Family and Community Engagement Framework

ILLINOIS STATE BOARD OF EDUCATION

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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.
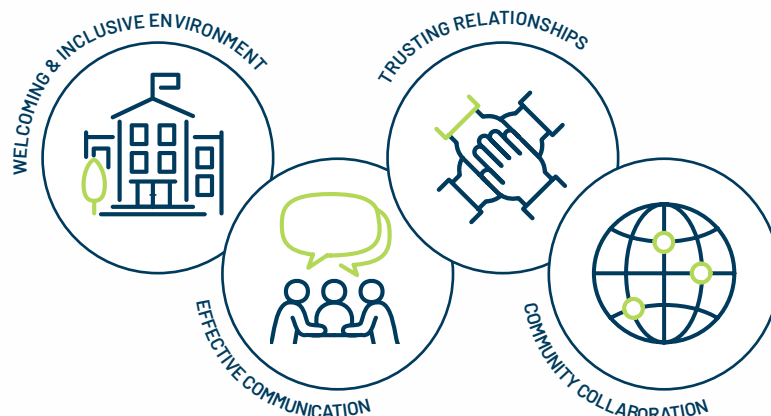
2. Systems
Prior to beginning the work, create equitable conditions and systems for Family and Community Engagement.
- District leadership and Board of Education develop a joint vision/mission for family engagement with staff, families and the community.
- District leadership and Board of Education review/create 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.

FACE Framework

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.

Introduction

Purpose

The Illinois State Board of Education (ISBE) began creating a researched-based family engagement framework in 2009 when it formed an internal committee to work on the issue. The intent of the Family Engagement Framework Guide was to bring together research, best practices, and legislative requirements pertaining to family engagement and to provide resources that integrate family engagement into the school improvement process. The document was updated in June of 2015. Since then, upgrades to technologies, mandates, and standards, — as well as additional research — have further evolved the field of family and community engagement (FACE). This updated guide serves as a tool for school districts to use in developing and expanding partnerships between schools and families to support student learning and healthy development.

Utilize this guide and framework to deepen your understanding of FACE best practices and the connection of FACE to student success.

What is family and community engagement and why is it important?

Prior to approaching the work of engaging our families and communities, we must first define what "engagement" is. Engaging families means working in partnership with them and allowing them the opportunity to plan with and add input into school and district initiatives. In other words, it is "an intentional and systemic partnership of educators, families and community members … (who) share responsibility for a student's preparation for school, work and life, from the time the child is born to young adulthood"

(Weiss, Lopez & Rosenberg, 2010).

The main federal education law, the Every Student Succeeds Act (ESSA), and research have led to a shift from the term "parent involvement" to "family engagement." Engagement goes above and beyond involvement. Involvement generally entails including families in an initiative school has already created and planned while engagement entails making families part of the decision-making process. Family engagement means working with the family as a unit to focus on student learning and development. Focusing on student learning and development requires meaningful two-way communication with families — not just informing, but also listening to learn about families' needs, concerns, and ideas while valuing their perspectives in the learning process. Effective family engagement is a critical lever to student success.

Research shows that "regardless of socio-economic background, students with involved parents are more likely to earn high grades and test scores, enroll in higher level programs, attend school regularly, show improved behavior, and develop better social skills." (Henderson & Mapp, 2002).

Family and community engagement is not new to education. It is mandated in federal law, tied to grants and funding, and included in educational standards. This guide references the many areas that call for family engagement. It is not meant to provide an exhaustive list; the aim is to highlight the fundamental importance of family engagement to almost every

aspect of our educational systems. Research highlights the critical role that districts play in family engagement efforts (Westmoreland, Rosenberg, Lopez & Weiss, 2009). Therefore, this framework serves as a guide for districts and family engagement leaders to take a cohesive and effective approach to engaging – not just involving – families in their students' learning. **True family engagement is the work of all school-based and education professionals**. Therefore, the guide seeks to help educators and all school staff create a more welcoming environment, communicate effectively with families, overcome barriers to family engagement, and help parents/caregivers advocate for their children.

Our goal is to increase and continuously improve family engagement practices throughout the state to increase student achievement and empower parents to advocate for their children.

Resources

Ferlazzo, L. (2011) Involvement or Engagement? *ASCD*,68 (10) Retrieved from: https://www.ascd.org/el/articles/involvement-or-engagement

Weiss, H. B., Lopez, M. E., & Rosenberg, H. (2010). *Beyond random acts: Family, school, and community engagement as an integral part of education reform*. National Policy Forum for Family, School and Community Engagement. Cambridge, MA: Harvard Family Research Project.

Westmoreland, H., Rosenberg, H. M., Lopez, M. E., & Weiss, H. (2009). Seeing is believing: Promising

Mission and Vision

Co-Creating Your Mission and Vision

An organization's vision statement clearly defines its desired outcomes and set its targets. An organization's mission statement supports its vision by defining its purpose and rationale — in other words, *how* the organization will achieve its vision.

Co-creating your school/district's mission and vision statements in partnership with all stakeholders, including parents and students, is critical to ensure that all are working toward the same goals.

