



Build Strong Schools and Improve Student Outcomes

An Approach and Resources for
Meaningful Family Engagement



Illinois State Board of Education



AGENDA

- Welcome
- Introductions
 - Marci Johnson, ISBE Project Administrator
Office of the Deputy Superintendent
 - Sarah Ogeto, ISBE Principal Consultant
 - Bernadette Anderson, ADI Director

Framework Components

- Why: Research
- What: Family Engagement
- How: Family Engagement is Integrated
- Where: Family Engagement Matrix



Quad Cities, IL—Immigrant families who have children enrolled in Quad Cities Lights ON Afterschool program participate in adult education classes provided in partnership with professors from St. Ambrose University.

Welcome and Introductions

Questions

The presenter will respond to your questions during the presentation at identified times.

Participation instructions:

- Click on the hand icon to raise your hand
- Type your question into the Question Box

- Research indicates that when parents are engaged with their children's education, whether in school or at home, students do better academically.
- When families, schools and communities partner on promoting learning and healthy development for all children, schools thrive and student outcomes increase. (Henderson & Mapp, 2002)

Why Do We Work with Families?

Governor
Appointment Family
Engagement
Taskforce
2008

Family Engagement
Roundtable Action
Planning Series
2011

ISBE Cross
Divisional Retreat
2009

ISBE Family
Engagement
Committee
2012

History of Family Engagement within ISBE

ISBE Family Engagement

- Charged to address family and community engagement.
- The FE Team has met with the goal of
 - Improving FE practices in the field,
 - Strengthening collaboration and consistency among divisions, and
 - Building additional supports for the field



Chicago, IL--The Logan Square Neighborhood Association's program at Monroe Elementary trained parent tutors help children during their after school homework help time.

Where are We Now?

- Overall Purpose
- Components
 - Family Engagement Framework Overview
 - Research Review
 - Family Engagement Standards
 - Integrating Family Engagement Matrix
 - Legislative Requirements/References



Chicago, IL—Brighton Park Neighborhood Council, Parent Knitting Class at Davis School is working on headbands they donated to the St. Jude Hospital for children who have been diagnosed with cancer.

Family Engagement Framework

Guiding Document

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What is family engagement?

Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness.

Overview

Group Share:

How do you define family engagement/parental involvement in your school/district?

Participation instructions:

- Click on the hand icon to raise your hand
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Research Review: Developing a Family Engagement System

Substantial research findings reinforce the need for education systems to encourage and support parental involvement. Research has repeatedly demonstrated the positive impact parent involvement, whether in school or at home, has on academic outcomes. 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). In addition, when people across multiple contexts (e.g., family and school) foster the cognitive, social, emotional, and behavioral competencies of children and adolescents, youth development and outcomes improve (Benson, et.al, 2003; and Cook, et.al, 2002).

Unfortunately, a number of districts and schools have approached family engagement in a random and piecemeal way, often times leading to family engagement efforts that are fragmented and marginalized, resulting in less than desirable outcomes. There is now emerging evidence that when districts and schools develop systemic structures that strategically encourage meaningful family and community engagement as an integral part of school improvement efforts, there is significant impact on student learning and how schools function (Blank, Berg, & Melaville, 2006; Bryk, et.al, 2010, and Marschall, 2006). Weiss et.al, concurs that family engagement should be *systemic, integrated, and sustained*. In order to achieve this, family engagement must be: a core component of educational goals; embedded into existing structures and processes to meet these goals; and operated with adequate resources to ensure that effective strategies can be implemented with fidelity and sustained (2010).

Commitment to Family Engagement

Paramount to a successful family engagement system is the district's and school's commitment to family engagement. A study of Department of Defense schools showed that a culture which fosters shared responsibility for all students and stakeholders and a "corporate commitment" to supporting families improves safety and well-being for all students. This study also revealed that the achievement gap among white students and students of color is lower among DoD schools than in the states (Smrekar, Gurthrie, Owens & Sims, 2001). Another study by Lopez, et.al, 2001, found that the primary

reason schools were successful in involving migrant families was that school personnel were individually and systemically committed to meeting the various needs of the families. Districts and schools can begin to express this commitment by jointly developing a vision/mission for family engagement that is shared with all stakeholders and drives policies and practices.

