Dear Stakeholders,

The Arkansas Family and Community Engagement Framework has been created to assist with engaging families, schools and communities in two-way communication. The Framework provides an organizational structure for the toolkit (coming soon). These documents (framework and toolkit) offer helpful resources for anyone interested in enhancing engagement within their local communities and school districts/schools.

The framework is designed to encourage conversations and increase support for families, schools, and community members to be actively engaged in children’s development and education.

The Arkansas Family and Community Engagement Framework was developed by Arkansas Department of Education (ADE) in partnership with the State Board of Education, the Arkansas Family and Community Engagement Coalition, Department of Human Services: Division of Child Care and Early Childhood Education, and Arkansas stakeholders.

The framework and toolkit are resources for communication and are not intended as a regulatory requirement or as official Department guidance. Districts should follow board approved policies for final decision making.

Thank you,

Office of Family and Community Engagement
<table>
<thead>
<tr>
<th>Leadership Coalition Members</th>
<th>Talent Development Coalition Members</th>
<th>Instruction Coalition Members</th>
<th>Culture Coalition Members</th>
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<tr>
<td>Bethany Hill</td>
<td>Alex Wells</td>
<td>Andy Hansson</td>
<td>Adiyah Bland</td>
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<td>ISO Manager, SCN Foster Parent (Central Region)</td>
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<td>State Board of Education (Central Region)</td>
<td>County Administrator for the Department of Human Services (Southwest Region)</td>
<td>District STEM and Engagement Coordinator (Central Region)</td>
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<td>Col. Jennifer Allee</td>
<td>Dee Cox, Ed.D.</td>
<td>Brittany Berry</td>
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<td>Local School Board Member (Central Region)</td>
<td>Child Care Aware NWAR Consultant (Central Region)</td>
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<td>Col. Nathaniel Todd</td>
<td>Dr. Diana Gonzales Worthen</td>
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<td>Dept. of Veteran Affairs (Central Region)</td>
<td>UAF PI/Director - Project REACH (Northwest Region)</td>
<td>Executive Director Rural Community Alliance (Central Region)</td>
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<td>VP for Academic Affairs</td>
<td>Principal-High School</td>
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<td>Dr. Blaine Alexander</td>
<td>Garrett Barnes</td>
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<td>Courtney Cochran</td>
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<td>Assistant Director of the</td>
<td>State Collaboration Director</td>
<td>High School Principal; 2017 AR Teacher of the Year</td>
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<td>Leader, AR Leadership</td>
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<td>James Gross</td>
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<td>Student (Northeast Region)</td>
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<td>Jasmine Hitchfield</td>
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<td>Local School Board Member</td>
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<td>Parent/Arts Advocate</td>
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<td>Kristina Root</td>
<td>Parent/Girl Scout Leader</td>
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<td>Mason Wright</td>
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<td>Michelle Whatley</td>
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<td>Mireya Reith</td>
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<td>Nichole Parks</td>
<td>Childhood Services – AR State</td>
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<td>Shelley Short</td>
<td>Arkansas State Chamber of Commerce VP of Programs and Partnerships</td>
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<td>Velda Keeney</td>
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<td>LaConda Watson</td>
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<td>Marisa Selden</td>
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<td>Susan Ridings</td>
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<td>Susan Smith</td>
<td>Communications/ Little Rock School District</td>
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<td>Talisha Givan</td>
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<td>MSgt Douglas McClane</td>
<td>Senior Aerospace Science Instructor - High School</td>
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</table>
Arkansas State Parent Advisory Council

Mary Baker  
Family Service Specialist  
Cleveland County School District/ABC program  
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Parent Representative  
Rison AR

Sharon Clark  
Program Manager  
TIPS For Great Kids Program  
Little Rock AR

Ava Coleman  
Parent Representative  
Jacksonville AR

Sarah Frith Coleman  
MIECHV Program Manager  
Arkansas Home Visiting Network  
Arkansas Children’s Hospital  
Little Rock AR

Geania Dickey  
Program Coordinator  
ASU Childhood Services  
Little Rock AR

Denise Jones Ennett  
Parent Advocate  
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Family/Community Partnership Manager  
Save the Children Head Start  
Western Arkansas  
Russellville AR
Family and Community Engagement
In Arkansas

Objective

To foster partnerships between students, families, schools, and community assets across the state to minimize barriers (academic, personal, social, and health) through the creation of a research-based birth to grade 16 framework via statewide partnerships.