Vision and Mission Statements communicate your organization's values. They make them highly visible in the school's physical and virtual spaces as a constant reminder of your collective focus. With that focus in mind, the school community may then decide on core values, a set of common beliefs. Schools, districts, and Regional Offices of Education should tie their goals to their core values and align them to support their mission and vision as they develop their strategic plans and budgets.

ISBE's Vision: Each and every child is equipped to make meaningful contributions to society and live life to its fullest potential.

ISBE's Mission: Provide each and every child with safe and healthy learning conditions, great educators, and equitable opportunities by practicing data-informed stewardship of resources and policy development, all done in partnership with educators, families, and stakeholders.

The goal of increasing and continuously improving family and community engagement practices supports ISBE's mission and vision.

Resource

Bafile, C. (2007). State your mission: Creating mission statements that work. *Education World.* Retrieved from http://www.educationworld.com/a_admin/admin/admin412.shtml

Equity

FACE in Educational Equity

Effectively engaging families and communities is essential for achieving educational equity.

Each child comes to school with their unique culture, background, strengths, and needs. Schools that acknowledge this and take the time to learn more about their students and their community can adapt their curriculum, activities, and services to create a welcoming environment that students and their families are willing to attend. Schools cannot be equitable without valuing their communities' perspectives and honoring their traditions.

When schools fully engage families, they can tailor supports and resources to sustain academic achievement for each student, can understand and better meet the specific needs of the communities they serve, and can engage students and families' cultural assets in the classroom to make learning more relevant.

ISBE's Equity Statement defines educational equity as follows: Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.

Equity Impact Analysis Tool

ISBE created the Equity Impact Analysis Tool to support the inclusion of an equity mindset in every decision the agency makes. Districts can consider utilizing the tool in the revision or creation of a policy, program, or practice. The creation and revision

of policies that support family and community engagement will be an initial step to implementing the FACE Framework.
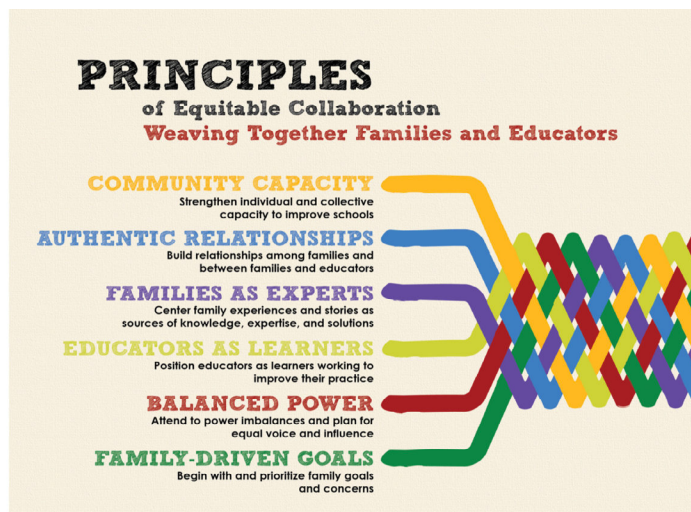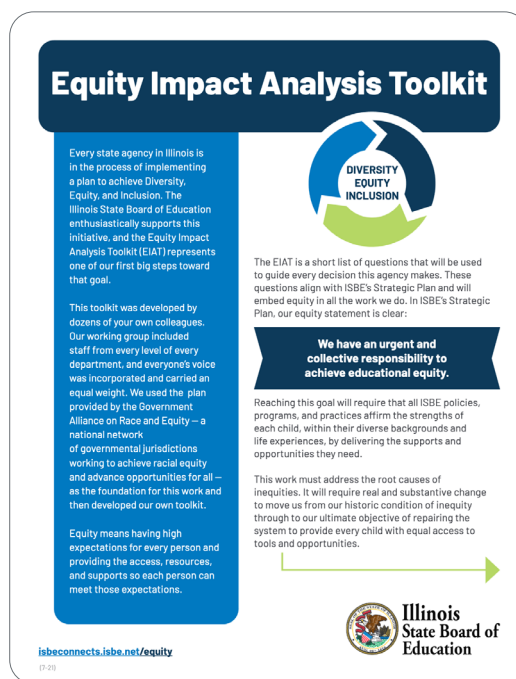
Resource
From Family Engagement to Equitable Collaboration

Equity Journey Continuum

ISBE launched the Equity Journey Continuum (EJC) in 2022. The EJC is an informational online tool that districts can use to track their progress toward closing gaps in student achievement, opportunities, and supports. Through the lens of equity, the tool analyzes a continuum of district-level data points that are already collected and reported on the Illinois Report Card website. The goal of the Equity Journey Continuum is to empower school communities to make informed decisions about their district's equity strengths, including family involvement.

The tool places each district along an equity continuum, from Step 1 to Step 4, according to the size of the gaps between student groups in each of the three areas of data: Student Learning, Learning Conditions, and Elevating Educators. The graphic below highlights the areas pertaining to family engagement. ISBE uses data from the 5Essentials culture and climate survey as a measure of family engagement. School districts can use the Equity Journal Continuum in particular, their ratings on the underlying metrics that are available only to districts administrators through MyIRC to identify and address equity gaps and opportunities related to family engagement.