Leadership

Effective partnerships are created when district and school leadership set the tone and expectations for meaningful partnerships with families and support is provided through both policy and practice (Blank et al., 2006; Bryk et al., 2010; and Fege, 2006). Administrators could demonstrate this by: allocating and reallocating resources for family engagement efforts; ensuring family engagement policies are updated; embedding family engagement efforts into the district/school improvement process; finding ways to integrate family engagement efforts into existing systems, policies and practices; modeling positive interactions with families; and ensuring that programming is in place to build the capacity of staff and families to effectively partner with each other to improve student outcomes.

Capacity Building

Many administrators, teachers and pupil support personnel enter the education system with little to no training on how to engage families to further support student learning and healthy development. Likewise, families often find it difficult to partner with schools in a meaningful way for various reasons. Some of these reasons may relate to a limited understanding of: student/family expectations, how they can support student learning and healthy development, and how schools operate. Therefore, it is necessary to train school personnel and parents to increase their capacity to work together.

Core elements of a professional development system for family engagement include: standards; curriculum that advances skills, knowledge & attitudes; collaboration among various stakeholders; continuing professional development; and evaluation for learning & continuous improvement (Casper et.al, 2011). Researchers have also identified core implementation components that support practitioners, such



Georgetown, IL—Family portrait taken at Mary Miller Junior High's first annual family fun festival.

Family Engagement Framework Research Review



Legislative Requirements/References

The Legislative Requirements/References of the Family Engagement Framework describes specific mandated school and/or district actions that fall under each Essential Element. Citations for specific laws and regulations follow each required activity.

Comprehensive Planning

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review) [20 USC 1416(a)(3)(A)]

Coordinate and integrate parent involvement strategies under

- Title I;
- Head Start/Early Head Start;
- Even Start;
- Parents as Teachers;
- Home Interaction Program for Preschool Youngsters; state preschools. [20 USC 6318(a)(2)(D)]

Provide coordination, technical assistance, and other support to school staff for including families as participants in local educational agency (LEA) and school governance and decision making. [20 United States Code (USC) 6318(a)(2)(B)]

Evaluate the content and effectiveness of the parent involvement policy:

- Identify barriers to participation, especially for diverse parents.
- Use findings to design more effective strategies.
- Revise parent involvement policies, as needed. [Refers specifically to Title I, 20 USC 6318(a)(2)(E)]

Coordinate and integrate parent involvement activities with

- public preschool;
- other public educational programs;
- parent resource centers. [20 USC 6318(e)(4)]

Leadership

Consult parents as programs are being developed. [20 USC 7424(c)]

Send notice of and hold regular meetings to obtain recommendations of parents of English learners. [20 USC 7012(e)(2)]

Provide parents with timely information about schools and students in a language and format that they can understand. [20 USC 6318(f)]

Provide parent involvement policy to parents in an understandable and uniform format. [20 USC 6318(a)(2) and (f)]

Inform parents of English learners how they can be involved in the education of their children. [20 USC 7012(e)(1)]

Meet parent notification requirements (under Titles I, III, IX, and X; Federal Education Rights and Privacy Act; and IDEA). [20 USC 7012(b)]

Conduct parent input meetings and/or surveys with the required response rate (for Special Education Self-Review). [20 USC 1416(a)(3)(A)]

Provide other reasonable support for parent involvement activities as parents may request. [20 USC 6318(e)(14)]

No administrative certificates and endorsements will be issued only to those who have: (i) an understanding of the knowledge called for in establishing productive parent-school relationships and of the procedures fostering the involvement which such relationships demand; As used in this subsection: "establishing productive parent-school relationships" means the ability to maintain effective communication between parents and school personnel, to encourage parental involvement in schooling, and to motivate school personnel to engage parents in encouraging student achievement, including the development of programs and policies which serve to accomplish this purpose. [(105 ILCS 5/21-7.1)]



