



Family Resource Centers

Implementation Toolkit

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Introduction

The Family Resource Center (FRC) Implementation Guide provides Local Education Agencies (LEAs) with step-by-step guidance in the effective execution of a welcoming hub that offers an array of essential services for all families. This implementation guide encompasses guidance, best practices, and strategies for district leaders and FRC personnel in the development, implementation, and continuous improvement in establishing a welcoming hub that offers an array of essential support and services for all families.

Overview

Since 1993, Tennessee Family Resource Centers (FRCs) have served as a strong partner to families and communities for local education agencies (LEAs). Serving as a welcoming hub of support(s) tailored to district and community needs, FRCs have repeatedly proven their strategic support strategies enhance an LEAs overall mission focused around three pillars:

Families: *Develop an interconnected and consistent approach that responds to the mental health and wellbeing needs of students and families.*

Readiness: *Develop and integrated approach that ensures a pathway to prosperity for every student and family.*

Communities: *Develop programs and partnerships targeted to unlock the potential of students, families, and schools.*

FRCs continue to raise the bar in redefining how to ensure supports to all families through innovative programmatic efforts. While the work evolves, the core mission of *unlocking potential* has never wavered.

Serving as welcoming hubs for families that promote engagement and support services such as mental health and social services within their respective LEAs, FRCs engage schools and community stakeholders to identify barriers hindering the social, personal, physical, and academic well-being of students. FRCs then empower students and families by providing high-quality services through a coordinated system of support.

This approach allows FRCs to lead efforts to increase access to essential support in real time, address chronically out of school, and empower families through early intervention.

FRCs have served hundreds of thousands of students and families and remain steadfast in their commitment to being a critical bridge between school districts and families.

Mission

Tennessee Family Resource Centers
unlock potential.

Vision

Tennessee Family Resource Centers unlock potential by serving as a resource and support hub. FRC's proactively **engage** with their communities to **empower** students and families, bridging gaps to ensure they **evolve** together through connected systems of support unique to each community.

Connection to Coordinated School Health (CSH)

Tennessee CSH connects physical, emotional, and social health with education through eight interrelated components. This coordinated approach improves students' health and their capacity to learn through the support of families, communities and schools working together. By definition, all CSH components work together to improve the lives of students and their families. The eight components include: health education, health services, counseling, psychological and social services, nutrition, physical education/physical activity, school staff wellness, healthy school environment and student/parent/guardian/community involvement.

An FRC expands a district's CSH infrastructure as the leader of the student, family, and community involvement component serving as a:

- Welcoming hub for all students and families
 - Identifies and implements strategies that foster active engagement between home and school.
- Connects systems of support
 - Ensures strong wraparound supports
 - Key driver in developing and sustaining community partnerships
- Responsive to LEA needs
 - Chronic Absenteeism
 - Family Engagement
 - Social Services

Funding

FRCs serve as a strong partner to families and communities for local education agencies. Serving as a welcoming hub of support(s) tailored to district and community needs, FRCs have proven repeatedly their strategic and supportive strategies enhance an LEAs overall mission. Moving forward, LEAs have the unique opportunity to ensure FRCs are interwoven as a fundamental component of their work.

Tennessee Code Annotated (TCA) § @49-2-115 permits LEAs to expend Tennessee Investment in Student Achievement (TISA) funds to plan and implement an FRC. The Tennessee Investment in Student Achievement (TISA) Act, Tennessee's

student-based funding formula, includes FRCs as an operational strategy that LEAs may choose to fund using TISA. FRCs being a part of TISA paves the path forward to ensuring opportunity for all LEAs to sustain and implement this work if they choose.



An LEA may also utilize additional funding outside of TISA such as general purpose, federal, and/or local foundation funds to ensure effective implementation. Planning and expending funds is at the local discretion.

