Stronger Connections Collaborative
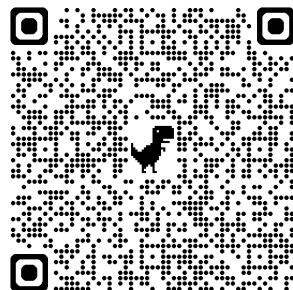
December 4, 2025

Welcome – please **SIGN IN** so I can send resources after the meeting!

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Logistics

Before we get started,

- 📹 This meeting is being recorded so we can share key takeaways and support those who couldn't attend live.

- 🔇 Please stay muted unless you're speaking, to help reduce background noise.

- 💬 If you have a question or comment, feel free to unmute yourself or type it in the chat—we want to hear from you!

Thanks for helping us create a respectful and engaging space for everyone.

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Agenda

Inclusive Welcome

Resource Spotlight

Pass the Mic

Technical Assistance / Announcements

Intentional Close
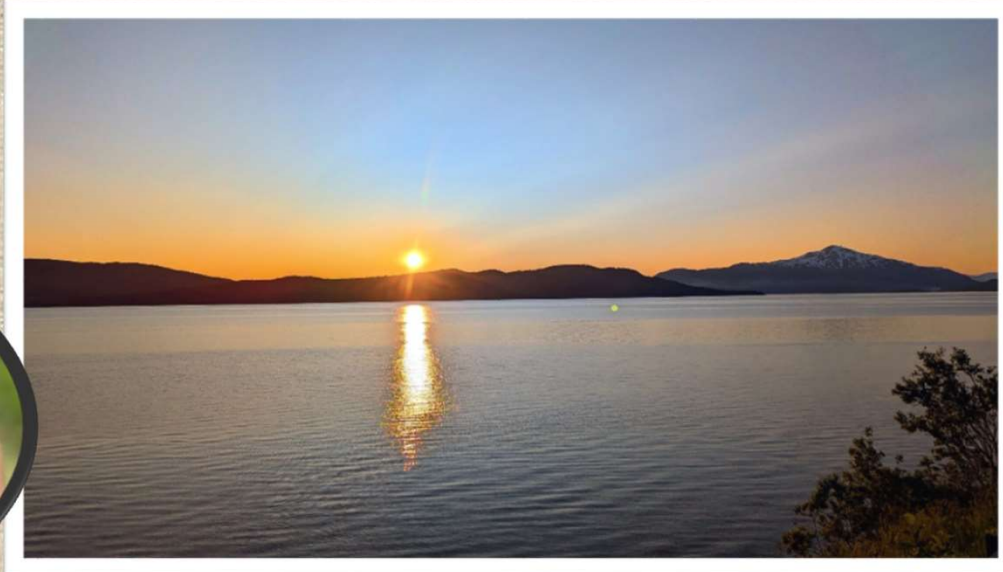
Say Hello in the chat….

Name

Role

School District

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Inclusive Welcome

Well-being Check-In

- What's something that's bringing you **joy** in your life?

- What's one thing you're **feeling grateful** for right now?

