indianaafterschool.org

Indiana Afterschool Specialty Standards

A Guide for High Quality Programs Serving Youth in Out-of-School Time

Family Engagement

INDIANA Afterschool NETWORK

IMAGINING the possibilities. MAKING THEM HAPPEN.

Indiana Department of Education
Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

IN Afterschool Standards and Specialty Standards

Purpose

The purpose of the Indiana Afterschool Standards is to outline the path and steps that lead to high quality youth programs that take place outside the school day. The afterschool standards are based on national research and best practices in the youth development and education fields. Standards revisions last occurred in 2021.

The IN Afterschool Standards and Specialty Standards are voluntary statewide standards that may serve as:

- A framework of clear expectations for all stakeholders.
- A guide to inform statewide decision-making, for example, professional development focus areas, funding support and advocacy.
- A guide for program providers to assess their own program site and organizations to help determine what they are doing well and what needs improvement.
- A guide for parents and youth to identify quality programming.
- A guide for school principals and district superintendents to reinforce and advance educational priorities.

Structure

1. Category
(Program Culture and Environment, Staff Development and Expectations, Program Focus, Data Collection and Impact)

- Priority areas that helps organize all 38 standards
- Answers: What topics are needed for assessing program quality?

2. Standards

- Broad researched-based best practices in quality out-of-school programs
- Answers: What do we need to do?

3. Indicators

- Specific and detailed descriptions of the standard or best practice in quality out-of-school program
- Answers: How do we do that?

4. Standards-based Practices

- Evidence that can be observed in a high quality out-of-school program
- Answers: What does it look, sound, and feel like?

About the Family Engagement Specialty Standards

Indiana continues to lead the nation with standards for the out-of-school learning field with the new specialty standards. The Family Engagement Specialty Standards outline best practices and recommendations specific to engaging families in programming for K-12 youth in out-of-school time education programs. The standards were developed through the continuing partnership between the Indiana Department of Education and the Indiana Afterschool Network. Family engagement experts and out-of-school learning providers including 21st Century Community Learning Centers grantees, researched standards from national organizations working with children, youth and families. The standards provide guidance for afterschool programs on how to improve support, increase family engagement, provide professional development and monitor the effectiveness of their engagement efforts.

Indiana Quality Program Self-Assessment (IN-QPSA)

Purpose

Indiana Quality Program Self-Assessment (IN-QPSA) is an online strengths-based self-assessment tool that enables youth programs to rate their performance based on the Indiana Afterschool Standards and Specialty Standards.

Function

- Choose which standards you want to assess.
- Rate how well your program meets each standard.
- Start the assessment and complete over time.
- Use online or print stakeholder surveys.
- Generate automated reports for organization and/or program site(s).
- Generate an automated action plan.
- Track your program results over time and compare progress.

Benefit

The IN-QPSA can help OST programs:

1. Identify and understand the factors that support or inhibit top performance.
2. Use data to drive decisions.
3. Take action and make positive changes.
4. Continue to grow, learn and improve.
5. Maximize positive impact for staff, youth, families and community partners.

Infrastructure

Online System Functionality

- 2 Self-Assessments
  - Indiana Afterschool Standards
  - Specialty Standards
    - College & Career Readiness
    - Healthy Eating and Physical Activity
    - STEM
    - Summer Learning
    - Family Engagement
    - Literacy
    - Diversity, Equity & Inclusion
- 4 Stakeholder Surveys and more to come!
  - Parent, Youth, Community Partner and Staff
- Multiple Automated Reports
  - Program Site & Organization Aggregate
  - Comparison Reports
- Program Quality Improvement Action Plan

Recognition of Pledge To Quality

Each program site and/or organization that successfully completes the Indiana Quality Program Self-Assessment (IN-QPSA) will receive:

1. Indiana Afterschool Quality Leader Digital Badge
2. Specialty Standards Badges, as applicable, which serve to recognize some learning or accomplishment. This is not a credential—it is a symbol of accomplishment that can be used for communicating or marketing quality efforts. These special badges communicate that your program/organization has aligned your practices and programs to the IN Afterschool Standards or Specialty Standards

Pledge to Diversity, Equity, and Inclusion

At the core of quality programs is the ability to effectively serve diverse children and youth. As such, the Indiana Quality Program Self-Assessment (IN-QPSA) includes elements to assess and help programs reflect on their ability to create environments where all children/youth and families feel valued and welcomed. For a deeper dive into assessing diversity, equity, and inclusion efforts in your program, please refer to the Diversity, Equity, and Inclusion Specialty Standards.