Program Implementation Guidelines

In accordance with Tenn. Code Ann. § 49-2-115, FRCs shall maximize the potential learning capacity of the child by ensuring the school and neighborhoods are safe and socially enriching, that families are strong and able to protect children and meet their basic needs and that children are physically healthy, emotionally stable, socially well-adjusted, and able to connect with enriching opportunities and experiences in their schools and communities. The department supports the legislative intent through the development of program guidelines.

Guidelines

Program Implementation

LEAs implementing an FRC must adhere to the following guidelines to ensure operation and performance is aligned with the legislative intent of Tenn. Code Ann. § 49-2-115

- Submit program implementation/continuation application annually administered by the Tennessee Department of Education.
- Ensure the FRC is located in or near a school.
- Identify a full-time, qualified individual designated as the Family Resource Center director. The FRC director may be either an employee of the school system or an employee of the agency that any given school system may choose to contract with for the provision of an FRC.
- Develop and provide a written job description of FRC personnel with minimum qualifications to include education and/or experience in social service, mental health, and/or education-related fields; pre-service and annual in-service training in specific services, which are related to the goals of the FRCs, shall also be included. The FRC director shall serve as the liaison between the advisory council and administration, including school administration and the local Board of Education.
- Establish an advisory council where parents shall comprise a majority.
- Ensure new FRC personnel attend trainings as set forth and required by the department.
- Establish and maintain adequate funding through the combination of state, local, and/or other mechanisms to ensure operations and program goals are sustainable.
- Serve as an essential hub of support that:
 - Identifies and implements strategies that foster active engagement between home and school.
 - Develops and implements a coordinated system of support responsive to LEA needs.
 - Establishes and sustains active relationships that broaden interagency collaboration and maximize program initiatives.
- Establish a system for evaluation and monitoring to assess the effectiveness of FRC programming.

Program Requirements

- Conduct a bi-annual needs assessment to ensure programs and supports are responsive to FRC stakeholders.
- Establish and maintain a visible online presence that should include but is not limited to an LEA district website or school website, where respective stakeholders can be aware of FRC program supports.
- Develop and implement a referral process to ensure school-aged students, families, and school staff can refer individuals in need of supports.
- Develop and submit an action plan to the department outlining goals and measurable objectives prior to the beginning of a new school year.
- Submit mid-year (end of December) and end of year (end of May) action plan updates to the department.
- Submit an annual report as specified by the department showcasing total program outcomes.
- Participate in department-led meetings, trainings, or other related professional development on an ongoing basis.
- Develop and present impact reports to Director of Schools, Supervisor, FRC Advisory Council, local Board of Education, and other stakeholders.

Framework

FRCs are responsive to an LEAs identified needs through the development of programmatic initiatives that support the FRC approach: Families, Readiness, and Communities. FRCs develop an action plan with measurable objectives around each of the three tenants strategically aligned to LEA needs. Examples of FRC programming may include but are not limited to the following within each framework tenant:

Families		
FRCs develop an interconnected and consistent approach that responds to the mental and wellbeing needs of students and families.		
Family Support	Family Wellbeing	Family Sustainability
Support the basic needs of students and families.	Address the social and mental health of students and families.	Develop and support empowerment for families.
<ul style="list-style-type: none"> • Development of basic need resource closets at all schools • Daily referrals • Food support programs (e.g., mobile food pantry giveaways, weekend food backpack) 	<ul style="list-style-type: none"> • Family support groups (e.g., behavior/social focused) • Mental health and social service partnerships • Check-in/check-out intervention 	<ul style="list-style-type: none"> • Parenting skills training • Case management • Empowerment services (e.g., employability, fatherhood)

Readiness

FRCs develop an integrated approach that ensures a pathway to prosperity for every student and family.