Definition

Family and Community Engagement – an arrangement that encourages relationships, collaboration, and a shared responsibility, beginning at birth and continuing throughout life, among the school, family, and community in order to meet the diverse needs of all children/families in obtaining a quality life and a quality, equitable education. In order to support the whole child in becoming college, career, and community ready, there must be effective two-way communication, meaningful partnerships, and cultural understanding.
Arkansans recognize that each family’s needs are different and that each community has a variety of characteristics and barriers. **The Family and Community Engagement Framework** along with the **Toolkit** are designed to acknowledge these differences while supporting and providing the tools necessary to encourage more families, educators, and community members to become engaged in the education and development of children. Arkansans understand that families are the most important link as children grow and mature from birth, to early childhood, and through K–16 systems. When families and community members work together, to develop a strong foundation for children in the early years, these children are more likely to be successful in school and beyond.

The user-friendly strategies within the Framework and Toolkit are organized for anyone who works directly or indirectly with children and/or families. They focus on developing respectful, two-way communication among the community of people who shape the lives of children. The Framework fosters intentional thinking and active implementation of engagement practices for children, families, and community members. The **Key Elements** within the Framework show the inter-relatedness of concepts, values, and practices for having a great family engagement system. Engaging in the areas outlined in the Framework can move programs and practices towards a system of continuous improvement. **This forward momentum will lead to the ultimate goal that every parent, educator, administrator, and community member seeks — positive and lasting outcomes for children.**

The Arkansas Department of Human Services Division of Child Care and Early Childhood Education, the Arkansas Head Start State Collaboration Office, and the ADE Office of Family and Community recognized the need to include many voices to develop this guide and convened the Arkansas State Parent Advisory Council and the Family and Community Engagement Coalition. Council and coalition membership includes students, parents, educators, and stakeholders from a wide range of backgrounds and systems working with children.

Engagement is critical for healthy child development. Quality family engagement begins at birth and can have a lasting effect on a child’s health, school readiness and later success in life.
Engaged Parties

State Staff
- Provides technical assistance and general support to all stakeholders
- Creates policies to remove barriers for students/parents

District Staff
- Creates policies that enforce professional development on identified student needs
- Provides opportunities for local stakeholders to engage in two-way communication

School Staff
- Provides and assists in the coordination of supports to students and families through partnerships with local stakeholders

Students
- Establishes relationships with local educators, community members, and families to remove barriers that meet their needs

Families
- Partners with local educators, community members, and families to engage in partnerships to support their child’s needs

Community Members
- Provides resources and support to local students, families, and schools to assist in meeting the needs of the community

Student Focused
Stakeholder Engagement Process

Family and Community Engagement Process Breakdown

Convenings/meetings lead to specific projects to improve and transform education that the group wishes to achieve. If a project emerges, who does what by when is documented and attendees become part of an email list to communicate about the project. More procedures are listed below to clarify specific steps to a successful outcome.

1. Establish the purpose of the engagement meeting
2. Prior to the meeting,
   a. A core planning/facilitating team is established
      i. A timeline, meeting times, and roles for preparations are established
      ii. Materials are created and gathered and continue until the date of the convening/meeting(s)
   b. Gather a diverse group representative of the demographics region, community, and local partners.
   c. An agenda is written, circulated and communicated to participants.
   d. The agenda or topics for discussion and place of the meeting are communicated prior to the meeting along with any other relevant materials.
   e. Determine discussion topics and facilitation question(s) based on purpose of the discussions.
3. Convening/meeting procedures:
   a. Table discussion: Warm up - (The facilitating question to be addressed should be related to the education of children and schools.
      i. Participants introduce themselves and inform the group of the role they represent (student, family, educational staff, community member, business leader, non-profit organization, business owner, retiree, etc.). This allows people to know what perspective each person is coming from and encourages networking, and
      ii. Allows initial thoughts on the topic being addressed to be captured. Each table group shares their discussion summary with the large group. Be sure to make it clear to the participants that all voices are equal at the table.
   b. Table discussion: Round 1
      Provide a topic to the small groups. Depending on the goal for the day – each group will discuss/work through the topic and provide feedback. (The feedback can vary depending on the outcome needed. For example, group could put sticky notes on the wall in order to create a list, group, label activity or may write on chart tablets in gallery walk style, or could be a sorting activity, etc.) Each table group/or a few tables (if time is an issue) shares their discussion summary with the large group. During the group summary share out, the facilitating team plays a listening role. Facilitators should refrain from giving
personal opinions unless a table group asks a specific question of the facilitating team.

