



Setting the Landscape for Meaningful Family Engagement

Race to the Top Pre-Webinar for Family Engagement
Professional Development Regional Workshops





Welcome



Reyna Hernandez,
Assistant Superintendent,
Center for Language and
Early Child Development



Jacob Thornton,
Principal Consultant,
Center for Performance



Suzy Dees,
Administrator,
ISBE Foundational Services



Sarah Ogeto,
Principal Consultant,
Center for Innovation and
Improvement



Today's Targets

Know

- **evidence-based and high-impact family engagement efforts**

Understand

- **the deliberate process needed to engage families in a meaningful way**
- **how the PLC is a strategy for building pathways for strong family engagement**



4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.	Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.	Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.	Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.
<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<input type="checkbox"/> Building Relationships <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<input type="checkbox"/> Linking to Learning <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<input type="checkbox"/> Addressing Differences <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> There is a clear, open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<input type="checkbox"/> Supporting Advocacy <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office A community representative sits on the school council 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<input type="checkbox"/> Sharing Power <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to help out Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."

—from "Beyond the Bake Sale:—The Essential Guide to Family-School Partnerships" (2007) by Henderson, Mapp, Johnson & Davies



What is Your Perception?



Where does your school/district stand on the continuum of family engagement?



Why?



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,

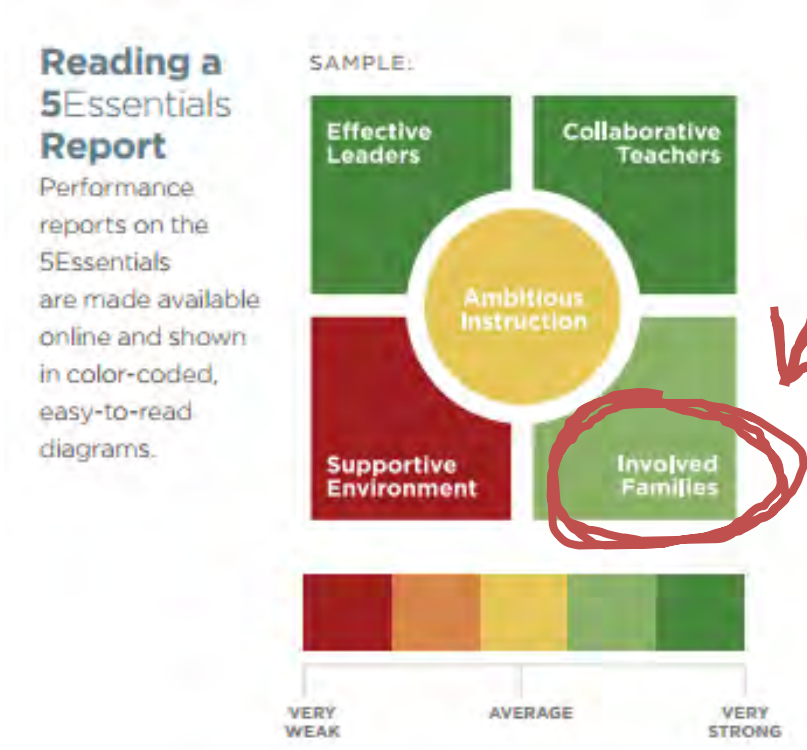
show improved behavior, and

develop better social skills

(Henderson & Mapp 2002)



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.



(Bryk, Allensworth, et. al 2010)



Research reveals that **good things happen when the public is involved—**

citizens feel **ownership, share responsibility and accountability for results**, and support **sustaining change**, no matter how many principals or superintendents come and go.

(Peter 2013)



USDE Provisions in ESSA for family engagement include:

