



# FAMILY ENGAGEMENT CORE COMPETENCIES:

A Body of Knowledge, Skills,  
and Dispositions for Family-  
Facing Professionals



**NAFSCE**  
NATIONAL ASSOCIATION  
FOR FAMILY, SCHOOL, AND  
COMMUNITY ENGAGEMENT

# Acknowledgments

The National Association for Family, School and Community Engagement (NAFSCE) is the first membership association focused solely on advancing family, school, and community engagement. Our mission is advancing high-impact policies and practices for family, school, and community engagement to promote child development and improve student achievement.

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# Introduction

Just as launching astronauts into space requires a team of scientists, engineers, mathematicians, and technicians, all contributing their own expertise and working together to achieve a common goal, so too does setting children on a pathway to success. It takes their families, teachers, principals, afterschool programs, and others, working together to support each child in distinct ways. When these partnerships are strong, children succeed, family wellbeing improves, and schools and communities grow more equitable and just.

Over the past two years, we at NAFSCE have been on a journey to identify and understand the knowledge, skills, and dispositions that family-facing professionals bring to forming these strong family, school, and community partnerships. This document brings together what we have learned into what we call the *Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals* (Family Engagement Core Competencies).

## A note on our terms:

**Body of Knowledge:** A Body of Knowledge is generally described as a compendium of what an individual knows and is able to do to successfully accomplish work in a specific field or role. Many fields from medicine and sports to science and engineering have a Body of Knowledge for their professionals. A Body of Knowledge is not a to-do list, but rather a compass leading us toward what we hope to achieve.

**Family-facing professionals:** By family-facing professionals we refer to anyone who works with families including early childhood, elementary, and secondary educators, family liaisons, principals, districts and state-level staff, as well as educators within community settings such as librarians and afterschool staff.

**Family and community engagement in learning:** Family and community engagement in education is a process in which families, schools, and communities join together to promote child and youth success in school and beyond. Family and community engagement takes place across a multitude of settings in which children explore, learn and play throughout the lifespan.

# Who Might Use The Family Engagement Core Competencies?

We envision that this document can be used by a range of family-facing professionals in a variety of contexts:

- Educators, family liaisons, and other staff in schools to assess their practice and engage in dialogue with others around family engagement topics
- Principals, professional development providers, and coaches to structure the scope and sequence of professional and continuing learning opportunities
- Faculty in educator preparation programs to develop syllabi and other course materials
- State Education Agencies to guide the development of policies, mandates, standards, and accreditation of preparation programs
- Afterschool, library, and museum staff and others in community organizations who provide families with opportunities to learn and acquire skills through their services
- Nonprofit organizations, associations, and others to develop credentialing initiatives
- Parent leaders to advocate for high-quality education in their communities and nationally

# Why a Unifying Set of Professional Competencies Around Family Engagement Is Important

The purpose of the Family Engagement Core Competencies is to create a nationally agreed upon and unifying set of professional competencies for the family engagement field. Although there are a number of standards that stress the importance of family-facing professionals having family engagement competencies, these standards are typically aligned to roles within specific fields and organizations (e.g., educators, school counselors, administrators, parent associations, and others) or to particular points in children’s development, most frequently the early childhood years. To our knowledge, there is currently no one set of competencies for family-facing professionals to practice family engagement in education across the developmental spectrum, particularly one grounded in an equity and social justice orientation. The goal of this document is not to replace or supplant existing work, but rather, to enhance, unite, and amplify it. These competencies are important for several reasons:

- **Without an underlying set of guiding competencies, preparing for and teaching family engagement becomes haphazard and siloed.** There needs to be a strong set of competencies – a north star – toward which preparation and professional learning strive to reach. This goal is particularly important as we see a proliferation of credentials and micro-credentials being developed by states and organizations. It is also a necessary guide for faculty, coaches, and trainers who seek to integrate family engagement into their syllabi or set up stand-alone courses on the topic. Without a robust and clear body of knowledge for family engagement professionals, it is difficult to obtain a scope and sequence of study, and to effectively measure whether these initiatives meet their goals.
- **The role of systemic racism, implicit bias, and income inequality in shaping educational and opportunity disparities are more pronounced than ever before and require mutual reciprocal relationships among families, communities, and institutions to rebuild trust and equity in our society.** Family and community engagement requires every family-facing professional to look

inward and assess biases and stereotypes. It also requires family-facing professionals to consider how schools and communities may or may not provide families with equitable access to resources and services, to address variations in the quality of family engagement and learning experiences, and to identify and end disparities in family engagement practice and student outcomes.<sup>1</sup> This intentional focus on equity and social justice as a cornerstone of family and community engagement helps institutions to better value, see, respect, and listen to the families and communities our children are nested within.

- **Family-facing professionals are often not well-prepared to engage families and communities.** Family-facing professionals frequently report that they feel unprepared to engage families when they enter their careers. Deans and faculty also report that engaging families is one of the competencies that is least covered in educator preparation programs. Similarly problematic, family-facing professionals rarely receive professional learning opportunities to grow their family engagement competencies throughout their careers. By outlining the knowledge, skills, and dispositions of educators who engage families and communities meaningfully, we hope to create an ecosystem in which family and community engagement is at the core of organizational and individual practice.
- **Family-facing professionals need a new set of tools and strategies to engage families.** The watershed moment of the COVID-19 pandemic has changed the world, one in which education will never be the same as it was before. Throughout the pandemic, and afterwards, family-facing professionals have been asked to reach out to families and partner with them for student learning in ways that were previously unimaginable. This shift has also opened doors to new ways of preparing family-facing professionals and retooling them with an understanding of equity, trauma, social-emotional development, health, and family wellbeing.

# Why Family Engagement Matters

Decades of research demonstrate the importance of family engagement in providing all children the opportunity to succeed, regardless of their circumstances, race, or family's income level. Effective family, school, and community engagement has been proven to increase school readiness, improve language, literacy, mathematics, and social-emotional skills, as well as increase the likelihood of high school graduation.<sup>2</sup> Family engagement isn't just about student outcomes though. Family-facing professionals feel more efficacious and satisfied in their roles when they are equipped to engage families.<sup>3</sup> Family engagement is also associated with a more positive school climate, which brings about many benefits for families and communities themselves in terms of leadership, health, safety, and wellbeing.<sup>4</sup>

For families, family engagement is about the ways that family members parent, support student learning in the home and community, and develop relationships with school and community groups, as well as the way they monitor children's progress, advocate for them, and hold high expectations.<sup>5</sup> For family-facing professionals in school and community spaces, family engagement is about reaching families where they live, especially those who might be most underserved, creating meaningful and trusted relationships with families, raising up their concerns and strengths, and expanding opportunities and resources for how families love and learn with their children.<sup>6</sup> It is also about creating opportunities for families to be connected to other families and community spaces that amplify their roles.<sup>7</sup>

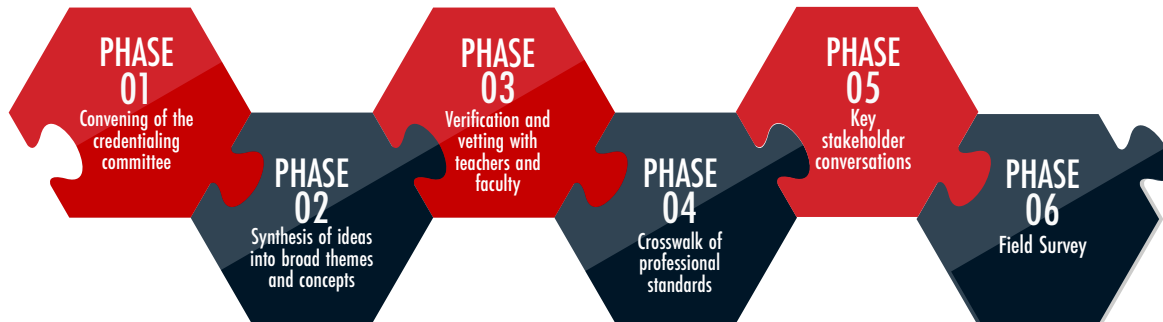
Family and community engagement increases when educators take time to reach out to families and co-create teaching and learning strategies that achieve mutually agreed upon outcomes for children.<sup>8</sup> Efforts are also most successful when educators and families have opportunities to address biases and misconceptions they have about one another.<sup>9</sup> Most importantly, family and community engagement is about equity. Research suggests that family engagement bears its greatest impact on students who come from homes that are most vulnerable, by virtue of

poverty, stress and discrimination.<sup>10</sup> Making intentional efforts to create partnerships with families who are most at-risk, raising their voices, and expanding their opportunities to be engaged in their student learning, is a way to ensure that each and every child has the opportunity to thrive.

