



New York State Education Department
Office of Special Education
Educational Partnership



Understanding, Assessing, and Increasing Educational Organization (EO) Capacity for Family Engagement

Developed by the Technical Assistance Partnership (TAP) for Equity at New York University (NYU)

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Disclaimer

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Our Staff



Today's Facilitators

Introductions

- Name
- Role
- District
- School
- Population Served

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth – Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Culturally Responsive-Sustaining Education (CR-SE)



Welcoming and Affirming
Environments



Inclusive Curriculum
and Assessment



High Expectations and
Rigorous Instruction



Ongoing Professional
Learning

Training Objectives

Participants will be able to:

- describe the importance of family and community engagement and its impacts on student success,
- understand the Family Engagement Core Competencies,
- assess and analyze family engagement processes and practices in their EO, and
- implement changes in order to improve outcomes for students and families.

Agenda

- Welcome
 - Introduction, Community Invitations, Blueprints
 - Training Objectives, Agenda, Materials
- Understanding Family Engagement
- The National Association for Family, School and Community Engagement (NAFSCE)
- The Family Engagement Core Competencies
 - Activity: Competency Jigsaw
- Assessment and Planning
- Wrap Up and Closing

Participant Materials

- Understanding, Assessing, and Increasing Educational Organization (EO) Capacity for Family Engagement
 - Presentation slides
- NAFSCE *Family Engagement Core Competencies: A Body of Knowledge, Skills, and Dispositions for Family-Facing Professionals*
 - Framework document, including competencies, research, and tools
- Ohio Statewide Family Engagement Center *Family and Community Partnerships Reflection Tool for Family-Facing Professionals*
 - Assessment, reflection, and planning tool aligned to the framework

Slide Marker Icons



Understanding Family Engagement

Opening Reflection



“Family engagement, the concept of schools partnering with families to help them support their children’s learning and development, is not new, but the pandemic brought its importance front and center. Research shows that parent involvement at home has more than double the impact on student test scores than parents’ education level or socioeconomic status. Family engagement is also a critical factor for equity in education, which demands our attention.”

Ambica Kapur, Carnegie Program Officer for Education

What is Family Engagement?

“**Family engagement** is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.”

NAFSCE, n.d.

“**Family-school collaboration** refers to two-way communication, home-school coordination, and joint problem-solving between families and educators to make educational decisions for the purpose of supporting student success.”

Garbacz et al., 2019 in NAFSCE, n.d.



Family involvement and family engagement are different.

How would you define each term?






Do your EO's family engagement processes align more with involvement or engagement?

“Parent involvement and family engagement both include interactions with families. The difference is that with family engagement these interactions occur in the context of an ongoing and collaborative relationship. Meaningful relationships get us closer to effectively partnering with families. When we understand the differences between parent involvement and family engagement, we can make better choices about practices and activities[.]”

The Impact of Family Engagement

Research has shown that family engagement results in:

- Increased student **achievement** 
- Improved **attendance** 
- Decreased **behavior** incidents 
- Improved **social-emotional skills** 
- Increased **graduation** rates 

Foundations of Family Engagement

Key Components:

- Get to know families: learn their family composition, strengths, challenges, and experiences.
- Build positive relationships: establish trust and mutual respect.
- Meaningfully involve families: create opportunities for families to collaborate with educators.



Recognize and Acknowledge Power Differences

In a majority of United States (U.S.) schools, the demographics of teachers and leaders do not reflect those of the community – racially, ethnically, linguistically, socioeconomically, or in educational attainment.

- Families from marginalized communities may feel pressured to assimilate.
- Families may be intimidated by professional standing and roles.
- Families may have had their own traumatic experiences in schools.
- Families who are undocumented may feel they cannot speak up due to fear of retribution.

Partnerships are a two-way street.

- Educators should be learning from families as much as they learn from schools.
- Educators must value the funds of knowledge of families.

Additional Barriers for Families of Students with Disabilities

Families of students with disabilities may face additional barriers from:

- increased stress navigating their child's needs;
- financial costs of supports and services;
- time spent navigating healthcare systems;
- navigating their emotions about their child's disability;
- differing cultural perspectives about disabilities;
- not understanding the special education system in schools and the related terminology; or
- lack of accessibility – physical, in communication, in transportation, and in policy.

Asset-Based, Equity-Driven, Culturally Responsive Family Engagement

Create systems that:

- value the knowledge of each family and treat them as the expert on their child(ren);
- specifically and strategically include families from nondominant community groups without tokenizing;
- make interactions meaningful and connected to student learning;
- build trust through collaboration and listening; and
- are ongoing throughout grade levels and subjects.



What makes an interaction with a family **meaningful**?

What are examples and nonexamples from your experiences?

