

Developing a Family Engagement System

Webinar Series from ISBE's Draft Family Engagement Framework Guide



Why are We Here Today?

- To gain a deeper understanding of how to take a systemic approach to family engagement in your school or district
- To learn how this work is happening in the field



Our Presenters

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How to Participate in Today's Webinar

Questions:

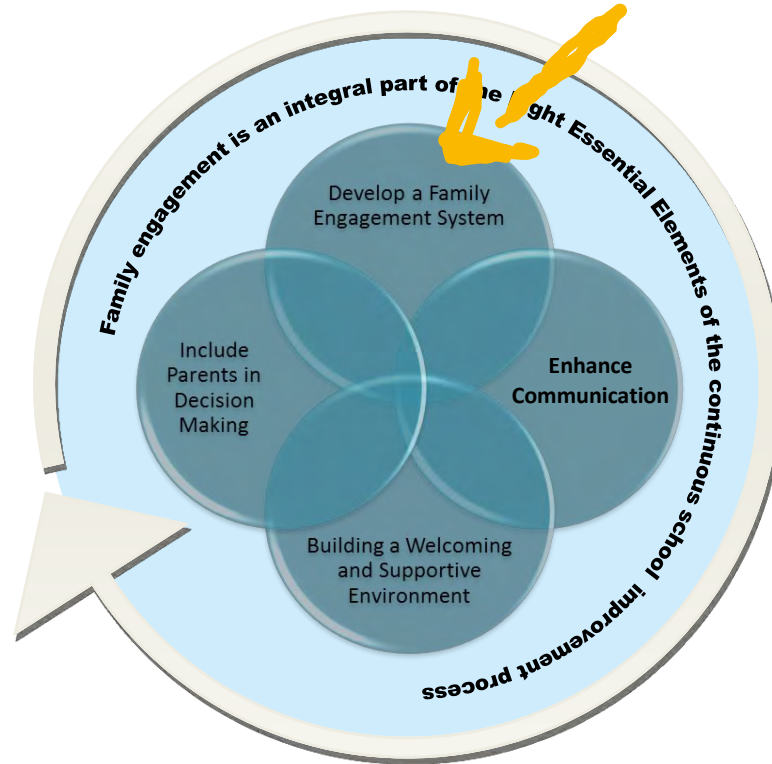
The presenter will respond to your questions during the presentation at identified times.

Participation instructions:

Type your question/comments into the Question Box



ISBE Family Engagement Framework Guide Overview



- Districts and schools partner with families
- Families are engaged on a regular basis and are seen across the 8 Essential Elements
- When critical stakeholders partner, educational systems are stronger and more effective



Evidence-Based Practice: The Research Review

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 of parental involvement on student academic achievement, whether in school or at home, has on academic achievement. Regardless of socio-economic background, students with involved parents are more likely to achieve higher grades, test scores, enroll in higher level programs, attend college, and develop better career skills (Henderson & Mapp, 2002). In addition, students whose parents regularly show improved behavior, cognitive, social, emotional, and academic skills of children and adolescents, youth outcomes improve (Benson, et.al, 2003; and

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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.

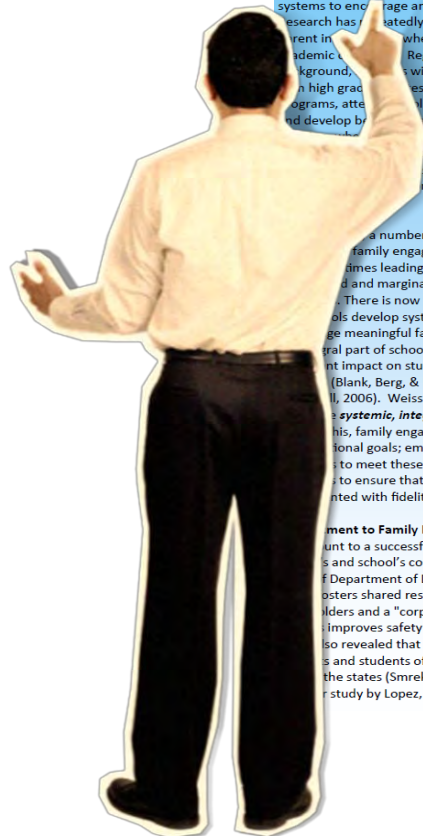
Leadership

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 (Caspae et.al, 2011). Researchers have also identified core implementation components that support practitioners, such



What Do We Mean by Systemic Family Engagement?