Find more information on the EJC on the ISBE Equity Information and Resources webpage.

DATA ELEMENTS

Student Learning

- KIDS Readiness
- Assessment: IAR, SAT, and DLM
- English Learner Progress to Proficiency and Former EL Performance in English Language Arts Coursework
- Eighth-Graders Passing Algebra I
- Adjusted Cohort 4-Year Graduation Rates
- Advanced Academic Programs
- Eighth-Graders Enrolled in Algebra I

Learning Conditions

- Expulsion Rates
- Out-of-School Suspension Rates
- In-School Suspension Rates
- Site-Based Expenditure Reporting
- Climate Survey: Supportive Environment Ratings
- Climate Survey: Teacher Response Rates
- Student Attendance
- Climate Survey: Student Response Rates
- Climate Survey: Parent Response Rates
- Climate Survey: Parent Involvement Ratings
- Climate Survey: Involved Families Ratings
- Climate Survey: Influence on Decision Ratings
- Climate Survey: Teacher-Parent Trust Ratings

Elevating Educators

- Educator and Student Demographics
- Administrator and Student Demographics
- Teacher Experience/Education and Student Demographics
- Teacher Evaluation and Student Demographics
- Teacher Out-of-Field and Student Demographics

Framework References

Updating the Framework

ISBE last published a Family Engagement Framework Guide in 2015. ISBE took the following resources into consideration in updating the framework to align with the principles of family and community engagement already presented in state standards:

Culturally Responsive Teaching and Leading Standards

ISBE released the Culturally Responsive Teaching and Leading Standards in 2022. Standard F is "Family and Community Engagement," which reads, "Culturally responsive teachers and leaders will partner with families and communities to build rapport, form collaborative and mutual relationships, and engage in effective cross-cultural communication." ISBE embedded some of the element descriptors from the Culturally Responsive Teaching and Leading Standards into the FACE Framework. These descriptors will be noted with "*" along with the standard it relates to.

Professional Educator Standards

ISBE's Professional Educator Standards include family and community engagement practices. Universities have until 2026 to align their educator preparation programs to the new standards, which were updated in 2022. The descriptors that relate to these will be noted with "**" along with the standard it relates to.

Framework of Six Types of Involvement

Dr. Joyce Epstein holds her degree in sociology from Johns Hopkins University. She is the co-director of the Center on School, Family and Community Partnerships and a principal research scientist at the Center for Research on the Education of Students Placed at Risk. She has authored more than 100 publications focused on family involvement and its nature and effects. She established the National Network of Partnership Schools. Over the course of 30 years of research, she compiled data to author School, Family, and Community Partnerships: Your Handbook for Action (Epstein, J.L., et al., 2019). In the book, she introduces the framework of "Six Types of Involvement" and describes examples that are practical to the field and includes easy-to-use templates. Her original framework was created in 1990 and has since undergone several revisions. Although the word "involvement" is still used, the book does speak to engagement and has practical uses for creating a culture of partnership.

The Six Types of Involvement are:

1. **Parenting:** Type 1 involvement occurs when family practices and home environments support "children as students" and when schools understand their children's families.

2. **Communicating:** Type 2 involvement occurs when educators, students, and families "design effective forms of school-to-home and home-to-school communications."

3. **Volunteering:** Type 3 involvement occurs when educators, students, and families "recruit and organize parent help and support" and count parents as an audience for student activities.

4. **Learning at Home:** Type 4 involvement occurs when information, ideas, or training are provided to educate families about how they can "help students at home with homework and other curriculum-related activities, decisions, and planning."

5. **Decision-Making:** Type 5 involvement occurs when schools "include parents in school decisions" and "develop parent leaders and representatives."

6. **Collaborating with the Community:** Type 6 involvement occurs when community services, resources, and partners are integrated into the educational process to "strengthen school programs, family practices, and student learning and development."

The Logic Model: Five Simple Principles

Dr. Steve Constantino is a distinguished educator who has been a teacher, district superintendent, and state superintendent for Virginia. Currently, he is the executive professor in the Educational Policy, Planning, and Leadership Department at the William and Mary School of Education. Along with his personal experiences utilizing practical FACE strategies, he examined several case studies to create a framework on engaging every family in schools. He uses his lens as a practitioner in the field to help those currently doing FACE work to understand the issues that pertain to true engagement and how to work through those issues. In Engage Every Family: Five Simple Principles (2020):

- A culture that engages every family.
- Communicate effectively and build relationships.
- Empower every family.
- Engage every family in decision-making.
- Engage the greater community.

Dr. Constantino provides research and practical examples in utilizing the Logic Model to demonstrate that engaging and empowering families will improve student achievement. The model itself is cyclical as engaging families and the greater community is an ongoing process.

Visit Dr. Constantino's website to find a brief description of the principles.

Resources

Epstein, J. L., et al. (2019). School, Family, and Community Partnerships: Your Handbook for Action. Fourth edition. Thousand Oaks, CA: Corwin Press.

