



BOYS & GIRLS CLUBS

PLANNING GUIDE

A photograph of a smiling woman with short grey hair, wearing a grey sweater and large hoop earrings, hugging two young girls. The girls are also smiling and wearing bright yellow-green patterned shirts. The background is a soft-focus outdoor setting with greenery.

**FAMILY AND  
CAREGIVER  
ENGAGEMENT**

# TABLE OF CONTENTS

**1**

---

**OVERVIEW**

**5**

---

**KEY PRINCIPLES**

**8**

---

**YOUR FAMILY  
AND CAREGIVER  
ENGAGEMENT STRATEGY**

**12**

---

**FAMILY ENGAGEMENT  
ACTIVITIES**

- 14** Information-Seeking Activities
- 15** Shared Activities
- 16** Skill-Based Activities
- 16** Resource-Linking Activities
- 17** Leadership Activities

**18**

---

**RECOMMENDATIONS FOR  
VIRTUAL ENGAGEMENT**

**20**

---

**TOOLS, TEMPLATES AND  
ADDITIONAL RESOURCES**

**23**

---

**ACKNOWLEDGMENTS**



# OVERVIEW

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# Overview

Family and caregiver engagement is a critical component of positive youth development. When after-school organizations provide resources, supports, and opportunities for families and caregivers, they create an integrated network of support for the youth they serve. This makes it possible for young people to reach their full potential as productive, caring and responsible citizens.

This guide explains what family and caregiver engagement is, why it's important, and what it looks like in practice. We will discuss the underlying evidence basis behind this work, key principles of effective engagement, helpful tools, and additional resources to help youth development professionals engage families and caregivers. This guide highlights examples and promising practices from Boys & Girls Clubs that could possibly be implemented by any youth-serving organization to effectively engage families and caregivers.

## The Importance of Family and Caregiver Engagement

A young person's development is influenced by where they live and with whom they interact. That means families, schools and youth-serving community organizations such as Boys & Girls Clubs all contribute to young people's education, health and well-being. For best results, these groups must share responsibility and work together to develop a comprehensive ecosystem of coordinated, complementary supports that help youth thrive.

Families play a significant role in supporting their children. The term "family" is meant to refer broadly to adult caregivers involved in a young person's life. This could include biological, adoptive or foster parents; grandparents; aunts and uncles; adult siblings; and even trusted adults in the community. Such caregivers can bridge gaps between home, school and the community. Therefore, it is vital for Club professionals to reach out and meaningfully involve the families of their members. Families should feel comfortable working with Clubs and Youth Centers to actively support their children's learning and development.<sup>1</sup> This is known as family engagement.

Families demonstrate engagement in their children's education when they:

- Discuss the strengths, needs, and interests of their children with educators and youth development professionals
- Work on academic and social-emotional skills with their children at home
- Promote and reinforce the values of education
- Find the information and resources necessary to make good decisions about their children's education
- Engage in their own pursuits as lifelong learners to further support their children

Family engagement ultimately provides youth with greater opportunities to practice academic and social-emotional skills, reinforces consistent messages about the value of education, and ensures caregivers can effectively advocate for youth.

According to “A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement,” students with involved parents were more likely to perform better academically — earning higher grades and passing their classes — and demonstrate positive social-emotional skills.<sup>2</sup>

When families and caregivers engage in out-of-school-time programs, research shows the following results:

- Improved relationships between parents and children<sup>3</sup>
- Lower rates of risky and violent behaviors among teens<sup>4</sup>
- Improved participation in afterschool programs and better outcomes for program participants<sup>5</sup>

Boys & Girls Clubs also benefit from greater family engagement. Caregiver involvement and support can help youth development professionals respond more appropriately to young people and their needs. Families provide valuable insight to ensure programming is culturally relevant. They are often motivated to donate time and resources, serve as community liaisons and advocate for the organization.

## Core Beliefs

For Clubs to effectively engage families and caregivers, youth development professionals must adopt foundational beliefs about the importance of this work and the families of the young people they serve. “Beyond the Bake Sale: The Essential Guide to Family-School Partnerships”<sup>6</sup> identifies two core beliefs.

1.

All families care about their children and want what’s best for them.

