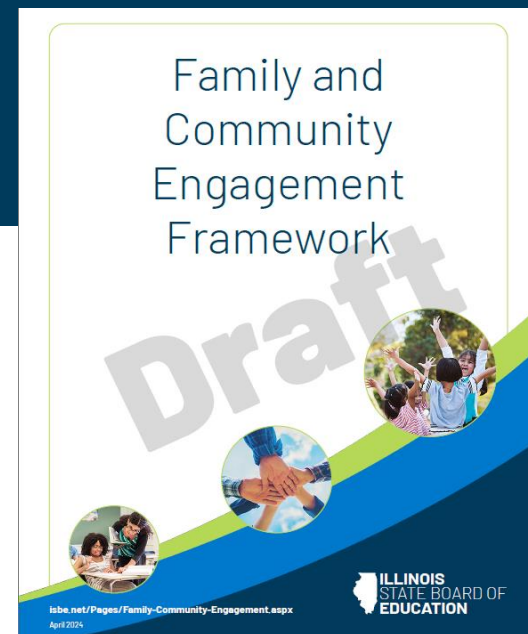


Family and Community Engagement Framework

Carolina D. Fabian

Director of Family and Community Engagement



Agenda

History

Purpose

Framework review

Feedback

History

2009

- First framework

2015

- Redone to accommodate Every Student Succeeds Act (ESSA)

2023

- Began drafting to update for post pandemic, SEL, technology, and equity

Purpose

| | |
|-----------|------------------------------------|
| Support | Support school-based professionals |
| Encourage | Encourage best practice |
| Guide | Guide parents on expectations |
| Update on | Update on research |
| Provide | Provide resources |

Framework review

Equity Impact Analysis Toolkit

Every state agency in Illinois is in the process of implementing a plan to achieve Diversity, Equity, and Inclusion. The Illinois State Board of Education enthusiastically supports this initiative, and the Equity Impact Analysis Toolkit (EIAT) represents one of our first big steps toward that goal.

This toolkit was developed by dozens of your own colleagues. Our working group included staff from every level of every department, and everyone's voice was incorporated and carried an equal weight. We used the plan provided by the Government Alliance on Race and Equity — a national network of governmental jurisdictions working to achieve racial equity and advance opportunities for all — as the foundation for this work and then developed our own toolkit.

Equity means having high expectations for every person and providing the access, resources, and supports so each person can meet those expectations.



The EIAT is a short list of questions that will be used to guide every decision this agency makes. These questions align with ISBE's Strategic Plan and will embed equity in all the work we do. In ISBE's Strategic Plan, our equity statement is clear:

We have an urgent and collective responsibility to achieve educational equity.

Reaching this goal will require that all ISBE policies, programs, and practices affirm the strengths of each child, within their diverse backgrounds and life experiences, by delivering the supports and opportunities they need.

This work must address the root causes of inequities. It will require real and substantive change to move us from our historic condition of inequity through to our ultimate objective of repairing the system to provide every child with equal access to tools and opportunities.



isbeconnects.isbe.net/equity

17-011

- Introduction
 - Purpose
 - Why is FACE important
 - Family Engagement V Parental Involvement
- Co-creating mission
 - Purpose
- Equity
 - FACE in Educational Equity
 - Equity Impact Analysis Tool
 - Equity Journey Continuum

Framework references



[Culturally Responsive Teaching and Leading Standards](#) (July 2022)



[Professional Educator Standards](#) (February 2023)



[Framework of Six types of Parental Involvement](#)