Chronically Out of School Reduce the number of students missing instructional time.	Literacy Provide materials, trainings, and opportunities that help families thrive.	Academic, College, & Career Supports Address student, family, and community actions and knowledge necessary that empowers success.
<ul style="list-style-type: none"> • District and team tiered support services • Family focused attendance supports • Awareness campaign 	<ul style="list-style-type: none"> • Adult education • Literacy partnerships (e.g., book bus, reading buddies) • Parenting training (e.g., early learning partnerships) 	<ul style="list-style-type: none"> • Tutoring/mentoring • Career exploration, service learning, and civic education • Pre-K – 12 transitional supports

Communities

FRCs develop programs and partnerships targeted to unlock the potential of students, families, and schools.

Student & Family Engagement Encourage positive relationships between families and school communities.	Resilient School Community Ensure a safe, stable, and nurturing school environment.	Community Partnerships Build alliances that improve FRC outcomes.
<ul style="list-style-type: none"> • Family Engagement implementation • Family forums/focus groups • Parent volunteer initiatives 	<ul style="list-style-type: none"> • Leading professional development (e.g., poverty simulation, trauma-informed schools, social & personal competencies) • Family-centered mental health partnerships • Social skills classes 	<ul style="list-style-type: none"> • Community asset mapping • Task force on emerging community issues (e.g., chronic absenteeism, mental health) • Capacity building for programmatic initiatives

Assessing Need and Planning Development

Needs Assessment and Review of Data

Needs Assessment

The process of conducting a needs assessment allows stakeholders to provide feedback on identified areas of strength as well as areas of growth. An effective needs assessment includes the participation of all stakeholders (e.g., students, families, school personnel, and community stakeholders). FRCs are recommended to conduct needs assessments on a continual basis to ensure effective support. The LEA defines the development and execution expectations to ensure local autonomy.

Needs Assessment Best Practices:

- Questions should be designed to provide data on experiences, preferences, and skills
- Assessments should be user-friendly and accessible

Reviewing Data

To ensure effective programmatic initiatives are responsive to LEA needs, FRC personnel should identify and analyze various forms of data. The varied subsets of data inform FRC personnel on specific and focused barriers, which provoke opportunities to consider potential strategies and interventions.

Data Best Practices and Considerations:

- Identify significant needs and major trends
- Select subsets of data to explore further challenges
- Collaborate with district/school teams to analyze data
- What factors might be contributing to the identified need?
- How can the FRC further support the identified need?

Example Data Sets

- FRC Needs Assessment
- FRC Referral and Service Delivery
- District | School Improvement Plan
- District | School Family Engagement Survey
- Chronic Absenteeism

Development of Action Plan



Once data has been analyzed and needs are identified, FRC personnel, alongside Advisory Council, and district personnel work to develop an Action Plan with measurable goals that should address identified needs, align to district/school improvement plans, and reflects how FRC will contribute. Action Plans intentionally set bold goals for what can be achieved and map out the work connecting the dots from the beginning to what it will take to reach the goal. In alignment with prioritized needs, FRCs utilize the developed Action Plan and establish four or more goals within the priority areas. The department provides guidance and feedback to ensure that high-quality goals are developed, as well as identifying specific supports and resources.

Planning	Goal & Action Step Checklist
<p>Brainstorm intended goals and strategies you plan to implement:</p> <ul style="list-style-type: none"> ▪ What will the FRC accomplish? ▪ Identify who will need to be involved in the work and receive their approval. ▪ Identify barriers that might occur and mitigation strategies. ▪ What data will you collect to know that you have reached your goal(s)? ▪ How will goal(s) resonate with stakeholders needed to achieve it? ▪ How will goal(s) resonate with school/district? 	<p>Goal(s) include:</p> <ul style="list-style-type: none"> ✓ Measurable objective ✓ Timeframe ✓ Supports identified area of need by school/district ✓ Has approval/buy-in of all parties involved <p>Action Step(s) include:</p> <ul style="list-style-type: none"> ✓ Specifies high-level, action(s) that will occur to meet intended goal ✓ Sequential date(s) for each action step to be