Title I:
Part A:
Section
1118

Title II

Title
III:
Section
3302

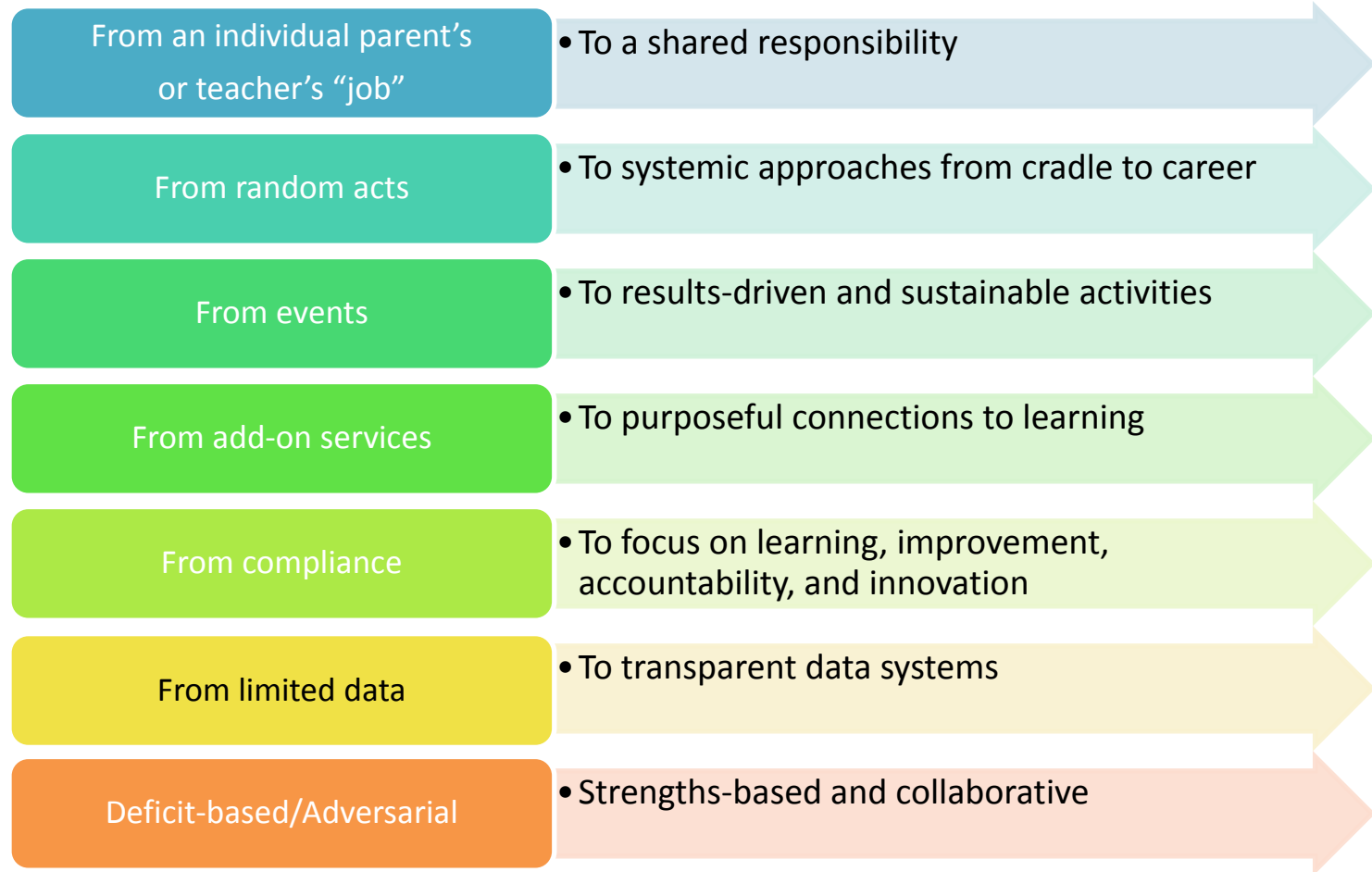
Title
IV: Part
B

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 family engagement.