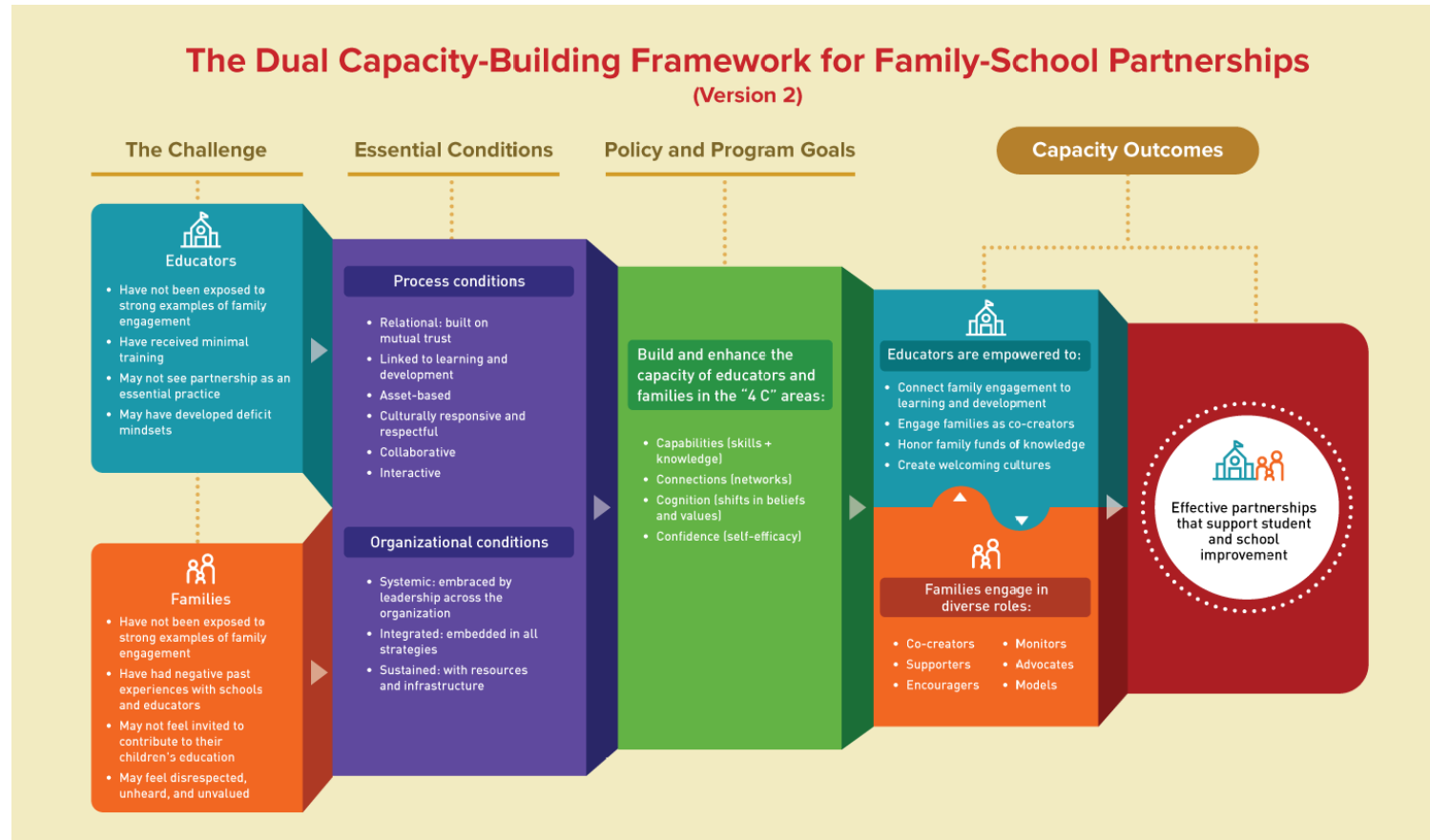


[The Logic Model: Simple Principles](#)



[Dual Capacity Framework](#) (2019)

National Framework



Framework overview

Components of the Framework

- Starting the work
 - Core beliefs
 - Creating conditions for the work

Linked to Learning

- How will this improve or enhance our students' education?

FACE Framework

1. Core Belief

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:** Districts/school personnel foster a welcoming and inclusive environment for all families.
- **Effective Communication:** Districts/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:** Districts/school personnel collaborate effectively and engage w/local community members, organizations, agencies, businesses and places of worship to enhance a positive learning environment.



