

Family and Community Engagement

Office of Strategy, Innovation and Performance



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Guiding Principles

Hawaii State Department of Education Vision

Hawai'i's students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society.

Hawaii State Department of Education Mission

We serve our community by developing the academic achievement, character, and social and emotional well-being of our students to their fullest potential. We work with partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.

Family and Community Engagement Policies

- [POLICY 101-14 FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP](#)
- [POLICY E-304 COMMUNICATIONS \(FAMILY AND COMMUNITY ENGAGEMENT\)](#)
- [POLICY 304-1 E KOMO MAI](#)
- [POLICY 304-3 OPEN COMMUNICATION](#)
- [POLICY 304-4 DEPARTMENT OF EDUCATION DATA INFORMATION AVAILABILITY AND ACCESS](#)
- [POLICY 304-5 PUBLIC COMPLAINTS](#)
- [POLICY E-3 NĀ HOPENA A'O \(HĀ\)](#)

Overview

The Hawaii Department of Education (HIDOE) has adopted the National Family, School and Community's (NAFSCE) Definition of Family and Community Engagement.

Effective 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.
- Continuous across a child's life and entails enduring commitment but changing parent roles as children mature into young adulthood.
- Cuts across and reinforces learning in the multiple settings where children learn- at home, in prekindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

Reference: NAFSCE, 2010

Why is Family and Community Engagement important?

The research and evidence on the impact of family engagement is consistent, positive, and convincing. When schools, districts, families, and community members work together to support learning, children tend to do better in school, stay in school longer, and like school more. Working together will ensure that all students reach their aspirations from early learning through college, career, and citizenship. (HIDOE Mission statement)

Family and community engagement improves children's learning and advances equity, promotes child development and improves student achievement. Many studies have shown that regardless of income or background, family engagement leads to:

- Increased social-emotional skills
- Improvement in school attendance
- Higher grades and test scores
- Higher enrollment in advanced programs
- Increased graduation rates
- Higher college enrollment rates.

Family engagement also is identified as one of the nine characteristics found most often in high performing schools. High-performance schools intentionally link family engagement strategies to academic goals and make family engagement a part of their school improvement plan (Shannon & Bylsma, 2007).

“WINS” for all Stakeholders:

Wins for Students

- Higher grades and test scores
- Better attendance and engagement in class
- More positive attitudes and behavior
- Greater sense of efficacy and self-esteem
- Higher graduation rates and college/postsecondary attendance

Wins for Families

- Stronger parent-child relationships
- Better rapport with teachers and school staff
- Greater understanding of child's progress and how to help
- More knowledge and skill in advocating for their child
- Increased deep and supportive social connections

Wins for Educators

- Shift from deficit to asset-based thinking about students and families
- Increased multicultural awareness and appreciation
- Greater success motivating and engaging students
- More support from families
- Stronger morale and professional satisfaction

Wins for School

- More positive school climate
- Higher morale and greater retention of teachers
- Improved facilities, better curriculum, and higher-quality programs
- More responsive to community concerns
- Better reputation and more support from the community

Framework

Hawaii Department of Education Family and Community Engagement Framework is an integrated strategy that engages families and communities to promote the exchange of information, purposeful interaction, and meaningful participation for the sake of our students' well-being, learning and achievement.

The framework includes six best practices that are based on research, stakeholder feedback and are aligned to policies and other frameworks (see [Alignment Crosswalk](#)).

The six best practice components are outlined below.

Family and Community Engagement Framework:

Build a Relationship



Build Capacity

Ensure Equity and Value Diversity



Provide Resources

Two Way Communication



Team Decision Using a Process

In order for the Canoe to move forward, we need to paddle together as one 'ohana, one community

For questions or additional information on Family and Community Engagement please contact the Community Engagement Branch at (808) 305-0689.