Is focused on improving educational and healthy development outcomes

Is not a discreet "stand-alone" or "boutique" project operating in a few settings

Aligned with overall goals of the school and/or district

Spans across various stakeholders and there is a shared responsibility

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.

Attempts to change social structures and the culture in which these structures are embedded.



Family Engagement Standards of Effective Practice

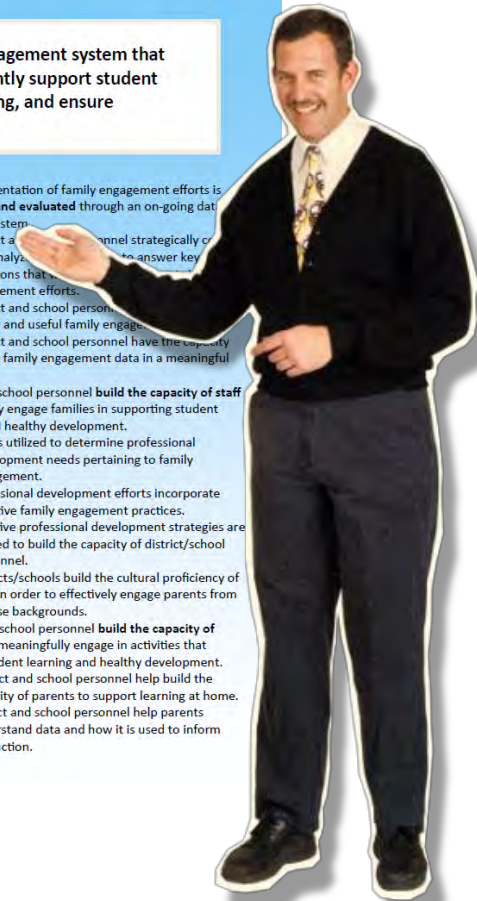
Principle 1: Develop a Family Engagement System



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/mission 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-communities 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 data to answer key questions that inform family engagement efforts.
 - 1E.2. District and school personnel provide 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.



Taking a Closer Look at the Standard

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.



