# Family & Community Engagement for Early Literacy Inventory



Partnerships for Literacy

# (DRAFT 6.12.18)

Guidance Documents in this series…

1. Building your school’s Partnerships for Literacy Team (P4L)
2. Family & Community Engagement for Early Literacy Inventory
3. Focused Discussions with Families
4. Creating a School Plan for Family and Community Engagement for Language and Literacy

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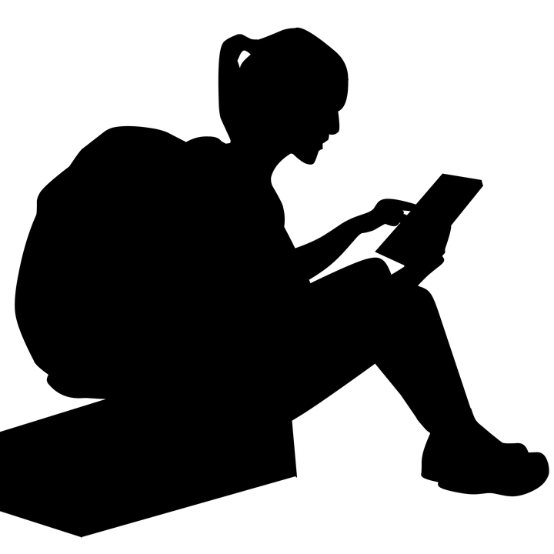
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## Introduction

The Family & Community Engagement for Early Literacy Inventory is designed to help school teams assess their school-wide, multi-tiered practices supporting family and community engagement for early literacy. Using this tool, teams assess the school’s current practices and reflect on the level of implementation and effectiveness within three areas of family and community engagement: communication, supporting literacy at home, and strategic community partnerships. Within the three sections, items are included for reflection on family engagement for children who need supplemental or intensive supports. Special attention is also given to supports for families of children who are English learners. Using the results of the inventory and other data sources, teams will develop a plan for school- and community-based strategies to build a sustained, multi-tiered system of supports for family engagement.

## Getting Started

This inventory is intended to be completed by a team of family members, teachers, administrators, and community partners. We call this team a *Partnerships for Literacy* team [insert link to team document], though the name of the team is not important. What *is* important is that the team includes family members who are representative of the diversity of families in your school, including families of children with disabilities, families of children receiving supplemental instruction, families who are new to the USA or who are learning English, families led by grandparents, foster parents, or parents who are in the military. It is also important that your team have teacher and administrator members who are actively working with families, and who actively implement language and literacy instruction and supports. The perspectives each family and staff member brings to the team will be critical to the validity of your Inventory data.

The inventory process will include sharing individual experiences and thoughts, group discussion, and consensus. The team members will decide together current practices that can be improved, expanded, changed, or eliminated. The goal is a plan of action steps to be implemented school-wide to support families as partners in the multi-tiered system of supports for students.

## School & Community and Home Practices

This inventory includes research-based school, community, and home practices that support early literacy. These practices are outlined in the table below.

| **School & Community Practices** | **Home Practices** |
| --- | --- |
| Communicate positive expectations for families and children. | Communicate high expectations for learning. |
| Encourage families to have fun with language and literacy. | Make reading and other literacy-building activities enjoyable. |
| Support literacy in home language; incorporate family culture and interests. | Use home language. |
| Help families understand child’s progress. | Communicate with child’s teacher. |
| Equip families to share reading, language and literacy at home; create roles for families that support literacy in the school. | Read stories and talk about them together; talk about letters and their sounds; draw pictures and write words and letters. |
| Provide families with books and other resources. | Visit the library and have books at home. |
| Citations: Boone, Wellman, & Schenker (2017); Richards-Tutor, Aceves, & Reese (2016) | Caspe & Lopez (2017) |

## Connect the Dots: Aligning this Inventory with Improvement Plans and Funds

The inventory is not a stand-alone resource, but should be used in conjunction with student literacy progress data, school climate data, and other sources of data available to the school. It aligns with the Reading Tiered Fidelity Inventory, allowing school teams to go deeper in their assessment of family engagement at all three Tiers of instructional support. The inventory also provides schools that receive Title I, Title III, and IDEA funding with a tool and process for including families in evaluating and developing a school plan for engaging families[[1]](#footnote-1).