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Well-being Check-in

SELF-AWARENESS

SELF-
MANAGEMENT

SOCIAL AWARENESS

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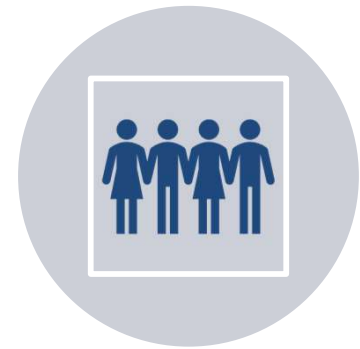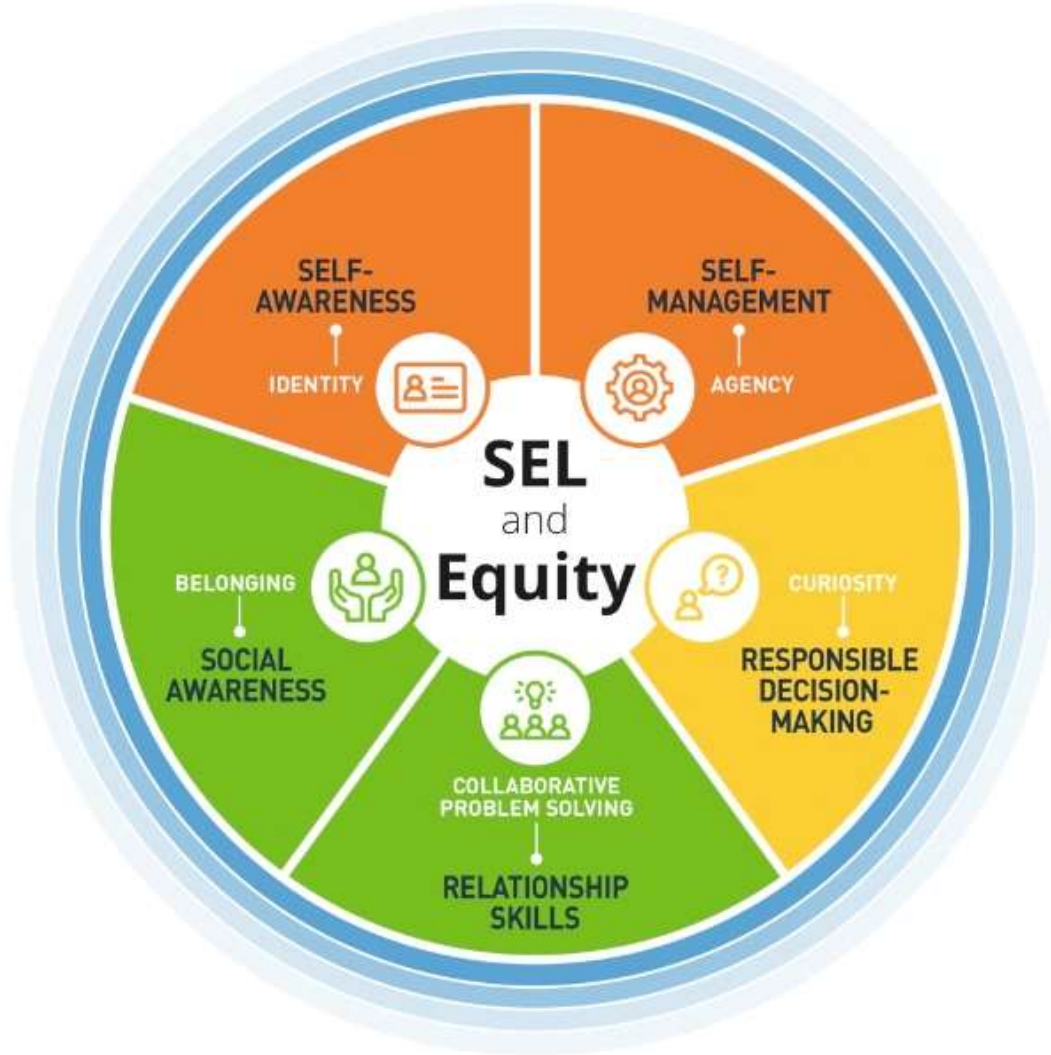
CASEL Resources

- **CASEL** – Collaborative for Academic, Social, and Emotional Learning
- **5 SEL Competencies** & Focal Constructs
- **3 Signature Practices**
- **School** and **District** SEL Implementation
- **How does SEL Support Equity?**

