



Part of the SS/HS Framework Implementation Toolkit

I. Plan

2. Implement

3. Sustain & Expand

Resource Guide to Building Family-Driven Partnerships With Schools

INTRODUCTION

The *Resource Guide to Building Family-Driven Partnerships with Schools* was created to support Safe Schools/Healthy Students (SS/HS) grantees in developing meaningful partnerships with families that reflect the diversity of their schools and communities. Through the SS/HS Initiative, the Substance Abuse and Mental Health Services Administration (SAMHSA) has found that shared decision making and strong partnerships that include youth and families are essential for creating successful and sustainable solutions that address youth violence and support healthy childhood development (SAMHSA, 2013). For this reason, grantees are encouraged to implement family-driven care principles to guide the work of the SS/HS Initiative at the state and local levels.¹

Family-driven care means that families have a primary decision-making role in the care of their children as well as in the policies and procedures governing care for all children in their community, state, tribe, territory, and nation (National Federation of Families for Children’s Mental Health, 2008). The accompanying guiding principles promote family partnership in the selection and design of culturally competent programs, services, and supports and in their implementation, monitoring, and evaluation. When implemented in SS/HS Initiatives, family-driven care principles serve to ensure that family members representative of the community’s diversity, serve alongside school and community members as equal partners in decision making on comprehensive planning, program implementation, evaluation, expansion, and sustainability.

This resource guide was designed to assist SS/HS staff, families, stakeholders, and the field at large as they develop family-driven strategies to engage parents and families throughout SS/HS programs and other school initiatives. The following section briefly summarizes the growing emphasis on family–school partnerships in the education system and provides exemplars of a similar expansion of family-driven partnerships in key child-serving systems, such as mental health, child welfare, and juvenile justice. The resources included in this guide describe research and effective strategies for building meaningful family engagement and partnerships guided by family-driven care principles.

¹The definition of family-driven care was initially developed in 2005, at SAMHSA’s request, by the National Federation of Families for Children’s Mental Health by an expert panel of family leaders and other professionals. It has been refined over the years with input from a broad group of diverse families. The most current definition, as of 2008, is available at <https://www.ffcmh.org/copy-of-education-resources-4>

Moving From Parent Involvement to Family Engagement in Schools

In 2001, the Elementary and Secondary Education Act’s No Child Left Behind Act defined parent involvement in schools for the first time and required the development of state and local plans for parental involvement. The reauthorization of the Elementary and Secondary Education Act’s Every Student Succeeds Act (ESSA) of 2015 laid out new expectations, guidance, and definitive terms that underscore an intentional approach to family engagement. The revised policy includes provisions requiring that local education agencies reach out to all families in their district. Furthermore, families that represent the student population are required to have a meaningful and substantive role in district-level planning, decision making, and evaluation regarding the district’s family engagement policy and budget. A key difference in terminology is the use of “parent and family engagement” throughout the Act in place of parent involvement used prior to ESSA.

The benefits of family engagement in children’s education are supported by years of research that substantiates the importance of a family’s role in supporting academic achievement and social–emotional development from early childhood through adolescence (Weiss, Caspe, & Lopez, 2006; Caspe, Lopez, & Wolos, 2007; Kreider, Caspe, Kennedy, & Weiss, 2007). Over the years, the term “parent involvement” has been replaced by “family engagement” to promote more active outreach and engagement of families in decision making (not just passive involvement) and to recognize that extended family, including grandparents, often share responsibility in raising children. In this new approach, “engagement” focuses on the reciprocal process of building stronger connections and relationships between families and schools. Numerous family engagement trainings, tools, and resources have been created for educators over the past decade. This resource guide features exemplary programs developed by schools to effectively engage families. However, connecting with and engaging diverse families has been challenging. Recent studies indicate that parents will become involved if schools implement a strengths-based approach (rather than deficit based) to understanding different family cultures, practices, and values (Weiss, Bouffard, Bridgall, & Gordon, 2009). The family-driven approach has been highly effective in guiding the development of meaningful family partnerships in the mental health, substance abuse, juvenile justice, and child welfare sectors. Strengths-based, culturally competent strategies to engage families from diverse communities are included in this resource guide.

Building Family–School Partnerships

Promoting family–school partnerships is essential for education reform, and several frameworks have been developed to illustrate and describe expanded roles for family members within the education system. Mapp & Kuttner (2013) propose that family roles in a reformed education system would include supporting learning, collaborating with schools, sharing responsibility for outcomes, and partnering in decision making and governance, as seen in the following table.