Family-facing practitioners do not simply develop their family engagement practice in a vacuum. They need support and guidance to do so. When family-facing professionals receive opportunities to learn about and practice family engagement, they improve their attitudes toward working with families. They also develop greater teaching efficacy and improve their confidence and knowledge in working with diverse families.<sup>11</sup> In the field of education, although most candidates for degrees in education receive at least one course and some information about family engagement in their pre-service and professional learning opportunities, and there is general agreement that family engagement is important, educator preparation in family engagement remains lagging. For example, most educator preparation programs report that their graduates are not prepared to conduct effective and equitable partnership programs.<sup>12</sup> In a 2021 NAFSCE national survey of educator preparation programs, only 51% of programs offered at least one standalone course in family and community engagement and a full 55% of department heads believe that their education degree candidates are a little less or much less prepared to address the subject of family engagement than they are other subjects.<sup>13</sup> In a different study, only 43% of early childhood and K-12 educators agreed or strongly agreed that they are properly prepared to engage families during their training and preparation programs.<sup>14</sup> And only 17 of the 56 U.S. states and territories address training teachers in components of effective family and community engagement: collaboration and partnership, communication, culture and diversity, and relationships and trust.<sup>15</sup> Clearly, there continues to be a pressing need to prepare educators for family engagement in robust and meaningful ways. Yet the question remains, to what end, and what should this preparation ideally focus on?

# A Note on Our Methods

## How These Professional Competencies for Family Engagement Were Developed



The recommendations provided in this document were developed in six main phases, guided by NAFSCE’s 2017 strategic plan calling for capacity building of professionals. In the first phase, NAFSCE brought together a group of leaders in the field of family engagement in February 2019 to discuss what family-facing professionals need to know, be able to do, and consider in order to be effective family-facing professionals. The group created a long list of competencies and discussed the importance of each.

In the second phase, an independent consultant with a background in educational leadership synthesized the themes into 15 broad concepts. The concepts were aligned to existing evidence and research to ensure there was a research warrant for the groupings. These 15 competencies were further synthesized into eight broad competencies in three main domains. These eight competency areas were also aligned with key frameworks and reports in the family engagement field – such as the Head Start Parent, Family, and Community Engagement Framework, The Dual Capacity Framework, and others – to ensure alignment and validity.<sup>16</sup>

The eight competencies were then vetted with two important groups. In February 2020, a group of educators from the Ohio NEA discussed the competency areas, honed them, and utilized them for the writing of a micro-credential for educators. Then, in April 2020, a group of state education agency administrators and faculty members participating in NAFSCE’s Pre-Service Family Engagement Initiative ranked the importance of these and

other competencies via a Delphi survey and discussed the competencies as they related to their work.

In the fourth phase, a team of graduate students cross-walked these eight areas against 15 professional organizational standards to determine points of convergence and divergence in the competencies that NAFSCE had created with those already in existence. The organizational standards reviewed can be found in Appendix 1.

In the Spring of 2021, we reconvened the coordinating committee to review the draft body of knowledge. We also convened a series of four separate focus groups with 6 parent leaders, 8 teacher leaders, 8 district leaders, and 8 community partners, to understand their impressions and thoughts on the competencies. These focus group participants also completed surveys designed to capture their feedback on each individual competency and its importance.

Finally, in October 2021 we launched a field survey to collect information to help shape the emerging Family Engagement Core Competencies and to help guide the development of credentials and other professional learning opportunities. Survey invitations were sent to NAFSCE’s e-news subscriber list of approximately 28,000 respondents followed up by two reminders over a two-week period. In total, the survey received nearly 600 responses. Results of the survey can be found in the accompanying report *Family-Facing Professionals Body of Knowledge Survey Report* as well with select findings in Appendix 2.



# The Family Engagement Core Competencies

The eight competencies within this report are grounded in the idea that learning is not simply about internalizing facts and knowledge. Instead, learning is a process that is dynamic and active, and involves the continual immersion in the language, practice, and use of core ideas and beliefs in the subject at hand.<sup>17</sup> The eight core competencies are also rooted in the premise that learning is collaborative and communal. Learning is deeply embedded in our cultural, historical, social, relational, and political settings.<sup>18</sup> It is also built from the idea that as individuals learn to be part of a field, and enter different organizational systems, there is value to naming, identifying, interrogating, and eradicating inequities of power that exist in the larger systems in which they engage.<sup>19</sup>

For this reason, our eight inter-related competencies are grouped into four main domains representing what family-facing professionals do:

**Reflect:** Family-facing professionals actively reflect. They examine, respect, and value the cultural and linguistic diversity of families and communities and explore and honor with families how children develop, grow, and change from birth through adulthood. They also embrace equity throughout family engagement. They look inward to develop cultural humility as well as reflect on how history and social contexts impact systems and influence family and community engagement.

**Connect:** Family-facing professionals connect with families and communities. They build trusting relationships with families based on mutual respect and understanding. Family-facing professionals also actively connect to the wider community in which families live in order to better understand and know the community and its resources. They facilitate connections to these resources and support the growing of social networks.

**Collaborate:** Family-facing professionals collaborate with families around student learning and development. They leverage the connections and relationships they've developed to co-construct and develop curriculum, programs, services, and policies with families, as well as partner with families around individual children's social and academic learning goals and curiosities.

**Lead:** Family-facing professionals lead alongside families. They take part in the broader family engagement field, constantly working to improve their practice, as well as advocate for systems change to champion equity in partnership with families and communities.

See Table 1. for the competencies within each domain.

## A few notes on these domains:

First, we stress the importance of viewing these domains collectively. They do not reflect linear progressions or modular discrete elements of what family-facing professionals need to know, be able to do, and believe. Instead, it is in the synergy, interrelated, overlapping cycling of these competencies that such learning can emerge. From this perspective, development in family engagement knowledge, skills, and stance requires family-facing professionals to build awareness and understanding in each domain. It then requires slowly deepening competency in each of the domains and being able to combine multiple competencies and domains in practice. This engagement in turn leads to mastery which involves a fully consistent, holistic, and integrated practice across all areas.

Second, these domains loosely align to the “4Cs” of the Dual Capacity Building Framework.<sup>20</sup> The Dual Capacity Framework suggests that family-facing professionals who successfully engage families have the capabilities, connections, cognitions, and confidence to practice family engagement. We suggest that in the Family Engagement Core Competencies, the domain of “reflecting” corresponds to the Dual Capacity Framework’s theme of cognitions (a person’s assumptions, beliefs, and worldview). The domain of “connecting” within the Family Engagement Core Competencies aligns with that of connections in the Dual Capacity Framework (important relationships and networks). The domain of “collaboration” in the Family Engagement Core Competencies is in line with that of capabilities in the Dual Capacity Framework (human capital, skills, and knowledge). And finally, the domain of “leading” directly links to that of confidence (individual level of self-efficacy) in the Dual Capacity Framework.

Finally, while it is important for family-facing professionals to be well-prepared for their roles, family engagement is not their responsibility alone. Family engagement is everyone’s role within an organization. In order for the family engagement process to work effectively, organizations need to have conditions in place that support family-facing professionals in their work. This includes funding for family and community engagement, time, professional learning opportunities, and scheduling so that family engagement is integrated and sustained. In other words, family-facing professionals’ individual autonomy and competence is nested within the context in which they live and work, and the resources made available to them.