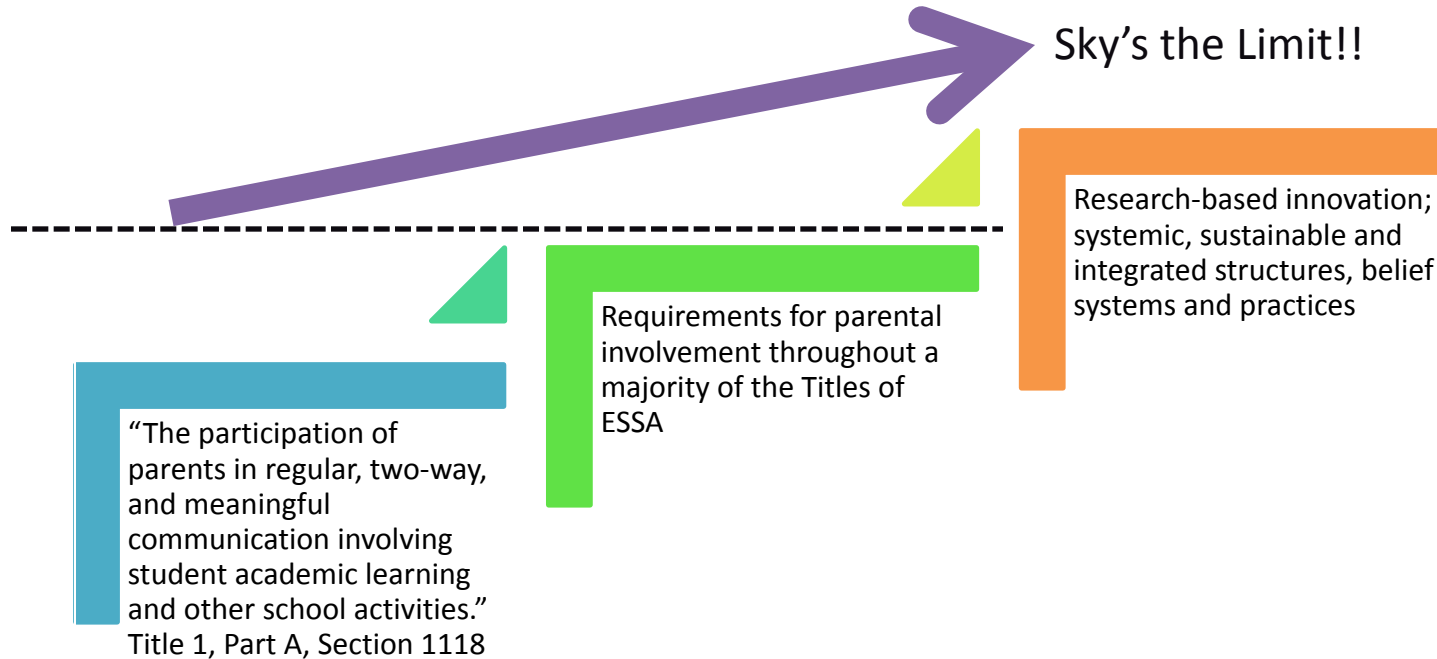


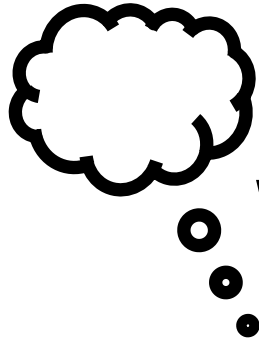
Parental Involvement to Family Engagement





Compliance is the floor, not the ceiling





What Do You Think?

In general, why does your school/district engage families?



What is

Family Engagement?

A close-up photograph of a glowing incandescent lightbulb. The filament is visible and illuminated, casting a warm, yellow light. The bulb is centered in the background, with a dark, blurred foreground.

A Strategy Not a Goal

for Educational Excellence and Equity



Shared Responsibility
Deliberate Process
Empowers Adults
Mindful of Diversity
Responsive

(Henderson & Mapp 2002)



Family engagement is seen as a core component of educational goals at every level of the system: national, state, intermediate service agencies, district, school classroom, home, and community.

SYSTEMIC

(Weiss et. al 2010)



Family engagement efforts are integrated across all educational areas and linked to student learning and healthy development.

INTEGRATED

(Weiss et. al 2010)



A long-term commitment to family engagement by leadership is backed with adequate resources and infrastructure support.