Practices	Goals
 Build a Relationship	• Build and strengthen collaborative relationships. • Provide opportunities for families to be active participants in the life of the school and/or program. • Welcome, value, and connect each other, and what students are learning and doing in class.
 Build Capacity	• Continuously partner to support students' learning and healthy development both at home and at school. • Build the capacity of staff and families to support the growth and development of all family members. Capacity building helps promote the knowledge and understanding that engages families, which is essential to improve learning.
 Ensure Equity and Value Diversity	• Advocate with families for services and systems that are fair, responsive, and accountable to the families served. • Embrace the diverse cultures, languages, strengths and needs of all families will engage in ongoing reflection and adaptation to advance diversity, equity and inclusion.
 Provide Resources	• Expand learning opportunities, community services, and civic participation. • Work with practitioners and families to mobilize formal and informal resources to support family development. • Provide access to concrete support and services that address a family's needs and help minimize stress caused by challenges.
 Two Way Communication	• Engage in regular two-way, meaningful communication about student learning and progress.
 Team Decision Using a Process	• Include families and community members as participants in school decisions, governance and advocacy activities through school councils or improvement teams, committees and other organizations.

Toolkit

PRACTICE ONE: BUILD A RELATIONSHIP

Goals:

- Build and strengthen collaborative relationships.
- Provide opportunities for families to be active participants in the life of the school and/or program
- Welcome, value, and connect each other, and what students are learning and doing in class.

Possible Strategies

- Make welcome phone calls
- Intentionally planned home visits
- Coordinate Community walks
- Attend Community Events (Sport games, Craft Fairs)
- Participate in Community Services
- Provide interest inventories to parents to gather information from families about children's interests and challenges

Resources

A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:

Search: <https://www.hawaiicommunityengagement.com/>

Alignment and Connections

BOE Policies	• Policy 304-1 • Policy 101-14: Standard 1
NFSCE Guiding Principle	• Connections: Cultivate networks around policies and practices that nurture meaningful home-school-community connections.
Nā Hopena A'o (HĀ)	• Strengthened Sense of Belonging
School Quality Survey (Involvement and Engagement)	• The school staff makes me feel welcome. • The school provides activities for parent involvement • In the past year, I have attended activities provided by the school for parent involvement.
Title I PFE Requirements	• Annual Title I Meeting • School-created PFE Policy • School-Parent Compact

- [Accessible Family Communication](#)
- [Regular, Meaningful Communication](#)
- Title I Funded Family Engagement Activities

PRACTICE TWO: BUILD CAPACITY

Goals:

- Continuously partner to support students' learning and healthy development both at home and at school
- Build the capacity of staff and families to support the growth and development of all family members. Capacity building helps promote the knowledge and understanding that engages families, which is essential to improve learning.

Possible Strategies

- Model effective teaching practices so families can use them at home.
- Invite families to be part of Career Fair and/or Class Projects to share their knowledge and skills.
- Co-Present to model partnership (School Staff and Family/Community Member).
- Provide on-going professional development and training for staff and families.

Resources

A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:

Search: <https://www.hawaiicommunityengagement.com/>

Alignment and Connections

BOE Policy	• Policy 101-14: Standard 3
NFSCE Guiding Principles	• Capability: Foster stakeholders' ability and capacity to use high-impact evidence-based strategies and practices. • Cognition: Promote the knowledge and understanding that engaging families is essential to improve children's learning. • Confidence: Inspire efficacy and collective will among stakeholders to initiate and sustain reform.
Nā Hopena A'ō (HĀ)	• Strengthened Sense of Excellence
School Quality Survey (Involvement and Engagement)	• My child's teachers work with me to improve my child's learning. • The school provides activities for parent involvement. • In the past year, I have attended activities provided by the school for parent involvement.

Title I PFE Requirements	• Individual Parent Information about Achievement/Academic Growth of Student on HI Academic Assessment • Family Academic Guidance • Family Training and Resources • Regular, Meaningful Communication • Title I Funded Family Engagement Activities
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PRACTICE THREE: ENSURE EQUITY AND VALUE DIVERSITY

Goals:

- Advocate with families for services and systems that are fair, responsive, and accountable to the families served.
- Embrace the diverse cultures, languages, strengths and needs of all families to engage in ongoing reflection and adaptation to advance diversity, equity and inclusion.