**Table 1. The Family Engagement Core Competencies by Domain**

<b>Reflect</b>	<b>Connect</b>	<b>Collaborate</b>	<b>Lead Alongside Families</b>
<p><b>1. Respect, Honor, and Value Families</b></p> <p>a. Examine, respect, and value the cultural and linguistic diversity of families and communities</p> <p>b. Explore, understand, and honor with families how children develop, grow, and change from birth through adulthood across settings, and how these changes affect families</p>	<p><b>3. Build Trusting Reciprocal Relationships with Families</b></p> <p>a. Cultivate mutual trust</p> <p>b. Communicate effectively</p> <p>c. Create welcoming environments</p> <p>d. Reach out actively to families, especially those who might be most underserved</p>	<p><b>5. Co-Construct Learning Opportunities with Families</b></p> <p>a. Build upon family knowledge as resources for learning</p> <p>b. Join together with families for planning, implementing, and evaluating learning opportunities and services</p>	<p><b>7. Take Part in Lifelong Learning</b></p> <p>a. Identify and participate as a member of the family engagement profession</p> <p>b. Engage in professional learning to grow family engagement knowledge and skills</p> <p>c. Use data to assess, evaluate, and improve family and community engagement</p>
<p><b>2. Embrace Equity Throughout Family Engagement</b></p> <p>a. Look inward to develop cultural humility, cognitive flexibility, and perspective-taking skills to practice anti-bias and equitable family and community engagement.</p> <p>b. Reflect on how history and social context influence family engagement systems and practices</p>	<p><b>4. Foster Community Partnerships for Learning and Family Wellbeing</b></p> <p>a. Build community partnerships to support children and families</p> <p>b. Establish systems to expand how families link to community resources</p> <p>c. Cultivate social support networks and connections among families</p>	<p><b>6. Link Family and Community Engagement to Learning and Development</b></p> <p>a. Develop data systems that are accessible to each and every family</p> <p>b. Create conversations around developmental and academic progress</p> <p>c. Expand on family learning in the home and community</p>	<p><b>8. Advocate for Systems Change</b></p> <p>a. Identify and examine new and existing policies and practices to further family and community engagement</p> <p>b. Champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes</p> <p>c. Reframe the conversation around family and community engagement to expand public understanding</p>

# THE EIGHT FAMILY ENGAGEMENT CORE COMPETENCIES



# REFLECT

## Competency 1

### Respect, Honor, and Value Families

Family-facing professionals respect, honor, and value families. To do this, they actively reflect upon, examine, honor, and value the cultural and linguistic diversity of families and communities.<sup>21</sup> They study and become grounded in the history and evidence base behind family and community engagement in education. They also compare, contrast, assess and critique a range of definitions, frameworks and approaches to apply to family engagement practice. For example, they understand the distinction among terms like “parent involvement,” “family involvement,” “family engagement,” and “family learning.”

Family-facing professionals think about their own upbringing and appreciate and value the strengths that all families bring to their children’s learning regardless of education status, household configuration, immigration status, political view, gender, race, abilities, ethnicity, class, sexual orientation, age, health or other status. Moreover, they consider and recognize that family engagement varies across cultures based on cultural perspectives or individual histories and prior experiences, including experiences with discrimination.<sup>22</sup> Accordingly, they examine and value the multiple and diverse roles that caregivers and family members play in children’s lives – from being a parent, to being an advocate, teacher, supporter, or monitor. Finally, they analyze and understand how family geography, community, culture, socioeconomic status, and language shape learning.

Family-facing professionals explore, understand and honor the diverse ways that children develop, grow, and change from birth through adulthood across settings, and how these changes affect families. They reflect upon and understand how family engagement differs across ages and stages (e.g., infancy, early childhood, adolescence, and young adulthood) and use developmentally appropriate family engagement strategies. Family-facing professionals contemplate and recognize how different learning contexts (e.g., home, religious institutions, early childhood, school, library, afterschool programs) contribute to child and family learning and wellbeing and are primed to create linkages to these settings. As such, family-facing professionals celebrate and focus on lifelong learning for the whole family. For example, they recognize that as children grow and develop so too do the responsibilities and roles that families play in children’s upbringing.

Family-facing professionals seek to learn from, inquire, and collaborate with families of children with special needs and who are differently-abled. They also give thought to, and appreciate, the variety of languages families speak and how multilingualism is a competence to be nurtured and grown. Family-facing professionals also examine and understand the unique circumstances that each family may face such as caring for family members with special needs, children from migrant families, children with incarcerated loved ones, or families experiencing homelessness.

# Respect, Honor, and Value Families

<p><b>a. Examine, respect, and value the cultural and linguistic diversity of families and communities</b></p>	<p><b>b. Explore, understand, and honor with families how children develop, grow, and change from birth through adulthood across settings, and how these changes affect families</b></p>
<ul style="list-style-type: none"> <li>i. Study and become grounded in the history and evidence behind family and community engagement in education and compare, contrast, assess and critique definitions, frameworks and approaches to apply to family engagement practice.</li> <li>ii. Think about, appreciate, and value the strengths that all caregivers and families bring to their children’s learning regardless of education status, household configuration, immigration status, political views, gender, race, abilities, ethnicity, class, sexual orientation, age, health or other status.</li> <li>iii. Consider and recognize that family engagement varies across communities and cultures based, in part, on cultural perspectives and is shaped by individual histories and prior experiences.</li> <li>iv. Examine and value the multiple and diverse roles that caregivers and family members play in children’s lives – from being a parent, to being an advocate, teacher, supporter, or mentor.</li> <li>v. Analyze and understand how family geography, community, culture, socioeconomic status, and language shape learning.</li> </ul>	<ul style="list-style-type: none"> <li>i. Reflect upon and understand how family engagement varies across ages and stages (e.g., infancy, early childhood, adolescence, and young adulthood) and use developmentally-appropriate family engagement strategies.</li> <li>ii. Contemplate and recognize how different learning contexts (e.g., home, religious institutions, early childhood, school, library, afterschool programs) contribute to child and family learning and wellbeing.</li> <li>iii. Celebrate and focus on lifelong learning for the whole family.</li> <li>iv. Give thought to and appreciate the variety of languages families speak and the ways diverse languages enrich children’s thinking and learning.</li> <li>v. Inquire and seek to learn and collaborate with families of children with special needs and who are differently-abled.</li> <li>vi. Examine and understand the unique circumstances that each family may face such as caring for family members with special needs, children from migrant families, children with incarcerated loved ones, or families experiencing homelessness.</li> </ul>



# REFLECT

## Competency 2

### Embrace Equity Throughout Family Engagement

Family-facing professionals embrace equity throughout family and community engagement. To do this, family-facing professionals look inward to develop cultural humility, cognitive flexibility, and perspective taking skills to practice anti-bias and equitable family and community engagement. Cultural humility is “a process of reflection and lifelong inquiry, [that] involves self-awareness of personal and cultural biases as well as awareness and sensitivity to significant cultural issues of others. Core to the process of cultural humility is... deliberate reflection of values and biases.”<sup>23</sup> Cognitive flexibility refers to the idea that complex, real-world, novel situations do not lend themselves to generic advice or steps to follow to lead to solutions. Instead, cognitive flexibility addresses the ability to hold multiple, sometimes competing, ideas and perspectives in mind, and to adapt and problem-solve accordingly.<sup>24</sup> Perspective taking is the ability to put oneself in another person’s shoes, see their point of view, and consider their lived experience. Perspective taking is important to family facing professionals as it promotes empathy, decreases stereotyping, and creates stronger social bonds with others.<sup>25</sup>

To develop these skills, family-facing professionals interrogate their biases and actively and continuously work to shift mindsets and stereotypes they might have about families and communities. Research has shown that our biases influence family-facing perceptions of families, the expectations they hold, the opportunities they afford, and the decisions they make. The negative repercussions of these biases are disproportionately experienced by Black, Indigenous, and Latinx children, and children with disabilities.<sup>26</sup> When family-facing professionals spend time in deep listening conversations with families and their community in open responsive dialogue, family-facing professionals are more able to put themselves in family and community members’ shoes. They also become better equipped to develop and hone problem-solving skills to cultivate partnerships and resolve conflicts. Family-facing professionals take a stance to become lifelong

learners alongside families, not as the experts, and they analyze and adopt a strengths-based approach to see families through an asset, not deficit, lens and put families and their child(ren) first.

Family-facing professionals also reflect on the historical roots of inequities and how history and social context influence family engagement practices and systems. Family-facing professionals study and recognize that schools and society have historically granted or withheld respect, honor, attention, privileges, resources, and benefits to educators, schools, and communities based on their socioeconomic status, race, ethnicity, gender, identity/expression, religion, immigration status and language. They hear and examine the difficult truths regarding how historically nondominant families have too often been treated as onlookers in the project of education and learning, how their expertise and cultural capital are ignored or devalued, and how efforts to engage families too often are assimilatory in nature.<sup>27</sup> Family-facing professionals seek to explore and understand the explicit conditions (e.g., policies, practices, structures, and resource distribution flows), semi-explicit conditions (relationships and power dynamics), and implicit conditions (individual beliefs, dispositions, and ways of thinking) that contribute to these inequitable experiences.<sup>28</sup>

Accordingly, family-facing researchers actively reach out to families and communities who are often the most underserved to understand their perspectives, hopes, and desires, and use this knowledge to authentically collaborate and build relationships. They also identify and recognize the trauma, due to racial and social experiences, that children, youth, families, and educators face, to create safe and brave spaces for healing and learning. To address these traumas, they explore and create awareness of, and connections with, initiatives and programs within schools and community agencies that promote racial and social justice.