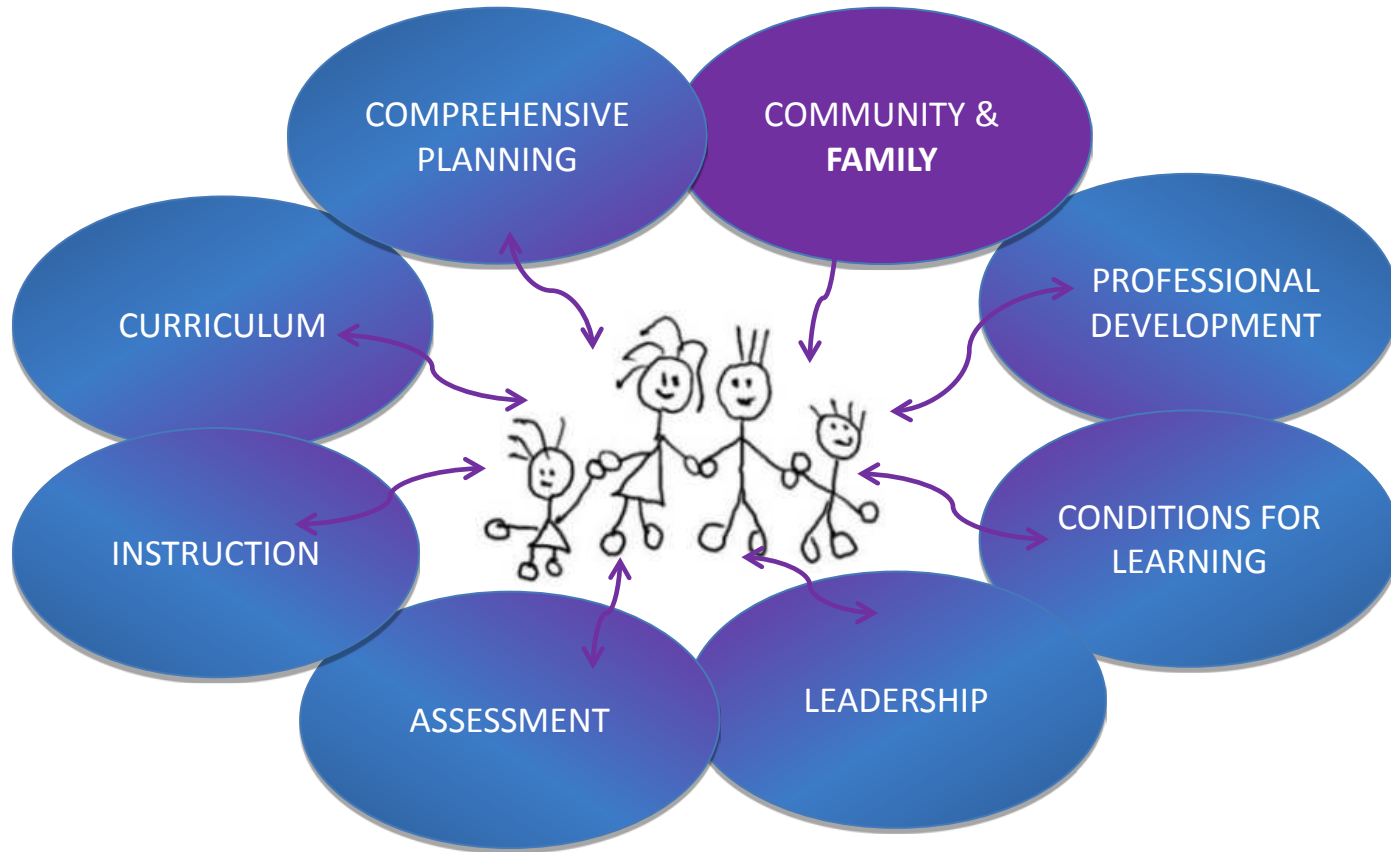
SUSTAINED

(Weiss et. al 2010)





Family Engagement is a Part of Ed Systems



Family Engagement as a **Core Component + Integrated Strategy** of Educational Systems



How?



A Dual Capacity and Dual Generational Approach to Impact the 4 Cs:

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the "4 C" areas:

- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)