Possible Strategies

- Adopt Inclusive practices for equity
- Implement HMTSS framework
- Incorporate content from families' home cultures into classroom lessons.
- Listen to families about their children's interests and challenges, then using this information to differentiate instruction

Resources

A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:

Search: <https://www.hawaiicommunityengagement.com/>

Alignment and Connections

BOE Policy	● Policy 101-14: Standard 4
NFSCE Guiding Principle	● Connections: Cultivate networks around policies and practices that nurture meaningful home-school-community connections.
Nā Hopena A'o (HĀ)	● Strengthened Sense of Total Well-Being
School Quality Survey (Involvement and Engagement)	● The school staff makes me feel welcome ● If I have concerns, I am supported by school administrators
Title I	● Regular, Meaningful Communication ● Effective Family Partnerships

PRACTICE FOUR: PROVIDE RESOURCES	
Goals: • Expand learning opportunities, community services, and civic participation. • Work with practitioners and families to mobilize formal and informal resources to support family development. • Provide access to concrete support and services that address a family's needs and help minimize stress caused by challenges.	
Possible Strategies	
• Share data with families about student skill levels and provide resources to support students. • Create a Family Resource Center, Family Room or Lending Library. • Provide access to Online materials • Maintain communication with partner agencies to provide families with updated information	
Resources	
<i>A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:</i> Search: https://www.hawaiicommunityengagement.com/	
Alignment and Connections	
BOE Policy	• Policy 101-14: Standard 6
NFSCE Guiding Principles	• Capability: Foster stakeholders' ability and capacity to use high-impact evidence-based strategies and practices. • Connections: Cultivate networks around policies and practices that nurture meaningful home-school-community connections.
Nā Hopena A'o (HĀ)	• Strengthened Sense of Excellence
School Quality Survey (Involvement and Engagement)	• The school provides activities for parent involvement • In the past year, I have attended activities provided by the school for parent involvement.
Title I	• Individual Parent Information about Achievement/Academic Growth of Student on HI Academic Assessment • Family Academic Guidance • Coordinated Family Engagement • Family Requested Supports

Practice Five: Two Way Communication	
Goal: Engage in regular two-way, meaningful communication about student learning and progress.	
Possible Strategies	
- Provide Home-School communication logs - Use virtual settings to collaborate with families on a regular basis - Provide “Coffee Hour” sessions - Plan Parent/Teacher/Student Conferences - Bring translators and interpreters to meetings, if necessary - Set academic and behavioral goals together with families and students - Distribute regular newsletters to keep parents informed and involved	
Resources	
<i>A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:</i> Search: https://www.hawaiicommunityengagement.com/	
Alignment and Connections	
BOE Policies	- Policy E-303 - E-304 - Policy 304-5 - Policy 101-14: Standard 2
NFSCE Guiding Principles	- Connections: Cultivate networks around policies and practices that nurture meaningful home-school-community connections. - Confidence: Inspire efficacy and collective will among stakeholders to initiate and sustain reform.
Nā Hopena A‘o (HĀ)	Strengthened Sense of Aloha
School Quality Survey (Involvement and Engagement)	- I speak with my child’s teachers or other staff, when needed. - If I have concerns, I am supported by school administrators.
Title I	Regular, Meaningful Communication

PRACTICE SIX: TEAM DECISION USING A PROCESS

Goal:

- Include families and community members as participants in school decisions, governance and advocacy activities through school councils or improvement teams, committees and other organizations.

Possible Strategies

- Use a continuous school improvement process to make decisions.
- Align family engagement activities with school improvement goals.
- Invite families and community members to be part of the school improvement team.