# Embrace Equity Throughout Family Engagement

<p><b>a. Look inward to develop cultural humility, cognitive flexibility, and perspective-taking skills to practice anti-bias and equitable family and community engagement</b></p>	<p><b>b. Reflect on how historical and social contexts influence family and community engagement systems and practices</b></p>
<ul style="list-style-type: none"> <li>i. Interrogate biases and actively and continuously work to shift mindsets and stereotypes they might have about families and communities.</li> <li>ii. Put themselves in families’ and community members’ shoes.</li> <li>iii. Develop and hone problem-solving skills to promote partnerships and resolve conflicts.</li> <li>iv. Take a stance on becoming lifelong learners alongside families, not as the experts.</li> <li>v. Analyze and adopt a strengths-based approach to see families through an asset, not deficit, lens and put families and their children first.</li> </ul>	<ul style="list-style-type: none"> <li>i. Study and recognize how schools and society have historically granted or withheld respect, honor, attention, privileges, resources, and benefits to educators, schools, and communities based on their status, race, and language.</li> <li>ii. Actively reach out to families and communities who are often the most underserved to understand their perspectives, hopes, and desires, and use this knowledge to tailor engagement that supports each family.</li> <li>iii. Identify and understand the traumas, due to racial and social experiences, that children, youth, families, and educators face, to create safe and brave spaces for healing and learning.</li> <li>iv. Explore and create awareness of, and connections with, initiatives and programs within schools and community agencies that promote racial and social justice.</li> </ul>





# CONNECT

## Competency 3

### Build Trusting Reciprocal Relationships with Families

Relationships are at the heart of family and community engagement.<sup>29</sup> Family-facing professionals build trusting reciprocal relationships with families through a process of cultivating trust, communicating effectively, building welcoming, safe, and brave environments, and actively reaching out to families. To cultivate mutual trust with families, family-facing professionals approach relationships with a sense of purpose and deep conviction that stronger relationships benefit children and youth. They value families by making time for them, respecting their past experiences, creating feelings of belonging, keeping their word, showing attention and appreciation, and listening and honoring their ideas. They see families without judgment as competent, valuable, and engaged, even if such qualities are not visible, and they persist with engagement as a priority and meet families where they are.

Building trusting relationships also requires family-facing professionals to communicate effectively. Family-facing professionals engage in regular, transparent, reciprocal, collaborative communication with families that is frequent, responsible, proactive, and personalized. They utilize different modes of communication technologies that meet the needs of all families (e.g., text, surveys, websites, paper, phone

calls, and class meetings). They listen to and value what families have to say, and negotiate differences or conflicts with humility and an openness to change and learn. Family-facing professionals also make extra efforts to communicate with families whose languages they do not share using interpreters, electronic language translation software, and other tools. Finally, family-facing professionals have professional communication skills to effectively communicate with a range of stakeholders about children's diverse needs.

To build trust, family-facing professionals create welcoming environments for families and the community. They create environments (both inside and outside the brick-and-mortar building) that are welcoming and inviting, and that embrace and uphold the diverse cultures of families. For example, they meet families in their homes and community spaces. They also use books, resources, and digital materials that reflect the languages and cultures of families. Finally, family-facing professionals reach out actively to families in the home and community to create authentic, effective, and supportive relationships. They make invitations personalized, proactive, individualized, and tailored to families' circumstances.

# Build Trusting Reciprocal Relationships with Families

a. Cultivate mutual trust	b. Communicate effectively	c. Create welcoming environments	d. Reach out actively to families, especially those who might be most underserved
<ul style="list-style-type: none"> <li>i. Enter relationships with families with a sense of purpose and deep conviction that stronger relationships benefit children and youth.</li> <li>ii. Value families by making time for them, respecting their past experiences, creating feelings of belonging, keeping your word, showing attention and appreciation, and listening and honoring their ideas.</li> <li>iii. See families without judgement as competent, valuable, and engaged, even if such qualities are not visible, and persist with engagement as a priority.</li> <li>iv. Meet families where they are.</li> </ul>	<ul style="list-style-type: none"> <li>i. Engage in regular, transparent, reciprocal, collaborative communication with families that is frequent, responsible, proactive, and personalized.</li> <li>ii. Utilize different modes of communication technologies that meet the needs of all families (e.g., text, surveys, websites, paper, phone calls, class meetings).</li> <li>iii. Listen to and value what families have to say.</li> <li>iv. Negotiate differences or conflicts with humility and an openness to change and learn.</li> <li>v. Make extra efforts to communicate with families whose languages they do not share using interpreters, electronic language translation, and other tools.</li> <li>vi. Have professional communication skills and effectively communicate with a range of stakeholders.</li> </ul>	<ul style="list-style-type: none"> <li>i. Create environments (both inside and outside the brick-and-mortar building) that are welcoming and inviting, and that embrace and uphold the diverse cultures of families.</li> <li>ii. Use books, resources, and digital materials which reflect the languages and cultures of families.</li> </ul>	<ul style="list-style-type: none"> <li>i. Actively reach out to families in the home and community to create authentic, effective, and supportive relationships.</li> <li>ii. Make invitations personalized, proactive, individualized, and tailored to families' circumstances.</li> </ul>



# CONNECT

## Competency 4

### Foster Community Partnerships for Learning and Family Wellbeing

Family engagement takes place across a multitude of settings, including homes, schools, and community spaces, as well as libraries, after-school programs, and museums. Of the over 6,000 waking hours that children and youth have available to them each year, only 1,000 of those are spent in schools, leaving nearly 80% of their time free to learn and explore their curiosities in community learning spaces.<sup>30</sup> Accordingly, family-facing professionals build community partnerships to support children and families. They map community assets to become aware of resources within a community and value these assets as critical supports for themselves and families. They then develop partnerships with community and cultural partners (e.g., religious institutions, schools, afterschool programs, libraries, community-based organizations) in alignment with the needs of families and their children. They also establish trust within the community.

Family-facing professionals also establish systems to expand how families are able to access community

resources. They share information about how families might connect and take advantage of community resources. They also share resources with families, in easily accessible and understandable formats, for learning opportunities outside of school that children and youth might benefit from (e.g., afterschool programs, library programs, science and music programs). Finally, they work collaboratively to support and promote wrap-around and integrated delivery systems and “one-stop” hubs for community learning and support.

Family-facing professionals also cultivate social support networks and connections among families. These social supports enhance family wellbeing which is critical for child and youth development. They take time to connect families to one another to build social networks (e.g., classroom meetings, resource rooms, sharing mobile numbers, creating a classroom website or social networking page). And they work to bring diverse communities together for essential conversations.

# Foster Community Partnerships for Learning and Family Wellbeing

<b>A. Build community partnerships to support children and families</b>	<b>b. Establish systems to expand how families link to community resources</b>	<b>c. Cultivate social support networks and connections among families</b>
<ul style="list-style-type: none"> <li>i. Map community assets to become aware of resources within a community and value these assets as critical supports for themselves and families.</li> <li>ii. Develop partnerships with community and cultural partners (e.g., religious institutions, afterschool programs, libraries, community-based organizations) in alignment with the needs of families and their children.</li> <li>iii. Establish trust within the community.</li> </ul>	<ul style="list-style-type: none"> <li>i. Share information and guidance for how families might connect and take advantage of community resources.</li> <li>ii. Share resources with families, in easily accessible and understandable formats, for learning opportunities outside of school that children and youth might benefit from (e.g., afterschool programs, library programs, science and music programs).</li> <li>iii. Work collaboratively to support and promote wrap-around services, integrated delivery systems, and “one-stop” hubs for community learning and support.</li> </ul>	<ul style="list-style-type: none"> <li>i. Take time to expand families’ connections to one another to build social networks (e.g., classroom meetings, resource rooms, sharing mobile numbers, creating a classroom website or social networking page).</li> <li>ii. Work to bring diverse communities together for essential conversations.</li> </ul>



# COLLABORATE FOR LEARNING

## Competency 5

### Co-Construct Learning Opportunities with Families

Family-facing professionals do not attempt to transmit their own values and activities to the home; rather, they intentionally work with families to develop curriculum, services, resources and programs. Family-facing professionals build upon family knowledge as resources for learning and in this way students see learning through their unique culture and community, learn about who they are, their history and understand that their world is relevant and matters. When children and youth see their families, schools, and communities in authentic, meaningful collaborations, it supports their learning and development, inspires motivation, cultivates critical thinking, strengthens cultural identities and creates safe spaces for each and every child.<sup>31</sup> Family-facing professionals utilize a variety of methods, such as online and in-person surveys, needs assessments, interviews, focus groups, home visits, photovoice, and more, to make visible families' funds of knowledge.<sup>32</sup> Funds of knowledge is a term that underscores how family-facing professionals can activate and capitalize on building on the strengths of students and their families as resources for learning.