Expanded Roles for Families in Schools²	
➤ Decision maker of various options for their child	➤ Decision-making and leadership role in school governance
➤ Participant in learning opportunities to support their child	➤ Supports and encourages learning
➤ Advocate for proper programming and placement for their child	➤ Trainer and leader to other parents
➤ Monitor of child’s progress and behavior	➤ Advocate for improvements in schools and districts
	➤ Collaborator with school staff

Family–school partnerships require meaningful engagement of families in system reform efforts within schools, agencies, communities, and states to improve child, youth, and family outcomes. The partnership approach has been found to improve school climate and support educational success from early childhood to college. The implementation of family-driven principles has been transformative in system improvement initiatives, not only in schools but also in other child serving-systems. This guide includes resources that describe how juvenile justice, mental health, and child welfare agencies implemented a family-driven approach in practice, program, and policy, resulting in more effective and culturally responsive service delivery systems. Family-run community-based organizations can serve an important function in supporting family–school partnerships. They have experience in family outreach, leadership training, family networking, and enabling family members to advocate effectively on behalf of other families in the community. In the Family–School Partnership Resources section of this guide, several resources describe strategies for strengthening family engagement and provide examples of family-run organizations.

Family–school partnerships are most effective and sustainable when implemented as a collective effort between families and school staff—one that is fully integrated with the school’s overall mission and goals, supported by leadership, and provided with sufficient staffing and funding. When family members are meaningfully engaged, supported, and respected as equal partners, their “voice” and experience are invaluable in creating innovative solutions that support healthy childhood development at home, at school, and in the community.

PURPOSE

The resources included in this guide were selected because they closely align with the family-driven guiding principles and approaches to family engagement. They are designed to provide guidance to SS/HS teams, including agency partners and family members, and offer strategies for developing and implementing family partnerships at the state and local levels. These resources comprise toolkits, tip sheets, briefs, reports, and related documents and materials that demonstrate how to meaningfully engage family members at the preschool, elementary, and secondary school levels. Many of the resources describe the fundamental interconnection between family partnership and cultural and linguistic competence. They provide guidance for moving beyond basic parent participation in a child’s education to building and supporting family leadership and the representation of family voice at the policy, program, and practice levels. This guide is not meant to be an exhaustive collection of the many excellent resources in the field; rather, it offers a selection of key resources and tools that the National Resource Center for Mental Health Promotion and Youth Violence Prevention considers highly relevant to the development of school–family partnerships for SS/HS grantees and their partners.

HOW TO USE THIS RESOURCE GUIDE

This resource guide is organized into two broad categories: (1) resources that directly discuss the role of family engagement and family partnership within the **education** system and (2) resources that focus on family engagement and voice in other child-serving systems, including **mental health**, **juvenile justice**, and **child welfare**. The education resources are further broken down into two groups, which are not mutually exclusive: (1) **family–school partnership** resources that primarily address practices, programs, and direct services and focus on what can be implemented by an individual school, district, or local education agency and (2) **systems policy resources** that emphasize administrative and policy concerns, research and evaluation, financing, and other overarching issues.

The resources are listed in alphabetical order by title, not in order of importance. In addition, key **topics** identified in each resource are listed to help the reader locate resources of particular interest or relevance to a given situation. Websites that offer a particularly rich source of materials on the subject of family–school partnership are listed in the last section of this guide.