To Get Started: https://www.myian.indianaafterschool.org

Specialty Standard Badge

INDIANA ACADEMY
FOR OUT-OF-SCHOOL LEARNING

This online PD system was created in partnership with the **National Afterschool Association and Child Care Aware** and offers the latest in **Out-of-School Time learning** specifically designed for before school, after school and summer programs.

Purpose
Quality professional development programs target many specific outcomes including increased sta f knowledge about youth development, use of effective strategies for programming and implementation of methods for promotingpositive relationships withyouth. IAN believes that quality professional development focuses on the long-term sustainability of the out-of-school time workforce by increasing providers' marketable skills in order to increase public support for the youth development field

Benefit

- Professional Development anytime, anywhere!
- 52+ Best Practice Learning Modules
- Aligned with IN Afterschool Standards and Child and Youth Care Certification (CYC)
- Aligned with the School-Age Child Care requirements and IN Youth Service Bureaus Program Standards
- In-depth curriculum content, interactivity and rich visuals
- Useful resources and real life scenarios
- Pre- and Post-tests
- Certificates and User accounts to track progress
- Customer Service provided

Ways To Use Modules in Various Settings:

- Individual settings
  - o Staff professional development at any place at any time
- Large or Group settings
  - o Program Director meetings
  - o Site Coordinator staff meetings
- Small Group settings
  - o Program Site staff meetings

Hot Topics Included (but not limited to):

1. Exploring Developmental Needs and Characteristics of Different Age Groups
2. Guiding School-Age Children in Groups
3. Guiding the Behavior of Individual Children
4. Recognizing Abuse and Your Responsibility
5. Building Relationships with School Personnel
6. Creating and Maintaining Healthy School-Age Environments
7. Exploring Effective Schedules, Diverse, Planning Tools, and Staff Roles
8. Providing Homework Support
9. Helping Children with ADD Succeed in School-Age Programs

Scholarships are available thanks to a generous donation from the Lilly Endowment

If you have would like further information, please contact Bri Gaston-Bell, bgaston-bell@indianaafterschool.org

The Rating Scale

The Indiana Quality Program Self-Assessment Tool uses the following rating scale to help you and your team assess the degree to which each quality indicator is evident in the program. The definitions outlined below are to help guide the reviewers' understanding of the numeric ratings.

4 = Excellent/ Exceeds Standard

EXCEEDS STANDARD means that the program is exceptional or outstanding in this area because it implements nearly all or all of the Standards-Based Practices for this indicator. The relevant Standards-Based Practices are demonstrated in clearly observable ways.

3 = Good/Meets Standards

MEETS STANDARD means that the program executes many of the Standards-Based Practices. The rater can generate examples of how and when the program executes these specific practices. This is an area the program executes well.

2 = Some Progress Made/Approaching Standard

APPROACHING STANDARD means that the program is working toward executing Standards-Based Practices, but is currently only implementing a few of them. The program may benefit from targeted assistance in order to implement more of the Standards-Based Practices.

1 = Must Address and Improve/Standard Not Met

STANDARD NOT MET means that the program is not currently implementing any of the Standards-Based Practices and requires significant support in this area. There is a need for significant support to get on track to address this indicator.

NA = Don't Know/Not Applicable

This rating indicates that the program is not familiar enough with this indicator to rate performance or is just not sure how to rate it at this time. This rating could also mean that the indicator simply does not apply to the site or program

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 1: CREATING A WELCOMING ENVIRONMENT

The program upholds an accepting, welcoming environment that embraces family diversity.

AVERAGE INDICATOR RATING

INDICATOR RATING

1a. The program has an open door policy encouraging all families to visit at any time

- An official open door policy is included in program handbooks and posted for family viewing.
- The open door policy is explained and emphasized during new family orientations.
- Program staff provide ongoing, informal reminders to families that they are welcome to visit the program at any time.
- Special events accommodate the diverse needs and interests of the program's families.

