This workbook provides an opportunity for you and your team to reflect on how to get started, and/or how to continuously improve, your work on STEM family engagement. There are five sections that will translate your vision and goals into a roadmap.

Tips to get started:

1. **Decide how you want to complete the workbook.** Select a reflection process that works for you and your team. Will you answer as a team or individually? Will you complete all sections in one sitting or piece-meal?

2. **Make sure everyone plays an active role.** Involving different stakeholders in the reflection process and decision-making will provide a strong foundation for meaningful and equitable family engagement.

3. **Dedicate time and do the work.** Commit to this reflection process by scheduling time and sticking to it. Ask for help if you need a thought partner or to be held accountable.

4. **Continuously experiment, learn, and adapt.** This is your workbook, and we want you to customize it and use it in a way that best meets the needs, desires, and values of families, youth, staff, and the local community.

Explore the Conclusions, References, & Resources section to deepen your learning of STEM, OST, DEIA, and family engagement.

Part III. Family Engagement Planning Workbook

ISRY Institute for the Study of Resilience in Youth

Building a Team

STEM family engagement is hard work and it takes a community to support STEM learning. When building your STEM family engagement team, consider how you can include many diverse voices to shape your STEM programming, especially families, youth, and program staff.

Use the table below to reflect on who is (or should be) on your STEM family engagement team. What interests, experiences, knowledge, skills, and/or resources does each team member have? Based on your answers, think about what role each individual can play to support STEM family engagement efforts, as well as who you can invite to join the team to round out your efforts.

Stakeholder *(Relation to Program)*	Name(s) *(First, Last)*	Experiences and Assets *(What does each team member bring to the family engagement work?)*
Program Administrators (e.g., Directors, managers)		
Program Staff (e.g., Coordinators, educators)		
Family Members (e.g., Parents, grandparents, siblings, aunts/uncles, etc.)		
Youth (e.g., current, future, or past program participants)		
Community Partners (e.g., schools, museums, STEM professionals, nonprofits)		

Explore **Digital Youth Divas' resources** on the many ways in which families act as partners in youth learning.

Crafting a Vision

Crafting a vision for the future of STEM family engagement is another essential step needed to map where your program is starting and where it wants to go. Reflect on what you think the most meaningful and equitable STEM family engagement "looks like" and why it will matter.

Use the table below to reflect on your experiences with STEM family engagement and your hopes for future STEM family engagement efforts. If you are new to STEM or family engagement, think about any time in your life that that you engaged in learning with a family member.

Questions	Reflections
What is the most memorable experience you have had with family engagement? *(It can be positive or negative, and inside or outside the context of STEM learning)*	
What will help create a more inclusive culture for youth, families, and staff? What factors could create a less inclusive culture? *(You might consider mindsets, attitudes, biases, practices, systems, and more).*	
If you were to observe the most meaningful and equitable STEM family engagement in your program, what would it look like? Sound like? *(Why does it matter, and what needs to change to make this a reality for your program?)*	

Consider this Equity-Centered Community Design Field Guide to make sure your design values diversity and centers equity and inclusion.

Explore the Global Family Research Project's report on generating a bold vision for family engagement.
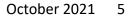
Identifying Strengths & Barriers

Inspiration behind STEM family engagement efforts can come from both a program's success stories and the challenges it is trying to address. Consider your strengths and how they may be leveraged to address barriers, which may be at the program level (e.g., program timing, transportation to the site) and/or at the community/system level (e.g., inequitable access to technology, stereotypes about STEM).

Use the table below to map your strengths and barriers along the four domains of the CARE framework. Take time to celebrate the team's accomplishments and try to break down barriers into smaller pieces. Think about what partners/resources can help the team address barriers.

CARE DOMAIN *(See guide, above)*	STRENGTHS *(In what ways are staff, families, and youth already implementing practices within CARE?)*	BARRIERS *(What barriers will make it more challenging to accomplish practices within CARE?)*
CONNECT: *Build **positive relationships** by fostering a diverse, inclusive, and collaborative community.*		
ACT: *Engage youth, families, and staff in **hands-on STEM activities** to foster a growth mindset.*		
REFLECT: *Use **reflective practices** to improve learning and deepen awareness among youth, families, and staff.*		
EMPOWER: *Inspire youth, families, and staff to **shape** STEM experiences **and pursue** STEM learning and careers.*		

Explore this **Connected Science Learning article** on overcoming challenges and creating pathways for equity in STEM.

Setting Goals & Priorities

To ensure STEM family engagement efforts are effective and long-lasting, it is important to set clear and achievable goals. Use your workbook learnings to identify and prioritize the goals that will help you launch or improve your program's STEM family engagement efforts. Compare each team member's goals and collectively decide immediate priorities, identify next steps, and assign roles to move forward.

Using the table below, share your top three goals for family engagement in STEM. Describe the <u>what</u> (what you hope the team achieves), the <u>why</u> (the importance of the goal), and the <u>which</u> (the CARE domain or attribute this goal fits within). Methods to achieve your goals including the <u>how</u> (strategies), the <u>when</u> (timeline), and the <u>who</u> (involved team members) will be addressed in the next section.

Goal #1: First Highest Priority
Goal (What?) -
Importance (Why?) -
CARE Domain/Attribute (Which?) -

Goal #2: Second Highest Priority
Goal (What?) -
Importance (Why?) -
CARE Domain/Attribute (Which?) -

Goal #3: Third Highest Priority
Goal (What?) -
Importance (Why?) -
CARE Domain/Attribute (Which?) -

Explore the **STEM Next Opportunity Fund's Case Study** on successes and lessons learned about family engagement in the Bay Area.

Creating a Roadmap

In the previous sections, you reflected on various essential components of a STEM family engagement plan—from building a team, to crafting a vision, to identifying strengths and barriers, to setting goals and priorities. If we think of these as the foundation and framing for your STEM family engagement efforts, creating a roadmap provides the strategies for how to fulfill and put your plan into action.

The following table is designed to translate earlier sections of workbook into an actionable roadmap for your STEM family engagement team. Create this roadmap together with all team members to promote inclusion, leadership, and accountability. This document will likely evolve and grow over time with input from more stakeholders, including youth, families, staff, and community partners.

Timeframe (e.g., week, month, program cycle)	Relevant Goal (Considering priorities)	Planned Strategies & Events (What will we do with youth, families, and the community to realize these goals/practices?)	Team Members (Who will be accountable? A collaborator?)	Measurements of Progress (What will we use to identify successes and challenges?)

Explore We All Count's Data Equity Framework when considering methods for data gathering and measurement of progress/lessons learned.