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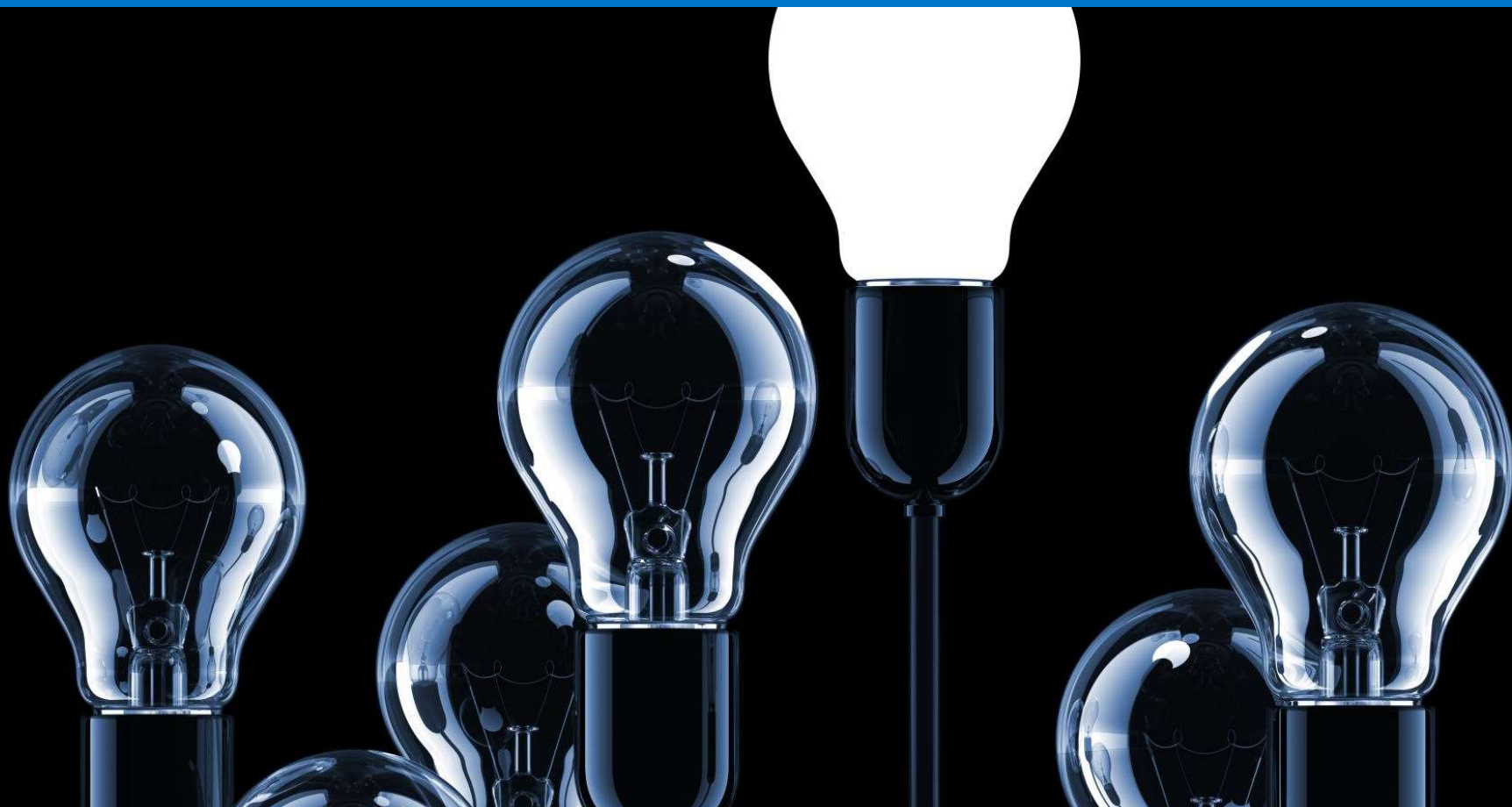
Resource Spotlight

ISBE - Family and Community Engagement Framework (F.A.C.E.)

Resources:
- One Pager
- F.A.C.E Interactive Checklist

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Welcome….