## Directions

### **Select a facilitator**

Once a team of family members and school staff members is formed, select a facilitator who will be familiar with the inventory and will lead the team through discussions of each item.

### **Identify and remove barriers to accessing the meeting and materials**

Considering the team members, determine resources your team will need to allow each team member to participate fully. This may include, but is not limited to an interpreter, a meeting location and times convenient to everyone, childcare, or transportation[[2]](#footnote-2). If an interpreter is used, be sure to explain the role of the interpreter. For example, that the interpreter should be on the side “invisible” as the group communicates with the individual. The group should not talk to the interpreter.

### **Distribute this inventory to the team**

Distribute this Family & Community Engagement for Early Literacy Inventory to each team member or provide accessible ways for members to review the document. Depending on the team’s preference, the facilitator may read each item or allow team members to consider each item on their own. A snapshot of the [inventory items](#SnapshotofPractices) is included at the end of the inventory and can be used as a handout for team members. Reading the Guiding Questions (e.g., [Item 1’s guiding questions](#GuidingQuestions)) will provide more specific practices to think about.

### **Allow individuals time to reflect on the items**

As the team works through the items, team members should be given the chance to reflect on the items individually. Their responses should be based on their personal experiences and observations within the last year.

### **Rate the school’s practices on the two inventory rating scales**

For each item, team members should consider two ratings: first, their perspective and experience of the quality of the school’s current practices. In other words, how well does our school do this based on my experience with my classroom, my children, etc.? The second rating is a measure of how much this practice is conducted in the school. Is it practiced in every class, at every grade level, school-wide? One classroom? Not at all?

|  | Rating (circle one in each row) | | | |
| --- | --- | --- | --- | --- |
| Scale 1  (Quality) | Well Done | Acceptable | Needs Improvement | Not Yet |
| Scale 2  (Quantity) | School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### **Discuss as a team**

The facilitator will provide time for team members to discuss their individual responses with the rest of the team, citing their experience, examples, or evidence to support their selection. The facilitator should be careful to allow all members of the team to have a chance to share their perspectives. All viewpoints are important and needed. Encourage team members to take notes on their own copy, and to save it for future meetings.

### **Decide on final ratings for each item**

The facilitator should record the team’s responses and conduct an informal vote amongst the members to select one final rating that is agreeable for all team members.

### **Is additional information needed?**

When additional information is required to inform the rating for an item, the team should record this on the inventory and determine how the information will be gathered and the person(s) responsible to do so. Additional information can be gathered from school records, meetings with parent groups or staff, etc. (See *Focused Discussions with Families* document in this series).

### **Reflection questions and planning**

When all items on the inventory are completed, the school team can utilize the [reflection questions](#ReflectionQuestions) at the end and *Creating a School Plan for Family and Community Engagement for Language and Literacy* to develop a plan for action.

## Family and Community Engagement for Early Literacy Inventory

You school practices for…

## Communication

### Families are informed about their child’s language/literacy progress in a timely manner.

#### Guiding Questions

* Are families informed about their child’s progress regularly?  How often?
* Do teachers share information with families early in the school year about classroom language and literacy goals, how student progress will be measured, and their child’s language and literacy skills relative to grade-level standards?
* How well do families understand their child’s current status and trajectory for learning?
* Do teachers use a variety of effective communication methods (phone calls, text messages, written messages, and/or emails, communication Apps, face-to-face meetings) to share progress?
* Do families determine the preferred language and appropriate method of communication[[1]](https://mail.google.com/mail/u/0/#m_5617091502261063751__ftn1)?

#### Possible Sources for Evidence

* Examples of different formats of communication with families about child’s language and literacy progress
* Examples of classroom teacher communication
* Schedule of communication
* Family and teacher feedback about experience with information provided by teacher(s)

#### Notes:

| Rating (Circle one in each row): | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-wide | Some Grade Levels | Some Classrooms | Not Yet |

### School personnel communicate and model high, positive expectations for students’ academics and behavior to families.

#### Guiding Questions

* Are teachers communicating to families that their involvement in their children’s language and literacy development is expected and wanted?
* Do teachers believe that all families want to help their child and are capable? Have teachers helped families understand how they can communicate high expectations to their child (i.e., Growth Mindset language)?
* Do teachers work with parents/caregivers to build their confidence and understanding about how to help their child at home?