As a youth development professional, it’s easy to feel frustrated by the challenges you face engaging with families and caregivers. You may view a family’s lack of responsiveness and/or participation as evidence that they don’t care. The truth is, all families want the best for their children. However, families may confront barriers that make it difficult to support their children’s learning and development.

Some caregivers may be reluctant to engage due to negative experiences with the education system. Others may face barriers related to communication, transportation or childcare. Still others may be overwhelmed from juggling multiple jobs and struggling to keep the lights on.

To best respond to families and their needs, be sensitive to these barriers when designing opportunities for engagement. This might mean inviting a translator to a workshop, hosting an event in the community or at a venue closer to public transportation, or providing childcare and/or a meal so caregivers can participate.

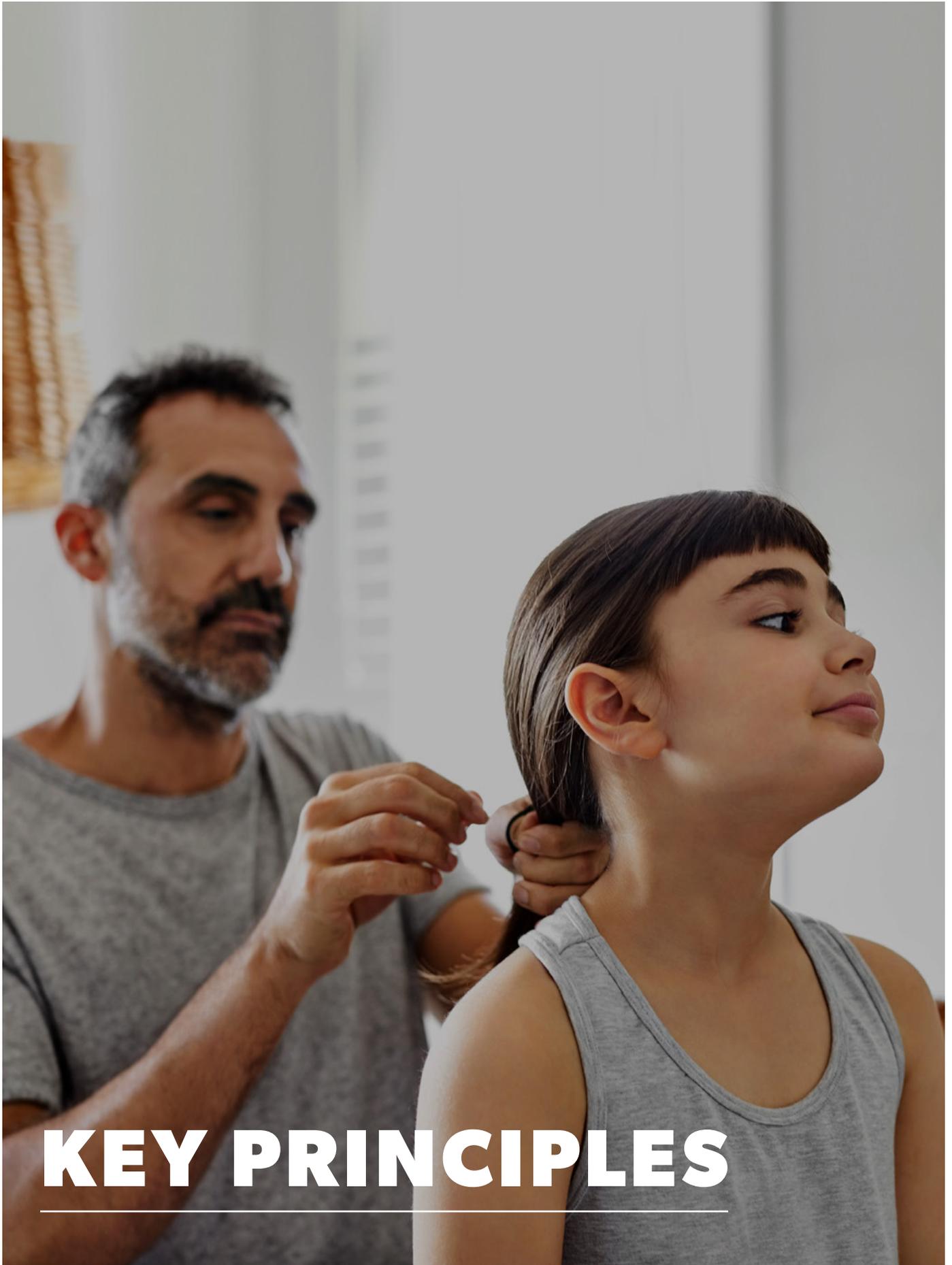
## 2.