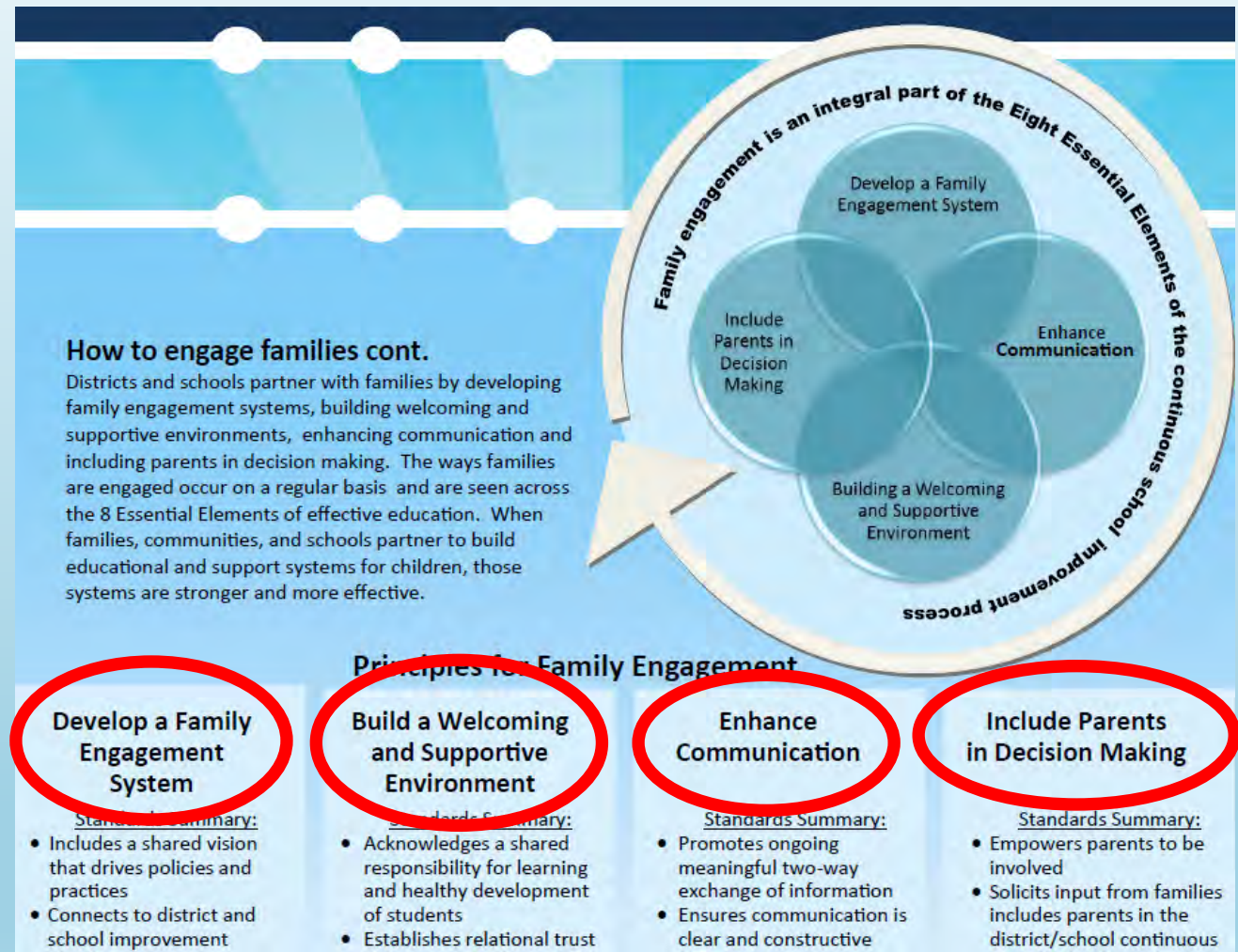
Evanston, IL—Tyler Dixon shares with her mother, Doris, her experience as a student mentor in her afterschool program.