#### Possible Sources of Evidence

* Examples of classroom teacher communication
* Examples of whole-school communication
* Family and teacher feedback about experiences and perceptions of teacher(s) expectations for child

#### Notes:

| Rating (Circle one in each row): | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-wide | Some Grade Levels | Some Classrooms | Not Yet |

### Information about language and literacy sent to families from the school is understandable (e.g., 5 Areas of Literacy, standards, grade-level expectations).

#### Guiding Questions

* Have staff provided families with an accurate understanding of literacy and how core literacy instruction in the classroom supports literacy development?
* Are literacy concepts explained using visuals and understandable terminology on communication to families?
* Do teachers practice and revise their family communication methods to ensure all families can access, understand, and use the information?
* Are documents/messages translated or interpreted for families with a home language other than English, families who read braille, or families who read American Sign Language?

#### Possible Sources of Evidence

* Recent classroom-level or school-wide documents sent to families
* Individualized Education Program (IEP) Notices
* Family feedback
* School website or individual class webpages
* Records of communication using American Sign Language or other languages

#### Notes:

| Rating (Circle one in each row): | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### Communication about literacy is two-way. The school listens and learns from families, and also provides information to families.

#### Guiding Questions

* Are staff encouraged to have relationship-building time with families where they listen and learn about families?
* Do staff provide more than one, easily accessed format for families to provide feedback or ask questions, such as text, email, notes, or phone messages?
* Do teachers learn from families throughout the school year about their cultural or familial knowledge and skills and use this information to create appropriate and engaging literacy lessons for their students?
* Do the BLT/TBTs incorporate feedback from families into the school’s plans and share plans with families?
* How are teachers listening and learning from families in order to support consistency in behavioral and academic expectations between home and school?

#### Possible Sources of Evidence

* Family and teacher feedback documentation
* School-Wide Plan
* Descriptions of school-wide family engagement practices and policies
* Structure of “Back to School” Nights, Conferences, or Open Houses (Is there time for staff to listen to families?)
* BLT and TBT meeting notes

#### Notes:

| Rating (Circle one in each row): | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-wide | Some Grade Levels | Some Classrooms | Not Yet |

### Families who have home languages other than English are welcomed and encouraged to share their expectations and previous school experiences. They are provided with resources and supports for communicating with the school about their child’s language and literacy development. Language diversity is valued within the school.

#### Guiding Questions

* What languages do families speak at home and what languages do children speak with their friends? Have families been asked about their preferred method of communication?
* Do families learning English feel welcomed and valued? Are they seen as resources for language diversity within the school community?
* Does the school have a protocol for providing interpreters and translators for meetings with parents and avoid using classmates and siblings as interpreters? Are the translation/interpretation options working for teachers and families? Are interpreters with knowledge of the special education process available for IEP meetings?
* Do families with Limited English Proficiency understand and have access to online processes, communications, and resources used by the school?
* Is there an orientation to the local school system to familiarize families who are immigrants or refugees with the system, school, and staff?
* Does the school have an English learner program and Learning Plans for English learners?
* Do the school staff reflect the diversity of the families at the school? Does the school utilize staff with bilingual skills?
* Do staff understand and share with families the [Stages of Second Language Development](http://www.colorincolorado.org/article/language-acquisition-overview)?
* How do staff develop their knowledge about different languages/cultures/minority perspectives?
* Does the school incorporate and send home books in the home language of students?
* Are parent-to-parent support groups available for families learning English?

#### Possible Sources of Evidence

* Documentation of home languages of families of this school
* Record of translation and interpretation services utilized
* Descriptions of school-wide family engagement practices and policies (e.g., family literacy projects, dual language activities, having parents or community volunteers record multilingual stories)
* Notes from staff meetings on implications of language diversity for literacy development
* Feedback from families who have a home language other than English

#### Notes:

| Rating (Circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### When a child needs additional supports for reading skill development (Tier II), families are provided with school-based intervention plans for their child and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan.