Family-facing professionals then use these funds of knowledge to co-construct with families culturally sustaining, authentic, dynamic, and relevant learning experiences that can take place in schools or programs, at home, or in the community. They create regular, authentic, and intentional opportunities to elevate what families want for their child's learning, both in schools and in the community.<sup>33</sup>

Family-facing professionals join with families in planning, implementing, and evaluating learning opportunities and services. They actively invite families, children and youth to curriculum and program planning, especially those who are most underserved, taking extra efforts to show all families that their input is needed and appreciated, regardless of socioeconomic and educational backgrounds, language, race, gender, or religion. They also invite families to lead in areas they are familiar with and experts in, taking care to ensure that these opportunities are accessible linguistically and culturally, and without jargon.

# Co-Construct Learning Opportunities with Families

<b>a. Build upon family knowledge as resources for learning</b>	<b>b. Join together with families in planning, implementing, and evaluating learning opportunities and services</b>
<ul style="list-style-type: none"> <li>i. Utilize a variety of methods (e.g., online and in-person surveys, needs assessments, interviews, focus groups, home visits, photovoice, and more) to make visible families' funds of knowledge.</li> <li>ii. Use these funds of knowledge to co-construct with families culturally sustaining, authentic, dynamic, and relevant learning experiences that can take place in schools or programs, at home, or in the community.</li> <li>iii. Create regular, authentic, and intentional opportunities to elevate what families want for their child's learning, both in schools and in the community.</li> </ul>	<ul style="list-style-type: none"> <li>i. Actively invite families, children and youth to curriculum and program planning, especially those who are most underserved, taking extra efforts to show each family that their input is needed and appreciated, regardless of socioeconomic and educational backgrounds, language, race, gender, religion.</li> <li>ii. Invite families to lead in areas they are familiar with and experts in, taking care to ensure that these opportunities are accessible linguistically and culturally, and without jargon.</li> </ul>



# COLLABORATE FOR LEARNING

## Competency 6

### Link Family and Community Engagement to Learning and Development

Family engagement is a collaborative approach which centers on increasing student success academically and socially in school and beyond. For this reason, collecting data, and determining how data are shared among families, schools, and communities, are an essential part of what family-facing professionals do.<sup>34</sup> Family-facing professionals develop data systems that are accessible to every family. For example, educators make individualized student data (e.g., work samples, portfolios, assignments, grades, standardized scores) readily convenient and available to families, with frequent and real-time updates on how children and youth are growing and progressing. Family-facing professionals working in settings that do not collect individual data, for example, libraries, afterschool programs, or district offices, can support families in understanding overall district and school-wide data trends. Family-facing professionals share these data through multiple methods (e.g., digitally, on paper, through conversations, parent teacher conferences, academic parent teacher teams) and ensure that families are familiar with any digital platforms being utilized.

Family-facing professionals communicate developmental progressions and academic progress in clear and understandable ways by creating

conversations around data. They engage with families in dialogue around developmental progressions in language, literacy, mathematics, and social-emotional development. They also support families by communicating the academic progress of the families' children in clear and visual ways (e.g., accessible in various languages, without acronyms, jargon, or research terms). Family-facing professionals make data understandable and easy to interpret so that families are able to see how their children are progressing across time, in relation to standards, and in relation to other children in their cohort.

Finally, family-facing professionals expand on family learning in the home and community. They co-design with families a range of activities that reinforce and expand on family learning with an eye toward involving whole-family discussions so that families can engage in the activities in ways they'd prefer. They provide families with ideas and practices they might use to expand their repertoire to support learning in the home and community. Even more, they link families to additional learning supports in the community that are aligned to children's individualized learning goals and curiosities.

# Link Family and Community Engagement to Learning and Development

a. Develop data systems that are accessible to families	b. Create conversations around developmental and academic progress	c. Expand on family learning in the home and community
<ul style="list-style-type: none"> <li>i. Ensure that individualized student data (e.g., work samples, portfolios, assignments, grades, standardized scores) are accessible to families, with frequent and real-time updates on how children and youth are growing and progressing.</li> <li>ii. Share data with families reciprocally with honesty and trust through multiple methods (e.g., digitally, on paper, through conversations, parent teacher conferences, academic parent teacher teams) and ensure that families have full access to any digital platforms being utilized.</li> <li>iii. Create systems for families to share ongoing reflections and data on their children.</li> <li>iii. Share school-level data with families.</li> </ul>	<ul style="list-style-type: none"> <li>i. Engage with families in dialogue around developmental progressions in language, literacy, mathematics, social-emotional development, and other learning domains.</li> <li>ii. Communicate academic progress in clear and visual ways (e.g., accessible in various languages, without acronyms, jargon, or research terms).</li> <li>iii. Make student data understandable and easy to interpret so that families are able to see how their children are progressing over time, in relation to standards, and in relation to other children in their cohort.</li> </ul>	<ul style="list-style-type: none"> <li>i. Co-design with families activities that reinforce and expand on family learning with an eye toward involving whole-family discussions so that families can engage in the activities in ways they'd like.</li> <li>ii. Provide families with ideas and practices they might use to expand their repertoire to support learning in the home and community.</li> <li>iii. Link families to additional learning supports in the community that are aligned to children's individualized learning goals and curiosities.</li> </ul>





# LEAD ALONGSIDE FAMILIES

## Competency 7

### Take Part in Lifelong Learning

Family-facing professionals are part of a broader field and profession and consequently need ongoing support and guidance throughout their careers to hone and improve their craft.<sup>35</sup> To do so, they identify and participate as members of the family engagement profession and work collaboratively with colleagues within and across schools and organizations to create community-wide family engagement visions and initiatives. They also join associations and other peer networks for support, networking, and professional learning.

Family-facing professionals engage in ongoing, active, job-embedded professional learning to grow their family engagement knowledge and skills. They do this independently and alongside families to stay up-to-date on cutting-edge resources, research, approaches, and practice trends. They take advantage of professional learning opportunities virtually or in-

person, share their good ideas for family engagement with others through mentorship, leadership, and modeling, and learn to use and embrace new technologies to support family engagement.

Family-facing professionals also use data to assess, evaluate, and improve family engagement practices. Family-facing professionals stay well-versed in effective methods to collect, analyze, and transparently share data for family and community engagement. They use data to evaluate, assess, review, and measure their family engagement practice and to make improvements both at the individual and program-wide-level. They use data ethically and ensure such data are representative of diverse members of the community. Finally, they support efforts to continually assess parents' changing needs and take action based on families' responses.

## Take Part in Lifelong Learning

<b>a. Identify and participate as a member of the family engagement profession</b>	<b>b. Engage in professional learning to grow family engagement knowledge, dispositions, and skills</b>	<b>c. Use data to assess, evaluate, and improve family and community engagement</b>
<ul style="list-style-type: none"> <li>i. Work collaboratively with colleagues within and across schools and organizations to create community-wide family engagement visions and initiatives.</li> <li>ii. Join associations and other peer networks for support, networking, and professional learning.</li> </ul>	<ul style="list-style-type: none"> <li>i. Engage in continuous professional learning independently and alongside families to stay up to date on cutting-edge resources, research, approaches and practice trends.</li> <li>ii. Attend professional learning opportunities virtually or in-person.</li> <li>iii. Share their good ideas for family engagement with others through mentorship, leadership, and modeling.</li> <li>iv. Learn to use and embrace new technologies to support family engagement.</li> </ul>	<ul style="list-style-type: none"> <li>i. Stay well-versed in effective methods to collect, analyze, and transparently share data for family and community engagement.</li> <li>ii. Use data to evaluate, assess, review, and measure their family engagement practice and to make improvements both at the individual and program-wide-level.</li> <li>iii. Use data ethically and ensure data are representative of diverse members of the community.</li> <li>iv. Support efforts to continually assess parents' changing needs and take action based on families' responses.</li> </ul>



# LEAD ALONGSIDE FAMILIES

## Competency 8

### Advocate for Systems Change

Inequitable distribution of high-quality learning opportunities, both in and out of schools, along with systemic racism that is deeply entrenched in many policies and practices, make advocating for systems change an increasingly important role of family-facing professionals.<sup>36</sup> Family-facing professionals are often called upon to use their power and prestige to work in partnership with families to abolish policies that are unjust. Family-facing professionals identify and examine policies and practices that advance (or inhibit) family and community engagement for all families. For example, they work to eradicate overdue library fine policies that disproportionately impact and deter segments of the population. Or they work to transform policies and conditions that make it so too few teachers of color enter the profession. Advancing family engagement also means creating new policies to implement conditions that ensure that family engagement is successful, from staffing, time, and professional learning opportunities to appropriate funding and resources.