Advisory Council and Stakeholder Engagement

Role of FRC Advisory Council

As a leader in student, family, and community involvement, the foundation of a successful FRC is through its Advisory Council. An FRC Advisory Council serves as a guiding body in the planning, development, and implementation of services, programs, and activities. An FRC Advisory Council is comprised of a diverse group of stakeholders that may include but are not limited to parent/family members, school personnel (e.g., district administrator, school counselor/social worker, elementary and secondary principal), school board member(s), elected officials, state agencies, non-profit organizations, community service organizations, faith-based, philanthropic groups, citizens and/or individuals at-large, mental health, health care, and juveniles services.

Essential Roles and Responsibilities

- Assures community, parent/family, and school input occurs in the planning, implementation, and oversight of FRC Activities
- Reviews needs assessment and/or other related data
- Assists in the development and activities based on identified needs
- Assists the FRC director in evaluating programs and activities for effectiveness
- Advocates for the work of the FRC

As outlined in Tenn. Code Ann. § 49-2-115, parents shall comprise a majority of each advisory council. A recommended best practice is to have two councils, one of which is comprised only of families to bolster relationships and strong participation.

Recruitment

- Invite parent/family members with whom you have built relationships with
- Seek out recommendations from schools that you serve
- Identify key community partners and leaders that would help drive and evolve the work
 - Identify the go-to leaders/organizations
 - Identify potential leaders/organizations that have not been a part of the work but would be beneficial to have as part of the work
- Recommend members for approval to school board

Meeting Expectations

- Create an agenda and maintain record keeping (e.g., minutes, sign-in sheet, hand-outs)
- Establish clear expectations, roles, and responsibilities
- Establish consistent meeting and communication strategies to ensure transparency
- Include opportunities in each meeting for members to be a part of the work

Engaging with Stakeholders

Stakeholder engagement is an essential element in ensuring effective programmatic initiatives are executed. All stakeholder groups -- district administrators, school administrators, school personnel, students and families, and community – are integral in guiding the work, providing feedback, as well as identifying barriers and strengths. The FRC director will collaborate directly with stakeholders to best identify how the work of FRC can be interwoven within existing systems. The FRC director should work with stakeholders to develop specific practices that promote awareness and understanding of the role of FRC.

FRCs should promote the identification and coordination of existing resources to ensure the removal of barriers for students and families. The FRC director should identify existing resources and ensure no duplication of service occurs. The FRC should serve as a welcoming hub of support for all families and be the link to all community services providers. The establishment and maintaining close collaboration with stakeholders are essential and requires time and effort of the FRC director. FRC personnel should allot within their schedule to ensure effective communication and collaboration exists with stakeholders. This may include, but is not limited to, attending community meetings, participation in specific governmental committees, and presenting at civic and community entities.

Promotion of FRC

Presentation: Develop a universal presentation that encompasses the role of the FRC and may include but limited to:

- Mission and vision
- Programmatic initiatives
- How student and families can access essential supports
- Specific ways community stakeholders can plug into the work (e.g., volunteering, donation of tangible items, donation of monetary support)

The FRC director may work to schedule opportunities to present and build a shared understanding of the work to varied stakeholder groups that may include but not limited to:

- Chamber of Commerce
- Civic Groups (e.g., Rotary, Kiwanis, Lions)
- Education Foundations
- Faith-Based
- Governmental Commissions/Boards

Webpage: Consult with district/school technology and communications coordinator to include link on webpage that may include but not limited to:

- Resource guide (in multiple languages as identified by district)
- Services and support offered
- How to access services
- Programmatic initiatives
- Specific identification how work can be supported

Stakeholder Engagement Considerations

District Administration

First/Initial Meeting: The FRC director should meet with district supervisor/director of schools to understand their perspective on the current needs of the district and the role FRC plays in meeting identified needs.

- Core Question:**
 - Where do you see the role of FRC supporting the plan (e.g., district/school improvement and/ five-year strategic plan)?