Starting the Work

ISBE designed a one-page graphic for easy reference on the Family and Community Engagement Framework. It should be utilized by those in the field to provide a concise description of the framework as a visual on the process and elements needed to begin and maintain FACE work. The key components are core beliefs, conditions for the work, links to learning, the elements, and the cycle of continuous improvement.

Core Beliefs

Before starting family and community engagement, the leadership team and district must have a common understanding of what they hold true. When leadership values family and community engagement, it may begin creating the system and structure to sustain evidence-based practices. These practices can create an embedded culture of asset-based approaches to families in lieu of viewing families in terms of their deficiencies. In other words, speaking and behaving in a manner that understands that each family brings a set of valuable skills, culture, and assets that will support their child's learning. Therefore, administrators should work to establish core values in collaboration with their school community.

"A school's core values are terms of practice that clearly define how everyone will work together to achieve the school's vision and carry out its mission." They are practical non-negotiables that require everyone's buy-in to get complete commitment, not compliance (Jackson, 2021).

ISBE's FACE Framework utilizes an abbreviated version of the core beliefs for educators to hold presented in Beyond the Bake Sale: The Essential Guide to Family-School Partnerships: (Henderson, Mapp, Johnson &

Davies, 2007). Districts should work with their school community to adopt similar beliefs for equitable and effective family engagement.

- ALL families can support children in their learning.
- ALL families want the best for their children.
- Familes are equal partners in the education of their children.
- ALL school staff and administration are responsible for building and sustaining home school-community partnerships.

Resources

Henderson, Mapp, Johnson & Davies, 2007 The New Press. New York,NY Beyond the Bake Sale: The Essential Guide to Family-School Partnerships

Jackson, Robyn R.(2021) Stop Leading, Start Building!: Turn your School into a Success Story with the People and Resources You Already Have. Alexandria, VA:ASCD.

10 Core Beliefs for Student Success

Components of the Framework

Creating the Conditions for the Work

Family engagement works best within equitable conditions and systems conducive to the work. Therefore, the most effective family and community engagement happens in environments with **district and school leadership working together** to create the vision, policies, protocols, professional development, and resources instrumental to FACE with an assets-based mindset.

The National Survey of Colleges and Universities Preparing Educators for Family Engagement found that only 51% of educator preparation programs offer at least one standalone course in family and community engagement. Thus, many of our educators are not prepared to actively work and sustain equitable family and community engagement. Therefore, district and school leadership must take the lead in making family and community engagement a priority, implementing evidence-based practices and providing professional development to staff.

When exploring career and community partnerships, the Carnegie Learning Leadership Network (Supple, Tinkhani & Palmer, 2023) found the following evidence supporting the critical role of school leaders in creating the conditions for effective family and community engagement:

- The executive leader can make a significant impact by modeling the disposition and behaviors that cultivate a culture of improvement.
- A high-functioning district leadership team is foundational to system transformation.
- The entire community is needed to build and sustain learning experiences for young people.
- An understanding of the context, place, and history of the school community matters.

Effective partnerships are created when district and school leadership provide guidance, expectations, and support for meaningful partnerships with families (Blank et al., 2006; Byrk et al. 2010; and Fege, 2006).

FACE 2 FACE
WITH THE STATE

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

Join a network for family facing professionals who work in schools, districts, or regional offices.

Scan to sign up to receive details

For questions, reach out to Carolina Fabian at cfabian@isbe.net or 312-814-8884

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The [Dual Capacity-Building Framework for Family-School Partnerships](#) Version 2 (Mapp & Bergman, 2019) provides guidance for educators and administration on processes and organizational conditions needed for effective partnerships that support student and school improvement. These conditions include:

- The allocation of resources and infrastructure for family engagement;
- The creation or alignment of family engagement policies;
- Embedding family engagement efforts throughout the district/school improvement process; and
- Integrating family engagement into existing systems, policies, and practices.

The Dual Capacity Framework also calls for building and enhancing the capacity of educators and families to effectively partner together. In doing so, administrators should use data to understand the needs of their community, identify relevant family engagement strategies in all focus areas, and create a professional development system with ongoing coaching for family engagement. Professional development should include content focused on:

- Developing family engagement systems.
- Building welcoming and supportive environments.
- Enhancing communication with families.
- Including parents in the decision-making process.
- Assessing cultural biases.

The latter is particularly important because even unconscious biases by educators can discourage families from participating and can break existing partnerships between educators and families (Barajas & Ronnkvist, 2007; Fram, Miller-Cribbs & Van Horn, 2007).

The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

The Challenge

Educators
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

Families
- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

Essential Conditions

Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Policy and Program Goals

Build and enhance the capacity of educators and families in the "4 C" areas:
- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Capacity Outcomes

Educators are empowered to:
- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Effective partnerships that support student and school improvement

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The Challenge → Educators and families have not been exposed to strong examples of family engagement.

Essential Conditions → Process conditions and organizational conditions.

Policy and Program Goals → Build and enhance the capacity of educators and families in 4 Cs: *Capabilities*, *Connections*, *Cognition*, and *Confidence*.