### All families have the capacity to support their children's education.

Caregivers can greatly impact their children's academic success. Caregivers may lack a sense of self-efficacy, meaning they doubt their ability to effectively support their children. They may have struggled in school with certain subjects and feel ill-equipped to support their children. This may especially be true for caregivers of high school students who feel intimidated by the advanced content.

Regardless of caregivers' mastery of specific academic concepts, their knowledge, skills and experiences are valuable resources in supporting their children's learning. Caregivers may lend their insight by sharing favorite childhood stories, teaching their children how to cook, or engaging their teens in discussions about relevant topics and current events.

To successfully engage families, recognize caregivers' knowledge and talents. Then empower them to leverage these gifts on behalf of their children.



# KEY PRINCIPLES

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# Key Principles

Successful family and caregiver engagement is based on the following key principles:

1. Strong relationships built on trust and respect
2. Open, two-way communication
3. Equal partnership
4. Cultural responsiveness
5. Intentionality

We will discuss these concepts in greater detail in this section.

## 1. Strong relationships built on trust and respect

Dedicate time to building positive relationships with families and caregivers. Make sure families feel welcome at the Club. Show them you value their knowledge, skills and experiences. Demonstrate respect for their culture, values and background.



**Promising Practice:** Ask families about their skills and interests. You could do this formally through a survey, or by engaging them in meaningful conversations. Find opportunities for family members to share their talents and interests — whether it's teaching youth how to build furniture, cooking food for an event, or volunteering to decorate the bulletin board each month. This leverages caregivers' skills and shows you recognize and value what families have to offer.

## 2. Open, two way communication

Communication should flow back and forth between Club professionals and caregivers in a way that recognizes families as equal partners and encourages their input and feedback. While one-way communication involves sharing Club information with families, two-way communication goes a step further. It includes asking questions to solicit feedback and insight. Families should feel welcome to share their ideas and opinions, confident they will be given serious consideration.



**Promising Practice:** Families and caregivers all communicate differently. So use a variety of methods to ensure everyone gets the information they need. This could include newsletters, emails, social media posts, phone calls, flyers and/or communication apps such as Remind, ClassDojo or WhatsApp.

Using multiple communication methods shows you care about connecting with all families, and it makes it easier for families to engage with you. Allow caregivers to respond directly, or consider making a suggestion box or providing a phone number or email address where they can leave questions and comments. Respond promptly to feedback so families feel that you truly value their input. Highlight changes and adjustments you've made based on their feedback so they can see the difference their input made.

### 3. Equal partnership

Instead of a hierarchical relationship, both parties should feel they have equal status. Families should be viewed as partners with shared power for decision-making.



**Promising Practice:** Invite family members and caregivers to serve on an advisory committee to offer their perspective and insights about key decisions to be made. Ask them to weigh in on policies, programming and operational decisions as appropriate. This committee should create opportunities for families to openly share feedback in an authentic and intentional way.

### 4. Cultural responsiveness

Ensure Club programming and resources reflect families' diverse needs and interests. Demonstrate respect for families' unique backgrounds by developing opportunities for engagement that recognize and embrace their differences.



**Promising Practice:** Translate documents and communications into the language(s) spoken by families so they understand the information being shared. To create an inclusive space for all, translate important signs posted around the building, such as “Welcome,” “Bathroom” and “Exit.” Invite a caregiver who speaks another language to translate for others at workshops, and offer English as a second language (ESL) classes for those interested.



**Promising Practice:** Adapt programming to be culturally responsive for caregivers. Adjust activities so they are relevant for the community. This might include hosting family nights related to specific observances (e.g., Black History Month, Native American Heritage Month), offering opportunities for families to showcase their culture and traditions, or providing workshops responsive to families' histories and experiences.

