the negative impact this can have on home-school relationships. But for time considerations, we're going to stop here.

Present slides: 30-39

Team Functioning Self-Assessment (5 minutes)

Show slide: 39

Talking Points

- It's important to periodically assess how your team is functioning and make adjustments in order to ultimately improve family engagement and student outcomes.

- Teams may take more formative assessments by observing progress in meetings, level of participation, number of conflicts, etc. but occasionally, a more summative assessment in which multiple perspectives are taken into account is warranted.

Share Teaming Functioning Self-Assessment Tool

Talking Points

- ISBE has created a team functioning self-assessment tool that can be modified as needed. Team members should individually complete the self-assessment so that all perspectives are included. Facilitator(s) should take findings into account and work with team to modify processes and procedures as needed.

Resources (10 minutes)

Show slide: 40

Talking Points

- There are a number of tools and resources available. They can be located at www.isbe.net/family-engagement.

The facilitator should then click on the following weblink: www.isbe.net/family-engagement.

Talking Points

- This webpage is a tool for school districts and schools to use in developing and expanding school-family partnerships to support improved student learning and healthy development outcomes. This resource brings together research, promising practices, and a consolidation of key program requirements to provide districts, schools, and families with tools to assist with the planning, implementation, and evaluation of family engagement practices.
- At the core of the webpage is the Illinois State Board of Education's Family Engagement Framework. The framework includes principles that establish a foundation for developing meaningful engagement with families and community leaders including guides that address capacity building, leadership development, resource allocation, progress monitoring, access, and equity.
- Please share the resources in the webpage with school board members, parent involvement coordinators, school administrators, coaches, families, and community partners to strengthen family engagement and build relationships among critical partners in the education of students.

Demonstrate where to find the various resources and tools in the webpage. Please be sure to show the following links:

- Overview
- ISBE Framework Tools
- ISBE Resources
- External Resources
- Resources for Parents

Post-survey and Closing Statements (10 minutes)

Show slide: 41

Talking Points

- This concludes the Collaborative Approach Training. This training was designed to provide you with foundational information and resources; and enhance your capacity in building meaningful school/family partnerships. You can find additional resources and tools at www.isbe.net/family-engagement.

Hand out post survey. Allow 5 minutes for participants to complete.

Appendix

Facilitators Notes

Facilitator's Notes:

Lesson Evaluation:

Participant's Feedback:

Notes for Next Time:

Team Development Activities and Processing Questions

Ice Breakers/Forming Activities

Classification Game (10-15 minutes)

Materials: Chart paper, markers

As teams progress through the forming and storming stages, time should be allocated toward getting to know each other and developing group norms. This classification game can be a quick icebreaker or a more complex activity.

Talking Point

- Often times, we automatically categorize/classify people into groups and this can lead to “pigeon-holing or stereotyping someone. This type of classification is subjective and unhelpfully judgmental.

Steps

1. This activity can be done as a small team or larger teams can be broken into smaller groups.
2. Instruct the members to introduce themselves to those in their newly formed team and quickly discuss some of their likes, dislikes, etc.
3. After the introductions, reveal to the teams that it will be their job to discover how they should classify themselves- as a team- into two or three subgroups by using criteria that contains no negative, prejudicial, or discriminatory judgments. Examples of these subgroups can include groups such as night owls and morning people, pineapple pizza lovers and sushi lovers, etc.

Processing Question:

- What did you observe during this activity?

Although this was a simple forming activity, it can become more complex through processing questions in which the participants continue to reflect on how we naturally categorize people into groups and the negative impact this can have on home-school relationships.

Additional Processing Questions:

- How do we sometimes classify parents, students, other stakeholders?
- How might these classifications negatively impact home-school relationships?
- How do we minimize the negative impact classifications can have on relationships?
 - *Check our assumptions.*
 - *Get to know people as individuals*
 - *Etc.*

Activity adapted from <http://www.huddle.com/blog/team-building-activities/>.

Identifying Strengths and Needs

Materials: Chart paper, markers

It is important for the team to early on identify their strengths and needs. This knowledge will help the team best leverage their collective assets and meet each other’s needs so everyone can fully participate in the work and be successful.

The key questions are:

- What are the knowledge, skills, attributes, and resources that each member brings to the team?
- What do team members need from each other in order to actively participate and be successful?

A team can arrive at answers to these two critical questions through a simple 2 part activity.

Part 1

Steps

1. Ask each team member to write down 3 “things” that he/she brings to the team. These “things” can be knowledge, skills, attributes, and/or resources.
2. Ask each team member to share his/her responses with the team.
3. Record responses on chart paper titled “Strengths”.

Part 2

Talking Points

- In order for teams to effectively work together, a safe environment needs to be established. People create a safe environment by: listening for understanding, respecting each other, talking from your own experience, refraining from using put-downs, etc.
1. On chart paper list some of the above behaviors needed to create a safe environment.
 2. Ask team members what additional needs they may have in order to fully participate in team activities or discussions. Add these to the chart paper.

Talking Point

- This list of “needs” is also referred to as group norms. Is everyone agreeable with these norms?
- Additional norms may need to be developed (*see activities below*) or these norms may need to be revised as the work evolves or membership changes.