1b. The program maintains a welcoming interpersonal atmosphere where families are invited to participate and feel as if they belong

- Staff warmly greet all family members upon their arrival at the program.
- The posted program schedule highlights frequent opportunities for family participation.
- Families are surveyed to determine their interests in program participation and availability for different levels of engagement.
- Families have opportunities to contribute to the planning of special events.
- Events are scheduled at various times of the day and week in order to meet the range of families' availability.
- Staff use multiple forms of communication to determine the needs and preferences of individual families.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

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AVERAGE INDICATOR RATING

INDICATOR RATING

1c. The program staff identifies and remains sensitive to the various elements of family backgrounds such as race, ethnicity, religion, class, family structure and individual abilities, that may impact families' abilities to participate in the program

- Program surveys families to determine their preferred methods of communication and home/ primary language.
- Program maintains a system for tracking the family participation and determining accessibility of its opportunities.
- Program follows a process to Identify the best ways to meet family needs.
- Staff participate in professional development experiences focused on the necessary skills for effectively working with diverse families.

1d. The program supports and incorporates the languages and cultures of participating families

- Family surveys and day-to-day conversations inform staff of the families' priorities for incorporating their home cultures.
- Program surveys and staff ask families for their suggestions of meaningful ways to integrate their home language and culture.
- Surveys and evaluations ask families questions to determine their thoughts on how well their language and cultures have been incorporated.
- Program administrators follow-up with families' suggestions and determine the effectiveness of their integration strategies.
- The program maintains an approach that appreciates the uniqueness of families' perspectives (beliefs and values), practices (behaviors and social interactions), and products (food, music, etc.) of all cultures.

Rating	4	3	2	1	NA
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AVERAGE INDICATOR RATING

INDICATOR RATING

1e. The program establishes policies for the inclusion of all family structures in leadership and programming opportunities

- The program's handbook and policies define "family" as whoever the youth identifies as family whether they are biological or not.
- Staff explain family inclusion policies during the orientations for new families.
- Staff intentionally recruit a variety of families for leadership and planning roles.
- Recruitment strategies are in place to ensure there are staff from the cultures, backgrounds and communities reflective of families in the program.

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 2: SUPPORTING THE NEEDS OF FAMILIES

The program provides opportunities for the overall growth and success of families.

AVERAGE INDICATOR RATING

INDICATOR RATING

2a. The program creates opportunities for families to learn about community resources that are available to support families

- Staff collect and manage information on community resources that meet the common needs and interests of families.
- Staff promote community events that showcase community resources.
- Administrators recruit community agents to participate in program events.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 2: SUPPORTING THE NEEDS OF FAMILIES

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AVERAGE INDICATOR RATING

INDICATOR RATING

2b. The program refers individual families to community supports or resources when asked

- Program maintains a collection of community resources information on-hand and staff disseminate information to interested families.
- Staff assist families in making contact with community agents.
- Staff follow-up with families to determine the helpfulness of the referral and if additional support is needed.

2c. The program provides resources that are responsive to the needs and interests of families

- Program implements a biannual survey of family needs and interests.
- Staff document the day-to-day interest piques and resource requests of families.
- Program develops a plan for meeting the needs and interests expressed by families in surveys and day-to-day interactions.

2d. The program offers a variety of family-development and adult education opportunities (for example, GED classes, Adult ESL, computer classes,etc.)

- Staff structure adult experiences in response to the expressed needs and interests of families.
- The program partners with community agencies to bring in necessary expertise to work with families.
- All adult experiences include evaluation or feedback forms to determine if the experiences meet family needs and other opportunities in which the families are interested.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 2: SUPPORTING THE NEEDS OF FAMILIES
The program provides opportunities for the overall growth and success of families.

AVERAGE INDICATOR RATING

INDICATOR RATING

2e. The program provides intentional opportunities for families to connect with one another and build relationships with each other

- Family events focus on common needs and interests shared by families.
- Staff will provide name tags at events so families can learn each other's names.
- Staff structure opportunities for families to talk with each other, share their culture, interests, professional expertise.
- Families are surveyed regarding best times and availability for family events and events are scheduled accordingly.