Capacity Outcomes → Educators are empowered, and families engage in diverse roles and effective partnerships that support student and school improvement.

Read more: Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family–school partnerships (Version 2). Retrieved from www.dualcapacity.org.

Linked to Learning

As you read through the elements and descriptors in the framework, take note that family and community engagement should be linked to learning. When planning initiatives, ask yourself, **"How will this improve or enhance our students' education?"** In some instances, the link to learning will not be direct. For example, improving the capacity of parent's personal self-efficacy has a significant impact on whether or not they will engage in activities that support their children's learning and healthy development (Sheldon, 2002; Shumow,L. & Lomax, R., 2001). Districts and schools can help build a parent's self-efficacy by promoting family assets such as their cultural and linguistic backgrounds.

Programs also should focus on self-advocacy by helping parents to understand and interpret rules, laws, policies, and procedures related to their rights and responsibilities in their children's education. Districts should be mindful to ensure accessibility to policies, procedures, and any other information to aid in self-advocacy. To be accessible is to have forms and documents translated into the common languages of the families served along with various modalities of obtaining them. Also, school districts should host programs to teach family members strategies to support at-home learning and data interpretation to inform instruction, as well as provide resources to implement those strategies at home.

Resources

Sheldon, S. B. (2002). Parents' Social Networks and Beliefs as Predictors of Parent Involvement. The Elementary School Journal, 102(4), 301-316.

Shumow, L. & Lomax, R. (2001). Parental efficacy: Predictor of parenting behavior and adolescent outcomes. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

FACE Framework

1. Core Beliefs
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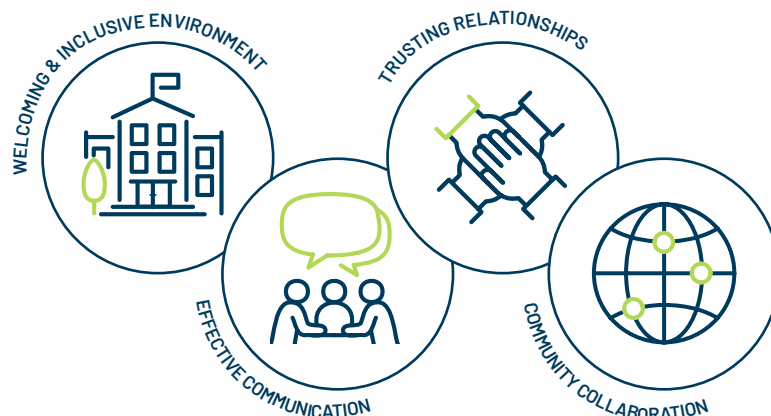
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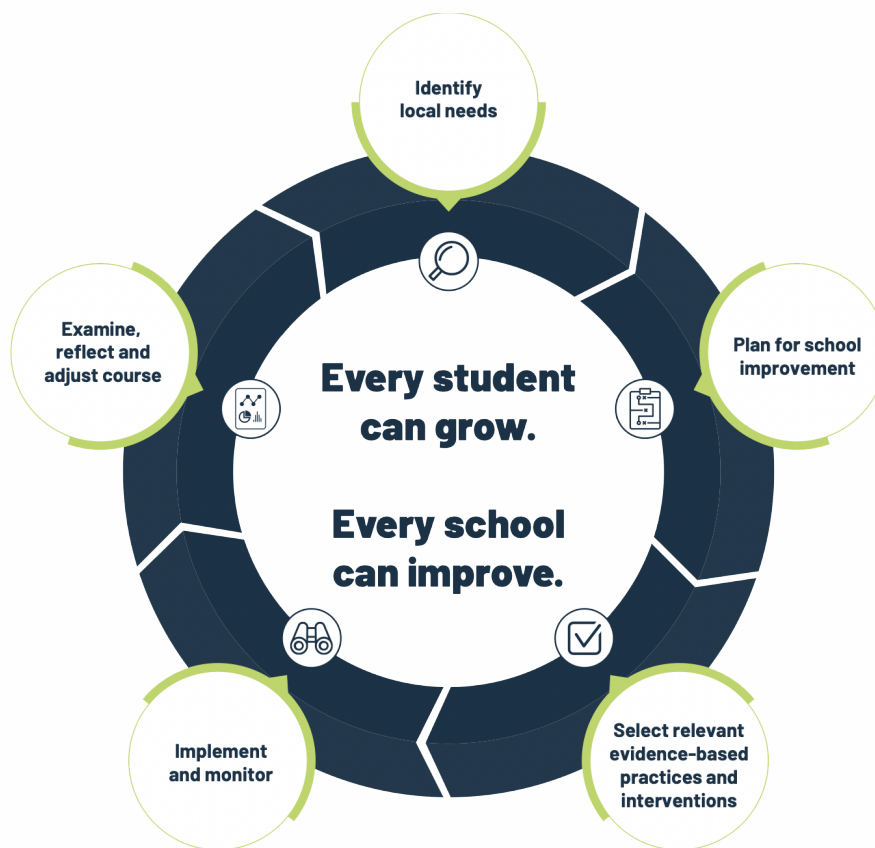
FACE Framework

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.