Education

Family–School Partnership Resources

- [Family–School Relationships Survey](#)
Panorama Education, 2017
Key Topics: *Data Driven; Family Engagement; Family–School Partnership; School Climate*
This survey instrument designed for parents and guardians measures the underlying topics that bolster family engagement. It addresses key family–school relationship topics like school climate, barriers to family engagement, and roles and responsibilities between schools and families. The Family–School Relationships Survey allows schools, districts, and networks to assess the attitudes of families toward their school community as well as how to build family capacity to support student learning outside of school.
- [Digital Communication Tools Target ESSA Parent-Engagement Mandate: But tech literacy remains a barrier](#)
Schwartz, S. (Education Week), 2017
Key Topics: *Data Driven; Family Engagement; Monitoring Outcomes, Technological Responsiveness*
This article discusses how school districts face new demands under federal law to show that they are engaging parents in students’ education. Education tech companies are promoting platforms to strengthen and streamline school-to-family connections. Schools are advised to evaluate whether tech tools will end up bolstering parent engagement or do so in only limited and superficial ways.
- [Family and Community Engagement in Addressing Childhood Trauma](#)
Institute for Educational Leadership, 2017
Key Topics: *Community and Family Engagement; Childhood Trauma*
This webinar explores how schools and community partners can engage and work with families to address childhood trauma and how to help reduce the impact of trauma on children. The webinar addresses the importance of recognizing trauma; responding to traumatized students in their classroom settings; and knowing where to access supports.
- [Diverse Family Engagement Project](#)
National Association for the Education of Young Children, 2010
Key Topics: *Early Childhood; Family Engagement; Monitoring Outcomes; Family Voice; Shared Decision Making*
The National Association for the Education of Young Children website spotlights the work of the organization’s Engaging Diverse Families Project. The project web page identifies six principles of family engagement, describes a variety of effective engagement practices, and profiles 10 exemplary family engagement programs. It also offers links to a variety of practical, hands-on tools and resources, such as a self-assessment and a family checklist, to promote and support effective family engagement.

- [Engaging Families in Out-of-School Time Programs Toolkit](#)
Build the Out-of-School Time Network (BOSTnet), 2006
Key Topics: *Family Engagement; Cultural and Linguistic Responsiveness; Family– School Partnership*
This toolkit contains best practice tools and strategies from the BOSTnet Engaging Families Initiative designed to help after-school programs increase family involvement in supporting the success of their children. The emphasis is on schools that serve primarily Black and Latino students and families. The toolkit provides a number of practical resources, including a program self-assessment tool, a family engagement checklist, an action planning tool, and a parent communication log.
- [Family Involvement in Schools: Engaging Parents of At-Risk Youth](#)
MacGillivray, H., & Mann, G., 2008
Key Topics: *At-Risk Youth; Family Voice; Family–School Partnership; Workforce Development; Training*
This study presents the viewpoint of families and staff on the challenges of involving families of students who are at risk or have been expelled from schools. The document also provides recommendations for staff training and ways for parents and staff to work together to strengthen involvement in alternative programs and reentry to school.
- [Family–Provider Relationships: A Multidisciplinary Review of High-Quality Practices and Associations With Family, Child, and Provider Outcomes](#)
Forry, N., Moodie, S., Simkin, S., & Rothenberg, L., 2011
Key Topics: *Early Childhood; Family–School–Community Partnership; Promising Practices; Cross-System*
This Office of Planning, Research, and Evaluation issue brief provides a comprehensive literature review of the research regarding promising practices in building positive provider–family relationships in various child-serving systems such as education (including early education, health, and child welfare). The brief describes provider attitudes, knowledge, and behaviors that promote these relationships and their impact on child and family outcomes. Recommendations are provided for developing measures for provider–family relationships in early care and education settings.
- [Handbook on Family and Community Engagement](#)
Academic Development Institute, 2011
Key Topics: *Family–School–Community Partnership; Cultural and Linguistic Responsiveness; Family Engagement; Family Leadership*
This comprehensive handbook for educators, community leaders, and parents comprises a compendium of articles organized into four sections on family engagement in the schools: (1) framing the discussion, (2) families and learning, (3) families and schools, and (4) suggested practices. The handbook emphasizes innovative strategies and promising practices, including illustrative vignettes and “action principles” to guide successful implementation of family–school–community partnerships.
- [Parents’ Bill of Rights—for Public Schools](#)
True Tolerance, 2012
Key Topics: *Education; Monitoring Outcomes; Parent Rights; Legal*
This one-page document enumerates specific rights of parents with regard to their child’s education. This document can be used as part of a self-assessment for schools regarding their policies on parent involvement.