Family-facing professionals attend leadership meetings (e.g., board meetings, parent leadership meetings) to understand issues in relation to families and support efforts to create policies for family engagement. They analyze organizational, school, district, and federal educational and family policies (e.g., special education, testing, suspension, language access, civil rights) as they support or hinder family and community engagement and work to remove barriers and rebuild policies that are just and equitable. Family-facing professionals advise families of their rights in the school and community including as they relate to

bilingual education, ENL programs, special education, and other programs or offerings. Moreover, they advocate for federal, state, and local funding to be expended on family and community engagement to establish infrastructure, including staffing, professional development, program materials, and physical space.

Family-facing professionals champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes. They cultivate families' knowledge and skills to participate fully and equitably in decision-making processes and as advocates. They support families advocating for the rights of children with individualized educational plans and other legally mandated learning supports. They also support families' need for access to information and support during times of transition (e.g., transition to preschool, kindergarten, middle school, high school, and college) and transitions throughout specialized programs (e.g., gifted and talented, special needs). Finally, they ensure that all families are included in decision-making for their own children and work with parent leaders who are engaged in shared leadership at the school and system level.

Last, family-facing professionals reframe the conversation around family and community engagement. They develop and share their vision for family engagement and communicate and frame the field of family engagement in a professional way that the public can understand and attend to. They also develop and share a vision for family engagement that enacts partnership-driven and equity-focused practices.

# Advocate for Systems Change

<p><b>a. Identify and examine new and existing policies and practices to further family and community engagement</b></p>	<p><b>b. Champion equity as an essential element of family and community engagement and stand with families for equitable educational systems and outcomes</b></p>	<p><b>c. Reframe the conversation around family and community engagement to expand public understanding</b></p>
<ul style="list-style-type: none"> <li>i. Support and advance policies and organizational conditions that ensure that family engagement is successful, from staffing time and professional learning opportunities to appropriate funding, budgeting, and resources.</li> <li>ii. Attend leadership meetings (e.g., board meetings, parent leadership meetings) to understand issues and support efforts to create policies for family engagement.</li> <li>iii. Analyze organizational, school, district, and federal educational and family policies (e.g., special education, testing, suspension, library fines, costly after school programming, language access, civil rights) as they support or hinder family and community engagement and work to remove barriers and rebuild policies that are just and equitable.</li> <li>iv. Advise families of their rights in the school and community including as they relate to bilingual education, ENL programs, and special education.</li> <li>v. Prioritize and advocate for federal, state, and local funding to be expended on family and community engagement to establish infrastructure, including staffing, professional development, program materials, and physical space.</li> </ul>	<ul style="list-style-type: none"> <li>i. Cultivate families’ knowledge and skills to participate fully and equitably in decision-making processes and create structures and systems that open doors to them.</li> <li>ii. Support families advocating for the rights of children with individualized educational plans and other legally mandated learning supports.</li> <li>iii. Support families’ need for access to information and support during times of transition (e.g., transition to preschool, kindergarten, middle school, high school, college) and transitions throughout specialized programs (e.g., gifted and talented, special needs).</li> <li>iv. Ensure that all families are included in decision-making for their own children and work with parent leaders who are engaged in shared leadership at the school and system level.</li> </ul>	<ul style="list-style-type: none"> <li>i. Communicate and frame the field of family engagement in a way that the public can understand and attend to.</li> <li>ii. Develop and share a vision for family engagement that enacts solidarity-driven and equity-focused practices.</li> </ul>



# Family-Facing Professional’s Reflection Tool

This self-assessment asks you to think about how you **reflect, connect, collaborate, and lead**.

The first column presents questions around how family-facing professionals reflect, connect, collaborate, and lead.

The second column asks you to consider your level of proficiency in these areas. You can rate your practice from 1-5: ("I do not do this at all" to "I do this all the time").

The third column prompts you to think about the ways you might improve.

	Proficiency	Ways to Improve
<b>REFLECT</b>		
<p><b>How do I respect, value, and honor families?</b></p> <p>Ask yourself: In what ways do I respect and value the cultural and linguistic diversity of families and communities? How do I understand and honor families regarding how children develop, grow, and change from birth through adulthood across settings, and how might these changes affect families?</p>	1 2 3 4 5	
<p><b>How well do I champion equity through family and community engagement?</b></p> <p>Ask yourself: How do I demonstrate cultural humility? How do I utilize cognitive flexibility, and perspective taking skills to practice anti-bias and equitable family and community engagement? In what ways do I see history and social context influencing family engagement systems and practices?</p>	1 2 3 4 5	
<b>CONNECT</b>		
<p><b>How well do I build trusting reciprocal relationships with families?</b></p> <p>Ask yourself: In what ways do I cultivate mutual trust with families? How do I communicate with families? How do I create welcoming environments? In what ways do I reach out to families, especially those who might be most underserved?</p>	1 2 3 4 5	

*This tool is inspired by "Assessing Family Engagement in Your Library" developed by M. Elena Lopez, Bharat Mehra & Margaret Caspe published in A Librarian’s Guide to Engaging Families in Learning (Libraries Unlimited, 2021).*

<p><b>How well do I foster community partnerships for learning and family wellbeing?</b></p> <p>Ask yourself: What are the community partnerships that support children and families? How do I expand ways for families to access these resources? How am I cultivating social support networks and connections among families?</p>	1 2 3 4 5	
<b>COLLABORATE</b>		
<p><b>How well do I co-construct learning opportunities with families?</b></p> <p>Ask yourself: How do I build from family knowledge as resources for learning? How do I join with families for planning, implementing, and evaluating learning opportunities and services?</p>	1 2 3 4 5	
<p><b>How well do I link family and community engagement to learning and development?</b></p> <p>Ask yourself: How do I ensure that data are accessible to every family? How do I create conversations around developmental progressions and academic progress in clear and understandable ways? How do I expand on family learning in the home and community?</p>	1 2 3 4 5	
<b>LEAD</b>		
<p><b>How well do I take part in lifelong learning?</b></p> <p>Ask yourself: How do I identify and participate as a member of the family engagement profession? How do I engage in professional learning to grow my family engagement knowledge and skills? In what ways do I use data to assess, evaluate, and improve family engagement practice?</p>	1 2 3 4 5	
<p><b>How well do I advocate with families for system change?</b></p> <p>Ask yourself: How do I identify and examine new and existing policies and practices to advance family and community engagement for all families? In what ways do I champion equity in my family and community engagement practice? How do I help reframe the conversation around family and community engagement to expand public understanding?</p>	1 2 3 4 5	

# Appendix 1. Standards Alignment

NAFSCE reviewed a set of 15 professional standards from various organizations to understand how family, school, and community partnerships are represented within them. The organizational standards reviewed are in Table 1. The standards varied by audience and purpose. Therefore, the goal of this cross-walk is to elevate the commonality across the standards and draw out the comprehensive nature of what educators need to know and be able to do, and believe, to have a strong foundation in family engagement. We recognize that these documents do not represent the universe of those available, but were chosen because of their ubiquity in the field, commonality of use, or had been recommended to us. We commit to adding documents to this review across time and welcome responses for edits, additions, and changes.