Ongoing: The FRC director should establish a meeting cadence with district supervisor/director of schools to provide updates on current programming, celebrate successes, and garner support and collaboration to address challenges/barriers. If applicable, participate in district administration meetings to strengthen relationship building with school and district leaders, participate in purposeful opportunities, and better understand the needs of the district.

School Administration

First/Initial Meeting: The FRC director should prioritize the establishment of quick ten to fifteen minute in-person meetings with school administration of which the FRC will be supporting to understand current barriers, challenges, and how the FRC can be an integral support.

- Core Questions:**
 - What is working?
 - What is one thing you would like to see done differently?
 - What does support from the FRC look like for your school?

Ongoing: The FRC director should establish a cadence of two-way communication to bolster relationship and awareness building, as well as ensure continuous improvement.

School Personnel

First/Initial Meeting: The FRC director should prioritize meeting with all school staff within the first three months and/or semester to outline the role of FRC and identification of how services are provided.

- Present overview at staff meeting
- Attend professional learning communities
- Establish meeting with key personnel (e.g., school counselor, school social worker, school nurse)

Ongoing: The FRC director should establish a cadence of two-way communication focused on strengthening awareness, identifying and meeting needs, and maintaining transparency.

- Provide programmatic updates (e.g., monthly, bi-monthly)
- Provide follow-up, consistently, on referrals made

Students and Families

First/Initial: The FRC director should prioritize opportunities to build essential relationships with students and families. **When getting started, consult with schools on ways to attend events and promotion of the work of FRC.**

- Consult with district/school communications coordinator to identify preferences on communication (e.g., text-based, email, flyer, phone call)

- Develop simple communication opportunities for families to easily navigate to FRC webpage and/or link to self-refer for services

Ongoing: The FRC director should develop an ongoing two-way communication plan to ensure students and families are well connected, aware of support offered, as well as offering feedback, and/or identifying barriers on a regular basis.

- Launch 'Family Resource Friday' by recording and releasing a two-to-three-minute video of a resource/opportunity for students and families weekly throughout the academic year on identified communication platforms
- Host 'meet and greet' opportunities
- Facilitate focus groups and/or forums
- Gather and disseminate information during drop off and pick up

Program Accountability

FRC Personnel Role and Responsibilities Best Practices

Role of FRC Director

The role of an FRC Director serves as the lead in the development and execution of programmatic initiatives responsive to LEA needs. The LEA establishes position qualifications and job description to ensure local autonomy.

- Serves as the lead liaison between the school district and community
- Assesses, develops, and executes innovative programmatic initiatives responsive to identified LEA needs in alignment with FRC framework
- Conducts needs assessment to identify strengths and deficiencies
- Establishes and maintains referral pathway, website, and promotional information accessible for students, staff, and families
- Establishes and maintains program evaluation mechanisms and communicates outcomes to stakeholders on a consistent basis
- Develops and facilitates Advisory Council
- Facilitates and coordinates professional development, trainings, workshops to school personnel, families, and community stakeholders aligned to support the initiatives of FRC
- Collaborates directly with school administrators and personnel (e.g., school counselor, social worker, nurse, teachers) to identify and reduce barriers to academic achievement
- Collaborates and seeks additional funding sources to support programmatic initiatives

Role of FRC Associate/Assistant

An LEA may elect to add additional personnel to support the work of FRC that may include but not limited an associate or assistant. The role of an FRC Associate/Assistant serves as a support to the FRC Director in the development and execution of programmatic initiatives responsive to LEA needs.