### 5. Intentionality

Engage caregivers in a purposeful and thoughtful way. Plan outreach opportunities with families' particular needs and interests in mind.



**Promising Practice:** Develop a monthly calendar of family engagement opportunities and distribute it at the end of the previous month. This will ensure caregivers know about the opportunities well in advance so they can coordinate their schedules accordingly. Include contact information so families can reach out if they have questions or need more information.



# **YOUR FAMILY AND CAREGIVER ENGAGEMENT STRATEGY**

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# Your Family and Caregiver Engagement Strategy

When developing a family and caregiver engagement strategy, follow the five key principles we just discussed. Then to ensure your efforts are intentional, responsive and effective in supporting youth outcomes, follow the four steps outlined in this section:

1. Prepare
2. Assess
3. Develop
4. Evaluate

## 1. Prepare

Family engagement requires the support of all staff members in your Club, so make sure they understand how caregiver engagement impacts the youth you serve. Every youth development professional must adhere to the core beliefs and five key principles in all their interactions with families.

Support Club staff by offering professional development opportunities related to unconscious bias, cultural responsiveness and inclusion. These will help everyone develop the skills needed to effectively interact with the community. You may also provide training specific to family engagement either through an online course or in-person by a local specialist on the topic.



**Promising Practice:** Factor family engagement into the Club budget to ensure there is adequate financial support for the work. This might mean securing funding to hire a family engagement specialist, providing refreshments and supplies for monthly events, or partnering with organizations to offer adult education classes.



**Promising Practice:** Consider hiring a family engagement specialist who can ensure caregivers are supported in intentional and thoughtful ways. It's helpful to designate someone who can focus their time and energy on developing deep and meaningful relationships with both caregivers and additional community partners.



**Resource:** BGCA's Spillett Leadership University offers online trainings about unconscious bias. Access these trainings here: [BGCA.net/Training](https://www.bgca.net/Training)



**Resource:** You for Youth offers a free online course that introduces the concept of family engagement and reviews the steps needed to plan and implement this work. Access it here: [y4y.ed.gov/learn/family](https://y4y.ed.gov/learn/family)

## 2. Assess

Take time to identify caregivers' specific needs and interests to ensure your engagement efforts are relevant and responsive to the families in your Club. Use Information-Seeking Activities to engage parents and caregivers while soliciting their needs and preferences. Learn more about these specific activities and how to conduct them in the pages that follow.

## 3. Develop

Once you understand the specific needs and interests of families, it's time to develop opportunities to engage caregivers further. You'll learn how to implement the following types of Family Engagement Activities in this guide:

- Shared Activities
- Skill-Based Activities
- Resource-Linking Activities
- Leadership Activities

## 4. Evaluate

It's important to evaluate your family engagement efforts to determine what's working and whether any adjustments need to be made. This is key in ensuring your organization is investing in the right ways. Consider this list of potential data sources to analyze with corresponding discussion questions for each.

### Caregiver Surveys

- Do caregivers feel welcome and comfortable at the Club? Why or why not?
- Do caregivers feel satisfied with the services, resources and programming offered? Why or why not?
- Do caregivers feel informed about what is going on at the Club? Why or why not?
- Do caregivers feel as though their input matters? Why or why not?

### Communication Metrics

- What communication methods have the greatest success in terms of engagement, open rate or response rate?
- How long does it take, on average, to respond to feedback from families?

### Attendance and Participation at Engagement Activities

- How far in advance are activities planned?
- Do exit surveys show that families enjoy and learn from the activities offered?
- Do activities provide opportunities for caregivers to share their knowledge and skills?
- What engagement activities had the greatest attendance and participation? What made these activities so successful? (Consider day, time, format, topic, etc.)
- What engagement activities had the least attendance and participation? What made these activities less successful? (Consider day, time, format, topic, etc.)

### Utilization of Services and Resources

- How many families used a specific service or resource in the last month/quarter/year?
- How many referrals were made to external community services?



**Promising Practice:** For a more thorough evaluation of family and caregiver engagement efforts, consider partnering with a local university.