PROGRAM CULTURE AND ENVIRONMENT

STANDARD 3: PROVIDING OPPORTUNITIES FOR FAMILY LEADERSHIP AND ADVOCACY
The program empowers families to fulfill meaningful leadership roles and represent the "family voice" that helps shape the direction of the program and youth achievement.

AVERAGE INDICATOR RATING

INDICATOR RATING

3a. The program coordinates a variety of volunteer options in which families can fulfill roles to support the program

- The program's schedule highlights frequent opportunities for families to play meaningful roles of program support.
- The families are surveyed to determine the volunteer roles in which they are interested.
- The volunteer efforts of families are acknowledged and promoted across the program in order to encourage additional families to volunteer.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

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The program empowers families to fulfill meaningful leadership roles and represent the "family voice" that helps shape the direction of the program and youth achievement.

AVERAGE INDICATOR RATING

INDICATOR RATING

3b. The program provides families with ongoing opportunities to contribute to long-term program planning and be actively involved in programmatic decision-making

- Program ensures diverse family representation on strategic planning committees.
- Program leaders support the convening of a family advisory council on at least a quarterly basis.
- Families make program quality improvement suggestions based on their reviews of program survey and evaluation results.

3c. The program helps build confidence and competence in family leadership and advocacy skills

- Program staff structure family leadership experiences in ways that maximize families' participation and input.
- Families have the opportunities to create topics for discussion on meeting agendas.
- Families are empowered with communication templates to encourage their advocacy for their programs.
- Program staff and frequent family volunteers support new volunteers with consideration for any language barriers.
- Staff organize task-specific teams of family members so they may work together to accomplish program objectives.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

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The program empowers families to fulfill meaningful leadership roles and represent the "family voice" that helps shape the direction of the program and youth achievement.

AVERAGE INDICATOR RATING

INDICATOR RATING

3d. The program utilizes families as a resource for finding community partner

- Families serves as direct connections between the program staff and the businesses and community agencies in which they frequent or work.
- Families play active roles in garnering support from a variety of program and community stakeholders.
- Families serve as representatives of the program and help reach out to new partners, school administrators, policy makers, etc. in order to increase the overall support for the program.

3e. The program creates multiple opportunities for families to have a voice in ongoing evaluation of the program

- Biannual surveys and/or focus groups are administered to families to gain feedback on the program and suggestions for program improvement.
- Family advisory groups discuss potential issues and explore ways in which they can improve and support the program.
- Staff integrate informal requests for feedback into their day-to-day conversations with families.
- Staff incorporate event evaluations that gain feedback on the quality of events and their effectiveness in meeting the needs and interests of families.

Rating	4	3	2	1	NA
Scale Description	**Exceeds Standards**	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
Program might say:	*"We are a leader in this."*	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

STAFF DEVELOPMENT AND EXPECTATIONS

STANDARD 4: BUILDING THE FAMILY ENGAGEMENT SKILLS OF STAFF

The program provides staff with the necessary professional development to increase their confidence and abilities to engage families

AVERAGE INDICATOR RATING

INDICATOR RATING

4a. The program orients new staff to its family engagement framework, strategies and policies

- Family engagement strategies and policies are detailed in the staff handbook.
- Staff receive an initial training on working with families during new staff orientations.
- Program administrators assess individual staff members' readiness to work with families.

4b. The program provides opportunities for staff to reflect on their own abilities to engage families and identify areas of improvement where additional support is needed

- Family engagement skills and strategies are discussed at staff meetings.
- Staff are surveyed to reflect on their abilities to engage families and the effectiveness of past engagement efforts.
- Staff participate in self assessments that analyze the gaps between necessary skills and skills staff feel they have.
- Staff identify professional development opportunities to meet their specific needs in family engagement skills.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

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AVERAGE INDICATOR RATING

INDICATOR RATING

4c. The program provides its staff with ongoing training that targets specific family engagement skills in alignment with the families the program serves

- Administrators design professional development strategies based on the results of staff surveys and assessments.
- Administrators provide in-service trainings focused on the family engagement needs common to the majority of staff.
- Administrators support staff attendance in professional development experiences designed to meet specific, individual staff needs for working with families.
- Administrators support staff attendance in professional develop experiences that would help staff understand the diverse cultures of the families and students they serve.