c. Table discussion: Round 2
   Same as Round 1 and can continue as many rounds as needed to get the outcomes needed. Depending on the number of rounds in the session, regroup the participants in order for more perspectives to be heard and more opportunities for connections to be made (networking).

d. Closing remarks:
   Evaluation is completed by the participants.
   Facilitating team shares any final information and/or thoughts.
   Allow participants to have the last word. Ask them to provide any final thoughts on the work of the day. (This could be likes, dislikes, suggestions, etc.

4. Debrief:
   a. The facilitating team will assemble immediately following the convening to share thoughts on the meeting.
      Each person will first answers the following questions
         i. What do you think went well regarding the meeting
         ii. What do you think could have been done better
            1. The team talks about anything else pertinent to the conversation.
            2. Team discusses next steps.
Cycle of Inquiry

The Cycle of Inquiry (Plan, Do, Check) is a process for evaluating the success of the planning, implementation, and assessing of efforts towards improvement.

Continuous inquiry and improvement processes play a critical role in focusing efforts on what matters most for student learning and well-being in order to achieve long-term improvement outcomes.

1. **Plan**  Analyze information, determine needs, and develop a plan of action.

2. **Do**  Intentionally integrate new efforts, practices and processes. Allow families, schools, and communities to address the needs within schools as part of an equitable system. The local inquiry and improvement cycle is enhanced when families, teachers, community members, and leaders focus on key factors that are closely connected to student learning.

3. **Check**  The outcomes and findings of the efforts relevant to the plan will inform next steps.
   Identify:
   - What worked,
   - What did not work, and
   - What challenges/barriers need to be overcome
How to use the Framework

**What is the Family and Community Engagement Framework?**
The framework is designed to honor differing family and community needs. This structure supports and provides the processes and tools necessary to encourage more families, educators, and community members to become engaged in the education and development of children.

**What is an Essential?**
The Essentials are foundational topics, developed and agreed upon by Arkansas stakeholders, that support strong family and community engagement.

**What is a Key Element?**
The Key Elements are topic areas within each Essential that help drill down to specific needs.

**What is the Family and Community Engagement Toolkit?**
The Toolkit provides resources, strategies, and exemplar examples aligned to the Key Elements.

**How can I use the Framework?**
Use the Framework to become familiar with important aspects of engagement.

**How can I use the Essentials?**
Identify a need, review the Essential statements and topics, and choose the Essential(s) that addresses your identified need.

**How can I use the Key Elements?**
Once you have identified the Essential that best reflects your need, review the Key Element(s) and choose which best describe the need to be met, click on those Key Element(s) to gain access to the resources, strategies, and examples in search of ones that appropriately apply.

**How can I use the Toolkit?**
The Toolkit is organized by stakeholder role (Students, Families, Community Members, Schools/Programs, School District, and State Education Agency). Once you have clicked on your role, you will select the key element that meets your need in engagement, and begin to review the tools available. If you are looking for something specific, you may type in keywords in the top right-hand corner for a quick show of tools that contain the keywords. (Examples: ESL, videos, guide, etc.)
When stakeholders engage in effective, on-going two-way communication that values and includes all voices in decision making, then everyone can work together to ensure success of the whole child.