- Assist FRC Director with data and recordkeeping
- Coordinate and operationalize basic need support services
- Coordinate and facilitate volunteer initiatives
- Assist FRC Director in programmatic initiatives that may include but are not limited to resource events, advisory council, family training opportunities, school events

Referral Pathway Development

In accordance with FRC Guidelines, LEAs establishing an FRC shall develop and execute a referral pathway. The purpose of a referral pathway increases accessibility for services and maintains strong record keeping. The FRC director should work alongside its technology team to determine the best approach to execute an effective referral pathway. Examples of a referral pathway may include but are not limited to a Google/Microsoft Form with submission and tracking options. The department has developed an optional referral pathway template for an LEA to tailor to their needs. The optional tool can be found in the FRC Community Microsoft Teams Channel.

Recordkeeping and Annual Reporting

To ensure strong program management, accountability, and reporting purposes, the FRC director should maintain documentation on the students and families, all programs, services, and activities executed. The structure of recordkeeping is determined by the FRC director, but at a minimum, should include the following:

- Direct services and referrals served
- Programmatic goals and outcomes
- Needs assessment tools and results
- Advisory Council meeting agenda, minutes, sign-in sheets
- Monetary and In-kind contributions

The FRC director shall submit mid- and end-of-year progress on outlined goals as well as services provided to the department on an annual basis. Annual reporting dates are communicated by the department annually to FRC personnel.

Best Practices Annual Timeline

July

- Create and/or update communication resources (e.g., webpage, resource directory, referral pathway)
- Restock school-based items for the upcoming academic year
- Map out timelines for programmatic initiatives for the academic year
 - Establish meeting cadence with supervisor
 - Establish quick check-ins with school administration
- Attend/present at new employee orientation on the role of FRC

August

- Begin execution of programmatic initiatives
- Execute and/or launch new communication opportunities for families
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

September

- Outline initial Advisory Council meeting and seek out recruitment for new members
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff

October

- Facilitate Advisory Council meeting
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

November

- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

December

- Submit mid-year Action Plan progress
- Identify semester one success and challenges and identified any changes in work for the semester ahead
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

January

- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

February

- Begin outlining needs assessment questions and plan of execution
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

March

- Outline semester two Advisory Council meeting
- Release needs assessment
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

April

- Review and analyze needs assessment data
- Review and analyze applicable data to support planning
- Facilitate conversations with district and school administration on existing and future work
- Facilitate semester Two Advisory Council meeting
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

May

- Draft and submit year ahead Action Plan
- Submit end of year Action Plan progress
- Submit Annual Performance Report
- Reconcile monthly outcomes (e.g., direct services and referrals, volunteers, contributions)
- Release monthly update on programmatic initiatives to school staff
- Participate in department professional learning opportunities if applicable

Appendices

Tenn. Code Ann. § 49-2-115– Family Resource Centers

(a) Family resource centers may be established by any LEA in order to coordinate state and community services to help meet the needs of families with children. An LEA may directly operate its own family resource centers or may contract with a locally based nonprofit agency, including a community action agency, to operate one (1) or more such centers on behalf of the LEA. Each center shall be located in or near a school. The local school board shall appoint community service providers and parents to serve on an advisory council for each family resource center. Parents shall comprise a majority of each advisory council.

(b) Tennessee Investment in Student Achievement formula (TISA) funds may be expended by an LEA to plan and implement a family resource center. The application for such approval shall identify a full-time director and other professional staff from the school or community, or both, which may include psychologists, school counselors, social workers, nurses, instructional assistants, and teachers. In establishing family resource centers, the department shall consult with the departments of health, mental health and substance abuse services, intellectual and developmental disabilities and children's services.

(c) [Deleted by 2022 amendment.]

(d) LEAs with state approved family resource centers may be given priority in receiving additional state funding for:

- (1)** Formal parent involvement programs in elementary schools;
- (2)** Early childhood programs for children at-risk;
- (3)** Programs for parents with preschool at-risk children;
- (4)** Learning centers in urban housing projects;
- (5)** Programs in high schools for pregnant teenagers; and
- (6)** "Jobs for Tennessee Graduates" in high schools.

(e)

(1) Family resource centers shall provide interagency services/resources information on issues such as parent training, crisis intervention, respite care and counseling needs for families of children with behavioral/emotional disorders.