4d. The program provides staff with access to resources that support the implementation of family engagement strategies

- Administrators allocate staff time for planning family engagement events.
- Administrators provide staff with the material resources necessary for implementing family engagement strategies.
- Administrators work with staff to determine the steps that are necessary to implement the family engagement strategies discovered during professional development.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

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The program provides staff with the necessary professional development to increase their confidence and abilities to engage families

AVERAGE INDICATOR RATING

INDICATOR RATING

4e. The program measures the family engagement skills of individual staff members and tracks their growth over time.

- Staff engage in self-reflection about their own identities, cultures, and backgrounds to understand points of connection and areas of growth when it comes to connecting with and engaging families in the program.
- Staff perform an annual self-reflection of their family engagements skills.
- Individual staff set professional goals for family engagement skill development.
- Staff document their professional plans for implementing the family engagement skills and knowledge that was attained through professional development experiences.
- All staff maintain professional portfolios that document the professional development attended and personal contributions to the program's implementation of family engagement strategies.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

STANDARD 5: ESTABLISHING MEANINGFUL RELATIONSHIPS

Program builds and maintains trusting, positive relationships with families.

AVERAGE INDICATOR RATING

INDICATOR RATING

5a. The program measures the family engagement skills of individual staff members and tracks their growth over time

- Staff document family preferences with the rest of the program staff.
- Administrators structure staff schedules to allow time for family communication.
- The program's staffing plan is structured in a way that keeps staff available to communicate with families who are onsite.

5b. The program provides frequent, positive communication directly to family members when they are onsite in order to build rapport and advance positive relationships

- Staff greet families when they are onsite and converse with families about their youth.
- Staff share positive stories about youth's program experiences with families.
- Staff ask youth-centered questions to families to encourage them to share insights on their interests and priorities for their youth and family.

5c. The program establishes and shares its goals for supporting families

- The program handbook includes the official goals for supporting families.
- The program explains its goals for supporting families in its orientation for new family.
- The program's yearly calendar illustrates how the family events are aligned with their overall goals for supporting families.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

STANDARD 5: ESTABLISHING MEANINGFUL RELATIONSHIPS

Program builds and maintains trusting, positive relationships with families.

AVERAGE INDICATOR RATING

INDICATOR RATING

5d. The program provides program orientations for new families

- Administrators create a standard orientation for all families that include policies for family participation and goals for family support.
- Family orientations are translated as needed.
- The program has a system in place to ensure all families receive the new family orientation.
- Administrators revise the family orientation annually and make the necessary changes to make sure that their policies are responsive to the changing family demographics.

5e. The program provides opportunities for two-way communication with families regarding their youth's participation and growth

- Staff document families' initial goals for their youth during new family orientations.
- Staff utilize a variety of communication approaches (phone, paper notes, email, and/or social media) to maintain ongoing communication with all families.
- Staff share information regarding youth participation through informal day-to-day conversations when the families are onsite.
- Staff conference with all families at least once each year to reflect on shared goals for youth, discuss progress made toward goals, and revise goals for future learning experiences.

5f. The program utilizes a variety of methods to gather input and feedback from all families

- Biannual surveys and/or focus groups are administered to families through a variety of methods (paper, electronically and verbally).
- Staff maximize families access to advisory committees by making it possible for them to participate in person and/or remotely through conference calls and web-based meeting platforms.
- Family event evaluations are administered through a variety of methods (paper, electronically and verbally).
- The program has a system for documenting feedback that staff receive informally through day-to-day conversations.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

STANDARD 6: CONNECTING TO STUDENT LEARNING AND SUCCESS

The program values families as partners in the development and education of their youth.

AVERAGE INDICATOR RATING

INDICATOR RATING

6a. The program communicates its individual student learning and development goals with families

- Staff share the program's student learning goals with parents during conferences and meetings.
- Staff collaborate with families in the updating and revisioning on individual youth goals.
- Student goals are kept in the youth files or portfolios and remain accessible to staff and families.
- Staff elicit feedback from families and discuss socio-emotional development goals for individual youth.