--U.S. Department of Education Dual Capacity Framework

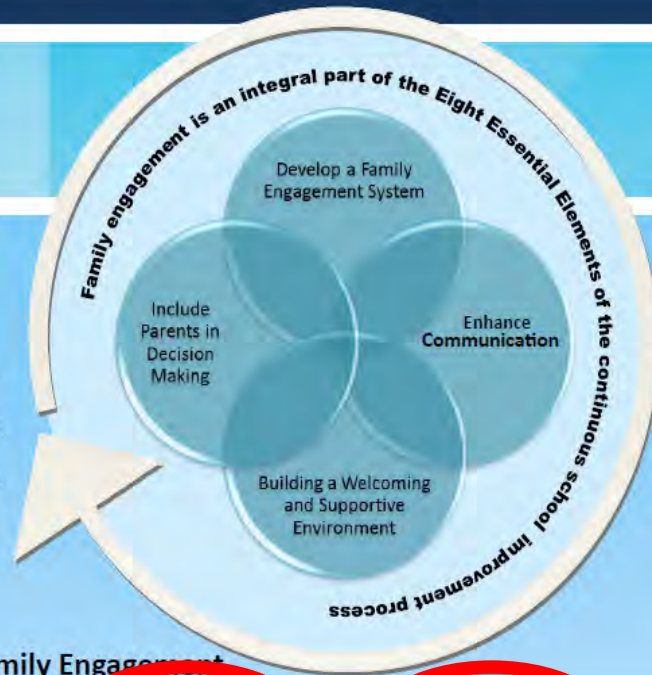


Foundation for Engagement

ISBE Family Engagement Framework

How to engage families cont.

Districts and schools partner with families by developing family engagement systems, building welcoming and supportive environments, enhancing communication and including parents in decision making. The ways families are engaged occur on a regular basis and are seen across the 8 Essential Elements of effective education. When families, communities, and schools partner to build educational and support systems for children, those systems are stronger and more effective.



Principles for Family Engagement

Develop a Family Engagement System

Standards Summary:

- Includes a shared vision that drives policies and practices
- Connects to district and school improvement

Build a Welcoming and Supportive Environment

Standards Summary:

- Acknowledges a shared responsibility for learning and healthy development of students
- Establishes relational trust

Enhance Communication

Standards Summary:

- Promotes ongoing meaningful two-way exchange of information
- Ensures communication is clear and constructive

Include Parents in Decision Making

Standards Summary:

- Empowers parents to be involved
- Solicits input from families includes parents in the district/school continuous



Four Principles for Family Engagement

Develop a Family Engagement System

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.

Create the Welcoming Environment

Foster a welcoming environment for families that is responsive to student and family needs.

Enhance Communication

Engage in ongoing, meaningful two-way-exchanges of information with families.

Include Parents in Decision Making

Include Parents in the Continuous Improvement Process, planning efforts and problem-solving meetings.



