

I. Creating an Inclusive Culture

Focus: The extent to which the school/organization has created an inclusive culture honoring the lived experiences and diverse backgrounds of all families.

Category	Proficient-3	Developing-2	Establishing-1
A. Inclusivity of Practices	The school/organization's Parent/Family Engagement practices and activities are inclusive of diverse family and community types and demographics, with cultural, language, and other barriers (timing, transportation, childcare) acknowledged and addressed in planning. Communication is translated into multiple languages, and translators are integral to engagement practices, with opportunities for speakers of different languages to use their languages.	The school/organization's Parent/Family Engagement practices and activities acknowledge diversity but may not fully adapt to represent it. Some attempts are made to adjust for barriers (timing, location), and communication is translated into one or more languages, but easy two-way communication for non-primary language speakers is limited.	The school/organization's Parent/Family Engagement practices and activities center only school needs and perspectives, with significant cultural, language, and other barriers excluding many families. Communication is only in the primary language, with no easy means for families to communicate if they do not speak that language.
B. Learning About Lived Experiences	The school/organization consistently learns about families' diverse lived experiences through constant engagement , inviting them to share routines, cultural, and ethnic backgrounds. Special efforts are made to learn about families, highlighting and celebrating their experiences as assets. Families are included in planning and design of events and practices.	The school/organization learns about families through limited activities (e.g., school-wide surveys, cultural events) that acknowledge diverse lived experiences. Opportunities to share lived experiences are present but not consistently integrated. Families may feel welcomed but inclusion in planning is limited.	No efforts are made to learn about families' diverse lived experiences, or they are presented through a deficit-based lens. Interactions are minimal, often seen as a "nice to have," and primarily with families who initiate contact or attend events.
C. Leadership & Support for Welcoming Culture	There is a clear school/organization designee or team who actively co-develops and implements a plan for fostering a welcoming and inclusive culture in close collaboration with diverse educators and families.	There is a school/organization designee or team who solicits feedback from some staff and family representatives to develop a welcoming and inclusive culture. Discussions about school culture occur occasionally but may not be continuous or intentional.	There is no school/organization designee to support a welcoming school culture, and this need is not discussed or acknowledged. Responsibility for an inclusive culture is vaguely designated to all staff without specific roles or support.
"Possible Look Fors"	- Multilingual signage and materials- Photos of families displayed- School-wide celebrations honoring diverse cultures- Designated family resource space- Staff trained in cultural competence	Some multilingual materials. Staff occasionally greet families by name- New family orientation is offered but optional	- Cold or bureaucratic front office- "No Entry" signs dominate- No visible celebration of family diversity- Staff lack cultural training

II. Building Trusting Relationships

Focus: The school/organization's investment in building trusting relationships so that families and educators are partners in supporting students and improving schools.

Category	Proficient-3	Developing-2	Establishing-1
A. Nature of Relationships	Interactions between the school/organization, families, and students are centered around economic, health, and other social needs, with strong attention to building skills, assets, and strengths. A designated person/team with resources supports and listens to all members, and preemptively communicates about available resources.	Interactions are mostly centered around economic, health, and social needs, with some attention to building skills and strengths. A designated person/team exists but may lack sufficient time or resources to effectively support all groups. Communication about resources is present but may not be proactive or comprehensive.	Interactions are largely centered on behavioral or academic concerns, with little to no attention to economic, health, or other social needs. No designated person/team with resources supports the holistic needs of the community, and resources are not openly shared or discussed.
B. Two-Way Communication	Communication between educators/staff and families/students is consistently two-way , with meaningful opportunities for voicing and listening to perspectives (e.g., regular listening sessions). Diverse families are empowered to participate, and all events have meaningful feedback loops (in multiple languages), with feedback used to improve practices. Formal channels for student perspectives exist.	Communication is largely two-way, but feedback loops for voicing perspectives are limited (e.g., highly structured surveys). Educators occasionally communicate about progress and ask for perspectives. Student input may be limited to class representatives.	Communication is primarily one-way, with educators/staff telling families/students what they think they need to hear, without effective mechanisms for listening. Communication about progress is infrequent and limited to school-mandated events. No mechanisms for students to communicate perspectives.
C. Leveraging Relationships for Goals	The school/organization extensively leverages relationships by asking families how to increase Parent/Family Engagement through ongoing, multifaceted opportunities (surveys, conversations, school councils). Data on barriers and opportunities, including for historically excluded families, is deeply examined. Families drive Parent/Family Engagement efforts, serving as ambassadors and taking on leadership roles.	The school/organization asks families to contribute to engagement practices and has committed limited time/resources to understanding barriers/opportunities. Some data on barriers is collected but not deeply examined for historically excluded families. Families are asked to sit on committees and advocate but may not drive efforts.	The school/organization determines how families should engage based on assumptions, with no time/resources committed to understanding barriers/opportunities. No data is collected. Families are primarily asked to support fundraising, volunteering, or event attendance.
"Possible Look Fors"	- Monthly two-way updates between teachers and families- Family listening sessions and town halls- Personalized feedback on student growth- Staff call/text/email with good news as well as concerns	- Family-teacher communication is event-based (e.g., parent nights)- Surveys are used, but responses aren't always reviewed or acted on- Some teachers share concerns but rarely invite family perspective	- Families are only contacted for problems- Communication is generic or last-minute- No consistent method for families to respond or be heard