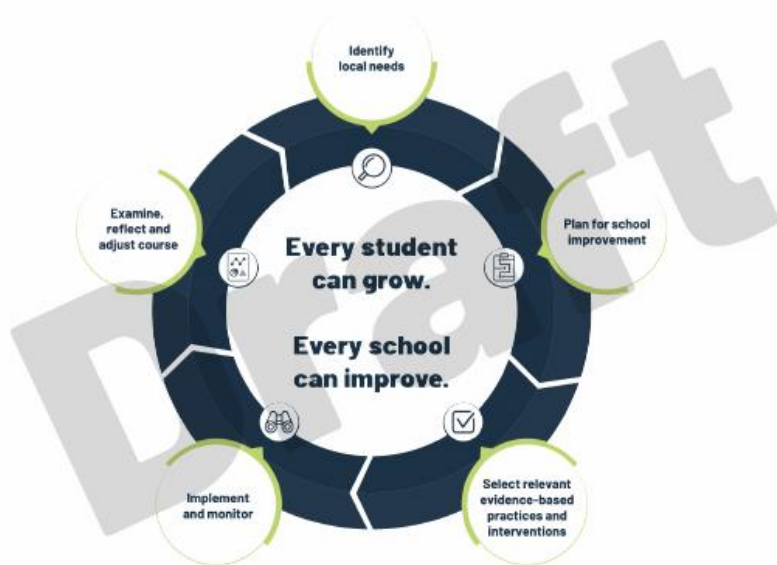
FACE Framework (CONTINUED)

4. Work Through the Cycle

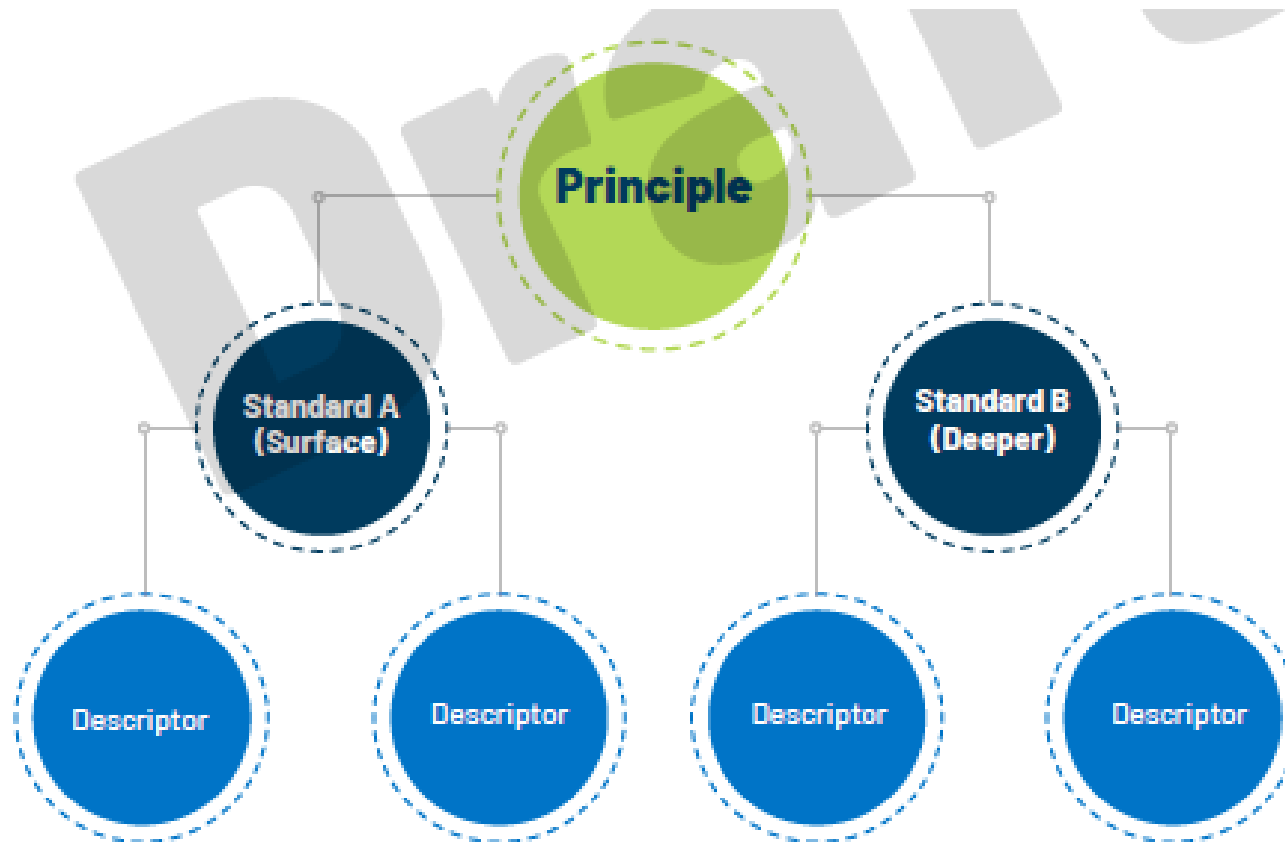
Use data to move through the cycle of Continuous School Improvement