Identify local needs

Plan for school improvement

Select relevant evidence-based practices and interventions

Implement and monitor

Examine, reflect and adjust course

Every student can grow.

Every school can improve.

Principles and Standards

The framework calls for four Essential Elements. Each element then has a Guiding Principle that is broad definition of the element. The principle is broken into two standards A and B. Standards under A are generally easier to implement because they require minimal effort or resources. Standards grouped under B are more difficult to implement and may require extensive professional development and in some instances a shift from traditional practices schools may have in place.

Subsequently, under each standard is a descriptor that details how the standard may be implemented in a school or district. These are not intended to be an exclusive or exhaustive list, rather they are actionable steps to put into effect to accomplish the standard.

Principle

Standard A (Surface)

Standard B (Deeper)

Descriptor

Descriptor

Descriptor

Descriptor
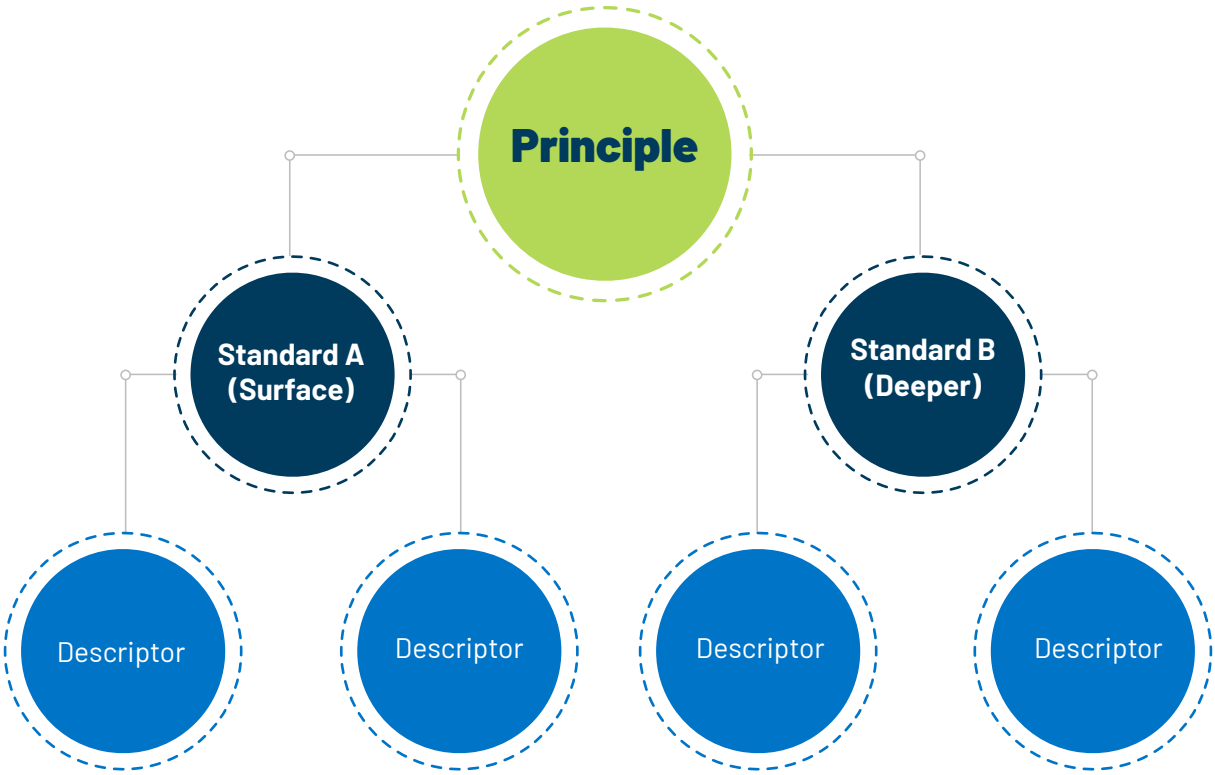
FACE Essential Elements and Principles

Welcoming & Inclusive Environment

District/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. Displays 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 advocates for all students fairly and allows access to relationships and opportunities that will support their success.

2. Culturally responsive materials and resources are integrated in the learning environment. (*H3 **LE3)

3. All families and especially historically under-represented groups are encouraged to join in leadership roles and share their expertise.

4. Professional development incorporates effective family engagement practices; cultural proficiency of community; and Diversity, Equity, Inclusion, and Accessibility (DEIA).

5. 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: Ensuring ease of information sharing by all

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: Aiding families with self-efficacy

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 and students about their students' and school's progress.

6. District/school personnel help families navigate the chain of communication, policies, and protocols to best support their student

3. Trusting Relationships

District/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, and 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 and include the important role families play in the educational process and the impact family engagement has on student outcomes.

2. District leadership and school board identify and remedy power imbalances.

3. District/school leadership 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 students and parents to participate in any problem-solving discussions related to their child.

6. District/school personnel share data and include parents and students in the continuous improvement process.

7. 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 filter 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.