**Resource:** Save the Children has a family engagement checklist that, though developed for schools, is a helpful way to evaluate your Club's family engagement efforts and identify areas of growth. Access it here: [ala.org/pla/sites/ala.org.pla/files/content/onlinelearning/webinars/archive/Save%20the%20Children\\_Family%20Engagement%20Checklist.pdf](https://ala.org/pla/sites/ala.org.pla/files/content/onlinelearning/webinars/archive/Save%20the%20Children_Family%20Engagement%20Checklist.pdf)



# **FAMILY ENGAGEMENT ACTIVITIES**

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# Family Engagement Activities

ACTIVITY TYPE	DESCRIPTION	EXAMPLES
<b>Information-Seeking Activities</b>	Opportunities for families to provide input about their needs and interests	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Focus groups</li> <li>• Individual meetings</li> </ul>
<b>Shared Activities</b>	Opportunities for families to engage in educational experiences with their children	<p><b>On-site</b></p> <ul style="list-style-type: none"> <li>• Field trips</li> <li>• Family nights for kids and teens               <ul style="list-style-type: none"> <li>○ Subject-specific (STEM, literacy)</li> <li>○ Art projects</li> <li>○ Cooking</li> <li>○ Sports (e.g., basketball, yoga)</li> <li>○ Esports and video games</li> <li>○ Board games</li> <li>○ Trivia</li> <li>○ Movies</li> </ul> </li> <li>• Special events (e.g., guest reader, career day, day of service, talent showcase)</li> </ul> <p><b>At Home</b></p> <ul style="list-style-type: none"> <li>• Activity packets</li> <li>• Extension activities</li> <li>• Discussion guides</li> </ul>
<b>Skill-Based Activities</b>	Opportunities for caregivers to build knowledge and skills to support their children's learning and their own development	<p><b>Caregiver Workshops or Trainings</b></p> <ul style="list-style-type: none"> <li>• Child development</li> <li>• Health and wellness</li> <li>• Behavior management</li> <li>• CPR/first aid</li> <li>• Subject-specific topics (e.g., literacy, math)</li> <li>• College application process</li> </ul> <p><b>Adult Education Classes</b></p> <ul style="list-style-type: none"> <li>• English as a second language (ESL)</li> <li>• Citizenship</li> <li>• GED</li> <li>• Financial literacy</li> <li>• Digital literacy</li> <li>• College and career readiness</li> </ul>
<b>Resource-Linking Activities</b>	Opportunities for families to connect with each other and relevant community services	<ul style="list-style-type: none"> <li>• Caregiver orientations</li> <li>• Social opportunities for families to get to know each other</li> <li>• Family resource center or bulletin board</li> <li>• Referrals to local social service agencies</li> <li>• Booths, presentations, or workshops by local community organizations and social service agencies</li> <li>• Assistance navigating the school environment</li> <li>• Community health fairs and health screenings</li> </ul>
<b>Leadership Activities</b>	Opportunities for caregivers to build and exercise leadership skills	<ul style="list-style-type: none"> <li>• Volunteer opportunities</li> <li>• Advisory group</li> <li>• Advocacy training</li> </ul>

You for Youth, which provides professional development information for 21st Century Learning Center staff, outlines a variety of after-school family and caregiver engagement activities. The preceding chart includes many of them, along with sample opportunities and resources your Club could offer.<sup>7</sup>

There is no set formula for how many of each activity your Club should offer. Strive to develop opportunities from each category above to ensure caregivers have the knowledge and skills to support their children, can connect to needed services and supports, and have confidence in their abilities to positively impact their children.

Remember, there are many ways a caregiver can support their child, and some may not be easy to recognize. Whether or not a caregiver can attend meetings or special events, they can still emphasize the importance of education and communicate high expectations at home. Learn promising practices, link to resources and read about how to facilitate these Family Engagement Activities in the pages that follow.

## Information-Seeking Activities

Conduct a **Community Needs Assessment** to determine how to best engage families in your Club. Consider including questions about availability, preferred language, desired method of communication and transportation limitations. This will identify potential barriers to overcome before designing engagement opportunities.