- [Partnering With Parents and Families to Support Immigrant and Refugee Children at School](#)
Kugler, E., 2009
Key Topics: *Family–School Partnership; Immigrant and Refugee Families; School-Based Mental Health; Cultural and Linguistic Responsiveness; Eliminating Disparities*
This position brief focuses on immigrant students and their families. Guidelines are described for establishing successful partnerships to support school-based mental health for immigrant and refugee youth and their families, with examples from several model mental health programs across the nation. An overview of the challenges in providing school mental health for immigrant families is included.
- [The Family Engagement for High School Success Toolkit: Planning and Implementing an Initiative to Support the Pathway to Graduation for At-Risk Students](#)
United Way Worldwide & Harvard Family Research Project, 2011
Key Topics: *Family Engagement; At-Risk Youth; Family–School–Community Partnership; Data Driven; Monitoring Outcomes; Strategic Planning*
This toolkit features the work of 15 pilot sites across the nation, each of which developed a comprehensive family–school–community engagement initiative to keep at-risk youth on the path to graduation. The toolkit presents a structured, data-driven planning and implementation process to build family engagement and to strengthen school–family connections and partnerships. A chart for planning continuous improvement in family engagement is provided, and lessons learned are summarized.

Early Childhood Resources

- [Parent Engagement Practices Improve Outcomes for Preschool Children](#)
Bierman, K., Morris, P., & Abenavoli, R., 2017
Key Topics: *Early Childhood; Family Engagement*
This research brief describes current approaches and findings from recent studies with preschool children (ages 3–5) that document both the promise and challenge of effectively engaging families and children at risk for poor school readiness. It focuses on effective parent engagement models that improve school readiness outcomes in well-controlled studies and addresses systematic approaches and next-generation research needed to improve the impact of parent engagement programs.
- [Promoting Father Involvement in Early Childhood](#)
Family Resource Information, Education, and Network Development Service (FRIENDS)
National Center for Community-Based Child Abuse Prevention, 2012
Key Topics: *Fatherhood Programs; Early Childhood; Family Engagement; Cultural and Linguistic Responsiveness*
This web page provides resources that describe strategies for increasing fathers’ engagement in early education. The brief discusses the importance of and need for targeting resources to engage fathers in schools and is available in English and Spanish. A fatherhood program self-assessment tool also can be accessed on the web page.
- [Parent Engagement Practices Improve Outcomes for Preschool Children](#)
Stark (Pew Charitable Trusts), 2010
Key Topics: *Early Childhood, State Policy, Community and Family Engagement*
This article discusses a report from Pre-K Now that identifies policies that can enhance family engagement in state pre-kindergarten programs and highlights examples from states that are leading the way. As policy makers across the country seek cost-effective strategies to improve

pre-K quality and close achievement gaps, they should look to family engagement as a core component of those efforts. By involving parents, grandparents, and other caregivers, pre-K programs can build essential relationships that enhance children's learning at home and at school; promote supportive, effective parenting; and build a lifelong partnership between families and the education system.

System and Policy Resources

- [Policy Statement on Family Engagement From the Early Years to the Early Grades](#)
U.S. Department of Education and Department Health and Human Services, 2016
Key Topics: *Family–School Partnership; Family Engagement*
This policy statement from the U.S. Department of Health and Human Services and the Department of Education provides recommendations to early childhood systems and programs regarding the essential role of families as partners in children’s learning and development. Family engagement refers to the systematic inclusion of families in activities and programs that promote children’s development, learning, and wellness, including in the planning, development, and evaluation of such activities, programs, and systems.
- [Parent/Family Engagement Provisions in the Every Student Succeeds Act](#)
Leadership Conference Education Fund, 2016
Key Topics: *Family–School Partnership; Family and Community Engagement*
This brief provides an overview of ESSA’s requirements and opportunities for parent, family, and community engagement. Since ESSA’s inception, the intent of the law has been to raise achievement for low-income and otherwise disadvantaged children. Gaps in educational opportunity and achievement will be remedied only when those closest to the affected students—parents, families, and communities—are driving decision making.
- [Family Engagement Framework: A Tool for California School Districts](#)
California Department of Education, 2014
Key Topics: *Family Leadership; Family Engagement; Family–School Partnership; Policy Change; Workforce Development; Strategic Planning*
This resource is intended as an exemplary state guide for educators, families, and communities as they plan and implement a comprehensive family engagement approach aimed at improving student performance. A list of principles and how they can be operationalized is included.
- [Parent Involvement and Family–School Partnerships: Examining the Content, Processes, and Outcomes of Structural Versus Relationship-Based Approaches](#)
Kim, E., Coutts, M., Holmes, S., Sheridan, S., Ransom, K., Sjuts, T., & Rispoli, K., 2012
Key Topics: *Family–School Partnership; Family Engagement; Outcomes; Research and Evaluation*
This research paper examines the published studies on how schools engage families. A comparison of the family involvement approach with the family–school partnership model is examined. The authors suggest future research on family–school partnership models that focus on relationships between family members and school personnel to support children’s learning and development.
- [Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships](#)
Mapp, K., & Kuttner, P., 2013
Key Topics: *System Reform; Family–School Partnership; Family Engagement; Workforce Development; Strategic Planning*
This publication presents a framework to help educators and families work together to develop family engagement strategies, policies, and programs to support student achievement and school

improvement. Several helpful graphics are provided to guide the process. Three case studies and recommendations for achieving family–school partnership goals are described.