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Community members</th>
<th>Schools/Programs</th>
<th>School Districts</th>
<th>State Education Agency</th>
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<tr>
<td>communicate needs with family, teachers, staff, classmates, community members, etc. in order to be successful in school/life.</td>
<td>communicate needs by collaborating with district and school staff as well as community members to make needs known.</td>
<td>and state stakeholders provide resources and volunteer time and efforts to ensure diverse communication opportunities are available and valued.</td>
<td>use district, family, and community supports and resources as well as local data to develop and implement a communication plan that meets the needs of students and families.</td>
<td>use school, family, and community supports and resources, local data, best practices, and policy to develop a communication plan that reduces barriers and best serves families, students, and community members.</td>
<td>collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members that encourages a culture of open communication and collaboration.</td>
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**COMMUNICATION KEY ELEMENTS**

A. Increase communication across all languages.

B. Use open, respectful, and honest two-way communication.

C. Offer and use a variety of communication tools.

D. Engage in opportunities for all voices to share points of view to inform decision making.

E. Support families to assist their child(ren) with developmentally appropriate learning (tutorials, ideas, articles).
When all stakeholders engage in strong partnerships, a wider variety of supports are available to develop the whole child.

**Students**
are partners in education working to establish and strengthen relationships/partnerships with their family, teachers, staff, classmates, community members, etc. to share their school/life needs and successes.

**Families**
embrace education and work to establish relationships and strengthen partnerships with the district, school staff, and community members in order to provide insight, time, and talent to their student’s educational process.

**Community members**
ensure families, students, and school staff have the tools they need by volunteering their time, insight and resources to the educational process.

**Schools/Programs**
use state, district, family, and community support and resources as well as local data to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members.

**School Districts**
use school, family, and community supports and resources, local data, best practices, and policy to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members.

**State Education Agency**
collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage and strengthen meaningful partnerships/relationships.

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**PARTNERSHIPS / RELATIONSHIPS ESSENTIAL**

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**PARTNERSHIPS / RELATIONSHIPS KEY ELEMENTS**

A. Develop relationships with a variety of partners including alumni, elected officials, businesses, and other educational organizations for the purpose of whole child advocacy.

B. Support mentoring, modeling, engaging activities, and coordinating supports through a variety of partners including health, social service, law enforcement, non-profit, civic, and faith organizations, etc.

C. Engage in workforce development, internships, and community service through business and industry partnerships.
**EQUITY ESSENTIAL**

When stakeholders from different needs, backgrounds, and perspectives come together to plan and apply solutions that enhance development, then ALL students, schools, families and community members will grow together toward a common purpose.

| **Students** provide helpful feedback that can lead to a more inclusive school culture by sharing viewpoints and needs with school staff and other pertinent stakeholders. |
| **Families** embrace education by making sure their student’s needs are met by sharing those needs with district and school staff as well as community members in order to provide helpful feedback that can lead to a more inclusive school culture. |
| **Community members** engage in the quality of the local education system and provide helpful feedback and resources that can lead to a more inclusive school culture reflective of the larger community. |
| **Schools/Programs** use district, family, and community supports and resources to develop and implement strategies for ALL students, families, staff and partners to feel welcomed and included throughout the educational system. |
| **School Districts** use school, family, and community supports and resources, local data, best practices, and policy to reduce barriers and provide supports to schools, and families to ensure ALL stakeholders feel welcomed and included throughout the educational system. |
| **State Education Agency** collects and analyzes data, researches best practices, and provides supports and resources to districts, schools, families, and communities for ALL stakeholders to feel welcomed and included throughout the educational system. |

**EQUITY KEY ELEMENTS**

A. Create opportunities for diverse groups to foster more well-rounded environments for the betterment of the community.

B. Establish open, honest, and ongoing conversations in order to identify, acknowledge and overcome barriers.

C. Partner with diverse representatives and organizations to create community-wide plans focused on local needs.
LEADERSHIP, SCHOOL/PROGRAM, STAFF & STAKEHOLDER SUPPORT ESSENTIAL

When school and program leadership understand and value family and community partnerships, then leaders seek and create opportunities that engage stakeholders in support of the whole child.