III. Family Empowerment in Learning

Focus: The school/organization's utilization of families as assets for developing responsive curricula, programs, and professional development opportunities.

Category	Proficient-3	Developing-2	Establishing-1
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A. Relevant & Responsive Curricula	The school/organization incorporates and centers family and community expertise ("funds of knowledge") into lesson plans and the overall curricular approach. Families collaborate with educators on planning lessons and activities to showcase shared expertise, ensuring teaching, curricula, and instruction are highly relevant and responsive to diverse family backgrounds.	The school/organization invites families and community members to review the extent of cultural, ethnic, language, and community assets to ensure their inclusion in lesson plans and curricula. Families share their assets as part of lessons, and materials consider cultural backgrounds, but family expertise may not be fully integrated.	School/organization decisions on content are driven almost entirely by external accountability (government, district, state). Instruction is not tailored to school communities, and families' assets and backgrounds are not included in curriculum and instruction.
B. Family Involvement in Planning	Planning, design, and implementation of programming, practices, policies, and services are executed collaboratively with families. School staff and families evaluate and set goals together, with collaboration built into regular practice. A diverse body of students and families are actively engaged in decision-making.	Guidance and counseling programs, practices, policies, or services are planned, designed, or implemented with parent leaders or organizations. Opportunities for families to provide input into Parent/Family Engagement programming exist, and the school collaborates on ways to support children at home, but active engagement of a diverse body of families may be limited.	School/organization programming, practices, and policies are decided, planned, and implemented by staff/educators without family input. Families are not informed or given a chance to interact with planning, design, or implementation, nor is there collaboration on supporting children at home.
C. Parent/Family Engagement as Improvement Strategy	Parent/Family Engagement is a deeply important part of the school/organization's improvement strategies, with comprehensive actions and practices to promote meaningful Parent/Family Engagement. This includes professional development that centers inclusion of families, and robust research and feedback loops with families to develop goals and actions.	Parent/Family Engagement is an important part of improvement strategies, with a few integrated best practices (e.g., professional development on Parent/Family Engagement). Opportunities for professional development exist but may have a limited focus on equity and inclusion. Feedback from parent/caregiver committees is solicited, but not always with a diverse group.	Parent/Family Engagement is not a part of the school/organization's improvement strategies. There are no opportunities for professional development covering Parent/Family Engagement, or only limited, one-off events. Parent/Family Engagement is largely intended to respond to requirements and mandates, rather than being a strategic focus.
"Possible Look Fors"	- Parent-teacher conferences involve collaborative goal setting- Home learning toolkits are personalized- Workshops model classroom strategies for parents- Families invited to co-lead learning events	- General homework tips or newsletters sent- Occasional curriculum nights with limited engagement- Families are told how to support learning but not shown how	- No communication about curriculum- Parents don't receive student progress data or academic guidance- Families feel uninformed and uninvolved in learning

IV. Sustaining Meaningful Parent/Family Engagement Practices

Focus: The school/organization's commitment and resources to integrate and elevate family, school, and community engagement practices.