- [Reimagining Parent Engagement in California: Moving From 1.0 to 2.0](#)
Families in Schools, 2013
Key Topics: *System Transformation; Outcomes; Capacity Building; Parent Engagement; Family–School Partnership; Family Driven*
This document, produced by family engagement advocates from California, outlines a family-driven set of indicators to measure effective parent engagement practices in schools. The priority indicators are organized into six categories: (1) a welcoming environment, (2) effective school–family communications, (3) meaningful resources for families, (4) shared leadership, (5) conflict resolution, and (6) adequate financial resources to support the implementation of these practices. A comprehensive and detailed approach is provided for schools to evaluate their progress toward building true family–school partnerships.
- [The Head Start Parent, Family, and Community Engagement Framework: Promoting Family Engagement and School Readiness From Prenatal to Age 8](#)
Office of Head Start, 2011
Key Topics: *Early Childhood; Family Leadership; Family Engagement; Family–School–Community Partnership; Strategic Planning; Workforce Development*
This document describes a framework for implementing systemic and integrated family engagement in Head Start and other early childhood and school programs serving children ages prenatal–8. Guidance is provided for strategic planning, program design and management, continuous quality improvement, and staff development. The framework can be used as a social marketing tool to inform community partners about the importance of family engagement goals for school readiness.
- [Where Do We Go From Here in Family Engagement? Comments at the Late Turn of the 21st Century](#)
Kroeger, J., & Bray, T., 2014
Key Topics: *Cultural and Linguistic Responsiveness; Family Engagement Policy; Promising Practices; Immigrant and Refugee Families; Research and Evaluation*
This article identifies concerns related to parent engagement policies and laws and their impact on relationships between school and home. The authors offer insight into why schools struggle to engage new immigrant and refugee families and recommend practices implemented by teachers of diverse families in the United Kingdom and United States.

Child Welfare

- [Family Engagement: Partnering With Families to Improve Child Welfare Outcomes](#)
Children’s Bureau, 2016
Key Topics: *Family Engagement; State and Local Policy; Promising Practices*
This bulletin provides an overview of the foundational elements of the family engagement approach, followed by strategies—including state and local examples—and promising practices for implementing this approach at the case level, peer level, and systems level.

- [Building Agency Capacity for Family Involvement in Child Welfare: Family Involvement in Systems of Care](#)
National Technical Assistance and Evaluation Center for Systems of Care, 2011
Key Topics: *Family Engagement; Capacity Building; Strategic Planning; Workforce Development*
This research brief examines the impact of child welfare agencies participating in a federal pilot Systems of Care Initiative and progress that was made toward involving families in meaningful ways. It describes evaluation findings of child welfare agencies that promoted family involvement. Action steps, strategies, and tips for preparing a staff to engage families effectively are included.
- [Child Welfare Policy Briefing: Family Group Decision Making](#)
American Humane Association, 2010
Key Topics: *Promising Practices; Family Voice; Outcomes; Cultural and Linguistic Responsiveness*
This report discusses how child welfare agencies have engaged family members and the community in family group decision making to ensure the safety of children. The brief describes results of Family Group Decision Making, including more stable out-of-home placements; decreased need for out-of-home care, including foster care; and stronger family connections. Links to Family Group Decision Making guidelines and frequently asked questions are included.
- [Family Engagement: Maximizing Family Resources & Kinship Connections](#)
Advocacy, Inc., Corinne Wolfe Children’s Law Center, CYFD New Mexico, New Mexico CASA Network, New Mexico Citizen Review Board, & New Mexico Court Improvement Project, 2007
Key Topics: *Family Engagement; Promising Practices; Shared Decision Making*
This brief describes best practices for family engagement in child welfare. Suggested roles for child welfare staff, judges, attorneys, parents, and other participants in the child welfare court process are provided. A list of basic principles for engaging families is included.