<table>
<thead>
<tr>
<th>Students</th>
<th>Families</th>
<th>Community members</th>
<th>Schools/Programs</th>
<th>School Districts</th>
<th>State Education Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.</td>
<td>seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.</td>
<td>seek partnerships with district, school staff, and/or community members as well as families to support local opportunities to engage in meaningful ways.</td>
<td>use district, family, and community supports and resources as well as local data to develop and implement a plan to encourage meaningful family and community engagement.</td>
<td>use state, school, family, and community supports and resources, local data, best practices, and policy to develop strategies to encourage meaningful family and community engagement throughout the district.</td>
<td>collects and analyzes data, researches best practices, and provides supports to districts, schools, families, and community members that encourage meaningful family and community engagement throughout the state.</td>
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LEADERSHIP, SCHOOL/PROGRAM, STAFF & STAKEHOLDER SUPPORT KEY ELEMENTS

A. Engage in meaningful professional learning opportunities for leadership, school/program, staff & stakeholders on essentials for Communication, Partnerships/Relationships, Equity, Innovation, and Family and Community Friendly Schools.

B. Empower students as advocates for engagement with teachers, families, and communities.

C. Establish district Family and Community Engagement role(s), (coordinator, liaison, and/or advisory team) and support ongoing efforts.

D. Use and share relevant and accurate data through multiple measures to inform decisions and determine which opportunities to plan, do, and check.

E. Support stakeholders to understand and value family, school, and community partnerships.
INNOVATION ESSENTIAL

When all stakeholders continuously evaluate current strategies and explore new approaches to engage and empower students and families, then ALL students, families, school staff, and community members will consistently improve.

### INNOVATION KEY ELEMENTS

A. Evaluate current strategies and apply new approaches to enhance engagement.

B. Create additional partnerships to educate the whole child resulting in healthy, safe (physically and emotionally), engaged, supported, and challenged students.

C. Effectively develop family engagement, family advocacy, and empowerment by creating new opportunities by building whole family relationships through alliances with health services, social services, judicial system, non-profit, civic, faith organizations, etc.

D. Sharing information and innovations with other stakeholders.
FAMILY & COMMUNITY FRIENDLY SCHOOLS
ESSENTIAL

When schools are safe, respectful and welcoming of all stakeholders as partners, then all are more likely to be engaged in ensuring success of the whole child.

<table>
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<tr>
<td>embrace the practice of sharing needs with school staff and providing helpful feedback that can lead to more family friendly school practices and culture.</td>
<td>embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback that can lead to more family friendly school practices and culture.</td>
<td>embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback that can lead to a more community friendly school culture and practice.</td>
<td>use state supports and resources, family and community feedback and support as well as local data to develop and implement strategies for community and family friendly schools.</td>
<td>use state supports and resources, family and community feedback, local data and best practices to develop strategies and policies that ensure family and community friendly schools throughout the district.</td>
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FAMILY & COMMUNITY FRIENDLY SCHOOLS
KEY ELEMENTS

A. Encourage engagement by maintaining a safe, supportive, and collaborative school environment.

B. Nurture strong relationships between families, school personnel, and community members.

C. Provide and engage in flexible and adaptable options for family engagement.
STUDENT ROLES

**Communication:** Students communicate needs with family, teachers, staff, classmates, community members, etc. in order to be successful in school/life.

**Partnerships/Relationships:** Students are partners in education working to establish and strengthen relationships/partnerships with their family, teachers, staff, classmates, community members, etc. to share their school/life needs and successes, life.

**Equity:** Students provide helpful feedback that can lead to a more inclusive school culture by sharing viewpoints and needs with school staff and other pertinent stakeholders.

**Leadership, School, Staff & Stakeholder Support:** Students seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.

**Innovation:** Students are partners in education by encouraging engagement through sharing needs with school staff, families, and community members as well as providing helpful feedback that can lead to more innovative practices within the school and the community.

**Family and Community Friendly:** Students embrace the practice of sharing needs with school staff and providing helpful feedback that can lead to more family friendly school practices and culture.

Who are students?

- Students in public Arkansas schools
- Students in private Arkansas schools
- Students in early childhood centers and programs
- Students in public Arkansas colleges and universities
- Students in ...
**Communication:** Families communicate needs by collaborating with district and school staff as well as community members to make needs known.

**Partnerships/Relationships:** Families embrace education and work to establish relationships and strengthen partnerships with the district, school staff, and community members in order to provide insight, time, and talent to their student’s educational process.

**Equity:** Families embrace education by making sure their student’s needs are met by sharing those needs with district and school staff as well as community members in order to provide helpful feedback that can lead to a more inclusive school culture.

