


# The Student and Family Engagement Spectrum

The rubric was created using research, strategies and best practices from [The Community Engagement Spectrum, New Orleans Youth Alliance](#)- Youth Engagement Checklist, [Institute for Educational Sciences Toolkit for Community and Family Engagement](#), [Hanover Community Engagement Strategies](#), and Beloved Community's own [equity tool suite](#) and [Family Experiences Continuum](#). The rubric was evaluated against Tema Okun's [Characteristics of White Supremacy Culture](#).

*Note that for ease, the word "parent" is used for biological, adoptive parents, and any primary caregiver of the student.*

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| Value Alignment               | What is your philosophy/value statement around shared voice/shared power for students and parents? Where do you want to be on the <a href="#">The Community Engagement Spectrum</a> with each stakeholder and how does this align with your philosophy around engagement and shared voice shared power? |  |   |  |   |
| COMMUNITY ENGAGEMENT SPECTRUM |   |  |   |  |   |
|                               |   | Informing  | Consulting  | Involving  | Collaborating   |
| Description                   | Providing balance and objective information about new programs or services and about the reasons for choosing them  | Inviting feedback on alternatives, analyses, and decisions                         | Working with community members to ensure that their aspirations and concerns are considered at every stage of planning and decision-making. | Enabling community members to participate in every aspect of planning and decision making. Community members actively produce outcomes | Community members have sole decision-making authority over new programs or services and lead work to implement solutions. |
|                               | We will keep you  | We will listen to  | We will   | We will co-create  | We will support your  |

| Communication Style |   | informed  | your input and feedback  | engage you as partners to implement solutions   | and co-produce solutions with you.  | decisions and work to implement solutions  |
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| Stakeholder         | General Inquiring Questions   | Suggested Activities  |  |   |   |  |
| Students            | <ul style="list-style-type: none"> <li>Where are we currently on the spectrum?</li> <li>Where do we want to be?</li> <li>What do students need to know to prepare them for the level of engagement where we want to be?</li> <li>How do we ensure that students have the knowledge/tools that they need to engage?</li> <li>What policies and practices need to change in order to increase shared voice/shared power?</li> <li>Are students engaged in ALL programs that they may be affected by?</li> <li>What power may have to cede/shift in order to increase student shared voice/shared power?</li> <li>Do you have a clear values statement around student engagement and shared voice/shared power?</li> <li>Do you have clear belonging data on your students?</li> </ul> | <p>Students always have the most current information about their academic progress.</p> <p>Ensure that there are effective lines of information going to the students.</p> <p>Access to information can be measured</p> <p>Information about new programs/processes/services include the “why” “what” and “how” of the program/process/service.</p> <p>Students know how and when they will be informed every step of the way.</p> <p>There is clarity on</p> | <p>Ensure that there are effective feedback loops to and from power agents to the students.</p> <p>Feedback loop effectiveness can be measured</p> <p>Decide when and where a representative sample of students (i.e. student panel/leadership) will be engaged or the entire student body.</p> <p>Ensure that there is diversity of student voice</p> | <p>There are active and effective ways of determining student needs prior to inception of planning and decision making. (i.e. focus groups, round tables, surveys, open ended surveys).</p> <p>Changes or decisions for new programs/processes/services are directly informed by student needs as the primary “why”.</p> <p>Students have a mechanism</p> | <p>Students have a seat at the table during leadership meetings.</p> <p>Students have an active vote in decision making including programs, services, and hiring of student-facing staff members.</p> <p>Students work with leadership on achieving program/service goals.</p> <p>Students have an active role in the assessment process (academic and behavioral).</p> <p>Students</p> | <p>Curriculum is directly influenced by student interests</p> <p>Students have ownership of learning spaces with the support of faculty/leadership</p> <p>Students have ownership of discipline/restorative processes co-facilitated by staff</p> <p>Students have an active role in student facing staff hiring.</p> <p>Student have active role in determining professional development goals for staff</p> <p>Students have active role in determining learning goals/metrics</p> <p>Students are given opportunities to represent school issues to larger decision-making bodies (local/state/federal)</p> |