Mental Health

- [Embracing Family-Driven Care](#)
Caldwell, Hust, Kuppinger, Lambert, & Levy, 2012
Key Topics: *Family Driven; Family Voice; Policy Change; Shared Decision Making; Promising Practices*
This paper operationalizes family-driven care by describing best practices at three levels: system, program, and practice. Definitions and priority action areas, examples of family-driven care practices, next steps for organizations, and a list of references are included.
- [Family-Driven Care in America: More Than a Good Idea](#)
Spencer, S., Blau, G., & Mallery, C, 2010
Key Topics: *Family Driven; System Transformation*
This article explains how the mental health field has evolved from seeing parents as the cause of their child’s mental health issues to seeing them as important partners in their children’s treatment. Additionally, it provides examples of how parents have become active participants in practice, policy development, and system reform efforts.

- [Family-Driven Care: Are We There Yet?](#)
 Duchnowski, A., Kutash, K., & de la Parte, L., 2007
Key Topics: *System Transformation; Family–School–Community Partnership; Family Driven; Family Voice; Promising Practices*
 This document provides a road map for implementing family-driven systems and school-based mental health services in partnership with families and community mental health agencies. The resource addresses the needs of both systems, such as mutual understanding of approach, language, theories, and perspectives. It discusses how positive behavior supports, wraparound, and response to intervention are evidence-based frameworks that have served to unify the efforts of education staff, mental health practitioners, and families to improve child outcomes. This resource also includes a Compendium of Evidence-Based Behavioral Health Programs that have a family component (Appendix C, p. 44).
- [Medicaid Financing for Family and Youth Peer Support: A Scan of State Programs](#)
 Center for Health Care Strategies, 2012
Key Topics: *Family Peer Support; Financing; Sustainability*
 This report describes family and youth peer supports as an essential behavioral health approach. A point-in-time matrix is included that identifies the particular strategies and programs of states that are using Medicaid to finance, expand, and sustain family and youth peer support efforts.
- [Working Definition of Family-Driven Care](#)
 National Federation of Families for Children's Mental Health, 2008
Key Topics: *Family Driven*
 This web page features the definition of “family-driven care” and associated 12 principles of family-driven care developed by the National Federation of Families for Children's Mental Health. The role of families as primary decision makers in the care of their own children is described. Policies and procedures for caring for all children in the community, state, tribe, territory, and nation are recommended.

Juvenile Justice

- [Families Unlocking Futures: Solutions to the Crisis in Juvenile Justice](#)
 Justice for Families, 2013
Key Topics: *Juvenile Justice; Family and Community Involvement*
 This report addresses how the juvenile justice system is feeding the nation’s vast prison system rather than redirecting youth from system involvement. The report details the impact on youth and families as a result of the rapid growth of the prison system, zero-tolerance policies, and aggressive police tactics. Additionally, the report provides viable proven solutions as well as a blueprint for youth justice transformation.
- [An Advocate’s Guide to Meaningful Family Partnerships: Tips From the Field](#)
 National Juvenile Justice Network, 2010
Key Topics: *Family Leadership; Family Advocacy; Family Voice; System Reform*
 This resource describes the role of families as the most compelling spokespeople for change in the juvenile justice system. It addresses how professional advocates and family members can work in partnership toward systemic reform. Though it was intended for juvenile justice, recommendations serve to inform family advocacy in general.

- [Family Involvement in Pennsylvania’s Juvenile Justice System](#)
 Luckenbill, W., & Yeager, C., 2009
Key Topics: *Family Engagement; Policy Change; Promising Practices; Family Leadership; System Reform; Monitoring Outcomes*
 This monograph features Pennsylvania’s Model for Change–Family Involvement with examples of strategies used to support family involvement at the state and local levels. It includes the definition and principles of family involvement in the juvenile justice system that were developed through this initiative. Strategies and measures to assess the impact of family involvement are offered.
- [Safety, Fairness, Stability: Repositioning Juvenile Justice and Child Welfare to Engage Families and Communities](#)
 Pennell, J., Shapiro, C., & Spigner, C., 2011
Key Topics: *System Reform; Family–School–Community Partnership; Promising Practices; Family Engagement*
 This resource provides a review of family engagement practices, processes, and outcomes in juvenile justice and child welfare. Strategies to reform practice and policy as well as tools to systematically engage families and youth in partnership across all child-serving systems are described.