#### Guiding Questions

* How are families informed about important supplemental instruction supports (e.g., S.M.A.R.T. goals, the Big Ideas of reading, new ways their child’s progress is going to be monitored, and how they can encourage literacy progress at home)?
* Are families of students receiving supplemental instructional services satisfied with the level of communication and support they receive?
* How involved are families of students identified as needing supplemental language and literacy supports in planning and decision-making for their child?
* Are all families – including families of English learners aware of the supplemental supports available? Is there a way for families to request these supports for their child?

#### Possible Sources of Evidence

* School-Wide Plan
* Descriptions of school-wide family engagement practices and policies
* Notes from meetings with families
* Family and teacher feedback about experiences

#### Notes:

| Rating (Circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### When a child is identified with intensive reading needs (Tier III), families are provided with school-based intervention programs for their child (e.g., IEPs) and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan.

#### Guiding Questions

* How involved are families of students with intensive reading needs in planning and decision-making for their child?
* Are parents/caregivers partners on the child’s support team? Is the school’s process intimidating for families? Are there intentional practices of the school team to help the families access the meetings and information, and to feel comfortable participating?
* Does the evaluation process include identifying perceived barriers for families to participate in the school?
* Do families perceive that they have high quality intervention choices that fit the needs of their child?
* Are interpreters with knowledge of the special education process available for IEP meetings?

#### Possibly Sources of Evidence

* Family feedback
* School-Wide Plan
* Descriptions of family engagement practices and policies for families of children receiving intensive supports

#### Notes:

| Ratings (Circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

## Supporting Early Language and Literacy at Home

### Literacy-building practices are provided to families for use at home.

#### Guiding Questions

* How does the school promote diverse literacy practices (reading, writing, conversation, drawing) at home?
* What accommodations and adaptations are made so all families can support their child’s literacy development in a way that meets their time, knowledge, and ability?
* Do teachers share ideas with families for how they can build literacy into everyday life?
* Do teachers model practices that support the five areas of literacy for families in person, via video, print, and other means? Do families have the opportunity to try out the practice?
* Do teachers provide developmentally targeted literacy information, support, and encouragement to all families in a variety of formats (e.g., print, video, Apps, modeling skills in person)?
* Are teachers supported/encouraged to make time during events/conferences at the school to share and model fun and simple literacy activities with families?
* Is all communication about literacy practices free of literacy jargon – easily understood and family friendly?

#### Possible Sources of Evidence

* Samples of activities provided by teachers for home use
* Family and teacher feedback
* Examples of videos, meetings, and other ways school personnel share literacy practices with families
* School-wide plan
* Descriptions of school events, meetings, on-line resources, etc. that directly support home-based language and literacy

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### Activities sent home are enjoyable for families to do together, brief, are an extension of content already learned in the classroom, and fit into the daily lives of families.

#### Guiding Questions

* Are activities sent home fun and engaging?
* Do staff members recognize home literacy practices other than daily book reading?
* Are they time-sensitive for families, given their busy schedules with after school activities, chores, dinnertime, sibling time, etc.?
* Are homework assignments a meaningful extension of literacy activities during school time?
* Do families get a choice of what activities they do at home?
* Is the role families have in regards to activities sent home clear? Are they expected to provide instruction? Monitor? Respond? Listen? Lead?
* Are families asked how they are already doing literacy-related activities with their child?
* Are families provided with a way to provide feedback on activities sent home? Do teachers use the feedback to improve the activities?
* Is the amount of time a family spends on activities sent home from school determined by the family?
* How do teachers ensure that activities at home do not lead to conflict between parents/caregivers and children?
* Do teachers ensure that children are not punished or held accountable if their parent/caregiver does not participate in an activity sent home?

#### Possible Sources of Evidence

* Sample activities/assignments from teachers sent home
* Family feedback
* Teacher reflections
* School-wide policies on “homework”
* Evidence that activities sent home are supporting student literacy progress

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### The school works to ensure that each child has access to books, writing supplies, and other resources at home to support their practice and to encourage routine literacy-building activities in everyday life.