Resources

A list of Trainings, Professional Development and Resources are listed on our Family and Community Website:

Search: <https://www.hawaiicommunityengagement.com/>

Alignment and Connections

BOE Policies	• Policy E-304 • Policy 304-4 • Policy 304-5 • Policy 101-14: Standard 5
NFSCE Guiding Principles	• Connections: Cultivate networks around policies and practices that nurture meaningful home-school-community connections. • Confidence: Inspire efficacy and collective will among stakeholders to initiate and sustain reform.
Nā Hopena A‘o (HĀ)	• Strengthened Sense of Responsibility
School Quality Survey (Involvement and Engagement)	• If I have concerns, I am supported by school administrators. • The school gives me opportunities to participate in important decisions about my child’s education.
Title I	• Evidence AcPlan is Developed with Parents/Community Members • School-created PFE Policy • School-Parent Compact

Please note: No one practice or strategy will be enough to effectively engage families. Rather, an overall family engagement plan will contribute to an effective family engagement environment.

Appendix

Family and Community Engagement Policies

POLICY 101-14: FAMILY AND COMMUNITY ENGAGEMENT/PARTNERSHIP

In setting expectations and creating a climate conducive to effective engagement/partnership implementation, the Board acknowledges the importance of administrative leadership at all levels, including its own. Therefore, the Board directs the Department to establish an organizational culture characterized by practices and programs that build and sustain positive and engaged relationships with families and communities by:

- Building the capacity of staff and families to engage in partnerships;
- Aligning with school achievement goals and connecting families to the teaching and learning goals for the students;
- Taking a comprehensive and coordinated approach to family school engagement and community partnerships;
- Addressing family school engagement/partnership in strategic planning processes;
- Assigning formal responsibility, accountability and necessary authority for engagement/partnership implementation to appropriate staff at the State, Complex Area and School levels;
- Embracing the diverse cultures, languages, strengths and needs of all families;
- Providing adequate and appropriate time, resources and opportunities to include families in the design, implementation, evaluation and oversight of all relevant programs and services.

Establishing statewide standards, administrative guidelines, associated metrics/indicators, timelines and reporting requirements that support the implementation, monitoring and evaluation of family and community engagement/partnerships based upon national evidence-based best practices including, but not limited to:

Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

Standard 2: Communicating effectively—Families and school staff engage in regular two-way, meaningful communication about student learning.

Standard 3: Supporting student success—Families and school staff continuously partner to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.

Standard 6: Engaging/partnering with community—Families and school staff engage/partner with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.

Rationale: The Board of Education ("Board") recognizes that a child's growth and educational success are responsibilities and goals shared by the Department of Education ("Department"), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

POLICY E-304 COMMUNICATIONS (FAMILY AND COMMUNITY ENGAGEMENT)

The Department shall encourage and support the public's participation in educational endeavors in such a manner that contributes to the accomplishment of the strategic plan goals. The Department shall have and enforce procedures that, within the bounds of Department policy, both encourage and manage the presence and involvement of parents, community members and the public in the schools. Rationale: The responsible use of volunteer help as well as effective communication with the public supports program and service delivery and will assist the Department in achieving its Mission.

The Board of Education ("Board") recognizes that a child's growth and educational success are responsibilities and goals shared by the Department of Education ("Department"), communities, schools and families. It follows that achievement of these goals depends on the establishment of a broad array of informed partnerships among stakeholders that address the strengths and needs of all students.

POLICY 304-1 E KOMO MAI

Board and Department employees shall endeavor to treat members of the public with respect and in a courteous and responsive manner. Rationale: The Department's direct clients are the parents and children of our State. As Board and Department employees interface frequently with the public, interactions that are respectful, courteous, and responsive will foster positive relationships with the people the Board and the Department serves.

POLICY 304-3 OPEN COMMUNICATION

Excepting certain personnel matters and those collective bargaining matters proscribed by law or union-management agreement, there shall be free and open communication of all programs and information to the public, directly and through the media. Such communication shall also be developed between and among individual schools, complex areas, state offices and all personnel in the Department of Education.

POLICY 304-4 DEPARTMENT OF EDUCATION DATA INFORMATION AVAILABILITY AND ACCESS

The Department of Education shall release data information about Hawaii's public schools to all educational stakeholders to the extent that such release of information is in compliance with all state and federal laws and regulations. Rationale: Facilitating data information availability and access supports the Department of Education's efforts to enhance data-driven decision-making, system transparency and accountability, and educational research activities.