(2) Family resource centers shall serve the function of being the center of information sharing and resource facilitation for such families.

(3) Family resource centers shall also serve the function of helping families answer questions regarding funding for the options of service their child or family requires.

(f) The purpose of each family resource center shall be to maximize the potential learning capacity of the child by ensuring that school environments and neighborhoods are safe and socially enriching, that families are strong and able to protect children and meet their basic needs and that children are physically healthy, emotionally stable, socially well-adjusted and able to connect with enriching opportunities and experiences in their schools and communities. In order to enable children to attain the most benefit possible from the time they spend in educational settings, the family resource centers shall focus on providing information to families about resources, support and benefits available in the community and on developing a coordinated system of care for children in the community in order to effectuate this purpose.

(g) The department of education and the department of children's services shall jointly develop guidelines for the operation of family resource centers, focusing on the requirements of this section, including the stated purpose of family resource centers in subsection (f). The guidelines shall be used by all family resource centers established pursuant to this section.

Needs Assessment Example(s)

Family Resource Center Needs Assessment School Staff Example Survey Questions

The Family Resource Center (FRC) needs assessment example is a tool to provide FRCs with clear examples of how to gather data to identify strengths and areas of improvement regarding programmatic efforts. The survey questions outlined below serve as sample set and should be collected from multiple stakeholder groups. Needs assessment data may be gathered from sources including but not limited to surveys, school report card(s), community assessments, and school/district improvement plans.

School Staff Assessment Survey Question Examples

General

1. Which of the following best describes your relationship and/or connection to your school district's Family Resource Center (FRC)?

- School Board Member
- District Administrator
- School-Level Administrator
- Classroom Teacher
- Support Staff

Awareness and Engagement

Please mark how true these statements are about your district's FRC.

2. I am aware of the mission and goals of my district's FRC.

- True
- False

3. I know how to access or refer an individual for services to your school district's FRC?

- True
- False

4. I received an annual year-end report regarding your school district's FRC.

- True
- False

5. On a scale of 1-5, with 5 being very satisfied and 1 being very dissatisfied, rank your satisfaction with your FRC's ability to meet the needs of the families in your school community.

1. Very dissatisfied
2. Dissatisfied
3. Unsure
4. Satisfied
5. Very satisfied

6. My district's FRC uses one or more of the following communication methods to inform stakeholders of updates, events, programs, and resources. (Select all that apply)

- Email and/or Newsletter
- Telephone or text messages

- FRC staff school visits
- Word of mouth
- Flyer or communication from a school
- Social and/or media outlets
- FRC Advisory Council members
- I do not receive information

Barriers

7. Identify the barriers that prevent you from engaging with your district's FRC. (Select all that apply)

- Awareness: I don't know what FRCs offer
- Time: I don't have time to do anything more
- Interest: I'm not interested in the programming or services offered
- Quality: The quality of resources, programming, or services is low
- Other (please specify)
- Not applicable

8. Identify the top three most important issues faced in your community. (Select top three)

- Family support (basic needs)
- Family wellbeing (social services & mental health)
- Family empowerment
- Chronically out of school
- Literacy
- Academic, college & career supports
- Student & family engagement
- Resilient school community (safe & stable environment)
- Community partnerships & collaboration

9. What services do the families in your school community need? (Rank in order of most needed to least needed)

- Food assistance
- Unemployment assistance
- Utility assistance
- Housing assistance
- Transportation assistance
- Childcare assistance (birth to pre-k)
- Job training or placement assistance
- Health insurance or care
- Other (please specify)

10. What resources would you like to see your school district's FRC provide to you and the local community if money were not a factor?