**Leadership, School, Staff & Stakeholder Support:** Families seek partnerships with district, school staff, and/or community members to support creating opportunities to engage in meaningful ways.

**Innovation:** Families partner with various stakeholders to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students.

**Family and Community Friendly:** Families embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback that can lead to more family friendly school practices and culture.

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**Who are families?**

- Parents
- Step-parents
- Grandparents
- Foster Parents
- Aunts and Uncles
- Parents and families with disabilities
- Parents and families with language barriers
- 
COMMUNITY ROLES

**Communication:** Community members and state stakeholders provide resources and volunteer time and efforts to ensure diverse communication opportunities are available and valued.

**Partnerships/Relationships:** Community members ensure families, students, and school staff have the tools they need by volunteering their time, insight and resources to the educational process.

**Equity:** Community members engage in the quality of the local education system and provide helpful feedback and resources that can lead to a more inclusive school culture reflective of the larger community.

**Leadership, School, Staff & Stakeholder Support:** Community members seek partnerships with district, school staff, other community members as well as families to support local opportunities to engage in meaningful ways.

**Innovation:** Community members partner with various stakeholders to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

**Family and Community Friendly:** Community members embrace the practice of respectfully sharing needs with school staff as well as providing helpful feedback and resources that can lead to a more community friendly school culture and practice.

Who are community members?

- Business owners
- Elected officials
- Faith-based groups
- Neighbors
**SCHOOL ROLES**

**Communication:** Schools use district, family, and community supports and resources as well as local data to develop and implement a communication plan that meets the needs of students and families.

**Partnerships/Relationships:** Schools use state, district, family, and community support and resources as well as local data to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members.

**Equity:** Schools use district, family, and community supports and resources to develop and implement strategies for ALL students, families, staff and partners to feel welcomed and included throughout the educational system.

**Leadership, School, Staff & Stakeholder Support:** Schools use district, family, and community supports and resources as well as local data to develop and implement a plan to encourage meaningful family and community engagement.

**Innovation:** Schools use state, district, family, and community support and resources as well as local data to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

**Family and Community Friendly:** Schools use state, district, family and community feedback and support as well as local data to develop and implement strategies for community and family friendly schools.

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**Who are schools?**

- Arkansas public schools
- Early childhood centers
- Charter Schools
**SCHOOL DISTRICT ROLES**

**Communication:** School Districts use school, family, and community supports and resources, local data, best practices, and policy to develop a communication plan that reduces barriers and best serves families, students, and community members.

**Partnerships/Relationships:** School Districts use school, family, and community supports and resources, local data, best practices, and policy to develop relationships and strengthen meaningful partnerships to best serve families, students, and community members.

**Equity:** School Districts use school, family, and community supports and resources, local data, best practices, and policy to reduce barriers and provide supports to schools, and families to ensure ALL stakeholders feel welcomed and included throughout the educational system.

**Leadership, School, Staff & Stakeholder Support:** School Districts use state, school, family, and community supports and resources, local data, best practices, and policy to develop strategies to encourage meaningful family and community engagement throughout the district.

**Innovation:** School Districts use state, school, family, and community supports and resources, local data, and best practices to develop innovative strategies and practices to ensure continuous exploration of new approaches to engage and empower students and families.

**Family and Community Friendly:** School Districts use state supports and resources, family and community feedback, local data and best practices to develop strategies and policies that ensure family and community friendly schools throughout the district.

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**Who are school districts?**

- Arkansas public school districts
**STATE EDUCATION AGENCY ROLES**

**Communication:** State Education Agency collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members that encourages a culture of open communication and collaboration.

**Partnerships/Relationships:** State Education Agency collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage and strengthen meaningful partnerships/relationships.

**Equity:** State Education Agency collects and analyzes data, researches best practices, and provides supports and resources to districts, schools, families, and communities for ALL stakeholders to feel welcomed and included throughout the educational system.

**Leadership, School, Staff & Stakeholder Support:** State Education Agency collects and analyzes data, researches best practices, and provides supports to districts, schools, families, and community members that encourage meaningful family and community engagement throughout the state.

**Innovation:** State Education Agency collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage innovative ways to engage and empower students and families throughout the state.