Use the [Continuous Improvement Model](#) to enhance your family engagement outcomes. Click on the Model for a deeper understanding of this cyclical process.

- Identify local needs
- Plan for Improvement
- Select relevant evidence-based practices and interventions
- Implement and monitor
- Examine, reflect and adjust course



Principles and Standards



FACE Essential Elements and Principles



Welcoming & Inclusive Environment

Districts/school personnel foster a welcoming and inclusive environment for all families.

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

1. Areas such as the main entrance, office, gym, etc. are labeled with appropriate signage in the preferred languages of families. (**2)
2. School buildings are physically accessible to all families.
3. Display include up- to- date student work that demonstrates learning.
4. Classroom and building decorations are inclusive of all students' cultures and identities throughout the building or within the community or city at large. (*H4)

b). Culture and Climate: A community of belonging

1. District/school personnel educate themselves about students, their families, and the community. (*A2)
2. District/school advocates for all students fairly and allows access to relationships and opportunities that will support their success.
3. Culturally responsive materials and resources are integrated in the learning environment. (*H3 **LE3)
4. All families; and especially historically under-represented groups are encouraged to join in leadership roles and share their expertise.



5. Professionally development incorporates effective family engagement practices; cultural proficiency of community; and Diversity, Equity, Inclusion, and Accessibility (DEIA).
6. District/school personnel invite parent/caregiver opinions on school climate and transparently engage families in areas of opportunity and improvement.

2. Effective Communication

Districts/school personnel engage in meaningful and equitable 360-degree exchanges of communication with families to support the whole student.

a). Accessibility

1. District/school personnel ensure that communication is clear and effective in culturally sustaining ways.
2. District/school personnel regularly interact with students, families, and communities in both English and home language through their methods of preference (e.g., email, text, phone, etc.)
3. District/school personnel ensure manuals and policies are easily accessible for families and the community.
4. District/school personnel share with parents and students any programs, strategies, and resources to address barriers to learning.

b). Advocacy and support

1. District/school personnel provide information pertaining to student and parental rights, policies, and practices.
2. District/school personnel share information about how standards and curriculum are used by teachers.
3. District/school personnel help families understand student expectations; classroom activities; and strategies being used to promote students' academic, physical, social-emotional, and behavioral development.
4. District/school personnel inform students and parents of the types of summative and formative assessments that will be used each year and the resulting data.
5. District/school personnel communicate regularly with parents about their students' and school's progress.



