



21st Century Community Learning Centers Family Engagement Self-Reflection Rubric

A Tool to Strengthen Out-of-School Time Family Engagement

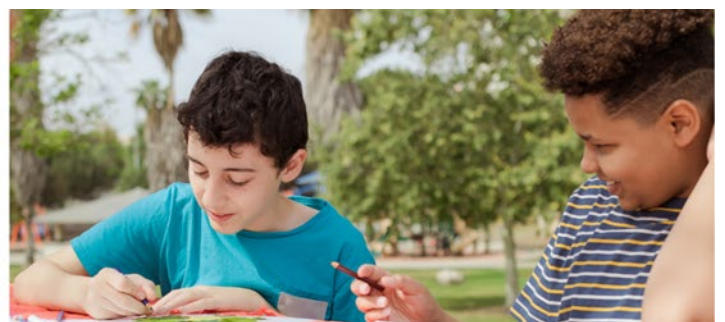
Version 1.0

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RUBRIC OVERVIEW

The 21st Century Community Learning Centers Family Engagement Self-Reflection Rubric ('Rubric') is adapted from the *Family Liaison Self-Reflection Rubric 2.0* at the request of the Michigan Department of Lifelong Education, Advancement, and Potential. The original rubric was for family engagement specialists supporting Strong Beginnings, Michigan's pilot preschool program for low-income three-year-olds. The *Family Liaison Self-Reflection Rubric 2.0* was created in collaboration with Clinton County Regional Educational Service Agency and Strong Beginnings' administrators and staff.

Through feedback from Strong Beginnings' family engagement specialists, three themes were identified as positively influenced family engagement: **relationship building with families, family support and advocacy, and program team collaboration.** These themes directly relate to the Michigan 21st Century Community Learning Centers (CCLC) Family Engagement Guide's aspirations for out-of-school time (OST) family engagement, which include:

- **"Two-way communication initiated equally by program staff and families.**
- **A set of daily practices and interactions with families and community partners.**
- **Eliciting energy, ideas, and strategies to address family and community needs and priorities."**

The Rubric is designed to help Michigan's 21st CCLC professionals measure their collaboration and relationship building with families of OST participants. As explored in the Michigan 21st CCLC Family Engagement Guide, family engagement is crucial to supporting participants' academic and overall wellbeing. While staffing at each 21st CCLC program varies, the Michigan Out-of-School Time Standards of Quality encourages all OST employees to support and partner with families. 21st CCLC professionals are relationship-builders, connecting participants and their families with meaningful opportunities to inform their child's OST education.

The Rubric is intentionally designed to be short with straightforward language to allow for easy self-assessment. Further, the Rubric provides open-ended prompts, recognizing the different contexts, families, and communities 21st CCLC serves. Instead of being a laundry-list of requirements for family engagement, the Rubric encourages 21st CCLC professionals to reflect on their current practices, professional development, and possible opportunities to engage as a community-builder with families. To learn more about Michigan 21st CCLC's partnership with MSU, visit <https://cep.msu.edu/21CCLC>.



RUBRIC INSTRUCTIONS

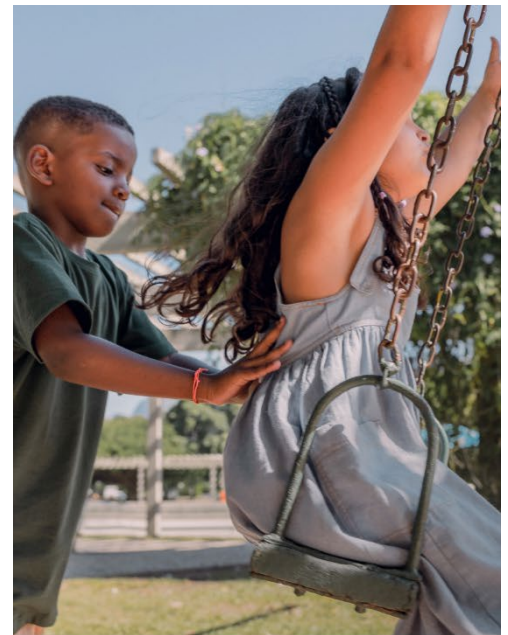
1. Open the file or print: The Rubric is designed in a PDF format. You can use it on your computer or tablet, or simply print it out as regular rating sheets.

2. Read the items and rate: We recommend that you spend some time getting acquainted with the Rubric before you start the self-reflection and rating. Some people find it helpful to rate through an ongoing process; others like to rate the whole Rubric when the self-evaluation is finished. You may choose to pilot it beforehand to familiarize yourself with it.

3. Rating scale: The rating scale is from 1 (low) to 5 (high); we provide specific descriptions for scores 1, 3, and 5. You may find sometimes that your ratings are above the lower score but not yet reaching the higher one. If you find yourself in between rating scores (e.g., 3 and 5), it is perfectly fine to rate a situation as a 4.

4. Note-taking: You may use the blank space below each item to take notes and provide rationale for scoring. We have found note-taking very helpful, especially when sharing the results with your peers or for improvement purposes.

5. Total score: A summary of the scores is available at the end of the Rubric. You may review the scores to find strengths and areas for improvement.