Facilitator Note: Bring attention to the group norms as needed.

Additional Norming Activities

Every one of us comes into this work with different experiences, knowledge, and skill sets. We also probably all have somewhat different personalities and work styles. Effective teams leverage their collective knowledge and skills and take into account the group’s preferred working styles. Not only is it important to identify the more standard group norms/behaviors but time should also be spent developing shared expectations for decision making, internal and external communication, quality assurance, etc.

Developing Shared Expectations for Decision Making

Materials: Chart paper, markers

1. Allocate time to discuss the team’s decision-making process
2. Possible questions for the team to discuss:
 - What is your decision-making process?
 - How well is that process working?
 - What, if anything, needs to change in order to be more inclusive of team members in the process?
 - What, if anything, needs to change to move the work forward?

Note: If the team is relatively new, have them think about other teams they’ve been a part of... What decision-making process worked well? Would that decision-making process work well for this team? Is it an inclusive process? What challenges might you have in utilizing that process? What procedures can be put in place to help overcome those challenges?

3. Record responses.

Developing Shared Expectations for Internal Communication

Materials: Chart paper, markers

1. Allocate time to discuss the team's internal communication procedures and mechanisms.
2. Possible questions for the team to discuss:
 - What communication procedures and mechanisms do you utilize?
 - Does the team take minutes or have other ways of recording discussions, decisions, etc.?
 - How is information about upcoming meetings and tasks shared with each other?
 - Does everyone on the team have access to these materials?
 - Is information shared with team members in a timely manner?
 - What is working well? What, if anything, needs to be changed?

Note: If the team is relatively new, have them think about other teams they've been a part of... What communication procedures and mechanisms worked well? Would they work well for this team? Do they allow for all team members to have access to materials? What challenges might you have in utilizing these procedures and mechanisms? How can the team overcome these challenges?

3. Record responses.

Developing Shared Expectations for External Communication

Materials: Chart paper, markers

1. Allocate time to discuss the team's internal communication procedures and mechanisms.
2. Possible questions for the team to discuss:
 - How is information shared with external stakeholders?
 - How is information between district/school improvement teams and this family engagement team being shared?
 - What is working well?
 - What, if anything, needs to be changed?

3. Record responses.

Brainstorming

Materials: Chart paper, markers

Brainstorming is a technique in which creative thinking takes precedence over the practical thinking. The purpose of this activity is to allow team members to think freely, and write down all of their ideas without making judgments about them.

Ground Rules:

1. All ideas are welcome. There are no wrong answers. During brainstorming, no judgments should be made of ideas.
2. Be creative in contributions. Every point of view is valuable.
3. Teams should contribute a high quantity of ideas in a short amount of time.
4. Participants should make connections with other participant's ideas.

Brainstorming works well when the scope of the session is specific enough that it allows participants to focus on solutions but open enough to allow innovative thinking. The scope should not be biased so it favors a particular solution or excludes creative ideas.

1. Before the session begins, the scope of the brainstorming session needs to be determined.
2. During the session, the facilitator will need to relay the ground rules and orchestrate the session, limiting the session time to no more than 25 minutes.

3. As ideas are generated the recorder should note all suggestions made, using the speaker's own words as much as possible. The recorder should check with the speaker as needed to make sure they accurately recorded the speaker's idea.

Once all ideas are generated, the group can begin to organize the thoughts and discuss the strengths and challenges of various solutions.

Popular On-line Collaborative Tools

Dropbox- Dropbox provides a free service that allows people to store photos, documents, and videos and share them easily.

Google Docs- Google Docs is a free service that allows users to store, share, edit and style documents.

GoToMeeting- GoToMeeting is software that allows online meetings, desktop sharing, and video conferencing. Users can meet with other people via the Internet in real time.

Trello.com- Trello is an easy, free, flexible, and visual way to manage projects and organize anything.

Wiggio.com- Wiggio.com is a free platform designed specifically to make collaboration and communication easier for groups.

Team Functioning Self-Assessment Family Engagement Focus

Please take a few minutes to complete this survey.

To what extent do you agree or disagree with the following statements:

		<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1.	The team includes family representatives that are reflective of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Team members have authority to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	All team members actively participate in discussions and the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The team closely connects with or is integrated with the district/school improvement team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	The team has identified shared core values related to family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Family engagement goals have been identified and drive the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Meetings are regularly scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Roles and responsibilities are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	The decision-making process is clearly defined.					
10.	Meeting minutes are taken and shared with members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Agendas are developed and help guide the meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	The facilitator promotes positive communication and actively works to engage all members in the discussions/activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Quality Assurance mechanisms are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Team utilizes a continuous improvement process to assess, plan, implement, monitor, and evaluate the work on an ongoing basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Team achieves intended results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Other comments/suggestions:

***Meaningful Family Engagement** is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth, addresses barriers to learning, and is mindful of diverse school-communities and responsive to student and family needs.*

***Meaningful Family Engagement** is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth, addresses barriers to learning, and is mindful of diverse school-communities and responsive to student and family needs.*