Carolina Fabian

Director

Family and Community Engagement

CFABIAN@isbe.net

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Quick Survey

Implementing FACE (2)

FACE Framework at a Glance

Core Beliefs

Guiding thoughts	Make them your own

Systems

Work w/Admin & School Board	Resources/Policy

Elements

Practices & Strategies	Linked to learning & whole child development

FACE Framework

1. Core Beliefs
Core beliefs serve as the basis for what a district believes to be true.
- ALL families can support children in their learning.
- ALL families want the best for their children.
- Families are equal partners in the education of their children.
- School staff and administration are responsible for building and sustaining home- school-community partnerships.

2. Systems
Prior to beginning the work, create equitable conditions and systems for Family and Community Engagement.
- District leadership and Board of Education develop a joint vision/mission for family engagement with staff, families and the community.
- District leadership and Board of Education review/create policies to contribute to equitable family engagement practices and protocols throughout the district.
- District/school leadership understand, promote, and build capacity on the implementation of effective family engagement systems that is mindful of a diverse school communities and student/family needs.
- District/school allocate resources specifically for family engagement.

3. Elements
Family Engagement initiatives, practices, and strategies are linked to learning and development goals of the child.
- **Welcoming & Inclusive Environment:** District/school personnel foster a welcoming and inclusive environment for all families.
- **Effective Communication:** District/school personnel engage in meaningful and equitable 360 exchanges of communication with families to support the whole student.
- **Trusting Relationships:** District/school personnel build trusting relationships that honor families as partners and include them in decision-making process.
- **Community Collaboration:** District/school personnel collaborate effectively and engage w/local community members, organizations, agencies, businesses and places of worship to enhance a positive learning environment.

Family and Community Engagement Framework • 1

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FACE Framework at a Glance

Student Focus → ← Collaborative Teams

Culture — **Systems** — **Learning**

Identify and Plan: Needs Assessment & Root Cause

Examine and Reflect: Evaluate & Communicate

Implement and Monitor: Action Plan, KPIs & Collaborate

Governance — **Leadership** — **Instruction**

Common Language
- **Core Principles**
- **Domains**
- **Cycle of Inquiry**
- **Levers**

FACE Framework

4. Work through the Cycle of Inquiry
Use data to move through the cycle of Continuous School Improvement
Use the Statewide Framework for Success to enhance your family engagement outcomes. Click on the Model for a deeper understanding of this cyclical process.

To "Identify and Plan" means to:
- Identify data sources as part of a needs assessment.
- Analyze data to reveal strengths and challenges.
- Determine root causes using tools for a deeper understanding.
- Set SMART goals that align with district and state priorities.
- Create detailed action plans with timelines.

To "Implement and Monitor" means to:
- Implement action plans with clear responsibilities for each key activity.
- Collect data and use intentional measures to monitor the progress toward achieving goals and outcomes.
- Share progress across collaborative teams.

To "Examine and Reflect" means to:
- Examine data to evaluate the effectiveness of each key activity.
- Reflect on challenges during implementation and explore root causes.
- Use reflections on successes and challenges to adapt a School Improvement Plan or District Improvement Plan.
- Communicate progress to stakeholders and gather feedback for continuous improvement.

Statewide Framework for Success
CONTINUOUS SCHOOL IMPROVEMENT
THROUGH COLLABORATIVE LEADERSHIP TEAMS

Culture · Governance · Leadership · Systems · Instruction · Learning
Identify & Plan · Implement & Monitor · Examine & Reflect · STUDENT FOCUS

Family and Community Engagement Framework · 2

School and District Improvement

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FACE Framework Guide

Family and Community Engagement Framework

isbe.net/Pages/Family-Community-Engagement.aspx
September 2025

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Table of Contents

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FACE Framework Guide

1. Welcoming and Inclusive Environment
   o District/school personnel foster a welcoming and inclusive environment for all families
2. Effective Communication
   o District/school personnel engage in meaningful and equitable 360 exchanges of communication with families to support the whole student
3. Trusting Relationships
   o District/school personnel build trusting relationships that honor families as partners and include them in decision-making process
4. Community Collaboration
   o District/school personnel collaborate effectively and engage w/local community members, organizations, agencies, businesses and places of worship to enhance a positive learning environment