6b. The program frequently provides formal and informal opportunities for staff and families to exchange information regarding the development and education of their youth

- Staff conduct family events that focus on their needs and interests.
- Staff conduct youth-centered conferences with families that review youth interests, needs and achievements.
- Staff communicate directly with families through frequent email or phone calls to share youth accomplishments.
- Staff implement home visits to obtain information about families' hopes and dreams for their children and youth.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

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AVERAGE INDICATOR RATING

INDICATOR RATING

6c. The program promotes intentional efforts to connect its out-of-school time learning goals with the academic goals of the regular school day

- Program administrators develop an overview of the afterschool program's learning goals and disseminate it to all regular school day administrators and teachers.
- Program administrators meet with regular school day administrators to determine ways in which both staffs can collaborate to meet shared goals.
- Program administrators gather information regarding the various academic goals for each grade level represented in the program and share standard goals with program staff.
- Staff identify academic learning goals in their lesson planning and illustrate the ways in which the expanded learning opportunities support youth attainment of those goals.
- For English Learners, staff collect relevant student data to understand the level of English proficiency and domains of language learning where is support is needed.

6d. The program staff, families and regular-school-day teachers collaborate in the establishment of shared goals for youth learning and success

- The program maintains a system for coordinating goals in each setting (home, school and afterschool program).
- The program maintains a system for tracking success and improvement across the various settings.
- Staff facilitate discussions with families on the progress of youth learning and success.
- Staff work with families and teachers to revise goals based on youth's academic accomplishments.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

PROGRAM FOCUS

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The program values families as partners in the development and education of their youth.

AVERAGE INDICATOR RATING

INDICATOR RATING

6e. The program communicates with families its strategies for tracking individual youth progress toward learning goals in out-of-school time

- Staff share the work and accomplishments of youth with their families.
- Staff describes youth progress to families through a variety of methods (assessment rubrics, verbal reports, developmental checklists, etc.).
- Staff document inputs from families that indicate when learning goals have been accomplished in home and school settings.

6f. The program empowers families as partners by sharing information and resources on what can be done at home to support youth learning and success

- Staff also provide practical ideas for supporting the development of the knowledge and skills in the home environments.
- Staff coordinate a variety of teaching and learning resources that the families can use in the home environments.
- Staff integrate family academic support skills into all adult education efforts and family events.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT

STANDARD 7: MONITORING THE EFFECTIVENESS OF FAMILY ENGAGEMENT

The program evaluates the effectiveness of the families engagement strategies and adjusts its approaches to maximize family participation and support.

AVERAGE INDICATOR RATING

INDICATOR RATING

7a. The program has a family engagement plan that establishes specific, measurable goals

- The family engagement plan is part of the program handbook and remains accessible to all staff and families.
- Programs establish a baseline of current family engagement effectiveness to serve as a starting point for new family engagement initiatives.
- The family engagement plan is reviewed monthly and updated with inputs from all staff and families.

7b. The program assesses the professional growth in staff abilities to effectively engage families

- Staff document their individual goals for working with families.
- Staff reflect on their own abilities to work with families and integrate new strategies for family engagement.
- Administrators observe staff interacting with families and gauge their effectiveness in working toward family engagement goals.
- Administrators track individual staff development and successes over time.

7c. The program tracks the participation of individuals families and overall trends in family needs/interests

- Staff take and record family attendance at all events.
- Staff reach out to families who do not attend events and determine what changes can be made to make the events more accessible and appropriate for their needs and interests.
- Staff use the results from family surveys, home visits or focus groups to plan event topics and themes that will have greatest appeal across families.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT

STANDARD 7: MONITORING THE EFFECTIVENESS OF FAMILY ENGAGEMENT

The program evaluates the effectiveness of the family engagement strategies and adjusts its approaches to maximize family participation and support.