Family Organizations

- [Becoming a Medicaid Provider of Family and Youth Support: Considerations for Family-Run Organizations](#)
 Kallal, J., Walker, J., Lewis, L., Simons, D., Lipper, J., & Pires, S., 2014
Key Topics: *Family Organization; Family Peer Support; Financing*
 This resource provides guidance and key considerations for organizations to provide youth and family peer support services under the Medicaid program.
- [Standards of Excellence for Family-Run Organizations](#)
 Family Run Executive Director Leadership Association, 2015
Key Topics: *Family Organizations; Sustainability*
 These Standards of Excellence are intended to support the development and sustainability of family-run organizations and their role in strengthening family engagement in the community.
- [The Power of Family Organization Collaboration in Expanding Systems of Care](#)
 deSousa, 2013
Key Topics: *Family Advocacy; Family Leaders; Partnerships*
 This resource provides strategies for family and advocacy organizations to collaborate with states and communities to improve and expand children’s mental health services and strengthen systems of care.

Additional Resources

- [Center for Social Organization of Schools at John Hopkins University](#)
This center conducts and disseminates research, programs, and policy analyses that produce new and useful knowledge and practices to help parents, educators, and community members work together to improve schools, strengthen families, and enhance student learning and development.
- [FRIENDS National Center for Community-Based Child Abuse Prevention](#)
This web page provides resources related to community-based child abuse prevention and treatment for organizations and agencies. Additionally, it includes resources on engaging parents and fostering parent leadership in the areas of preventing child abuse and supporting families.
- [National PTA®](#)
National PTA engages families and communities in advocating for every child’s education, health, and safety.
- [Parent Support Network](#)
Partnership™ for Drug-Free Kids
Key Topics: *Family Empowerment; Substance Abuse Prevention*
This web page provides intervention and treatment resources for parents with teens and young adult children dealing with drug and alcohol abuse. The tools are designed to empower and help parents take an active role in achieving healthy outcomes for their children.
- [U.S. Department of Education](#)
The Family and Community web page provides a variety of resources for parents and families, including resources on family voice in education, a family–school partnership framework, and information pertaining to No Child Left Behind and education rights.

References

- Caspe, M., Lopez, M. E., & Wolos, C. (Winter 2006/2007). *Family involvement in elementary school children’s education* (Harvard Family Research Project Brief Series No. 2: Family Involvement Makes a Difference). Retrieved August 2015 from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-elementary-school-children-s-education>
- Kreider, H., Caspe, M., Kennedy, S., & Weiss, H. (Spring 2007). *Family involvement in middle and high school student’s education* (Harvard Family Research Project Brief Series No. 3: Family Involvement Makes a Difference). Retrieved August 2015 from: <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-middle-and-high-school-students-education>
- Mapp, K., & Kuttner, P. (2013). *Partners in education: A dual capacity-building framework for family–school partnerships*. Retrieved from <http://www2.ed.gov/documents/family-community/partners-education.pdf>
- No Child Left Behind Act. (2001). SEC. 1118. *Parental involvement*. Retrieved from <http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118>

- Elementary and Secondary Education Act of 1965; Every Student Succeeds Act (ESSA) as amended through P.L. 114–95, Enacted December 10, 2015. Retrieved from <https://www2.ed.gov/documents/essa-act-of-1965.pdf>
- Substance Abuse and Mental Health Services Administration. (2013). Safe Schools/Healthy Students State Planning, Local Education Agency, and Local Community Cooperative Agreements (Initial Announcement). Request for Applications No. SM-13-006. Retrieved August 2015 from <http://www.samhsa.gov/grants/2013/sm-13-006.pdf>
- Weiss, H., Bouffard, S., Bridglall, B., & Gordon, E. (2009). *Reframing family involvement in education: Supporting families to support educational equity* (Equity Matters: Research Review No. 5). Retrieved from <http://www.hfrp.org/var/hfrp/storage/fckeditor/File/ReframingFamilyInvolvementinEducation.pdf>
- Weiss, H., Caspe, M., & Lopez, M. E. (Spring 2006). *Family involvement in early childhood education* (Harvard Family Research Project Brief Series No. 1: Family Involvement Makes a Difference). Retrieved August 2015 from <http://www.hfrp.org/publications-resources/publications-series/family-involvement-makes-a-difference/family-involvement-in-early-childhood-education>