Legislative Requirements/References



How to Engage Families

- Districts and schools partner with families and work together in four ways



Principles

Principle 1: Develop a Family Engagement System



Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

Standards:

- 1A. A jointly developed **vision/mision for family engagement** is shared with all stakeholders and drives policies and practices.
- 1B. Family engagement system, policies and practices are embedded into the district/school **continuous improvement process**.
 - 1B.1. Family engagement system, policies and practices are **coordinated and integrated** into existing structures and processes.
- 1C. Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the district/school improvement plan.
- 1D. District and school **leadership support** the development and implementation of an effective family engagement system that is mindful of diverse school-communitis and responsive to student and family needs.
 - 1D.1. District and school leadership understand the important role families play in the educational process and the impact family engagement has on student outcomes.
 - 1D.2. District and school leadership understand and promote the implementation of required and effective family engagement practices.
 - 1D.3. District and school leadership model positive interactions with parents.
 - 1D.4. District and school leadership **allocate/ reallocate resources** for family engagement efforts.
 - 1D.5. District and school leadership recognizes the significance of native language and culture to support student learning and strives to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.
- 1E. The implementation of family engagement efforts is **monitored and evaluated** through an on-going data collection system.
 - 1E.1. District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.
 - 1E.2. District and school personnel have access to timely and useful family engagement data.
 - 1E.3. District and school personnel have the capacity to use family engagement data in a meaningful way.
- 1F. District and school personnel **build the capacity of staff** to effectively engage families in supporting student learning and healthy development.
 - 1F.1. Data is utilized to determine professional development needs pertaining to family engagement.
 - 1F.2. Professional development efforts incorporate effective family engagement practices.
 - 1F.3. Effective professional development strategies are utilized to build the capacity of district/school personnel.
 - 1F.4. Districts/schools build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds.
- 1G. District and school personnel **build the capacity of families** to meaningfully engage in activities that support student learning and healthy development.
 - 1G.1. District and school personnel help build the capacity of parents to support learning at home.
 - 1G.2. District and school personnel help parents understand data and how it is used to inform instruction.

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Tools: Family Engagement Standards of Effective Practice



Family Engagement Principles

Principle 1: Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

Principle 2: District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

Principle 3: District and school personnel engage in ongoing and meaningful two-way exchanges of information with families to support student learning and healthy development.

Principle 4: District and school personnel include parents in the decision-making process.

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Family Engagement Standard of Effective Practice

Principle 1: Districts/schools develop a family engagement system that cultivates and empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness.

Standard	Descriptors
1D. District and school leadership support the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs.	1D.3 District and school leadership model positive interactions with parents. 1D.4 District and school leadership allocate/reallocate resources for family engagement efforts.

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Linking Family Engagement Through 8 Essential Elements Table