AVERAGE INDICATOR RATING

INDICATOR RATING

7d. The program provides ongoing opportunities for obtaining family feedback on their satisfaction levels with program goals, mission and family events

- Biannual surveys are administered to families through a variety of methods (paper, electronically and verbally).
- Staff maximize families' access to advisory committees by making it possible for them to participate in-person and/or remotely through conference calls and web-based meeting platforms.
- Family event evaluations are administered through a variety of methods (paper, electronically and verbally).
- The program has a system for documenting feedback that staff receive informally through day-to-day conversations.

7e. The program uses its evaluation results to identify barriers and adjust its approach to family engagement

- Staff shape future family engagement strategies based on those past strategies identified as being most successful in meeting families needs and interests in the evaluations.
- Staff use the evaluation results to identify specific logistical, cultural or experiential barriers that have limited the effectiveness of family engagement efforts.
- Staff develop strategies to overcome each identified barrier.
- Administrators track the implementation of new family engagement strategies to determine their effectiveness.

	4	3	2	1	NA
	Exceeds Standards	**Meets Standard**	**Approaching Standard**	**Standard Not Met**	**Don't Know/ Not Applicable**
	"We are a leader in this."	*"We demonstrate this in observable ways."*	*"We could use some support here."*	*"We need significant support in this."*	*"We're not sure." or "This doesn't pertain to our program."*

DATA COLLECTION AND IMPACT

STANDARD 7: MONITORING THE EFFECTIVENESS OF FAMILY ENGAGEMENT

The program evaluates the effectiveness of the family engagement strategies and adjusts its approaches to maximize family participation and support.

AVERAGE INDICATOR RATING

INDICATOR RATING

7f. The program shares with families the evaluation summaries of family feedback and program's progress toward the achievement of desired outcomes

- Administrators update their program and staff handbooks to include the most recent and meaningful evaluation results.
- Staff integrate family feedback into ongoing communication and engagement efforts.
- Administrators promote the value of their program by sharing summaries of the evaluation results with program stakeholders through newsletters, family events, social media, etc.

Family Engagement Glossary

Culture: The total range of activities and ideas of a group of people with shared traditions which are passed on by and expected to be observed by members of the group. Culture can also be defined as the behaviors and beliefs characteristic of a particular social, ethnic, or age group.

Examples of things that mark culture include art, food, language, dances, music, customs, holidays, and religion (The Indiana Partnerships Center).

Family diversity: A broad range of characteristics or dimensions on which families vary, along with a recognition that there are a multitude of different family types that function effectively. Family diversity refers to variations along structural or demographic dimensions (including race/ethnicity and socioeconomic status), as well as in family processes (including communication and parenting behaviors) (Van Eeden-Moorefield & Demo, 2007)

Family engagement framework: An essential set of beliefs and guidelines that programs can use to develop, expand, and support their approach to family engagement.

Examples of frameworks include:

- Illinois State Board of Education, *Family Engagement Framework*
  http://www.isbe.net/family-engagement/pdf/fe-guide.pdf

- U.S. Department of Education, *Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships*
  http://www.sedl.org/pubs/catalog/items/family132.html

- U.S. Department of Health and Human Services, *The Head Start Parent, Family, and Community Engagement Framework*
  http://eclkc.ohs.acf.hhs.gov/hslc/standards/im/2011/pfce-framework.pdf

Parent leaders: Parent leaders use and develop resources and services to strengthen their families. They speak and act from those experiences (Reynolds & St. John, 2012).

Parent advocates: Parent advocates speak for and act on behalf of others as they empower them (Trainor, 2010). Parents may speak up for their own children, or join with others to represent the needs of many children (Cunningham, Kreider, & Ocón, 2012).

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Reynolds, M., & St. John, J. (2012). *Core competencies of family leaders: A guide for families and organizations.* Kansas City, MO: Missouri Family to Family Resource Center, UMKC/UCEDD.

The Indiana Partnerships Center. (n.d.) Definitions of culture. PowerPoint slide

The National Center on Parent, Family and Community Engagement, *Families as Advocates and Leaders.* Retrieved from http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/advocates-pfce-rtp.pdf

Trainor, A. A. (2010). Diverse approaches to parent advocacy during special education home-school interactions: Identification and use of cultural and social capital. *Remedial and Special Education, 31*(1), 34-47.

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