Glossary and Resources

360 Exchanges of Communication

In 360-degree communication, we collaborate with families, students, and community partners to establish an equal voice in decisions about education.

360-Degree Communication Do's

- Create or utilize practices that promote strong relationships.

- Seek feedback and ensure families know how to and have opportunities to provide input. Listen and learn from families. They are the experts on their child.

- Take action and incorporate feedback into your structures and practices.

- Share back and help families understand how their feedback is being used.

HEALTHY FEEDBACK LOOP

Share Back — Help stakeholders understand how their feedback was used

Cultivate Strong Relationships — Build trust with stakeholders

Seek Feedback — Seek feedback from a diverse array of stakeholders

Listen and Learn — Analyze feedback trends and share out

Take Action — Incorporate feedback into decision-making

Diversity, Equity, Inclusion, and Accessibility (DEIA)

DIVERSITY: Representation of people from various backgrounds and experiences. The school community should strive to have a diverse staff that represents their student population.

EQUITY: State of being just, impartial, and fair. In an educational environment, students have access to what they specifically need to be successful.

INCLUSION: Empowered sense of belonging within a group or organization. This includes inviting all to the table and ensuring everyone's voice is heard.

ACCESSIBILITY: Ease of use or full participation in services, facilities, workplaces, products, and communications for individuals, including those with disabilities and those who speak languages other than English.

Culture

Culture is composed of the shared norms, values, traditions, languages, systems, and behaviors of a group or community. Culture is not limited to racial or ethnic groups. When working with families, educators must understand and include components of their students' cultures in the school environment. Cultural inclusion not only helps create a sense of belonging for students, but also helps us avoid potential miscommunication or offense.

When creating a school culture, the above terms should be considered and purposefully planned for. Review your student and community demographic data. Be intentional about planning for all demographics with equity in mind. Ensure that all feel included and have access to your engagement efforts.

Climate

The quality and character of school life based on the patterns of students', parents' and school personnel's experience of school life. School climate reflects norms, goals, values, interpersonal relationships, teaching and learning practices, and organizational structures.

Whole Student

Teaching to the whole student includes not only the student's academic achievement, but also their overall physical health and social-emotional well-being.

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.

In many counties, the United Way 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.

Housing
Township Housing Authority

Food
Local pantry
Grocery store

Higher education
Community college

Transportation
Bus system
Rideshare

Child care
Boys & Girls Club
Park district

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.

Goal

1. Gather evidence.
2. Analyze and disagragate data.
3. Root cause analysis.
4. Create action steps.

Continuous Improvement Cycle

The cycle is a continuous, collaborative process through which staff and stakeholders identify strengths and weaknesses of the entire school program and use the information as a basis for making deliberate, positive, cohesive, and observable changes in measurable student outcomes.

Families and community members should be included in the school's continuous improvement process. Families should be made aware of school and district data, such as that found on their Illinois Report Card, local district and school assessments, classroom assessments, and grades, as well as interventions that have been utilized for improvement and their results. ISBE's School Improvement Common Language guide provides additional helpful terminology and definitions.

Every student can grow.

Every school can improve.

- Identify local needs
- Plan for school improvement
- Select relevant evidence-based practices and interventions
- Implement and monitor
- Examine, reflect and adjust course
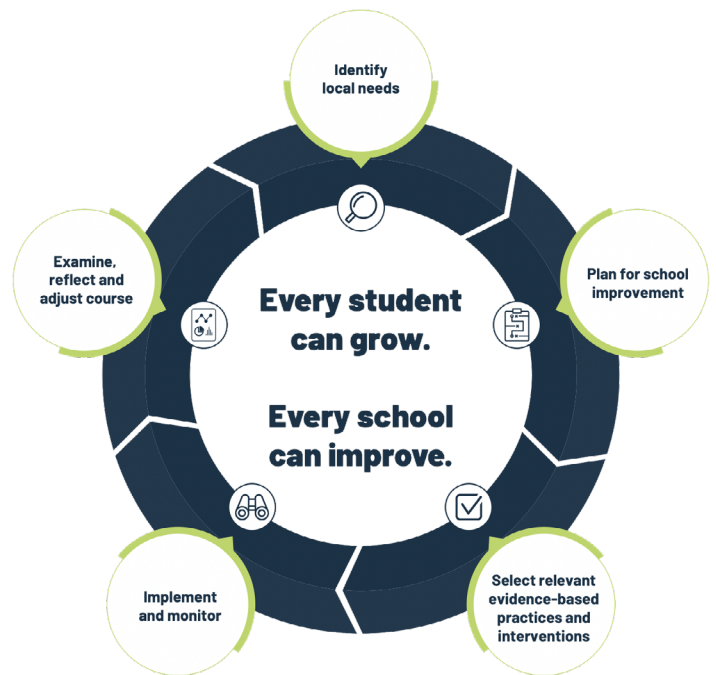
Rights to Privacy of Records and Personal Identifiable Information

Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a federal law that protects the privacy of student education records. While working with families, it is important to understand the rights to privacy and access to records that parents and students have. It is equally important to be mindful of sharing student/family information while engaging in FACE work to ensure that schools are complying with this law.