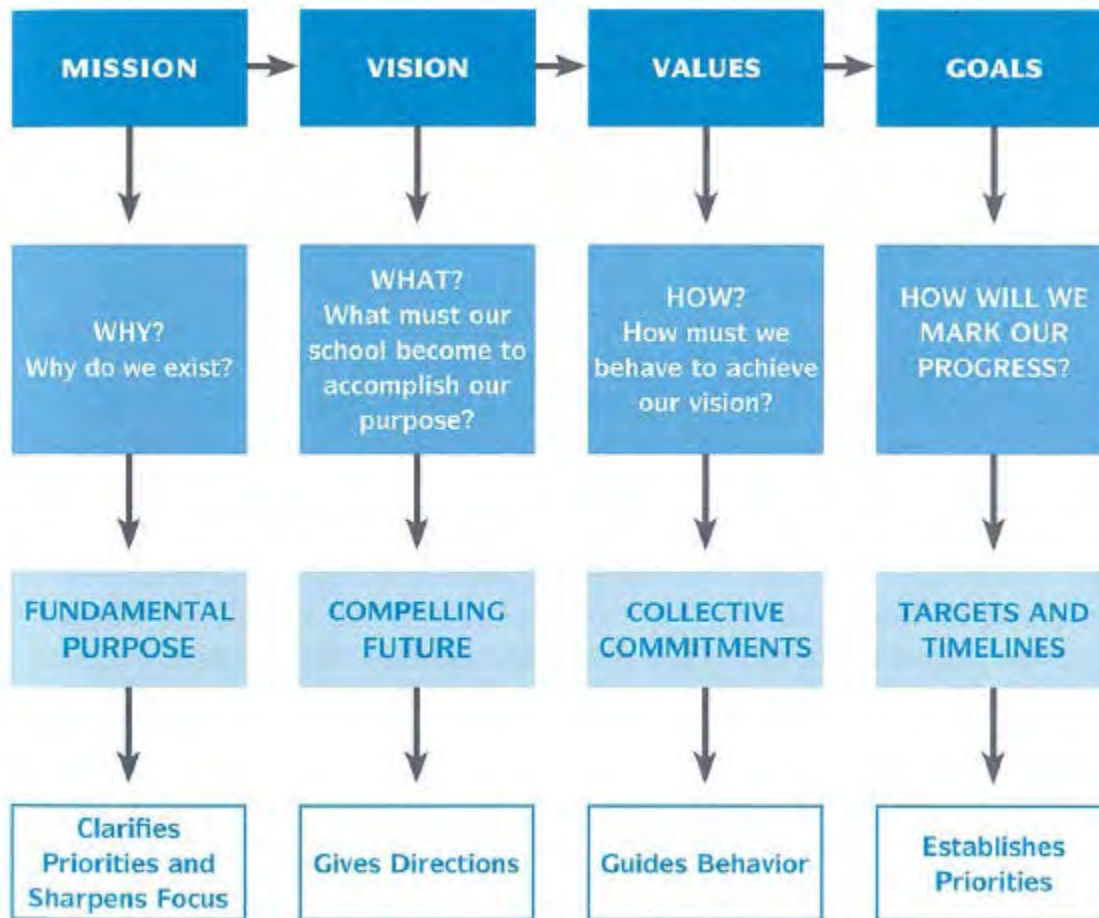
Illinois State Board of Education



Illinois State Board of Education



Integrating FE into PLCs





Check-In

A PLC is composed of collaborative teams whose members work interdependently to achieve common goals for which members are mutually accountable. These common goals are directly linked to the purpose of learning for all.

Where does strong collaboration currently occur within your school/district PLC?



In the Field



Urbana SD 116

Donald D. Owen, Ed.D
Superintendent

Systemic: FE
Integrated into
district strategic plan

Systemic: Weaving FE
goals into CIP

Welcoming: Building
audits to ensure FE
links to learning and
being family-friendly

Communication:
Compact for each
Title 1 School

**Goal: actively engage students and
families in all aspects of the learning
process**



In the Field



Peoria SD 150

Dr. Sharon Desmoulin-Kherat,
Superintendent





In the Field



Matteson SD 162

David Rupert, Ed.D
Coordinator of
Academic Support

Dr. Blondean Davis
Superintendent

Shared: Parents
are the child's first
teacher

Systemic:
Common values
between home
and school

Integrated:
Developing the
whole child

Sustained: From
annual events to a
decade of tradition

**Outcomes: Increase in student
accountability for academics and
actions; Increase in teacher-parent-
student communication**



In the Field



Calumet SD 132

Adrienne Saverson,
Teaching and
Learning Consultant

Sandra Lopez,
Parent Liaison

Mrs. Arles Price
Parent Liaison

Systemic:
Districtwide value
for FE and dedicate
staff

Systemic:
Build capacity for
whole family
supports

Welcoming:
Peace Rooms

Communication:
Academic Fairs and
Parent Universities

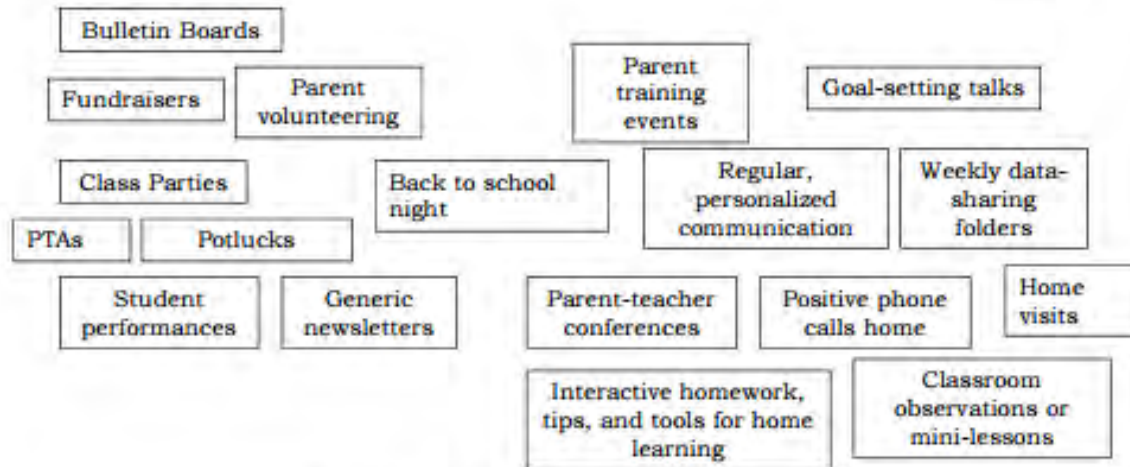
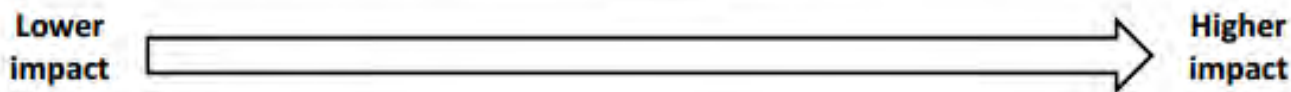
**Outcomes: Decrease in suspensions,
detentions and improvement in school
environment**



