Setting the Landscape for Meaningful Family Engagement

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

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The contents of this professional development session were developed using federal funds unless otherwise noted.
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.

<table>
<thead>
<tr>
<th>Partnership School</th>
<th>Open-Door School</th>
<th>Come-if-We-Call School</th>
<th>Fortress School</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families &amp; communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</td>
<td>• Family center is always open, full of interesting materials to borrow</td>
<td>• Teachers explain test scores &amp; feedback</td>
<td>• 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 asset in a troubled community. We want to keep it that way.</td>
</tr>
<tr>
<td>• Parents can be involved at our school in many ways—we’re working hard to get an even bigger turnover for our activities. When we ask the community to help, people often respond</td>
<td>• Teachers contact families once a year</td>
<td>• 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.</td>
<td></td>
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<tr>
<td>• Activities honor families’ contributions</td>
<td>• Office staff are friendly</td>
<td>• Staff are very selective about who comes into the school</td>
<td>• Families do not “bother” school staff</td>
</tr>
<tr>
<td>• Building is open to community use &amp; social services are available to families</td>
<td>• Staff contact community agencies &amp; organizations when help is needed</td>
<td>• Minority families don’t value education</td>
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<tr>
<td>• Linking to Learning</td>
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<tr>
<td>• All family activities connect to what students are learning</td>
<td>• Teachers explain test scores &amp; feedback</td>
<td>• Parents are told what students will be learning at the built open house</td>
<td>• Curriculum &amp; standards are considered too complex for parents to understand</td>
</tr>
<tr>
<td>• Parents &amp; teachers look at student work &amp; test results together</td>
<td>• Fields of student work go home occasionally</td>
<td>• Parents can call the office to get teacher-recorded messages about homework</td>
<td>• “If parents want more information, they can ask for it”</td>
</tr>
<tr>
<td>• Community groups offer tutoring &amp; homework programs at the school</td>
<td>• Staff tell families about out-of-school classes in the community</td>
<td>• Workshops are offered on planning</td>
<td>• “We teach our country—that’s what these parents need to know.”</td>
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<tr>
<td>• Students work goes home each week, with a scoring guide</td>
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<tr>
<td>• Addressing Differences</td>
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<td>• Translators are readily available</td>
<td>• Office staff will find a translator if parents ask in advance</td>
<td>• “We can’t deal with 20 different languages”</td>
<td>• Those parents need to learn English</td>
</tr>
<tr>
<td>• Teachers use books &amp; materials about families’ cultures</td>
<td>• Multicultural nights are held once a year</td>
<td>• “Parents can bring a translator with them”</td>
<td>• “We teach our country—that’s what these parents need to know.”</td>
</tr>
<tr>
<td>• PTA/PTO includes all families</td>
<td>• Minority parents have their own group</td>
<td>• This school just isn’t the same as it used to be”</td>
<td>• “The neighborhood is going downhill”</td>
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<td>• Local groups help staff reach families</td>
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<tr>
<td>• Supporting Advocacy</td>
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</tr>
<tr>
<td>• There is a clear, open process for resolving problems</td>
<td>• Principal will meet with parents to discuss a problem</td>
<td>• School calls families when children have problems</td>
<td>• Parents don’t come to conferences</td>
</tr>
<tr>
<td>• Teachers contact families each month to discuss student progress</td>
<td>• Regular progress reports go to parents, but test results can be hard to understand</td>
<td>• Families who school on report cards pick up day &amp; can see a teacher if they call first</td>
<td>• Problems are dealt with by the professional staff</td>
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<tr>
<td>• Student–led parent–teacher conferences are held 3 times a year for 30 minutes</td>
<td>• Parent–teacher conferences are held twice a year</td>
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<tr>
<td>• Sharing Power</td>
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<tr>
<td>• Parents &amp; teachers research issues such as preliteracy &amp; teaching</td>
<td>• Parents can raise issues at PTA/PTO meetings or see the principal</td>
<td>• Principal sets agenda for parent meetings</td>
<td>• Principal picks a small group of cooperative parents “to help out”</td>
</tr>
<tr>
<td>• Parent group is focused on improving student achievement</td>
<td>• Parent group sees its own agenda &amp; raises money for the school</td>
<td>• PTA/PTO gets the school’s message out</td>
<td>• Families are afraid to complain: “They might take it out on my kid”</td>
</tr>
<tr>
<td>• Parents are involved in all major decisions</td>
<td>• Resource center for low-income families is housed in a portable classroom next to the school</td>
<td>• “Parents are not experts in education”</td>
<td>• “Community groups should mind their own business; they don’t know about education”</td>
</tr>
<tr>
<td>• Parents can use the school’s phone, copying, fax, &amp; computers</td>
<td>• PTA/PTO offices can use the school office</td>
<td>• Community groups can address the school board if they have concerns</td>
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</tr>
<tr>
<td>• Staff work with local organizations to improve the school &amp; the neighborhood</td>
<td>• A community representative sits on the school council</td>
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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)
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.