**Resource:** Boys & Girls Clubs of America (BGCA) offers guidance on how to conduct a Community Needs Assessment along with a **sample assessment** for Clubs to modify. These resources are in the Getting Started section of [VirtualClubPlanner.org](https://www.virtualclubplanner.org)

Use **Pulse Checks** to quickly, easily and inexpensively gather timely insights from caregivers throughout the year, as interests and needs may change. These short surveys are a way to ensure you have up-to-date information to inform your efforts.



**Resource:** BGCA's **Pulse Checks guide** offers guidance on how and when to conduct a parent survey, and it includes a sample survey. Access it here on the [Operations page of BGCA.net](https://www.bgca.net/operations)

**Focus groups** are facilitated discussions in which small groups of participants share their thoughts, opinions and experiences related to a topic. Use open-ended discussions to explore topics to better understand participants' perspectives.



**Resource:** The CDC offers guidance on when to use focus groups and how to conduct them. Click on this link to learn more: [cdc.gov/healthyouth/evaluation/pdf/brief13.pdf](https://www.cdc.gov/healthyouth/evaluation/pdf/brief13.pdf)



**Principle in Action:** Boys & Girls Clubs of the Portland Metropolitan Area hosts success meetings with their members' families. These serve as opportunities to get to know families on a more personal level, better understand their children's needs and interests, and collaboratively develop behavior plans to support young people. These meetings help to build connections between families and Club staff, inform the development of responsive programming and targeted supports for youth, and ensure caregivers understand the important role they play in supporting their children's positive development.



**Promising Practice:** Share survey results with families and make them aware of any opportunities developed based on their responses. This shows that you value their input and encourages them to offer feedback. This level of transparency can also help families understand why you might not be taking a certain action based on the information collected.

## Shared Activities

Arrange educational opportunities for families to engage with their children at the Club, including field trips and special events. Also include activities for youth to take home and complete with their families.



**Promising Practice:** When planning educational family nights around literacy or STEM, design activities that are not intimidating for caregivers. Never put them on the spot. Caregivers may be uncomfortable with doing math problems or reading in front of their kids, especially if they don't feel particularly capable or confident in these skills. Instead, facilitate activities that everyone can equally participate in, regardless of skill level.



**Principle in Action:** Boys & Girls Clubs of Dumplin Valley is strategic about the way they market their events, making sure they sound fun and engaging. Instead of calling it Math Night, they've held Take and Bake Pizza Nights in which they embed math activities such as measuring and fractions. This makes the event sound less intimidating and generates a lot more excitement among families! The pizza itself reduces a common barrier to participation, especially for working parents and caregivers — finding the time to both participate in an after-school activity and prepare an evening meal for the family.



**Promising Practice:** Invite families to teach about their culture — including their languages, traditions, customs and habits. This ensures programming is culturally responsive while allowing caregivers to share their skills and talents.

## Skill-Based Activities

Offer families workshops, trainings and educational classes where they can build skills to confidently support their children’s educational development.



**Promising Practice:** When facilitating workshops for caregivers, refrain from framing them as “Parenting Workshops.” That title implies there is a right and wrong approach to parenting. In fact, what works depends on a variety of factors including personalities, relationship dynamics and culture.<sup>8</sup> Instead, refer to these events as topic-specific workshops.



**Principle in Action:** Boys & Girls Clubs of Truckee Meadows runs a Strengthening Families program, which is a class for families and their kids. While parents learn about parenting techniques (e.g., how to set boundaries), children learn how to respond to those techniques (e.g., how to accept the word “no”). Once families graduate from this 10-week program, the parents serve as informal promoters of the program in the community. Two parents have even become independent contractors who facilitate the Strengthening Families program themselves!



**Promising Practice:** Invite teachers or school administrators to the Club to offer workshops or information sessions for families. Caregivers might feel more comfortable when surrounded by a supportive community at the Club. The Club may be able to host events like these at times that are more convenient for working families — such as later in the evening.

## Resource-Linking Activities

Provide opportunities for caregivers to connect with other families and organizations around the community. Host events at your Club, and direct them to agencies outside that might interest them.



**Promising Practice:** Host a mandatory caregiver orientation for new members. Offer families a tour of the building, introduce them to various youth development professionals, explain relevant policies and procedures, have them experience a session, and get to know them too.