High Impact



FSCE High-Impact Strategies



Source: The Flamboyan Foundation, 2012



Components of Meaningful and Effective High-Impact Strategies:

- Provide training and supports for both educators and families.
- Leverage funds and resources from multiple sources.
- Create staff positions dedicated to family engagement.
- Focus on school improvement instead of procedural compliance.
- Make student and school data accessible and meaningful to families.
- Link family engagement efforts to learning.
- Build relational trust and respect.

Source SEDL 2014 (http://www.sedl.org/insights/2-2/District_Support_for_Family_Engagement.pdf)



The Impact of Family Engagement in Illinois Districts and Schools

Increased school-wide reading scores through the Very Important Parents (VIP) program in St. Charles, IL--Former Principal, Adam Zbrozek

Jump started district-wide academic growth with engaged families and good teaching strategies in Alton, IL--Assistant Superintendent Christina Baumgartner

Doubled family participation in school-based college and career ready programs for families of high school students in Oaklawn, IL-- Director for Federal and State Program Dr. Anne Coffman

To **hear their stories**, log onto:

<http://www.isbe.net/family-engagement/html/resources.htm>



Access



ISBE FE Framework Components

Research Review	Legislative Review	Standards	Matrix
<ul style="list-style-type: none">• Develop a Community of Practice• Build Common Language• Ensure using evidence-based practice	<ul style="list-style-type: none">• Leverage resources• Understand state and federal statute• Meet compliance	<ul style="list-style-type: none">• Guide school improvement planning processes• Build capacity• Assess current family practices• Jointly develop a plan of action	<ul style="list-style-type: none">• Focus conversations and guide action planning• Leverage resources• Understand how family engagement is an integral part of learning and development

The full framework is accessible at: www.isbe.net/family-engagement



www.isbe.net/family-engagement/html/overview.htm

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Tony Smith, Ph.D., State Superintendent of Education

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Family Engagement in Illinois Overview

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What is family engagement?

It is widely acknowledged that learning begins at birth and takes place in the home, school, and community. 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. Foremost, effective family engagement systems, policies and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

Resources

- ▶ [Fact Sheet](#)
- ▶ [Hot Topics SY 2015-16](#)
- ▶ [Questions?](#)
- ▶ Email us at: family-engagement@isbe.net
- ▶ [Family Engagement Home Page](#)

Why do we engage families?

Where do partnerships with families happen?

How to engage families

BACK TO SCHOOL 2016-17

SUPERINTENDENT'S WEEKLY MESSAGES

NEW Evaluation Systems

KIDS

ILLINOIS STATE SEAL

Family engagement is an integral part of the Eight Essential Elements of a

Develop a Family Engagement System

Include

ISBE FE Webpage:
www.isbe.net/family-engagement



Foundational Services



****Click Here to Request Your Evaluation **** (formerly called Statewide Foundational Services Calendar)

- Balanced Assessment
- Continuous Improvement
- ELA
- Family Engagement**
- Math
- Science
- Teacher Evaluation

Low cost capacity-building trainings on family engagement for schools and district teams.

Accessible through local Regional Office of Education

Need help with your evaluation? e-mail abchelp@i-kan.org

This program is fully (100%) funded by the United States Department of Education using No Child Left Behind, Title I Part A Funds through a grant from the Illinois State Board of Education, Statewide System of Support funds.

www.foundationalservices.org

Training Offerings Include:

- Making the case for FE
- Cultural Competency
- FE Framework
- Collaborative Approach
- Assessment and Action Planning

A woman in a white blouse and red skirt stands in a field, holding a large, ornate gold mirror frame. The mirror is empty, reflecting the sky and the field. The background shows rolling hills and a cloudy sky.

Reflect and Share



**What are your next steps?
With whom and how will
you share this
information?**



Thank you!

Please complete the
Post-Survey