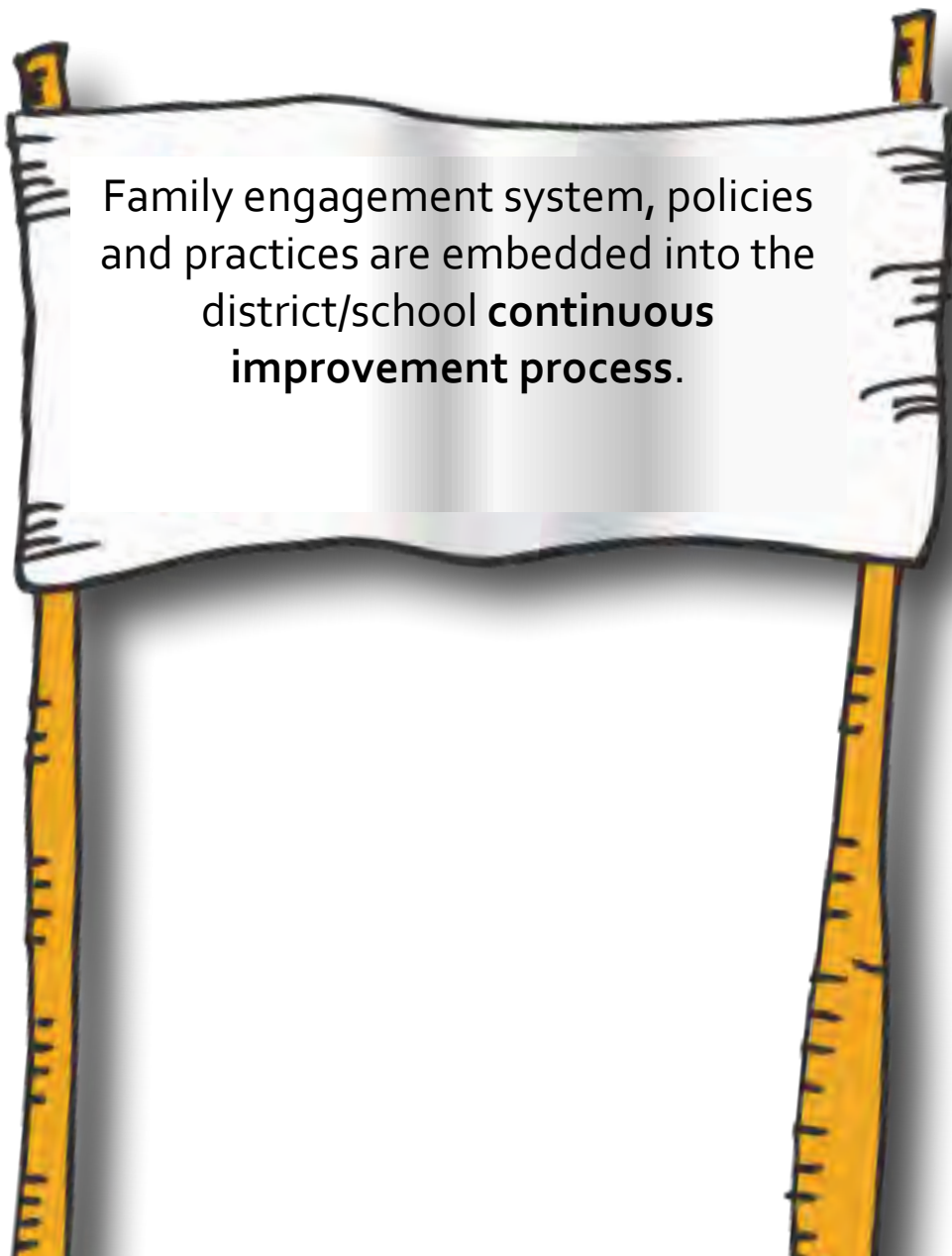
Standard 1A

Keyword: Jointly
Strategy: Collaboration



Standard 1B

Keyword: Embedded
Strategy: Documentation



Family engagement system, policies
and practices are embedded into the
district/school **continuous
improvement process.**



Group Share

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?



Standard 1C

Keyword: Assessed
Strategy: Utilize data to plan



Standard 1D

Keyword: Leadership
Strategy: Understand the
application of research



RPS 205 Parent and Community Empowerment (PACE) department team. Left to right: Anthony Wilson, John Paul Toldo, Amy Ekstrom



Standard 1E

Keyword: Evaluated
Strategy: Data driven
decisions to build capacity

The implementation of family engagement efforts is **monitored and evaluated** through an on-going data collection system.