Table 1. List of Reviewed Standards by Organization, Audience, and Purpose

Organization	Audience	Purpose
<b>Association of Teacher Educators</b>	<b>Teacher educators</b>	<p><b>Standards for Teacher Educators</b></p> <p>The Association of Teacher Educators developed these standards to describe how teacher educators impact the education of teachers. Standard 2 and Standard 6 address family and community engagement competencies.</p>
<b>Council for Exceptional Children</b>	<b>Education candidates in the field of Special Education</b>	<p><b>Initial Practice-Based Professional Preparation Standards for Special Educators (Initial K-12 Standards)</b></p> <p>The Council for Exceptional Children prepared these standards to guide the preparation of educators who will be working with students in kindergarten through 12th grade. Standards 1, 2, 6 and 7 address family and community engagement competencies.</p>
<b>Council for the Accreditation of Educator Preparation</b>	<b>Completers graduating from a K-6 Elementary Educator Preparation Program</b>	<p><b>CAEP 2018 K-6 Elementary Teacher Preparation Standards (Initial Licensure Programs)</b></p> <p>The Council for Accreditation of Educator Preparation developed these educator preparation standards to outline what completers graduating from a K-6 elementary educator preparation program should know and be able to do. Standard 1 addresses family and community engagement competencies.</p>
<b>Council of Chief State School Officers</b>	<b>PK-12 Teachers</b>	<p><b>InTASC: Model Core Teaching Standards and Learning Progressions for Teachers 1.0</b></p> <p>The Council of Chief State School Officers, through its Interstate Teacher Assessment and Support Consortium (InTASC), developed these standards to outline what teachers should know and be able to do to promote student success. Standards 1, 2, 3, 7, 8, 9 and 10 address family and community engagement competencies.</p>
<b>Office of Head Start</b>	<b>Staff and Supervisors Who Work with Families</b>	<p><b>Head Start and Early Head Start Relationship-Based Competencies for Staff and Supervisors Who Work with Families</b></p> <p>The Office of Head Start developed this resource to outline the competencies for staff working with families in Head Start and Early Head Start programs. Standards 1, 2, 3, 4, 5, 6, 7, 8 and 9 address family and community engagement competencies.</p>

List of reviewed standards continued

Organization	Audience	Purpose
<b>The National Association for the Education of Young Children</b>	<b>Early Childhood Educators (0-8)</b>	<p><b>Professional Standards and Competencies for Early Childhood Educators</b></p> <p>The National Association for the Education of Young Children developed these standards to outline the core competencies early childhood educators will ideally demonstrate to promote the development and learning of young children. Standards 1, 2, 3 and 6 address family and community engagement competencies.</p>
<b>National Association of School Psychologists</b>	<b>School Psychologists</b>	<p><b>The Professional Standards of the National Association of School Psychologists</b></p> <p>The National Association of School Psychologists developed these standards to guide education, credentialing, professional practice and ethical behavior of school psychologists. Standards 1, 2, 5, 6, 7, and 8 address family and community engagement competencies.</p>
<b>National Board for Professional Teaching Standards</b>	<b>Early Childhood Teachers</b>	<p><b>Early Childhood Generalist Standards</b></p> <p>The National Board for Professional Teaching Standards developed these standards to articulate the actions that accomplished teachers utilize to advance student learning. Standards 1, 2, 3, 4, 5, 6, 7, 8, and 10 address family and community engagement competencies.</p>
<b>National Council on Family Relations</b>	<b>Family Life Educators</b>	<p><b>Standards &amp; Criteria Certified Family Life Educator Designation</b></p> <p>The National Council of Family Relations created this document to highlight the knowledge, skills, and abilities included within the examination for the Certified Family Life Educator (CFLE) designation. Standards 1, 2, 3, 6, 7, 8 and 10 address family and community engagement competencies.</p>
<b>National Education Association</b>	<b>Teacher Leaders</b>	<p><b>The Teacher Leadership Competencies</b></p> <p>The National Education Association, in collaboration with The National Board for Professional Teaching Standards, and the Center for Teaching Quality, developed these competencies to frame a vision for teacher leadership. The Instructional Leadership Competency; Diversity, Equity, and Cultural Competency; and the Association Leadership Competency address family and community engagement.</p>
<b>National Policy Board for Educational Administration</b>	<b>Institutions undergoing accreditation for educational leadership programs</b>	<p><b>National Educational Leadership Preparation (NELP) Program Recognition Standards: District Level</b></p> <p>The National Policy Board for Educational Administration developed these standards to specify what novice leaders and program graduates should know and be able to do after completing a high-quality educational leadership preparation program. Standard 5 and 7 address family and community engagement competencies.</p>
	<b>Educational leaders</b>	<p><b>Professional Standards for Educational Leaders</b></p> <p>The National Policy Board for Educational Administration developed these standards to outline the core competencies for educational leaders - including principals and assistant principals - to build successful schools and promote student learning. Standards 8, 9, and 10 address family and community engagement competencies.</p>



List of reviewed standards continued

Organization	Audience	Purpose
<b>National Family Support Network</b>	<b>Family Strengthening &amp; Support Stakeholders</b>	<b>Standards of Quality for Family Strengthening and Support</b> The National Family Support Network developed these standards as a tool for planning, providing, and addressing quality family support services. Standards ED 1, 2, 3; FC 2, 3, 4; and CB 1, 3 address family and community engagement competencies.
<b>National Parent Teacher Association</b>	<b>PTA leaders, parents, and schools</b>	<b>National Standards for Family School Partnerships</b> The National PTA developed these standards to empower PTA leaders, parents, educators, and schools to work together for the educational success of children and youth. Standards 1, 2, 3, 4, 5 and 6 address family and community engagement competencies.
<b>Teachers of English to Speakers of Other Languages</b>	<b>Teacher education programs that prepare candidates for their first TESOL credential</b>	<b>Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs</b> Teachers of English to Speakers of Other Languages (TESOL) developed these standards to outline the competencies necessary to prepare PreK-12 TESOL effectively in the United States. Standards 2, 3, 4, and 5 address family and community engagement competencies.

To review the full crosswalk visit: <https://nafsce.org/page/corecompetencies>. Please note that we have made every attempt to ensure the accuracy and reliability of the information provided in the crosswalk, however, readers are encouraged to use this crosswalk as a foundation for their own research into any particular organization's requirements and should not rely solely on the information contained in this report. In cases where organizations put forth multiple standards documents for different age groups we have reviewed the standards for early childhood/elementary students because that is where family engagement was most frequent.

# Appendix 2. Results from NAFSCE's 2021

## Family Facing Professionals Body of Knowledge Survey

### Survey Purpose

The purpose of the *Family Facing Professionals Body of Knowledge Survey*<sup>37</sup> was to collect information to help shape the *Family Engagement Core Competencies: The Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals*, and to help guide professional learning opportunities and the development of a credential. Surveyed family-facing professionals were asked to provide feedback on the eight core competencies represented in the present report.<sup>38</sup> More specifically, respondents were asked to provide feedback on these eight competencies in respect to: (1) the importance of the competencies to the role of family-facing professionals, (2) the extent to which competencies were covered in training for their family-facing role, and (3) family-facing professionals' perceived need for additional training or credentialing in each of the competencies.

Survey invitations were sent to NAFSCE's e-news subscriber list on October 7, 2021, and results were collected over an approximately two-week period through the online survey platform, SurveyMonkey. To prompt additional responses, reminder emails were sent on October 18th and 20th to those invited to complete the survey. NAFSCE also highlighted the survey at the National Family Engagement Summit held in Norfolk VA from October 13th- 15th which was attended in-person by many in that region. In total, the survey received 678 responses. After data cleaning to remove respondents who only answered initial demographic questions, the final sample size was 582.

### Demographics

Feedback was received from family-facing professionals across a variety of roles. The most common roles are school-based coordinator/family liaison (18%), nonprofit agency staff (16%), and district-level management or staff (14%). Nine percent are educators (early childhood or k-12). Responding family-facing professionals work with children from infants to high school aged children. Elementary school is the age group worked with most often (69%), while infants aged 0-2 are less common (30%). There is crossover between age groups with 60% indicating that they work with children in more than one of these age groups. Responding family-facing professionals most commonly work with urban communities, followed by suburban. Most respondents are well experienced in family-facing roles. Specifically, 59% have worked in family-facing roles for more than decade, with one third indicating that they have more than 20 years' experience (34%). However, feedback was also received from less experienced family-facing professionals; 20% have less than 5 years' experience. A total of 83% of surveyed family-facing professionals hold a bachelor's degree or higher qualification, with 43% holding a master's degree and 12% holding a doctorate. Nearly all respondents (98%) have completed at least some college. Most respondents are based in the United States and are most concentrated in the South Atlantic region (27%).

