**Family Engagement & Parent Leadership**

**Goal:** schools and engaged families partner in children’s formal education such as school-parent communication about school programs and students’ progress, involving parents in school decision-making and school-community collaborations

**Critical Components:**
- It is critical that there is an understanding of the importance in the education of parents in the education process (parents as experts, 2-way communication), and sensitivity to family culture
- Consideration needs to be given to ensure that spaces and environments are safe and welcoming. This includes ensuring that information about programming is accessible and friendly
- Family engagement and outreach should be performed at a systems level

**Common Strategies:** Below is a list of common B-3 strategies that other B-3 community partnerships have implemented. It is not an all-inclusive list.

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<th>B-3 Strategy</th>
<th>Stakeholders Involvement</th>
<th>Outputs and Outcomes</th>
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| Create a community resource directory or a shared calendar of events | Community partner (e.g., public health department, city/town municipal department) | • Improved accessible communication about resources in the community  
• Increased number of families find and access resources/events |
| Establish parent resource centers in program(s) and school(s)  
• Parenting resources  
• Meeting place for parents and support staff community service providers (e.g., social worker, speech pathologist),  
• Parenting classes  
• Child development classes for family-based providers  
• Tax planning, GED, computer/internet access  
• ESL classes | District and school administrators & staff  
Early Childhood Program Directors & staff | • Increased number of resources are available to families  
• Easier access to resources for children and families  
• Increased number of families come into to the school/center to access resources  
• Families feel welcomed and respected at the school/center  
• Families support their child’s learning and development at home  
• Families improve their career and education skills  
• Families are able to meet their various needs |

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<th>Establish culturally responsive, multi-modal systems of communication with families (e.g., policies and rules, available services and supports, family and child activities, data), including handbooks, newsletters, websites, email, etc.</th>
<th>District and school administrators &amp; staff Early Childhood Program Directors &amp; staff</th>
<th>• Families feel welcomed and respected at the school/center  • Families support their child’s learning and development at home</th>
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<td>Involve a family representative on district/school/community program leadership teams</td>
<td>District and school administrators &amp; staff Early Childhood Program Directors &amp; staff Community partner administrators &amp; staff</td>
<td>• Families feel welcomed and respected at the school/center  • Districts/schools/centers/community programs recognize family engagement as important and valued in the decision-making processes  • Districts/schools/centers/programs better meet the needs of children and families</td>
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<td>Hold information events about Kindergarten registration and readiness, including screenings and registration</td>
<td>District and school administrators &amp; staff</td>
<td>• Families feel welcomed and respected at the school/center  • Increased number of families register children up for Kindergarten  • Increased number of children are screened</td>
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<td>Designate a senior-level position responsible for family engagement, or add it to a senior-level administrator’s job responsibilities (e.g., district administrator)</td>
<td>District and school administrators &amp; staff Early Childhood Program Directors &amp; staff</td>
<td>• Increased number of resources are available to families  • Easier access to resources for children and families  • Increased number of families come into to the school/center to access resources  • Families feel welcomed and respected at the school/center  • Families support their child’s learning and development at home  • Families improve their career and education skills  • Families are able to meet their various needs</td>
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<td>Staff (teachers and leaders) are held accountable for family engagement strategies (e.g., performance evaluations)</td>
<td>District and school administrators &amp; staff Early Childhood Program Directors &amp; staff Community partner administrators &amp; staff</td>
<td>• Families feel welcomed and respected at the school/center  • Increased number of families support their child’s learning and development at home</td>
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**Resources:**

- **Partners in Education: A dual capacity-building for family-school partnerships** (SEDL, an affiliate of American Institute for Research)
- **Seeing is Believing: Promising Practices For How School Districts Promote Family Engagement** (Harvard Family Research Project)
- **Parent, Family, and Community Engagement Interactive Framework** (Head Start)
- **Family Engagement Framework Guide** (ISBE)

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