**Principle in Action:** Boys & Girls Club of Portland hosts mandatory orientations for families prior to having their children start at the Club. Staff review the rules and expectations, explain their model of behavior correction, and teach the language and vocabulary they use at the Club. Families also receive a tour of the Club to help them become familiar with the space.



**Promising Practice:** Create opportunities for families to connect with each other, whether as part of already planned events or during separate social activities. This gives families a chance to build a social network, which can provide additional resources and supports such as carpools and information about community events.



**Promising Practice:** Invite community organizations to the Club to provide information and register families for the services they offer — such as health insurance, employment assistance and voter IDs. This brings resources directly to families and removes transportation and scheduling barriers.



**Principle in Action:** Ever since COVID-19, Boys & Girls Club of Truckee Meadows has operated a resource room where families can make appointments to come and “shop” for basic needs like toiletries, clothing and household items. They also operate a mini food pantry and provide families with fresh produce through a partnership with the local food bank.



**Promising Practice:** Serve as a bridge for families with their local school. Coordinate transportation so caregivers can attend parent-teacher conferences, speak with school administrators about offering translation services, and support caregivers in understanding how they can work with the school to get the information they need to best support their children.

## Leadership Activities

Create opportunities for caregivers to build their leadership skills. Invite them to serve on committees that facilitate real change at your Club.



**Promising Practice:** Invite caregivers to serve as buddies or mentors for new members’ families. In this way they can gain confidence in their abilities as leaders while also contributing to developing a strong network of caregivers.



**Principle in Action:** Boys & Girls Clubs of Southern Nevada hold quarterly Parent Councils during which parents have an opportunity to discuss issues and ideas. Club staff offer support and empower parents to act on those ideas. During one meeting, parents came up with the idea of hosting a rummage give-away as a way for families to obtain needed goods for free while also helping to declutter and organize a storage area. Club staff provided donations from local businesses and parents hosted the event.



**Promising Practice:** Encourage caregivers to serve as volunteers by offering reduced fees or advanced registration opportunities for programming. Offer on-site volunteering opportunities that allow caregivers to practice leadership skills such as co-facilitating activities, helping in the office, or giving tours to new families. Also include at-home opportunities, such as making phone calls and planning events.



# RECOMMENDATIONS FOR VIRTUAL ENGAGEMENT

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# Recommendations for Virtual Engagement

During the COVID-19 pandemic, it is more important than ever to offer ways to engage families virtually, versus in-person. The virtual environment provides unique opportunities along with challenges. Families who previously faced barriers — such as transportation or conflicting schedules — can now participate much more easily. However, individuals with limited internet access may have a difficult time staying engaged. There is also the issue of screen time, as many are tired and overwhelmed by the amount of virtual activity in their lives. Find out what works best for the families in your Club. Here are a few recommendations.

## Virtual Engagement Opportunities

<b>Training and support</b>	Offer caregivers training and support on how to use the virtual platform. This will help them feel more comfortable using the technology.
<b>Consistent platform</b>	Use the same platform as local schools to prevent caregivers from having to learn a new technology.
<b>Enhanced security</b>	Require advance registration and enlist event passwords to ensure only those invited are able to join.
<b>Limited duration</b>	Keep meetings and activities from 30 minutes to one hour. This enables more caregivers to commit and participate.
<b>Sufficient staffing</b>	Identify one staff member to facilitate and another to run the behind-the-scenes technology. This ensures a more successful engagement opportunity for caregivers.
<b>Maximum interaction</b>	Facilitate Community Builders, polls, discussion questions, and raffles to support greater engagement and connections.



# **TOOLS, TEMPLATES AND ADDITIONAL RESOURCES**

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# Tools, Templates and Additional Resources

Consider the following **communication tools** to support your Club's family and caregiver engagement:

- Remind: [remind.com](https://remind.com)
- Class Dojo: [classdojo.com](https://classdojo.com)
- MailChimp: [mailchimp.com](https://mailchimp.com)

Below is a list of **templates** to support your family engagement efforts. Many of these have been sourced directly from local Boys & Girls Clubs and can be used as a starting point in developing your own tools. You should edit these tools to reflect your local context. Access the following templates at

[ProgramBasicsPlanner.com/Back](https://ProgramBasicsPlanner.com/Back):