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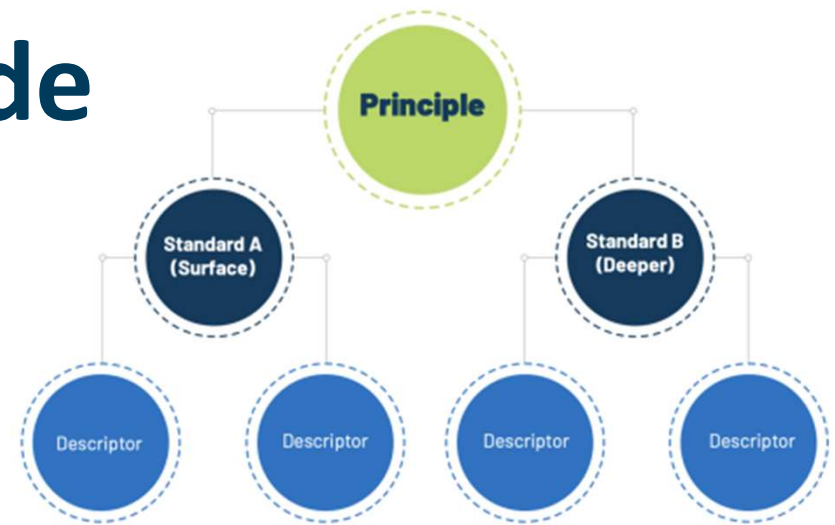
FACE Framework Checklists

Essential Element: Welcoming and Inclusive Environment

Guiding Principle
District/school staff foster a welcoming and inclusive environment for all families.

Standards

a. **Physical Environment:** Up to date, conducive to learning, and inclusive.

b. **Culture and Climate:** A community of belonging.

Standard a. Physical Environment: Up to date, conducive to learning, and inclusive.		
Descriptors	**Status (1-4)**	**Notes/Evidence**
1. Areas such as the main entrance, office, gym, etc. are labeled with appropriate signage in preferred languages of families.		
☐ Signs and bulletins are in English and families' preferred languages/braille, if needed. ☐ Signs are large and clear enough to read at a distance. ☐ Signs, informational bulletins, and marquees are up to date. ☐ Information and resources are displayed in areas accessible to families (e.g., a marquee outside, bulletin board at main entrance, flyer stand, etc.).		
2. School buildings are physically accessible to all families.		

4. Classroom and building decorations include all students' cultures and identities throughout the building or within the community or city at large.		
☐ Decorations/celebrations reflect the populations that are served. ☐ Parents and community members are invited to assist in the beautification and decoration of the school. ☐ Cultures and identities are celebrated during and beyond their national months/days (e.g., Native American Heritage Month, Autism Acceptance Month, Women's History Month, Youth Homeless Outreach Prevention and Engagement (HOPE) Month, etc.). ☐ Building administration and school staff actively highlight and authentically represent historically marginalized groups through books, decor, events, and curriculum. ☐ Celebrations/events take place both in and out of the school day/building.		
Total score: your points/ 4 descriptors x 4 points possible	___/16	Percentage____%
Identify Priority Level (High, Medium, Low)		**Identify Priority Descriptors**

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Join FACE to FACE w/the State

F.A.C.E. to F.A.C.E. with the State
Join a Network of F.A.C.E. Professionals

A monthly virtual meeting hosted by Family and Community Engagement (F.A.C.E.) to collaborate, problem-solve, and learn about statewide initiatives and supports.

Sign up to receive details
Scan to sign up

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ISBE and SEL

Illinois State Board of Education
Social Emotional Learning **Hubs**

Resilience • Supportive
SCHOOLS ILLINOIS

https://www.isbe.net/selhubs

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Social Emotional Learning Hubs

- Direct support for social emotional learning and universal mental health screening.