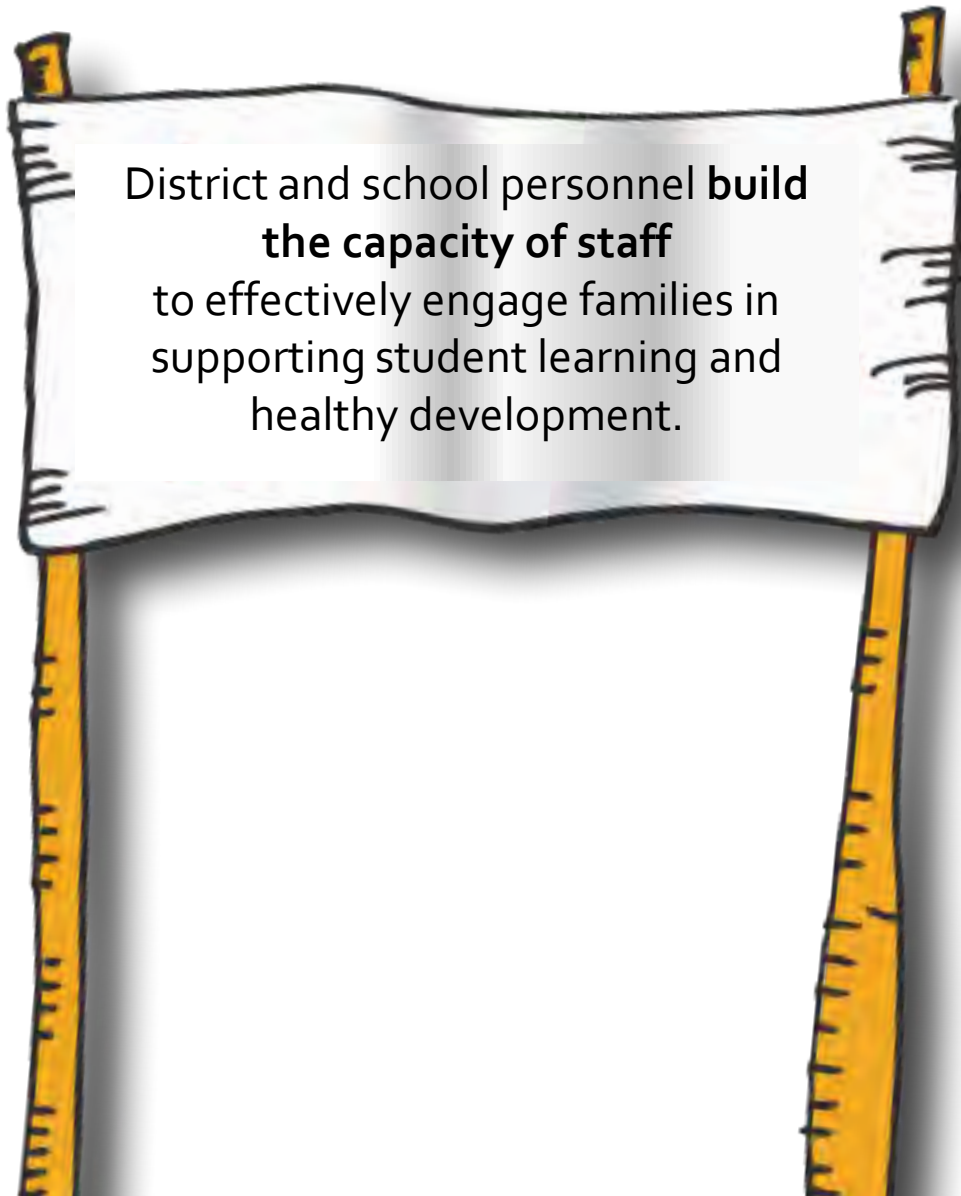


RPS 205 District Parent Advisory Council (DPAC)



Standard 1F

Keyword: Capacity
Strategy: Professional
development is culturally
relevant



District and school personnel **build the capacity of staff** to effectively engage families in supporting student learning and healthy development.



Group Share

What have been the most effective opportunities for building the capacity of staff? Describe the planning process. What happened? How do you know it was effective?



Standard 1G

Keyword: Meaningfully
Strategy: Support learning at
home i.e. study skills

District and school personnel
**build the capacity of
families** to meaningfully
engage in activities that
support student learning and
healthy development.

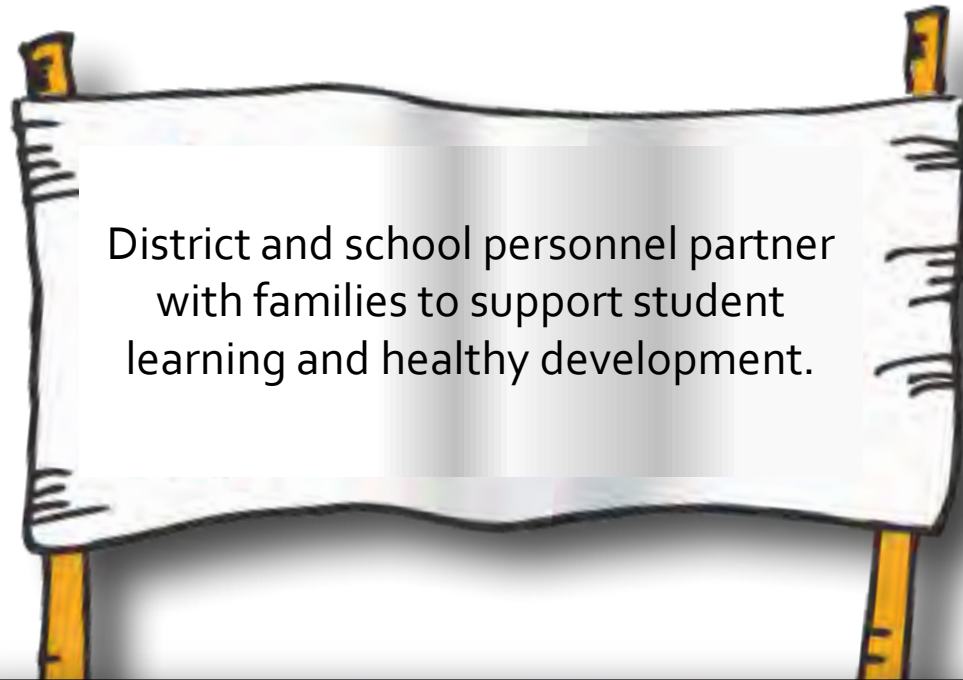


DPAC members from different schools
collaborating together to be more effective in
their leadership roles.



Standard 1H

Keyword: Families
Strategy: Listen to families



DPAC parents reviewing high school academies



Standard 11

Keyword: Families

Strategy: Listen to families

District and school personnel partner with community organizations to enhance family engagement efforts.



United Way and Barnes and Noble
Winter Book Drive for RPS205



Questions and Answers



Thank you for participating!

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

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