We engage families as partners in all aspects of building effective schools

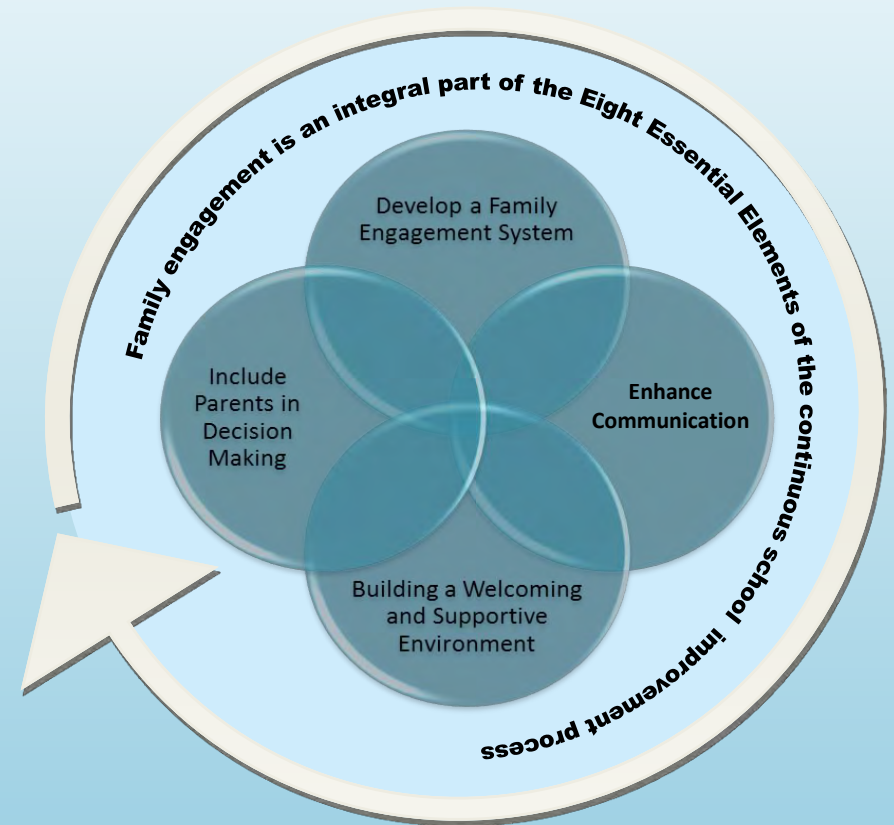
Professional Development

8 Essential Elements	Guiding Questions for Integrating Family Engagement Efforts	Family Engagement Standards of Effective Practice	Legislative Requirements/References
<p><u>Professional Development</u> A continuous improvement approach to professional development builds on scientific, evidence-based research, incorporates innovative instructional practices, engages teachers in new curricular designs, explores assessment techniques, and requires educators to develop needed skills in areas identified in the plan.</p>	<ul style="list-style-type: none"> • How are professional development needs for family engagement assessed? Is family input considered? • What professional development opportunities on family engagement are currently available? Are they aligned with effective family engagement practices? • Are effective professional development strategies utilized to build the capacity of district/school personnel on engaging families in the educational process (e.g., collaborative learning communities, coaching)? 	<ul style="list-style-type: none"> • District and school personnel build the capacity of staff to effectively engage families in supporting student learning and healthy development. (Standard 1F.) • Data is utilized to determine professional development needs pertaining to family engagement. (Standard 1F.1.) • Professional development efforts incorporate effective family engagement practices. (Standard 1F.2.) • Effective professional development strategies are utilized to build the capacity of district/school personnel. 	<ul style="list-style-type: none"> • Educate staff in the value of parent involvement, outreach to parents, communication with parents, partnering, implementing parent programs, and building ties between parents and the school [20 USC 6318(e)(3)]

Tools: Planning Table



- Incorporation into existing systems
- Improved coordination within systems, communities, districts, and schools
- Improved capacity to leverage resources and partnerships
- Common language
- Additional guidance & support for the field



Framework Implications

Questions

The presenter will now respond to your questions.

Participation instructions:

- Click on the hand icon to raise your hand
- Type your question into the Question Box

- New Illinois Learning Standards
- Assessment
- Compliance
- Coordination of instruction
- School improvement planning
- New school report cards



Areas for Integration

- **Welcoming Environment:** How would you ensure a welcoming environment? How would you know whether your families feel welcomed and what the barriers to feeling welcomed are? What type of policies might support a welcoming environment? What practices?
- **Systems:** How would you address systems and infrastructure? What resources would you need to dedicate to the project, including staff and funding? How does the effort link to broader efforts?
- **Communication:** How would you communicate with families? Get feedback from families? Who would communicate? How would you address multiple ways of communicating? How would you address diverse families?
- **Decision Making:** How would you engage families in decision making and leadership? What types of opportunities would you create? To ensure meaningful participation, what type of capacity building is needed and how could it be provided? How can the families' skills and expertise be leveraged?

Guiding Questions to consider

ADI

<http://www.illinoisparents.org>

Early Childhood Education

<http://www.isbe.net/earlychi/default.htm>

English Language Learning

<http://www.isbe.net/bilingual/htmls/ellparents.htm>

Innovation and Improvement

<http://www.isbe.net/grants/html/parent.htm>

Learning Supports

<http://www.isbe.net/learningsupports/html/partnerships.htm>

Special Education and Support Services Division

<http://www.isbe.net/spec-ed/html/parents.htm>

Resources and Tools



Thank you for participating!

We can help you to build strong school communities
within the schools you serve.

Illinois State Board of Education

All webinar sessions are recorded and posted to the
Tool Box page at ***IllinoisParents.org***.