POLICY 304-5 PUBLIC COMPLAINTS

The Department of Education as well as the Hawaii State Board of Education from time to time receives complaints from members of the public regarding the public education system. The Board of Education believes that a clear process that provides members of the public a means to share their concerns with the Department of Education is important to public confidence. The Board of Education's primary responsibility is specified by the Hawaii State Constitution to be policy-making. When considering most complaints or concerns, the Board evaluates the extent to which they are addressed by current policy or the extent to which they suggest the need for modified or new policies. When a complaint about school personnel is made to the Board as a whole or to a Board member individually, the Board member shall inform the Superintendent, who shall inform the complainant of the normal channels for reporting complaints about school personnel. The complaint will ordinarily be referred for study and possible solution to the school administrator who directly supervises the staff member involved. The staff member will be advised of the nature of the complaint and be given opportunity to respond to the complaint. The Board encourages the resolution of public complaints at the level closest to which they occur. As such, when resolving school-level matters, the school principal or designee should be contacted first for further study and

solution. If the matter remains unresolved and it appears necessary, the administration, complainant or staff member involved may request a meeting with the school's Complex Area Superintendent for the purpose of fuller study. As the matter is studied, all parties involved may be requested by the CAS to attend meetings for the purposes of presenting facts and evidence, making further explanations, clarifying issues and dispensing with hearsay and rumor. After consulting with the Complex Area Superintendent and receipt of a written decision, or should the matter continue to remain unresolved, the matter may be referred to the office of the Superintendent. At each level of review, the parties shall make reasonable efforts to facilitate communication.

POLICY E-3: Nā Hopena A'o (HĀ)

The Hawai'i State Department of Education (HIDOE) learning outcomes, Nā Hopena A'o, are rooted in Hawai'i and are a reflection of this special place. Nā Hopena A'o or HĀ are six outcomes to be strengthened in every student over the course of their K-12 learning journey.

The student outcomes include a sense of Belonging, Responsibility, Excellence, Aloha, Total well-being and Hawai'i.

Belonging: I stand firm in my space with a strong foundation of relationships. A sense of Belonging is demonstrated through an understanding of lineage and place and a connection to the past, present, and future. I am able to interact respectfully for the betterment of others.

Responsibility: I willingly carry my responsibility for self, family, community, and the larger society. A sense of Responsibility is demonstrated by a commitment and concern for others. I am mindful of the values, needs, and welfare of others.

Excellence: I believe I can succeed in school and life and am inspired to care about the quality of my work. A sense of Excellence is demonstrated by a love of learning and the pursuit of skills, knowledge, and behaviors to reach my potential. I am able to take intellectual risks and strive beyond what is expected.

Aloha: I show care and respect for myself, families, and communities. A sense of Aloha is demonstrated through empathy and appreciation for the symbiotic relationship between all. I am able to build trust and lead for the good of the whole.

Total well-being: I learn about and practice a healthy lifestyle. A sense of Total Well-being is demonstrated by making choices that improve the mind, body, heart, and spirit. I am able to meet the demands of school and life while contributing to the well-being of family, 'āina, community, and world.

Hawai'i: I am enriched by the uniqueness of this prized place. A sense of Hawai'i is demonstrated through an appreciation for its rich history, diversity, and indigenous language and culture. I am able to navigate effectively across cultures and communities and be a steward of the homeland.

When taken together, these outcomes become the core BREATH that can be drawn on for strength and stability throughout school and beyond. HĀ is a universal call to action and a guide for learners and leaders to be used in developing the academic achievement, character, physical, and social emotional wellbeing of all our students and system to the fullest potential. Underlying these outcomes is the belief that students need both social and emotional learning (SEL) skills and academic mindsets to succeed in college, careers, and communities locally and globally. Thus, HĀ learning outcomes emphasize the competencies that include application and creation of knowledge along with the development of important skills and dispositions.