- The Hubs provide coaching, professional development, training, and capacity building to districts and regional offices in their area.

- Assist school-community leadership teams to implement data driven strategies to address student trauma and mental health needs and build resilient communities.

Resilience Supportive Schools Illinois

- **Free** and voluntary support that uses school-specific data to connect educators with evidence-informed tools and resources to improve the mental health and well-being of their school-communities. Choose a focus:
  - Trauma Responsiveness
  - Social and Emotional Learning
  - Mental Health
  - Cultural Responsiveness

Welcome....

Madeline Smith

Sr. Data & Research Manager

PARLIAMENT

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Pass the Mic

Disclaimer

Activity examples shared by Stronger Connections grantees are for general information. Each Stronger Connections grantee remains responsible for ensuring its activities comply with federal and state requirements and its grant agreement and is reminded that allowability is determined on a case-by-case basis through established ISBE processes. ISBE will not make activity-specific allowability or compliance determinations in this forum.

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Share Your Success
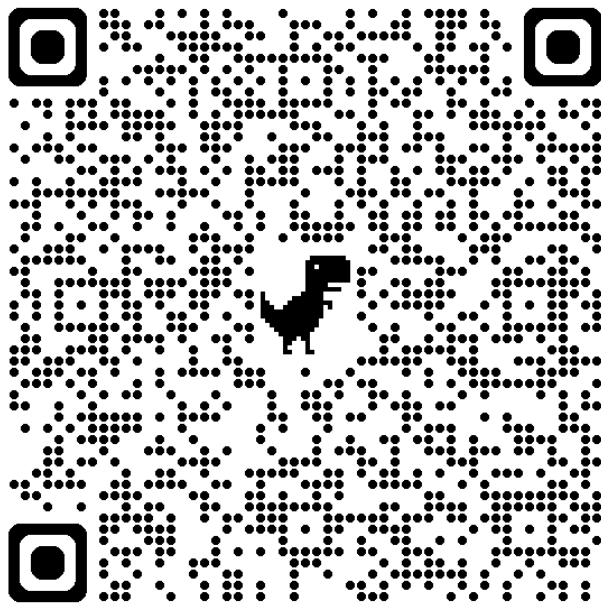
SHARE - Stronger Connections Success!

Click HERE to access the form and sign up today!

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Technical Assistance / Updates

SCG Year 2 (FY 26) Reporting

Quarterly Metric Reports – Year 2 *New link!*

FY 2025 Stronger Connections Grant - Year 2 (FY26) - Quarterly Metric Reports

This form is collecting information for FY 2026 (Year 2 of the FY 2025 grant activity)
**Submission of this report quarterly is a requirement of grant.**

- Quarter 1 – July through September; **Due Oct. 20, 2025**
- Quarter 2 – October through December; **Due Jan. 20, 2026**
- Quarter 3 – January through March; **Due April 20, 2026**
- Quarter 4 – April through June; **Due July 20, 2026**

Still accepting reports from FY 25 school year – please submit as soon as possible!

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Grantee Manual – Updates for Year 2 (FY 26)