#### Guiding Questions

* How does the school know if families have, and know how to use, books at home?
* Is there a school-wide system for ensuring the families of all children have access to books and writing supplies every day for home use? Are books made available to children based on their identified interests and culture?
* Do teachers share and demonstrate web-based educational language and literacy resources for families in the family’s home language? Are there school-wide resources and activities that can be shared online with families?

#### Possible Sources of Evidence

* Teacher and parent experiences
* Records of books and other resources provided to families
* School partnerships with community organizations that provide books and other literacy related materials to families in the community
* Local library reports of families accessing library resources

#### Notes:

| Ratings (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms` | Not Yet |

### When a child is identified for a literacy-related supplemental instruction (Tier II) Families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.

#### Guiding Questions

* How does the school inform families about their choices regarding supplemental supports? Do families with limited English have relationships with interpreters or school staff/bilingual aides?
* Are families empowered to try simple and fun strategies at home that are tailored to their child’s learning needs?
* Does the school learn from families about what interventions are more well received by their child?

#### Possible Sources of Evidence

* Tier II Policy
* Family feedback
* Sample Plan from Teachers

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### When a child is identified for literacy-related intensive support (Tier II), families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.

#### Guiding Questions

* How do families experience IEP meetings at the school? Do they feel supported, hopeful, and empowered with ideas from the school’s literacy professionals?
* Does the school provide parents/caregivers with community resources and web-based resources to support their child’s specific literacy needs?
* Are families fully included as partners and experts in designing their child’s IEP?

#### Possible Sources of Evidence

* Tier III Policy
* Family feedback
* Example home-based literacy and language practices

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

### Families learning English are encouraged to read and create a literacy rich environment at home. They are encouraged to speak/read in their home language.

#### Guiding Questions

* Is shared reading in the family’s home language encouraged?
* Are books, recordings, and/or other resources in the home language provided to families? Are translated books made available for home use?
* Are families encouraged to record stories or help their children write books (perhaps using two or more languages)?
* How does the school show families that their languages and other funds of knowledge are valued?
* Does the school include bilingual staff or use interpreters at school events that EL families attend?

#### Possible Sources of Evidence

* Teacher practices/work sent home
* English learners’ families’ feedback
* School events, communications and other practices honoring language and culture of families
* Multilingual/Multicultural school projects embedded in the curriculum

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |
| School-Wide | Some Grade Levels | Some Classrooms | Not Yet |

## Strategic Community Partnerships

### The school has partnerships with public, non-public, and Head Start early childhood education programs to promote shared reading and early language and literacy at home. This can include preschool, childcare, or home visiting programs.

#### Guiding Questions

* What is in place to ensure a seamless transition for children from early childhood programs to your school? Do teachers meet together from other buildings to discuss literacy during transition times?
* How are language and literacy expectations shared with families during the early childhood years so they are prepared once they arrive at the school?
* Does the school have a family transition plan with area early childhood education providers?

#### Possible Sources of Evidence

* List of early childhood partnerships and description of shared activities/communications
* Family feedback
* Transition plan developed by school and ECE programs

#### Notes:

| Ratings (Circle one) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |

### The school is a hub for literacy development, and brings in partnerships with community resources that support shared reading and language and literacy activities at home (e.g., afterschool programs, mentoring programs, ESL classes for families, summer programs, library, YMCA, churches, etc.).

#### Guiding Questions

* What current partnerships exist between the school and community resources to support language and literacy instruction or access to resources?
* Do partners have a stable point of contact at the school? Are partners aware of the literacy and language curriculum and how they can provide complementary supports?
* Are teachers/families aware of how community partner services will benefit literacy and language development? Do teachers ask families for feedback on the quality of services provided by partners?
* Does the school help families access the local public library for books, access to other media, and learning activities?
* What early literacy resources are available in the community? Where in the community could the school encounter families of young children in need of early literacy support (e.g., doctor’s offices/hospitals, bookstores/libraries, laundromats, immigrant service centers, refugee resettlement organizations, specific cultural organizations, religious organizations, health care centers)?

#### Possible Sources of Evidence

* List of community literacy partners
* List of events/services available to families
* Community partner representative feedback
* Family feedback

#### Notes:

| Rating (Circle one) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |

### Community partners build awareness and support for literacy in the community (literacy picnics, library events, guest-readers, etc.).