**Family and Community Friendly:** State Education Agency collects and analyzes data, researches best practices and provides supports to districts, schools, families, and community members to encourage family and community friendly schools throughout the state.

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**Who is the state education agency?**

- Arkansas Department of Education
- Department of Human Services, Division of Child Care and Early Childhood Education
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Glossary

Advisory board - a group of stakeholders from different ethnicities, backgrounds, needs, and perspectives representative of the community that provides input and advice on the planning and implementation of needs and practices of a school, district, and/or community

Advocacy - public support for or recommendation of a particular cause or policy (dictionary.com)

Alumni - a former member of a group, company, or organization; a graduate or former student of a particular school, college, or university

Barrier - a circumstance or obstacle that prevents communication or progress

Community-wide plan - a plan that operates throughout and effects the whole community (dictionary.com)

Communication Essential - When stakeholders engage in effective, on-going two-way communication that values and includes all voices in decision making, then everyone can work together to ensure success of the whole child

Cultural sensitivity and understanding - being aware that cultural differences and similarities between people exist, being tolerant and forgiving of those differences and without assigning them a value – positive or negative, better or worse, right or wrong

Diverse (adjective) - stakeholders from different ethnicities, backgrounds, needs, and perspectives (dictionary.com)

Diversity/Inclusion Essential - when stakeholders from different ethnicities, backgrounds, needs, and perspectives come together to plan and apply solutions that enhance development, then ALL students, schools, families and community members will grow together (dictionary.com)

Engage and empower students and families - students and families gain the ability, authority and agency to make decisions and implement changes in their own schools, learning and education, and within the community through various means of participation

Ethnicities - belonging to a social group that has a common national or cultural tradition (dictionary.com)

Family and Community Engagement role(s) (coordinator, liaison, or advisory team) - the district may hire a coordinator or appoint a liaison and/or advisory team (representative of the community) to oversee the planning and implementation of family and community engagement
based on needs and the current Family and Community Engagement Essentials and Key Elements

**Family and Community Engagement** - an arrangement that encourages relationships, collaboration, and a shared responsibility, beginning at birth and continuing throughout life, among the school, family, and community in order to meet the diverse needs of all children/families in obtaining a quality life and a quality, equitable education. In order to support the whole child in becoming college, career, and community ready, there must be effective two-way communication, meaningful partnerships, and cultural understanding

**Family And Community Friendly Schools Essential** - When schools are safe, respectful and welcoming of all stakeholders as partners, then all are more likely to be engaged in ensuring success of the whole child

**Inclusion** - to consider all individuals, regardless of differences and abilities, equal members in the whole group

**Innovation Essential** - When all stakeholders continuously explore new approaches to engage and empower students and families, then ALL students, families, school staff, and community members will consistently improve

**Internships** - the position of a student or trainee who works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification (dictionary.com)

**Nurtue** - care for and encourage the growth or development of (google.com)

**Partnerships/Relationships Essential** - When all stakeholders engage in strong partnerships, a wider variety of supports are available to develop the whole child

**Programs** - ALL PROGRAMS including but not limited to early childhood, higher education, K-12, etc.

**Two-way communication** - to share knowledge and information back and forth between speakers and listeners (two groups) and occurs between various groups of people
Examples: families and school staff, school staff and community group, community group and state team, local school board and community group, etc.)

**Points of view** - perspective of the speaker or listener in relationship to the topic

**Stakeholders** - a person or a group that has an interest in something such as students, families, community members, school staff, district staff, state staff, or any other interested person or group
**Stakeholder development** - to increase knowledge, capacity and involvement of persons or groups as it relates to the needs of students, families, communities, and educators

**Success** - students ability to be college, career, or community ready which includes the development of social, emotional, physical, behavioral, and academic needs of students

**Whole Child** - all of the integrated needs of a child: social, emotional, physical, behavioral and academic

**Whole Family Relationships** - each person in a family breeds cooperation, respect, kindness, love, and supports the development of social, emotional, physical, behavioral, and academic needs of all family members

**Workforce Development**- helps job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy by helping job seekers and workers to connect to good jobs and acquire the skills and credentials needed to obtain them

https://www.arkansas.gov/esd/AWDB/pdfs/WIOA%20Handouts/Workforce%20System%20Vision%20Document.pdf (See page 1)