Resources

https://www.isbe.net/selhubs
Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness

Annie E. Casey Foundation | Equity v Equality and Other Racial Justice Definitions Mary-Frances. (Oct. 14, 2020)

Equity and Inclusion: the Roots of Organizational Well- Being

National School Climate Center https://schoolclimate.org/school-climate/Parent and Educator Guide to School Climate 041019 (PDF)

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Networks

This is not intended to be an exhaustive list of family engagement networks. However, these are some networks that are focused on FACE in schools that can be useful for further learning. Many provide free resources and professional development.

National Association for Family, School, and Community Engagement (NAFSCE)	NAFSCE is the only professional association dedicated solely to those who spend each day making family engagement happen — those who advance high-impact practices, promote evidence-based policies, and strive to engage all families in the development of their children. If you work with families and children, NAFSCE works for you.	nafsce.org
District Leaders Network (DLN) on Family and Community Engagement	The District Leaders Network on Family and Community Engagement is a group of individuals in district-level leadership positions primarily responsible for the oversight of their district's family and community engagement initiatives. DLN is a peer-driven knowledge network designed to engage members as both experts and learners through a national structure to support member capacity building activities.	iel.org
Illinois Parent Teacher Association (Illinois PTA)	Illinois PTA is an inclusive organization. It welcomes parents, extended family members, guardians, neighbors, teachers, school administrators, community members and civic leaders. The more voices who join its one voice to speak up for every child, the closer is its vision of "making every child's potential a reality."	Illinoispta.org
Parent Teacher Organization Today (PTO Today)	When you join PTO Today, you become part of a network with access to freebies and samples, and resources to make your group great. In addition, Plus members get instant access to digital versions of PTO Today magazine, expert toolkits, and downloadable templates and forms, as well as personalized support from a team of advisors.	Ptotoday.com
Community Organizing and Family Issues (COFI)	COFI has harnessed the power of parents at the table – their leadership, expertise, and solutions. COFI-trained parent leaders are leading the fight for racial and economic justice for children and families. COFI parents organize around diverse issues including, equitable access to quality early care and education programs, food security, utility affordability, the expansion of solar energy resources, reforms to punitive school discipline practices and policing, and the reduction of fees and fines that significantly burden families.	Cofionline.org

Parent Teacher Home Visits (PTHV) National Network	PTHV is a grassroots network of school districts, teachers' unions, and community groups working together to conduct relational home visits in their local communities.	Pthvp.org
National Network of Partnership Schools (NNPS)	NNPS was established in 1996 at Johns Hopkins University. NNPS includes schools, districts, states, and organizations with the purpose of using research-based approaches to organize and sustain excellent programs of family and community involvement that will increase student success in school.	https://nnps. jhucsos.com/
The Center	The Center: Resources for Teaching and Learning is a not-for-profit organization that serves as the umbrella organization for specific programs that address different, but often related, aspects of high-quality education for students who may be at risk of academic failure.	The Organization	The Center
Family Action Network (FAN)	Family Action Network is a 501(c)(3) organization that curates a high-quality speaker series. All FAN programs are free and open to the public.	https://www.family-actionnetwork.net/
Center for Parent Information Resources	This center is a hub of information and products created for the network of parent centers serving families of children with disabilities.	parentcenter hub.org

Research
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Links to Resources
All State and Federal Grant Programs page includes a listing of funding sources with the description of the grants. Many will help expand the work of FACE.

U.S. Department of Education Learning Series Briefs
https://www.ed.gov/parents/family-engagement-learning-series-briefs

Community School Network contains booklets and tipsheets for parents/caregivers http://www.schoolcommunitynetwork.org/English.aspx

Carnegie Corporation of New York offers free articles and provides grants related to family engagement. https://www.carnegie.org/our-work/category/education/tag/family-community-engagement/

ISBE has several centers that provide guidance. Below are a few that support FACE work.

https://www.isbe.net/Pages/Family-Community-Engagement.aspx

https://www.isbe.net/Documents/Teach-Plus-Report-Equity-Diversity.pdf

https://www.regents.nysed.gov/sites/regents/files/FB%20Monday%20-%20CR-S%20Framework.pdf

https://www.isbe.net/Documents/WestEd-Research-Brief.pdf#search=culturally%20r

Children of Military Families

The Office of English Language Acquisition has created the following toolkits:

- The Family Toolkit

- Newcomer Toolkit

- English Learner Toolkit

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.

If you would liket to share your opinions with us, please fill out the framework feedback form.
The form is anonymous unless you provide your infomation. Your feedback will help us refine tools to support the work of familiy engament.

FACE in Action

Please use this form to share your FACE success stories, strategies and best practices with the field. Submit your evidence to cfabian@isbe.net

Start now

SCAN TO FILL OUT THE FRAMEWORK FEEDBACK FORM!

SCAN TO FILL OUT THE FACE IN ACTION FORM!

For questions, reach out to Carolina Fabian at **cfabian@isbe.net** or 312-814-8884.