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|                            |   | how, when, and where feedback will be garnered and how.  | <p>represented along multiple demographics including academic achievement, discipline/behavior, and special education statuses.</p> <p>Students are informed on input/feedback mechanisms and how and when their input/feedback will be used.</p> <p>Students set goals for their own learning</p> | <p>for suggesting new programs and services</p> <p>Students have a mechanism for giving feedback on teacher and staff performance</p> <p>Students have a mechanism for “rating” schools (i.e. bi-directional report cards)</p> | <p>co-create physical learning spaces</p> <p>All student celebrations are co-created and co-facilitated with students</p> <p>Students participate in the creation or evolution of value statements regarding shared voice/shared power</p> | representatives)   |
| <b>Parents/Care givers</b> | <ul style="list-style-type: none"> <li>Where are we currently on the spectrum with parent engagement ?</li> <li>Where do we want to be?</li> <li>What do parents need to know to prepare them for the level of engagement where we want to be?</li> <li>What types of DEI learnings do parents need in order to participate?</li> <li>How are you ensuring that you are centering the needs of parents with marginalized</li> </ul> | <p>Parents always have the most current information about their child’s academic status</p> <ul style="list-style-type: none"> <li>Grades are entered on a timely basis</li> <li>Parents know when there is a test/quiz in advance</li> <li>Knowledge of academic</li> </ul> | <p>There is a direct channel of communication between individual parents and school staff members</p> <p>Parent collaboration is encouraged by the school</p>  | <p>There are active and effective ways of determining parent preference and garnering input prior to inception of planning and decision making. (i.e. focus groups, round tables,</p>  | <p>Parent representatives have a seat at the table during leadership meetings.</p> <p>Parents have an active vote in decision making including programs, services, and hiring of</p>   | <p>Parents have active role in determining learning goals for their students</p> <p>Parents have an active role in determining discipline/restorative processes co-facilitated by staff</p> <p>Parents have an active role in student facing staff hiring.</p> |

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|  | <p>identities?</p> <ul style="list-style-type: none"> <li>• What policies and practices need to change in order to increase shared voice/shared power?</li> <li>• What power may have to cede/shift in order to increase shared voice/shared power with parents?</li> <li>• Do you have a clear values statement around parent engagement and shared voice/shared power?</li> <li>• Do you have clear data on parent belonging? Do parents believe that they are heard/respected</li> </ul> | <p>status is measured and improved when needed</p> <p>Parents are notified of the “why” “what” and “how” of any policy/practice change or of new services prior to their delivery/implementation</p> <p>Parents are notified of any behavioral infraction that warrants a punishment and staff give clear and concise information about the incident and the terms of the punishment.</p> <p>Parents are notified (via class newsletter, teacher communique) of the subject matter and homework on a weekly basis.</p> <p>Parents are routinely informed of all school programs, eligibility requirements, and any relevant information in a way that is measurable.</p> | <p>All parents are knowledgeable of school-based parent organizations and how they can be involved.</p> <p>Schools intentionally involve a diversity of parents in school-based parent organizations (across SES, education level, child academic and behavior status, child special education status, etc.)</p> <p>Parent organization members have transparent, valid, and effective process of obtaining consensus amongst all parents</p> <p>Effectiveness of</p> | <p>surveys, open ended surveys).</p> <p>Parents have a mechanism for suggesting new programs and services</p> <p>Parents have a mechanism for giving feedback on teacher and staff performance</p> <p>Parents have a mechanism for “rating” schools (i.e. bi-directional report cards)</p> | <p>student-facing staff members.</p> <p>Parents work with leadership on achieving program/service goals.</p> | <p>Parents are given opportunities to represent school issues to larger decision-making bodies (local/state/federal representatives)</p> |
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|  |  | <p>Communications are culturally relevant, use a variety of modes of communication, and are offered in the home language.</p> <p>Parents are informed of staff changes as soon as possible</p> <p>Parent information guidelines are clearly stated</p> <p>Parents are invited to share in relevant professional development learnings with school staff</p> | <p>parent leadership is measured to the extent that other parents feel that they are adequately represented.</p> <p>There is clear data to show that parents believe that they are heard.</p> <p>There is data to show that parents feel that feedback is welcome</p> <p>There is clear data to show that parents give consistent feedback</p> <p>Parents know when and how their feedback/input will be used</p> |  |  |  |
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Created by: <https://www.wearbeloved.org/>

**References & Resources:**

[The Community Engagement Spectrum](#): Adapted from the International Association for Public Participation ([www.iap2.org](http://www.iap2.org)) and the Community Engagement Toolkit from Collective Impact Forum for Community Solutions.

[New Orleans Youth Alliance](#)- Youth Engagement Checklist- retrieved from <https://static1.squarespace.com/static/5a5fb5adb1ffb6cb741dbee5/t/5defe8618594a9745b8f273e/1576003809004/NOYA+Authentic+Youth+Engagement+Checklist>

[Institute for Educational Sciences Toolkit for Community and Family Engagement](#)

[Hanover Community Engagement Strategies](#),

Beloved Community [Equity Tool Suite](#) and [Family Experiences Continuum](#).

Tema Okun's [Characteristics of White Supremacy Culture](#).