Open-ended responses

Family Resource Center Needs Assessment Parent/Guardian Example Survey Questions

The Family Resource Center (FRC) needs assessment example is a tool to provide FRCs with clear examples of how to gather data to identify strengths and areas of improvement regarding programmatic efforts. The survey questions outlined below serve as sample set and should be collected from multiple stakeholder groups. Needs assessment data may be gathered from sources including but not limited to surveys, school report card(s), community assessments, and school/district improvement plans.

Parent/Guardian Assessment Question Examples

Awareness and Engagement

Please answer the following questions about your district's Family Resource Center (FRC).

- 1. Are you aware of the mission and goals of your FRC?**
 - Yes
 - No

- 2. Do you know how to access or self-refer for services to your FRC?**
 - Yes
 - No

- 3. On a scale of 1-5, with 5 being very satisfied and 1 being very dissatisfied, what would you say about how your FRC meets your family's needs?**
 1. Very dissatisfied
 2. Dissatisfied
 3. Unsure
 4. Satisfied
 5. Very satisfied

- 4. Which of the following communication methods does your FRC use to inform stakeholders of updates, events, programs, and resources? (Select all that apply)**
 - Email and/or Newsletter
 - Telephone or text messages
 - FRC staff school visits
 - Word of mouth
 - Flyer or communication from a school
 - Social and/or media outlets
 - FRC Advisory Council members
 - I do not receive information

- 5. Please select how often you utilize the programs offered by your FRC.**
 - Never
 - Rarely
 - Sometimes
 - Often
 - Always

6. Please select the programs and/or services you have accessed through your FRC. (Select all that apply)

- Food assistance
- Unemployment assistance
- Housing assistance
- Transportation assistance
- Childcare assistance (birth to pre-k)
- Job training or placement assistance
- Health insurance or care
- Other (please specify)
- None of the above

Barriers

7. Identify barriers that prevent you from engaging with your FRC. (Select all that apply)

- Awareness: I don't know what the FRC has to offer me and my family
- Time: I don't have time to do any more
- Transportation: I don't have reliable transportation
- Interest: I'm not interested in the FRC's programming or services
- Quality: Our FRC offers low quality resources, programming, or services
- Other (please specify)
- Not applicable

8. Identify the support measures that address the most important issues faced in your community. (Select top three)

- Family Support (Basic Needs): *basic need items such as food, clothing, hygiene*
- Family Wellbeing (Social Services & Mental Health): *social service or mental health supports (families first, counseling, etc.)*
- Family Empowerment: *services to support families (in-home services, goal setting, employment services, etc.)*
- Chronically Out of School: *supports related to school attendance (check-ins, goal setting, etc.)*
- Literacy: *supports to enhance reading skills (library partnerships, adult education, etc.)*
- Academic, College & Career Supports: *supports that ensure academic success (tutoring, mentoring, career counselors, etc.)*
- Student & Family Engagement: *supports that engage families and schools in partnership in a child's academic success (meeting with school administrators, teachers, etc.)*
- Resilient School Community (Safe Environment): *supports that ensure success during the school day (check-in /check-out supports, school counselor, etc.)*
- Community Partnerships & Collaboration: *additional supports from the community that can ensure your success (basic need services, health or mental health care, career services, parenting skills, etc.)*

9. Select whether the following statements apply to you.

My family is at risk of experiencing the loss of....

- ...enough money to pay rent or utilities (facing eviction).
 - Yes
 - No
 - Prefer not to answer

- ...access to or enough money to purchase food.
 - Yes
 - No
 - Prefer not to answer
- ...transportation to a job and/or medical appointment(s).
 - Yes
 - No
 - Prefer not to answer

10. What would you like to see your FRC provide to you and the local community?

Open-ended response

Job Description Example

Family Resource Center Director

[Franklin County Schools: FRC Director](#)

[Hawkins County Schools: FRC Director](#)

[Lebanon Special Schools: FRC Director](#)

Family Resource Center Associate/Administrative Assistant

[Franklin County Schools: FRC Associate](#)

[Lebanon Special Schools: FRC Assistant](#)

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