Category	Proficient-3	Developing-2	Establishing-1
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A. Resource Designation	The school/organization consistently designates human and financial resources to ensure Parent/Family Engagement is central to the community yearly. There is a dedicated person/team whose role is to ensure Parent/Family Engagement activities consistently take place and can grow, with efforts funded in most years.	The school/organization designates human and financial resources for Parent/Family Engagement, but these resources fluctuate greatly. A designated person for Parent/Family Engagement activities exists, but the role may depend on budget and leadership, and funding is subject to fluctuation, often coming from parent/caregiver committees.	The school/organization does not designate human and financial resources for Parent/Family Engagement. There is no dedicated person to sustain Parent/Family Engagement activities, and no funding is allocated for new or innovative Parent/Family Engagement programming.
B. Measuring Progress & Setting Goals	The school/organization regularly assesses and reflects on overall Parent/Family Engagement programming, practices, and policies, intentionally using data/findings to inform future practice. A diverse group of families and community members are meaningfully involved in reflection and assessment, and goals (beyond attendance) are set yearly, reflected upon, and monitored.	The school/organization assesses some Parent/Family Engagement practices (e.g., events) and sets goals, but assessment and goal setting are primarily internal with limited input from families/community. Data may not fully inform future practice, and goals mainly center on planning additional events.	The school/organization does not assess overall Parent/Family Engagement practices nor set Parent/Family Engagement goals. No time is devoted to Parent/Family Engagement in staff or school improvement meetings, and there is no reflection or evaluation of past practices.
C. Continual Commitment & Responsiveness	There is deep commitment by the school/organization community (leaders, educators, families) to ensure Parent/Family Engagement is central and fully integrated into the school system. Parent/Family Engagement practices and policies consistently shift along with the current needs and circumstances of the community, demonstrating a highly responsive and adaptive approach.	There is some commitment by the school/organization community to ensure Parent/Family Engagement is central, but more is needed for full integration. Practices and policies shift along with current needs, but this responsiveness may not be consistent or deeply embedded.	There is no continued commitment for sustaining Parent/Family Engagement or continually improving it in a way that is responsive to the environment. Parent/Family Engagement practices and policies do not shift with current needs and circumstances
"Possible Look Fors"	- FSCE is embedded in the SIP (School Improvement Plan)- Annual FSCE goals co-created with families- Regular family surveys + action from data- PD includes relationship-building, trauma-informed care, and equity - Families surveyed annually and during key moments (transitions, crises)- School adapts communications, policies, and events based on feedback- Culturally responsive practices are embedded in daily operations	- Some FSCE goals set by school leadership- Feedback tools used but not consistently- PD on engagement happens sporadically - Families give input via surveys or meetings, but responses are slow or partial- Adjustments to programs are rare and mostly staff-led	- No evaluation of family engagement- No goals or plan for improvement- PD focuses only on academics/testing - No listening tools or needs assessments used- Family needs assumed rather than asked- School communicates “what’s best” without family collaboration
Use this rubric for internal school assessments, strategic planning, and guiding PD efforts.	Schools should aim to collect evidence (e.g., surveys, participation data, anecdotal feedback) to rate themselves honestly.	The goal is progress, not perfection—schools can grow over time by identifying and addressing their lowest-performing areas.	

Encourage cross-role teams (teachers, administrators, family reps) to use this rubric collaboratively.			
“Family Engagement Assessment Tool - Flamboyant Foundation.” Family Engagement Assessment Tool, 15 Jan. 2025, assess.flamboyantfoundation.org/. Accessed 30 June 2025.	Morris, Emily Markovich, et al. “Global Family, School, and Community Engagement Rubrics Tool.” Coilink.org, >, 28 Mar. 2024, coilink.org/20.500.12592/k3j9rm6. Accessed 30 June 2025.	“Rubric for the Authentic Engagement of Student Parents: A Self-Assessment Opportunity for Partners Working with Student Parents.” Urban Institute, 18 Oct. 2024, www.urban.org/research/publication/rubric-authentic-engagement-student-parents. Accessed 30 June 2025.	RVSD. 6/30/25