NAFSCE

NAFSCE History

NAFSCE has continued the work of the National Family, School and Community Engagement Working Group (NWG), founded in 2009 and comprised of the leading researchers, advocates, and practitioners dedicated to advancing this work.

Since its founding, the NWG has advised Congress, the White House, and the U.S. Department of Education on family engagement policy and practice.

In 2014, the organization became the first national membership association focused solely on advancing family, school, and community engagement (FSCE).

NAFSCE Mission and Vision

- The **mission** of NAFSCE is to advance high-impact policies and practices for family, school, and community engagement, in order to promote child development and improve student achievement.
- NAFSCE's **vision** is a world where family engagement is universally practiced as an essential strategy for improving children's learning and advancing equity.



The Family Engagement Core Competencies

- NAFSCE created these competencies to identify and understand the **knowledge, skills, and dispositions** that family-facing professionals bring to forming strong family, school, and community partnerships.
- 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.
- The competencies are **oriented around social justice and equity** recognizing that learning is deeply embedded in our cultural, historical, social, relational, and political settings.

The Family Engagement Core Competencies

The Four Domains



Family-facing professionals actively **reflect**.



Family-facing professionals **connect** with families and communities.



Family-facing professionals **collaborate** with families around student learning and development.



Family-facing professionals **lead** alongside families.

The Family Engagement Core Competencies

Reflect	Connect	Collaborate	Lead
#1 Respect, Honor, and Value Families	#3 Build Trusting Reciprocal Relationships with Families	#5 Co-Construct Learning Opportunities with Families	#7 Take Part in Lifelong Learning
#2 Embrace Equity Throughout Family Engagement	#4 Foster Community Partnerships for Learning and Family Well-being	#6 Link Family and Community Engagement to Learning and Development	#8 Advocate for Systems Change

Activity 1



Jigsaw

- Each group will be assigned one of the eight Family Engagement Core Competencies
- Read over the description, sub-bullets, and examples
- Create a summary, which you will share with the larger group
- Add additional examples for implementation in your context(s)

Activity 1

Continued



Share Out

1. What are the key points of your group's section?
2. Which example from the framework resonated most with your group, and why?
3. What other examples did your group create?

Alignment with Other Frameworks

The goal of the NAFSCE document is not to replace existing works or standards, but rather, to **enhance, unite, and amplify** them.

The competencies align with many standards, including but not limited to:

- The Council for Exceptional Children (CEC), *Initial Practice-Based Professional Preparation Standards for Special Educators*
- Teaching English to Speakers of Other Languages (TESOL) International Association, *Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs*
- The National Parent Teacher Association (PTA), *Standards for Family-School Partnerships*
- The National Association of School Psychologists (NASP), *Professional Standards*
- The National Association for the Education of Young Children (NAEYC), *Professional Standards and Competencies for Early Childhood Educators*

The Dual Capacity Framework

- Dr. Karen Mapp's Dual Capacity Framework for Family-School Partnerships centers on The "4 Cs":
 - Capabilities (skills + knowledge)
 - Connections (networks)
 - Cognition (shifts in beliefs and values)
 - Confidence (self-efficacy)
- These 4 Cs loosely align to the 4 Domains in the NAFSCE Framework: reflect, connect, collaborate, lead



Discussion 1

- Which of the Family Engagement Core Competencies seems easiest to build capacity around?
- Which seems most challenging? Why?
- What might implementation look like in your context?

Assessment and Planning

Reflection Tool

The “Family and Community Partnerships Reflection Tool for Family-Facing Professionals” can be used by EO teams to assess their proficiency in each of the eight components

- Proficiency in each is rated on a scale of beginning (1) to accomplished (4)
 - EOs using the tool are encouraged to note evidence along with each rating
- Reflection questions for each Domain guide participants to note areas of strength and need, allowing the tool to be used for assessing needs and/or planning change efforts
 - This tool might be used annually for planning or multiple times throughout the year to progress monitor proficiency and needs

Activity 2



Self-Assessment

Complete the **Reflection Tool for Family-Facing Professionals**

- This can be completed individually or with peers from your EO
- Consider your level of proficiency in each area, rating your practice from 1 “I am beginning to do this” to 4 “I do this all the time”
- Use the evidence area to provide examples that back up your rating
- The questions after each section will help to plan improvements, especially for lower-rated items



Discussion 2

- Which area did you or your team rate highest? What evidence do you have for this rating?
- What was your biggest area of growth identified? What evidence do you have for this rating?
- What might improvement look like in your context? What are your next steps?

Wrap Up

Questions and Answers



Meeting Evaluation Survey

 [Link here](#)

Contact Us



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Knowledge > Skill > Opportunity



New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
for Equity

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