#### Guiding Questions

* Are community partners invited to share in the goals of advancing literacy and language development by attending school events and providing literacy-rich activities around the community?
* How are books and other literacy resources made available to families in the community? Are literacy resources available in all areas of the community?
* Are community events and supports for literacy multicultural/multilingual, incorporating the languages and culture of families in the community?

#### Possible Sources of Evidence

* List of community literacy events
* Positive perceptions of literacy/language among staff and families
* Family feedback

#### Notes:

| Rating (circle one) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |

### The school invites families to partner with them within the walls of the school to support early literacy and language development.

#### Guiding Questions

* Does the school create a variety of roles that fit a wide range of adults (Grandparents, fathers, foster parents, working mothers) for parents/caregivers to support language and literacy in the school?
* Are families empowered to engage in meaningful roles within the school that support language and literacy (e.g., decision-making about programs, interpretation/translation, classroom supports, mentors, cultural informants, or readers)?

#### Possible Sources of Evidence

* List of current roles held by families
* Teacher feedback on success/challenges associated with family roles in school/classrooms
* Family feedback on school’s communication about roles for families within the school
* Training, supervision, materials, and recognition associated with parents/caregivers who volunteer in the school

#### Notes:

| Rating (circle one in each row) | | | |
| --- | --- | --- | --- |
| Well Done | Acceptable | Needs Improvement | Not Yet |

## Family and Community Engagement for Early Literacy

## Snapshot of Practices

How well does each statement describe my school?

## Communication

1. Families are informed about their child’s language/literacy progress in a timely manner.
2. School personnel communicate and model high, positive expectations for students’ academics and behavior to families.
3. Information about language and literacy sent to families from the school is understandable (e.g., five Areas of Literacy, standards, grade-level expectations).
4. Communication about literacy is two-way. The school listens and learns from families, and also provides information to families.
5. Families who have home languages other than English are welcomed and encouraged to share their expectations and previous school experiences. They are provided with resources and supports for communicating with the school about their child’s language and literacy development. Language diversity is valued within the school.
6. When a child needs additional supports for reading skill development (Tier II), families are provided with school-based intervention plans for their child and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan.
7. When a child is identified with intensive reading needs (Tier III), families are provided with school-based intervention programs for their child (e.g., IEPs) and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan.

## Supporting Early Language and Literacy at Home

1. Literacy-building practices are provided to families for use at home.
2. Activities sent home are enjoyable for families to do together, brief, are an extension of content already learned in the classroom, and fit into the daily lives of families.
3. The school works to ensure that each child has access to books, writing supplies, and other resources at home to support the child’s practice and to encourage routine literacy-building activities in everyday life.
4. When a child is identified for a literacy-related supplemental instruction (Tier II), families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.
5. When a child is identified for literacy-related intensive instructional supports (Tier III), families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home.
6. Families learning English are encouraged to read and create a literacy rich environment at home. They are encouraged to speak/read in their home language.

## Strategic Community Partnerships

1. The school has partnerships with public, non-public, and Head Start early childhood education programs to promote shared reading and early language and literacy at home. This can include preschool, childcare, or home visiting programs.
2. The school is a hub for literacy development, and brings in partnerships with community resources that support shared reading and language and literacy activities at home (e.g., afterschool programs, mentoring programs, ESL classes for families, summer programs, library, YMCA, churches, etc.).
3. Community partners build awareness and support for literacy in the community (e.g., literacy picnics, library events, guest-readers, etc.).
4. The school invites families to partner with them within the walls of the school to support early literacy and language development.