- Family Orientation Agenda
- Family Assessment Survey
- Parent/Caregiver Meeting Form
- Referral Form
- Family Night Satisfaction Survey
- Monthly Calendar

## BGCA Resources for Staff

- **Project Learn Manual:** This manual outlines BGCA's strategy for academic improvement, which includes homework help and tutoring, high-yield learning activities, parent and guardian involvement, collaboration with schools and incentives. Download the manual here: [ProgramBasicsPlanner.com/Back](https://ProgramBasicsPlanner.com/Back)
- **Behavior Support Toolkit:** This toolkit is designed to help Club directors and managers assess their Club or Youth Center's current behavior support strategy, create new behavior support policies, and learn effective behavior support practices. It also links to a variety of supportive resources. Access the toolkit here: [BehaviorSupportToolkit.org](https://BehaviorSupportToolkit.org)
- **Parent and Caregiver Emotional Wellness Resource Lists:** The listed resources help parents and caregivers take care of their own and their children's mental health. Several resources are available in multiple languages, including Spanish, Chinese, Korean, Vietnamese and Hmong. Access the resource list here: [BGCA.net/Programs](https://BGCA.net/Programs)

## Staff Resources From Other Organizations

- **Family Engagement Resources — A Toolkit for Schools and Educators:** This toolkit from Common Sense is geared for schools and educators committed to digital citizenship. It includes handouts and presentations covering a range of topics such as online safety, cyberbullying and learning with technology. Access these resources here: [commonsense.org/education/toolkit/family-engagement-resources](https://commonsense.org/education/toolkit/family-engagement-resources)
- **Family Engagement Playbook:** This collection of research-based approaches to meaningful family engagement offers organizational support to strengthen individual competencies. Access it here: [medium.com/familyengagementplaybook](https://medium.com/familyengagementplaybook)
- **Keep Connected:** This website offers ideas, activities and experiences to help build strong family relationships. It serves as a resource for families and organizations that support them. Access it here: [keepconnected.searchinstitute.org](https://keepconnected.searchinstitute.org)
- **You for Youth:** This resource focuses on supporting staff who work in 21st Century Community Learning Center programs so they can better serve youth. Their website offers tools, resources and an online training about family engagement. Access it here: [y4y.ed.gov/tools](https://y4y.ed.gov/tools)

## Resources for Families

- **Centers for Disease Control and Prevention:** This resource offers information on developmental milestones and child safety, as well as links to other online resources. Access it here: [cdc.gov/parents/essentials/resources/index.html](https://cdc.gov/parents/essentials/resources/index.html)
- **Center for Parent and Teen Communication:** This resource offers practical, science-based strategies to help parents raise teens who are prepared to thrive. The website includes articles, videos, podcasts and blogs. Access it here: [parentandteen.com](https://parentandteen.com)
- **PBS KIDS for Parents:** This resource offers resources to help parents raise kind, curious and resilient children. Access it here: [pbs.org/parents](https://pbs.org/parents)
- **Prepared Parents:** This resource supports parents who are seeking to build power habits at home and champion change at school. Access it here: [preparedparents.org/what-is-prepared](https://preparedparents.org/what-is-prepared)
- **US Department of Education:** This resource offers information on early childhood education, special education, learning supports and paying for college. Access it here: [ed.gov/parents/landing.jhtml](https://ed.gov/parents/landing.jhtml)

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- Boys & Girls Clubs of Austin Area, Texas
- Boys & Girls Clubs of East Providence, R.I.
- Boys & Girls Clubs of Metro Atlanta, Ga.

Professionals from these Clubs provided valuable insights, offered constructive feedback, and shared templates and resources to support other Clubs in doing this important work. We thank them sincerely for their time and effort in making this resource better.

# ENDNOTES

<sup>1</sup> US Department of Health and Human Services. "Family Engagement Inventory," [childwelfare.gov/fei/definition](https://www.childwelfare.gov/fei/definition).

<sup>2</sup> Henderson, Anne and Mapp, Karen. (2002). "A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement," National Center for Family and Community Connections With Schools, [sedl.org/connections/resources/evidence.pdf](https://www.sedl.org/connections/resources/evidence.pdf).

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