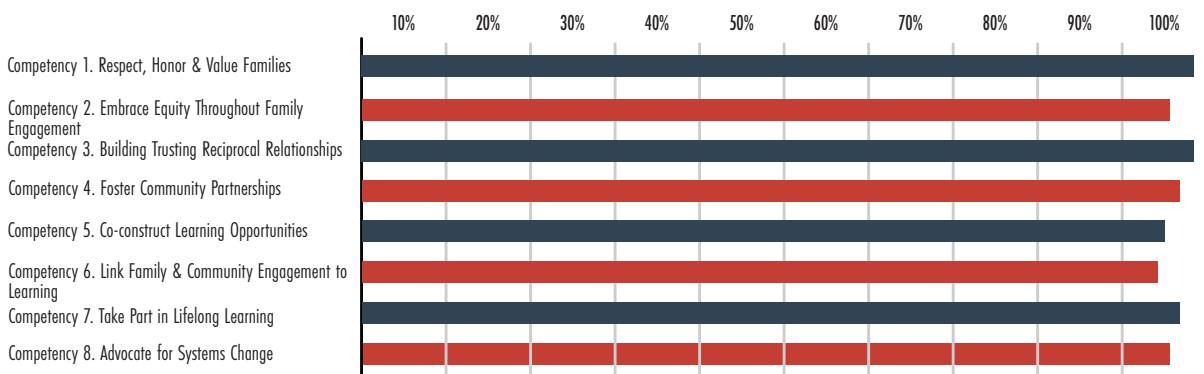
## Competency Performance

Each of the evaluated competencies is performed by more than 90% of surveyed family-facing professionals, with most performed by more than 95%. Analysis of data by demographics found that the proportion of respondents indicating that they do

not perform competencies was less than 10% for all competencies in all respondent groups. This finding suggests that the eight competencies outlined are well aligned with the roles that family-facing professionals perform.

## Competency Performance

% of who perform

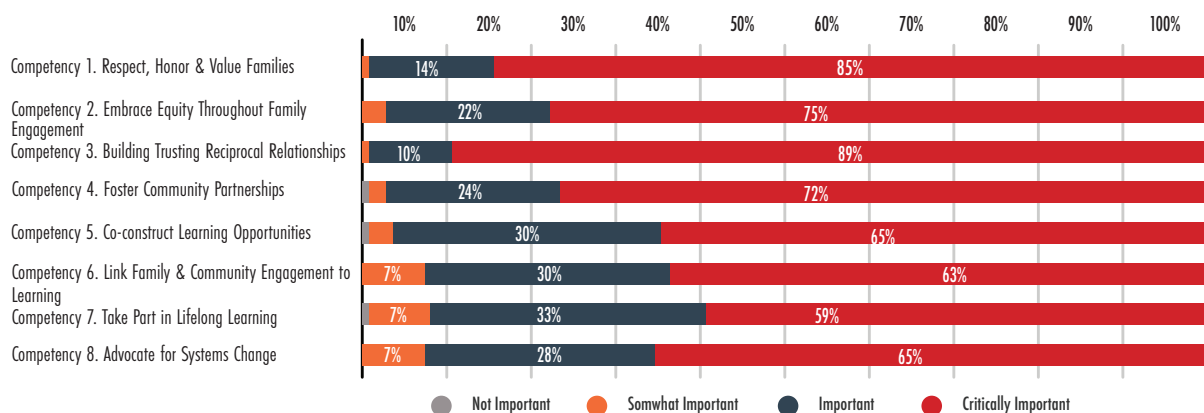


## Competency Importance

In addition to being performed by most family-facing professionals, each of the outlined competencies carry a high degree of importance to their roles. Each of the eight competencies was rated as being either important or critically important by more than 90% of respondents, and critically *important* by a majority. In

particular, 89% indicated that Competency 3: Build Trusting Reciprocal Relationships With Families is critically important to their role, and 85% attributed critical importance to Competency 1: Respect, Honor, And Value Families.

## Competency Importance

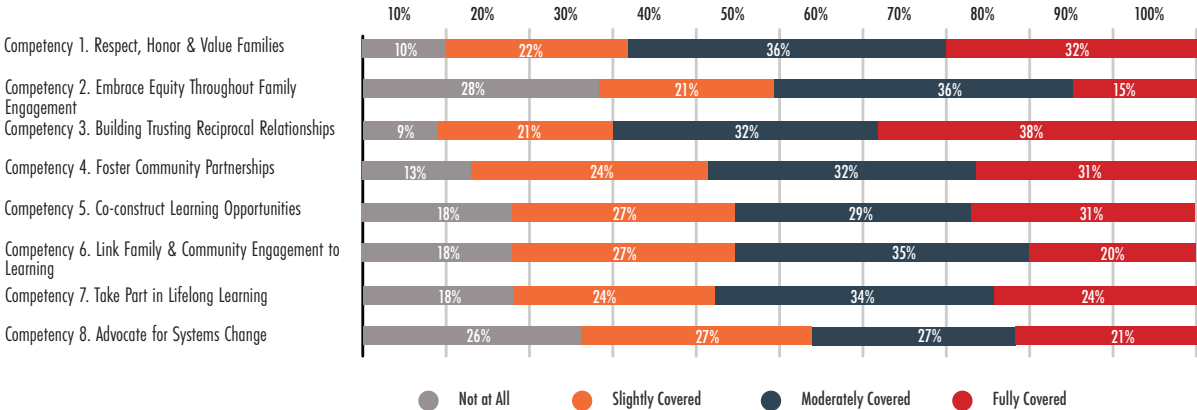


## Competency Preparation

Surveyed family-facing professionals were then asked how well prepared they were when they began their family-facing roles. They were asked to rate the extent to which their pre-service or professional training covered each of the eight competencies. The results suggest that many professionals are underprepared when they commence working in family-facing roles. For each competency, fewer than 40% of respondents indicated that the content was fully covered by their training. Between 30% and 53% of respondents indicated that competencies were either only slightly covered, or not covered at all in their pre-service or professional training.

Family-facing professionals are most well prepared in relation to Competency 3: Build Trusting Reciprocal Relationships With Families (70% moderately or fully covered), followed by Competency 1: Respect, Honor, and Value Families (67%), and Competency 4: Foster Community Partnerships for Learning and Family Wellbeing (63%). They felt least prepared in relation to Competency 8: Advocate for System Change. Only 21% felt that this was fully covered, while more than half indicated that this was either not covered at all (26%) or only slightly covered (27%).

## Competency Preparation



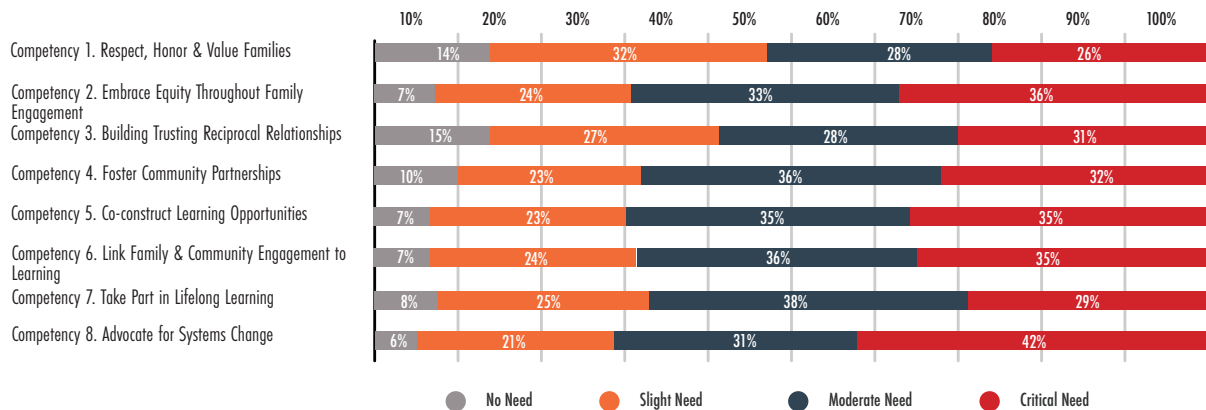
## Training or Credentialing Need

Respondents were asked to rate the extent to which they feel they have a need for training or credentialing in each of the eight competency areas. Most responding family-facing professionals feel that they have some degree of need for training in each of these areas, with a majority indicating that they have either moderate or critical need for training in each area.

Competency 8: Advocate for System Change is the competency with the greatest training or credentialing

need. Around three quarters of respondents indicated that they have at least moderate need for training in this area, with 42% describing their need as critical. Each of the remaining competencies was rated as a critical training need by 26-36% of respondents and moderate or critical need by 54-69%.

## Training Need



## Notes

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37. The findings presented here are abridged from the full report developed by Mickie Rops Consulting. For the full report visit: <https://nafsce.org/page/corecompetencies>.
38. Note that based on feedback from the survey and the final review process, competency 2 was renamed from "Champion Equity Throughout Family Engagement" to "Embrace Equity Throughout Family Engagement."