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## Family and Community Engagement for Early Literacy Inventory

## Summary of Results

#### School Name:

#### Date:

| **Com****munication** | Scale 1 Well Done, Acceptable, Needs Improvement, or Not Yet | Scale 2 School-Wide, Some Grade Levels, Some Classrooms, or Not Yet | Is this a priority for your team? |
| --- | --- | --- | --- |
| Families are informed about their child’s language/literacy progress in a timely manner. |  |  |  |
| School personnel communicate and model high, positive expectations for students’ academics and behavior to families. |  |  |  |
| Information about language and literacy sent to families from the school is understandable (e.g., 5 Areas of Literacy, standards, grade-level expectations). |  |  |  |
| Communication about literacy is two-way. The school listens and learns from families, and also provides information to families. |  |  |  |
| Families who have home languages other than English are welcomed and encouraged to share their expectations and previous school experiences. They are provided with resources and supports for communicating with the school about their child’s language and literacy development. Language diversity is valued within the school. |  |  |  |
| When a child needs additional supports for reading skill development (Tier II), families are provided with school-based intervention plans for their child and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan. |  |  |  |
| When a child is identified with intensive reading needs (Tier III), families are provided with school-based intervention programs for their child (e.g., IEPs) and receive more frequent communication (bi-weekly, monthly, etc.) about the child’s progress. Families have the opportunity to share feedback with the school and make decisions about their child’s plan. |  |  |  |

| **Supporting Early Language and Literacy at Home** | Quality Well Done, Acceptable, Needs Improvement, or Not Yet | How Much School-Wide, Some Grade Levels, Some Classrooms, or Not Yet | Is this a priority for your team? |
| --- | --- | --- | --- |
| Literacy-building practices are provided to families for use at home. |  |  |  |
| Activities sent home are enjoyable for families to do together, brief, are an extension of content already learned in the classroom, and fit into the daily lives of families. |  |  |  |
| The school works to ensure that each child has access to books, writing supplies, and other resources at home to support the child’s practice and to encourage routine literacy-building activities in everyday life. |  |  |  |
| When a child is identified for a literacy-related supplemental instruction (Tier II), families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home. |  |  |  |
| When a child is identified for literacy-related intensive instructional supports (Tier III), families are provided with ideas for how to support literacy at home in conjunction with the school’s plan for the child. Families take part in developing and providing feedback about the plan as they try new strategies at home. |  |  |  |
| Families learning English are encouraged to read and create a literacy rich environment at home. They are encouraged to speak/read in their home language. |  |  |  |

| **Strategic Community Partnerships** | Quality Well Done, Acceptable, Needs Improvement, or Not Yet | How Much School-Wide, Some Grade Levels, Some Classrooms, or Not Yet | Is this a priority for your team? |
| --- | --- | --- | --- |
| The school has partnerships with public, non-public, and Head Start early childhood education programs to promote shared reading and early language and literacy at home. This can include preschool, childcare, or home visiting programs. |  |  |  |
| The school is a hub for literacy development, and brings in partnerships with community resources that support shared reading and language and literacy activities at home (e.g., afterschool programs, mentoring programs, ESL classes for families, summer programs, library, YMCA, churches, etc.). |  |  |  |
| Community partners build awareness and support for literacy in the community (e.g., literacy picnics, library events, guest-readers, etc.). |  |  |  |
| The school invites families to partner with them within the walls of the school to support early literacy and language development. |  |  |  |

## Family and Community Engagement for Early Literacy

## Inventory Reflection Questions

**The following reflection questions are intended for school teams as they consider the results of their inventory and determine priorities and action steps for strengthening family and community partnerships for supporting early literacy and language development.**

1. In what areas do you feel most successful?
2. Where is there room for growth and improvement?
3. What action steps came to mind while your team completed the inventory that you could implement in your building?
4. What further information do you need to take action in areas of growth/improvement? How can you get this information?
5. What are your next steps?

## References

Boone, B. J., Wellman, M. E., & Schenker, V. (2017). *Partnering with families for early language and literacy development: Research-based strategies for early childhood teachers.* Retrieved from: http://u.osu.edu/familyschoolpartnerships/earlyliteracy/

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Richards-Tutor, C., Aceves, T., & Reese, L. (2016). *Evidence-based practices for English learners* (Document No. IC-18). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

1. Click here for a: [Quick review of the Title I/Every Student Succeeds Act (ESSA) Family Engagement Requirements](https://cdn.ymaws.com/www.nafsce.org/resource/resmgr/Policy/ESSA_What_Parents_Need_to_Kn.pdf)  [↑](#footnote-ref-1)
2. For ideas to overcome barriers to participation, visit <https://www2.ed.gov/pubs/FamInvolve/local2.html> [↑](#footnote-ref-2)