ADDITIONAL RESOURCES

Click the names below to learn more about family engagement practices and expectations for Michigan's 21st CCLC program:

- [Michigan Out-of-School Time Standards of Quality](#) (2021)
- [Michigan 21st CCLC Family Engagement Guide](#) (2024)
- [MiFamily: Michigan's Family Engagement Framework](#) (2020)
- Michigan State University's Office of University Outreach and Engagement's [annual evaluations of Michigan's 21st CCLC programs](#)

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RECOMMENDED CITATION

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ATMOSPHERE AND RELATIONSHIP BUILDING

1. I find ways to use all participants' and families' names to show my interest in them.

Example: I ask families how to pronounce their names.

1	2	3	4	5
I know some of the participants' and their families' names.		I know almost all the participants' and their families' names.		I find ways to use all participants' and their families' names to show my interest in them.

List your activities and practices here:

2. I chat regularly with all families in-person or check in with them over the phone.

Example: I share positive stories about each child. I ask about dietary restrictions for family events.

1	2	3	4	5
I chat with some families at least once every two weeks.		I chat with about half of all families at least once every two weeks.		I chat with almost all families at least once every two weeks.

List your activities and practices here:

3. I return families' calls, texts, and emails within 48 hours.

Examples: I ask families their preferred communication styles and availability. When things take longer to find out, I let families know I haven't forgotten them.

1	2	3	4	5
Families hardly ever reach out to me.		I return families' calls, texts, or emails, though it sometimes takes more than 48 hours .		I return families' calls, texts, or emails within 48 hours , either offering a solution or letting them know I am working on it.

List your activities and practices here:

4. I follow up with individual families to see how my support to them was helpful.

Example: I chat with families to see how they might have used the support I provided with them individually or through group messages.

1	2	3	4	5
I have not needed to follow up with individual families because I have not had the opportunity to offer my support.		I often follow up with individual families to see how my support to them was helpful.		I almost always follow up with individual families to see how my support to them was helpful.

List your activities and practices here:

5. I promote a welcoming and inclusive environment for all families.

Example: I speak with families about how they want to engage in the program and then connect them to opportunities.

1	2	3	4	5
I use verbal and body language to make families feel welcome.		I find multiple ways families can engage in the classroom such as co-facilitating events, making traditional foods, doing talent shows, or volunteering.		I find multiple ways families can engage in the classroom, especially families from a minority or marginalized community .

List your activities and practices here:

FAMILY SUPPORT AND ADVOCACY

6. I strengthen families by providing resources, active listening, and encouraging them to be their own advocates.

Example: I encourage families to connect with each other and share the resources they find helpful.

1	2	3	4	5
I pay attention to social cues or check with other staff to provide resources to specific participants or families with signs of distress.		In addition to helping families meet their immediate needs, I empathize with families, brainstorm with them about possible solutions, and highlight their strengths .		In addition to providing services and active listening, I find ways to help families connect with each other, look for outside resources, and to be their own advocates when the opportunity arises.

List your activities and practices here:

7. I chat with families about their child's interests and how they integrate them into their daily activities at home.

Example: I learn each child's interests and what program learning is happening to provide relevant suggestions for activities families can do at home.

1	2	3	4	5
I chat with some families about their child's interests and how they integrate them into their daily activities at home.		I chat with about half of families about their child's interests and how they integrate them into their daily activities at home.		I chat with almost all families about their child's interests and how they integrate them into their daily activities at home.

List your activities and practices here:

8. I make sure families have support to address their child's social, emotional, and behavioral needs.

Example: I ask families about how their child responds to frustration and share resources if there is a need.

1	2	3	4	5
Families do not talk to me about their child's social, emotional, and behavioral development.		I have talked to about half of families regarding what support they need to address their child's social, emotional, and behavioral needs.		I have talked to almost all or all families regarding what support they need to address their child's social, emotional, and behavioral needs.

List your activities and practices here:

PROFESSIONAL TEAM BUILDING

9. My working relationship with my colleagues is both positive and effective.

Example: The site coordinator keeps me updated on what's going on in the program.

1	2	3	4	5
My working relationship with my colleagues is in its early stages . We are learning how our responsibilities should be divided.		My working relationship with my colleagues is developing . We sometimes run into conflicts and need to talk more about how we can better support families.		My working relationship with my colleagues is mature . We rarely run into conflicts and regularly discuss how we can better support families.

List your activities and practices here:

10. My administrators provide me with strong support.

Example: My site coordinator and program director understand my role and support me along the way.

1	2	3	4	5
My working relationship with my administrators is in its early stages . We are learning how to work together.		My working relationship with my administrators is developing . We use meetings to touch base and get business done.		My working relationship with my administrators is mature . We use meetings to brainstorm ideas and work as thought partners.

List your activities and practices here:

21ST CCLC FAMILY ENGAGEMENT SELF-REFLECTION

ATMOSPHERE AND RELATIONSHIP BUILDING		AVERAGE SCORE
1. I find ways to use all participants' and families' names to show my interest in them.		
2. I chat regularly with families in-person or check in with them over the phone.		
3. I return families' calls, texts, and emails within 48 hours.		
4. I follow up with individual families to see how my support to them was helpful.		
5. I promote a welcoming and inclusive environment for all families.		
FAMILY SUPPORT AND ADVOCACY		AVERAGE SCORE
6. I strengthen families by providing resources, active listening, and encouraging them to be their own advocates.		
7. I chat with families about their child's interests and how they integrate them into their daily activities at home.		
8. I make sure families have support to address their child's social, emotional, and behavioral needs.		
PROFESSIONAL TEAM BUILDING		AVERAGE SCORE
9. My working relationship with my colleagues is both positive and effective.		
10. My administrators provide me with strong support.		
Total rated scores/the highest possible scores X 100%		TOTAL %



LITERATURE

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