https://www.isbe.net/Documents/Stronger-Connections-Grantee-Manual.pdf
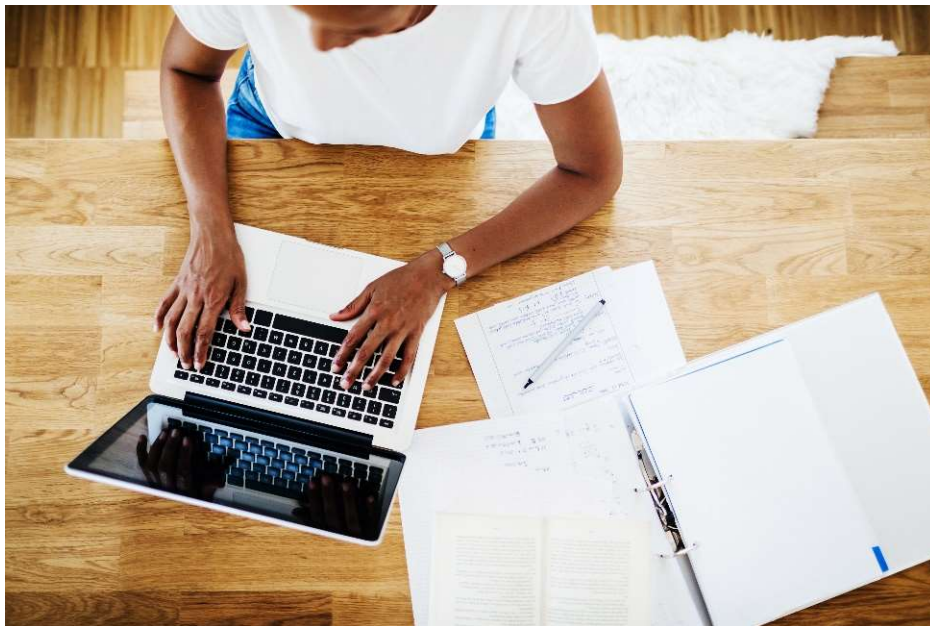
New document on SC website

Updated reporting requirements

New quarterly metric form link

Grant timeline details

Reporting guidance and expectations

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SCG Updates

Stronger Connections Grant

Area 1 — 67 Schools
Area 2 — 15 Schools
Area 3 — 14 Schools
Area 4 — 14 Schools
Area 5 — 18 Schools
Area 6 — 31 Schools
Area 7 — Chicago Public Schools

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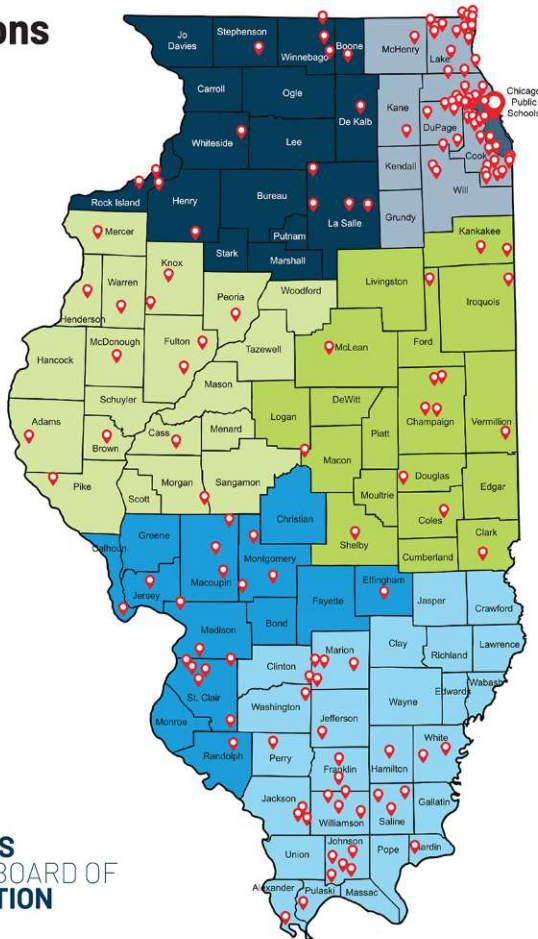
- New map graphic
- Funds are being used throughout the state
- Possible networking opportunities

