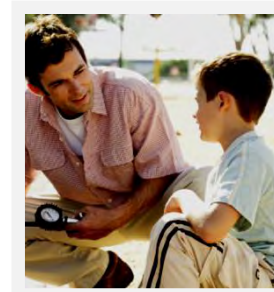




Building Strong Schools and Improving Student Outcomes



A Family Engagement conversation with Alton School District #11

Kristie Baumgartner, Assistant Superintendent

May 28, 2015





Welcome and Introductions

This training is designed to build the capacity of participants in building effective partnerships with families that is linked to learning and healthy development.





Agenda

- Welcome and Introductions
 - Sarah Ogeto, ISBE Principal Consultant
 - Kristi Baumgartner, Assistant Superintendent
Alton School District #11
 - Bernadette Anderson, Academic Development Institute
Director of Institutional Advancement
- Expected Outcome
- Conversation with Ms. Baumgartner





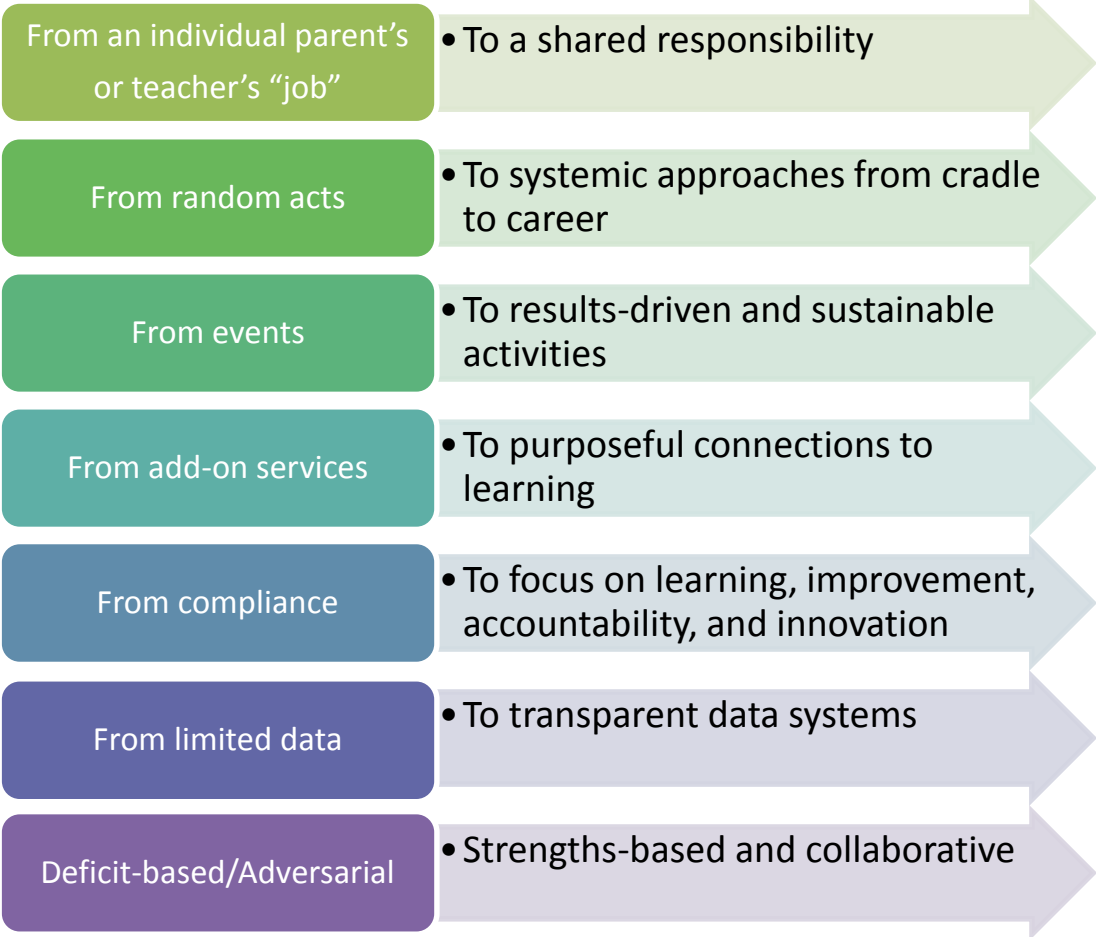
Expected Outcome

Participants will be able to identify meaningful and effective practices of family engagement in districts and schools.





Parental Involvement to Family Engagement





Evolution of Family Engagement

1965
Passage of ESEA
"War on Poverty"

2001
NCLB
Accountability &
Flexibility



Definition of Family Engagement

Shared responsibility for the academic, physical, social, emotional, and behavioral development of youth

Fostered through a deliberate process

Empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness.



Why Do We Partner with Families?

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).



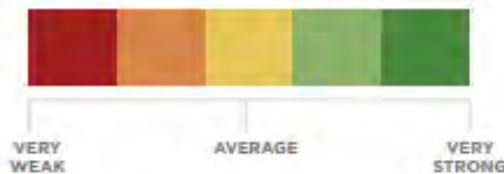
Why Do We Partner with Families?

Research shows that schools strong on the five essentials are ten times more likely to improve student learning than schools weak on the five essentials.

Reading a 5Essentials Report

Performance reports on the 5Essentials are made available online and shown in color-coded, easy-to-read diagrams.

SAMPLE:





Why Do We Partner with Families?

USDE Provisions in the NCLB/ESEA Act for family engagement include:

- Title I: Part A: Section 1118
- Title II
- Title III: Section 3302
- Title IV: Part B

Of all the grants in the consolidated application, Title I has the most legislation and resources dedicated to engage families in meaningful ways.

IDEA also includes requirements related to parental involvement.



How Do We Partner with Families?

Use a Comprehensive Approach:

- The ISBE Family Engagement Framework Guide is a tool for ISBE, school districts, and schools to use in developing and expanding school-family partnerships to support improved student learning and healthy development outcomes.

http://www.illinoisparents.org/downloads/2013_10_ISBEF_EGuide.pdf

- A study conducted here in Illinois found that high-poverty schools implementing a comprehensive family engagement program over a 2-year period improved more rapidly than a matched control group (Redding, Langdon, Meyer, & Sheley, 2004).





MEET

Ms. Baumgartner
Alton School
District #11

Kristie Baumgartner
Assistant Superintendent

Share with us an overview of
your programming?





How Do We Partner with Families?

- Policy
- Evaluation
- Infusion
- Communication
- Staffing
 - Translators
 - Hiring dedicated family liaisons
- Professional development

Ms. Baumgartner how do you build capacity in the district, school leaders, and families as it relates to each?





Ms. Baumgartner
Alton School District #11

How do schools reach out to all their students' families and harness the power of family engagement for individual and school wide improvement?

Who should facilitate the plan to get all of the participants to the table?

How should the district set the tone for family engagement?

Who should take on the responsibility and directions of this task?





In Closing: Suggestions on where to begin

Harvard Family Research Project **suggests the following Action Steps:**

- Underscore how family engagement benefits society as well as children
- Stimulate a social movement that engages parents for high student achievement
- Provide family and institutional guidance for children's learning in a digital world
- Develop policies that connect equitable in-school and out-of-school learning opportunities
- Build inclusive evaluation approaches to reduce privilege and racism
- Support ongoing and sustained parent advocacy



Thank you!

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