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**USDE Provisions in ESSA for family engagement include:**

<table>
<thead>
<tr>
<th>Title I: Part A: Section 1118</th>
<th>Title II</th>
<th>Title III: Section 3302</th>
<th>Title IV: Part B</th>
</tr>
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</table>

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Parental Involvement to Family Engagement

- From an individual parent’s or teacher’s “job” to a shared responsibility
- From random acts to systemic approaches from cradle to career
- From events to results-driven and sustainable activities
- From add-on services to purposeful connections to learning
- From compliance to focus on learning, improvement, accountability, and innovation
- From limited data to transparent data systems
- Deficit-based/Adversarial to Strengths-based and collaborative

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Compliance is the floor, not the ceiling

“The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities.”
Title 1, Part A, Section 1118

Requirements for parental involvement throughout a majority of the Titles of ESSA

Research-based innovation; systemic, sustainable and integrated structures, belief systems and practices

Sky’s the Limit!!
What Do You Think?

In general, why does your school/district engage families?
What is Family Engagement?
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)
Where?
Family Engagement is a Part of Ed Systems

Family Engagement as a **Core Component** + **Integrated Strategy** of Educational Systems
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A Dual Capacity and Dual Generational Approach to Impact the 4 Cs:

POLSICY AND PROGRAM GOALS

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

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

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Foundation for Engagement

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
- Build a Welcoming and Supportive Environment
- Enhance Communication
- Include Parents in Decision Making

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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.

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Integrating FE into PLCs

**MISSION**
- **WHY?** Why do we exist?
  - **FUNDAMENTAL PURPOSE**
    - Clarifies Priorities and Sharpens Focus

**VISION**
- **WHAT?** What must our school become to accomplish our purpose?
  - **COMPPELLING FUTURE**
    - Gives Directions

**VALUES**
- **HOW?** How must we behave to achieve our vision?
  - **COLLECTIVE COMMITMENTS**
    - Guides Behavior

**GOALS**
- **HOW WILL WE MARK OUR PROGRESS?**
  - **TARGETS AND TIMELINES**
    - Establishes Priorities

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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

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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

Lower impact
- Bulletin Boards
- Fundraisers
- Parent volunteering
- Class Parties
  - PTAs
  - Potlucks
- Student performances
- Generic newsletters

Higher impact
- Parent training events
- Goal-setting talks
- Regular, personalized communication
- Weekly data-sharing folders
- Back to school night
- Parent-teacher conferences
- Positive phone calls home
- Home visits
- Interactive homework, tips, and tools for home learning
- Classroom observations or mini-lessons

Source: The Flamboyan Foundation, 2012

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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](http://www.isbe.net/family-engagement/html/resources.htm)

The contents of this professional development session were developed using federal funds unless otherwise noted.
Access

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# ISBE FE Framework Components

<table>
<thead>
<tr>
<th>Research Review</th>
<th>Legislative Review</th>
<th>Standards</th>
<th>Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a Community of Practice</td>
<td>• Leverage resources</td>
<td>• Guide school improvement planning processes</td>
<td>• Focus conversations and guide action planning</td>
</tr>
<tr>
<td>• Build Common Language</td>
<td>• Understand state and federal statute</td>
<td>• Build capacity</td>
<td>• Leverage resources</td>
</tr>
<tr>
<td>• Ensure using evidence-based practice</td>
<td>• Meet compliance</td>
<td>• Assess current family practices</td>
<td>• Understand how family engagement is an integral part of learning and development</td>
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<td>• Jointly develop a plan of action</td>
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The full framework is accessible at: [www.isbe.net/family-engagement](http://www.isbe.net/family-engagement)
Family Engagement in Illinois
Overview

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. For most, 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.

Why do we engage families?

Where do partnerships with families happen?

How to engage families

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

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

Accessible through local Regional Office of Education

Training Offerings Include:
- Making the case for FE
- Cultural Competency
- FE Framework
- Collaborative Approach
- Assessment and Action Planning

www.foundationalservices.org

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Reflect and Share
What are your next steps? With whom and how will you share this information?
Thank you!

Please complete the Post-Survey