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Dates to Remember…

Quarter 2 Metric Report – **due** January 20, 2026

Next Stronger Connections Collaborative Meeting – January 29, 2026

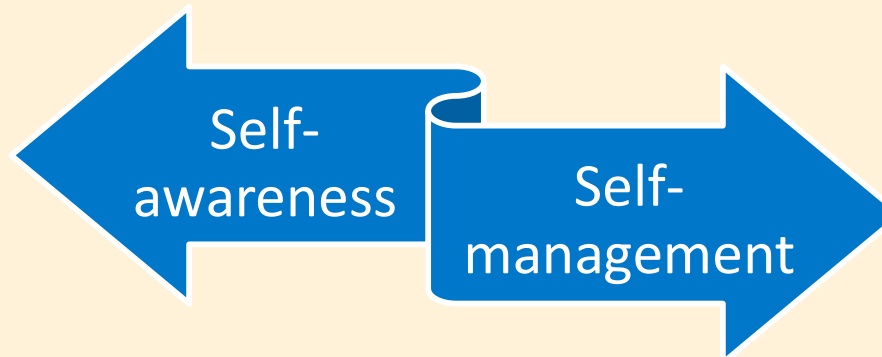# Questions?

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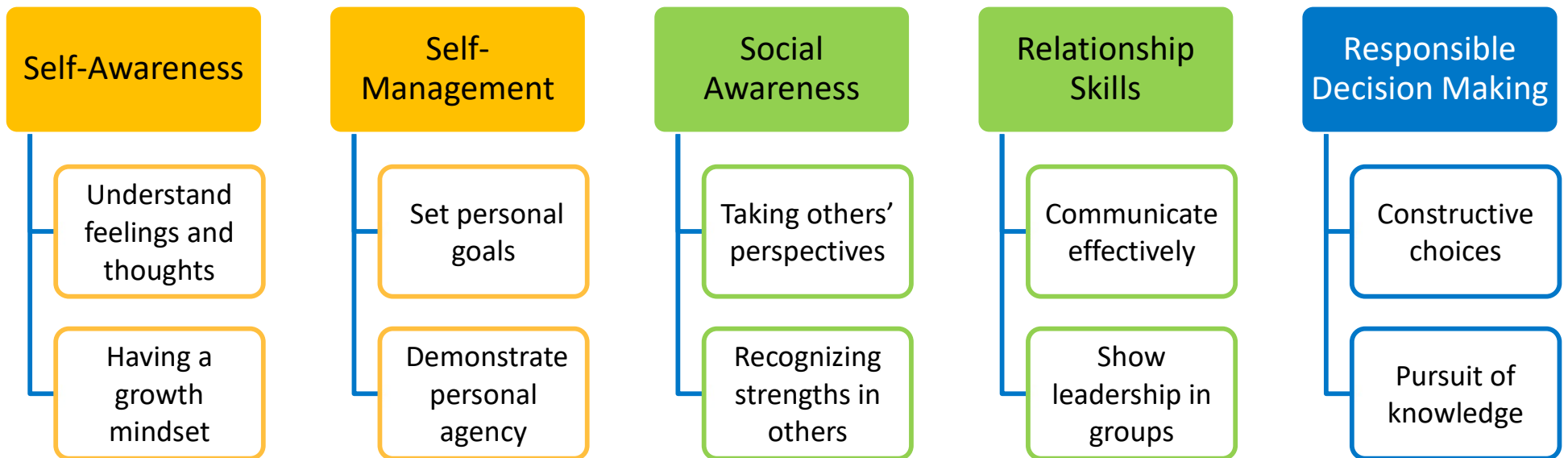**STATE BOARD OF**
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Intentional Close

Build a Bridge…

Identify one connection between what was learned or discussed today that is applicable to something you need to do in the next week or so.

Self-awareness

Self-management

How does "Build a Bridge" support SEL?

Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Understand feelings and thoughts	Set personal goals	Taking others' perspectives	Communicate effectively	Constructive choices
Having a growth mindset	Demonstrate personal agency	Recognizing strengths in others	Show leadership in groups	Pursuit of knowledge

Stronger Connections Contacts

Email: StrongerConnections@isbe.net

Website: https://www.isbe.net/Pages/Stronger-Connections-Grant.aspx

Phone: 217-782-5270

thank you

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