3. Trusting Relationships

Districts/school build trusting relationships that honor families as partners and include them in decision-making processes.

a). Equitable and inclusive relationships with all partners

1. District/school personnel cultivate equitable and inclusive relationships with students, their families, and the community. (**CC3)
2. District/school personnel actively listen to family and community members and respect their opinions.
3. District/school personnel approach their work, students, families, co-workers, communities with an asset-based mindset, affirming the validity of the student's backgrounds and identities. (*A2)
4. District/school personnel demonstrate integrity by being transparent, acting in an ethical manner, and following through on commitments.
5. District/school personnel are proactive and responsive to diverse student and family needs.
6. District/school personnel effectively engage parents from diverse backgrounds, especially those who have been historically marginalized.

b). Sharing responsibility and decision-making

1. District/school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes.
2. District/school leadership and board identify and remedy power imbalances.
3. District/school personnel and board actively solicit input from all families in a variety of manners and take it into account when making decisions.
4. District/school personnel and families jointly develop and review programming for families.
5. District/school personnel encourage parents to participate in any problem-solving discussions related to their child.



7. District/school personnel share data and include parents and students in the continuous improvement process.
8. District/school personnel build the capacity of parents so that they may effectively engage in the decision-making process.

4. Community Collaboration

District/school personnel collaborate effectively and engage with local community members, organizations, agencies, businesses, and places of worship to enhance a positive learning environment.

a). Build understanding of the community

1. District/school conducts asset map and needs assessment of the community.
2. District/school understands issues affecting the community and works with partners to assist in community-wide solutions.
3. District/school provides staff and school board cultural competency professional development.
4. District/school personnel learn about the children and families in the community.

b). Sharing resources and decision making

1. District/school personnel connect schools with community partners.
2. District/school personnel, families, and community members acknowledge a shared responsibility for the academic, physical, social, emotional, and behavioral development of youth.
3. District/school personnel partner with community organizations to further empower caregivers and students in decision-making and the academic process. (*CC5 **11)
4. District/school personnel share information about community organizations and connect families where necessary.
5. District/school leaders invite community leaders and business partners to join committees; provide input in decisions; be guests in the teaching process; and volunteer, donate, and enable additional opportunities for families and students (e.g., field trips, apprenticeships, incentives).
6. District/school personnel collaborate with charter or transition schools, alternative schools, early childhood programs, higher education institutions, and career and technical education schools to create continuum in learning and additional opportunities.



Framework overview

Asset Mapping

Identifying the tangible and intangible resources in communities. This includes, but is not limited to, people, institutions, businesses, natural resources, organizations, and physical structures.

The United Way in many counties sponsors 211. United Way has conducted asset mapping through 211 platforms, which include the list of resources, a physical map of locations, qualifications for services, and other helpful information.

The [Illinois Early Care and Education Services map](#) is specific to finding early learning service sites such as prekindergarten, Head Start, child care centers, etc. for our youngest learners.

The following is a basic example of considerations when conducting an asset map for your community. Once you have a general sense of categories, you can begin to list all those who can fulfill this resource along with any contact information.



Needs Assessment

A process by which data is collected and analyzed to understand the needs or gaps toward an intended outcome. The results will then help you develop a strategic plan.

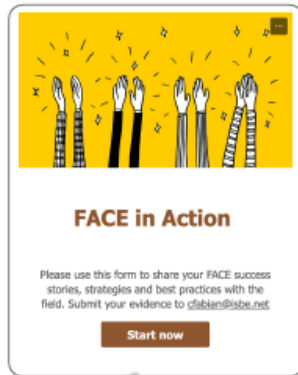


- Glossary and resources
 - Defines key words and concepts
 - Has visuals
 - Includes links to resources and research

Framework overview

If you would like to share how your local education agency is promoting family and community engagement through use of the framework, please fill out the [FACE in Action form](#). We would like to share your **success stories, strategies and best practices** with the field.

SCAN TO FILL OUT THE FACE IN ACTION FORM!



Networks

- Includes state and national networks

Research

- Broken down by theme but all connected to family engagement

Contact info

- Share your work

For questions, reach out to Carollna Fablan at cfablan@isbe.net or 312-814-8884

Questions to consider

- Do you understand the purpose?
- Is it visually appealing?
- Is it easy to read?
- Do we need to add anything or clarify something?
- What do you like?
- What do you think needs improvement?

FACE Framework Feedback Survey



Use the QR code to add more input