

# Building P-3 Bridges for Family Engagement

ILLINOIS B3 CONTINUITY CONFERENCE  
JUNE 15, 2017 | MICHAEL B. ABEL, PHD

# BUILDING P-3 BRIDGES FOR FAMILY ENGAGEMENT

- Hosted by the Greater East St. Louis Early Learning Partnership and Innovation Zone
- February through May 2017
- Prenatal through 3<sup>rd</sup> grade
- Cross-sector workgroups
  - School districts
  - Head Start
  - Community-base child care
  - Child and family serving agencies

# Family Engagement: The Missing Link



# Program Goals

- Increase the individual and collective capacity of program leaders in Greater East St. Louis
- Build knowledge and skills for fostering family engagement in programs serving children prenatal through 3rd grade (P-3) using national and state family engagement frameworks
- Identify and address challenges related to family engagement in the Greater East St. Louis area
- Strengthen community-wide systems change approaches that can foster and support family engagement efforts on an ongoing basis



# Big Questions

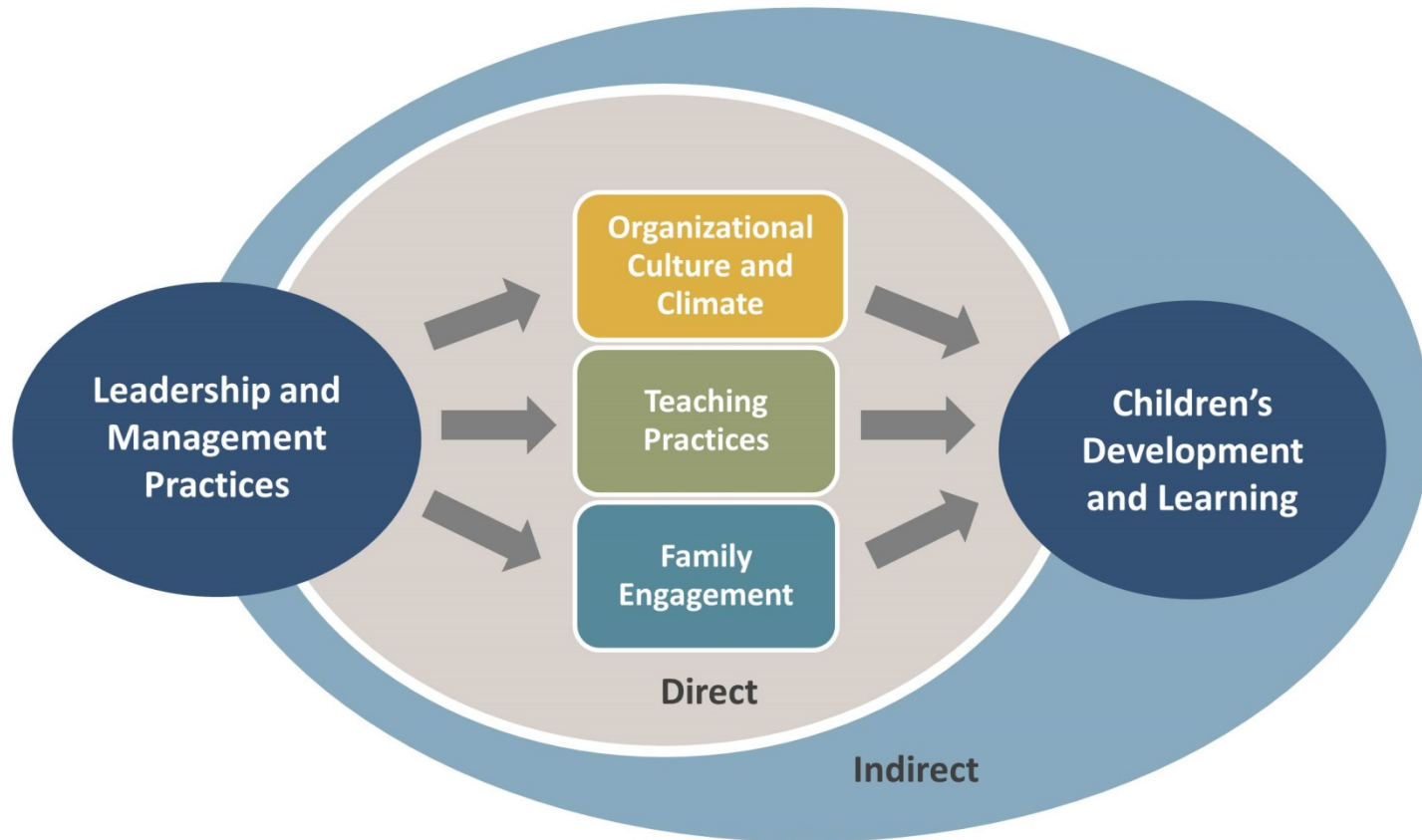
- Who are you as a leader?
- What are the community's needs for family engagement?
- How can we create systems-wide change for family engagement?
- What are the root causes of our family engagement problem?
- Why are these root causes happening in our community? How can we work together to design strategies that address them?
- How will we continue to measure impact and track progress going forward?
- What is the structure needed to keep the conversation going in your program and in the community?

# Family Engagement Matters For All Ages

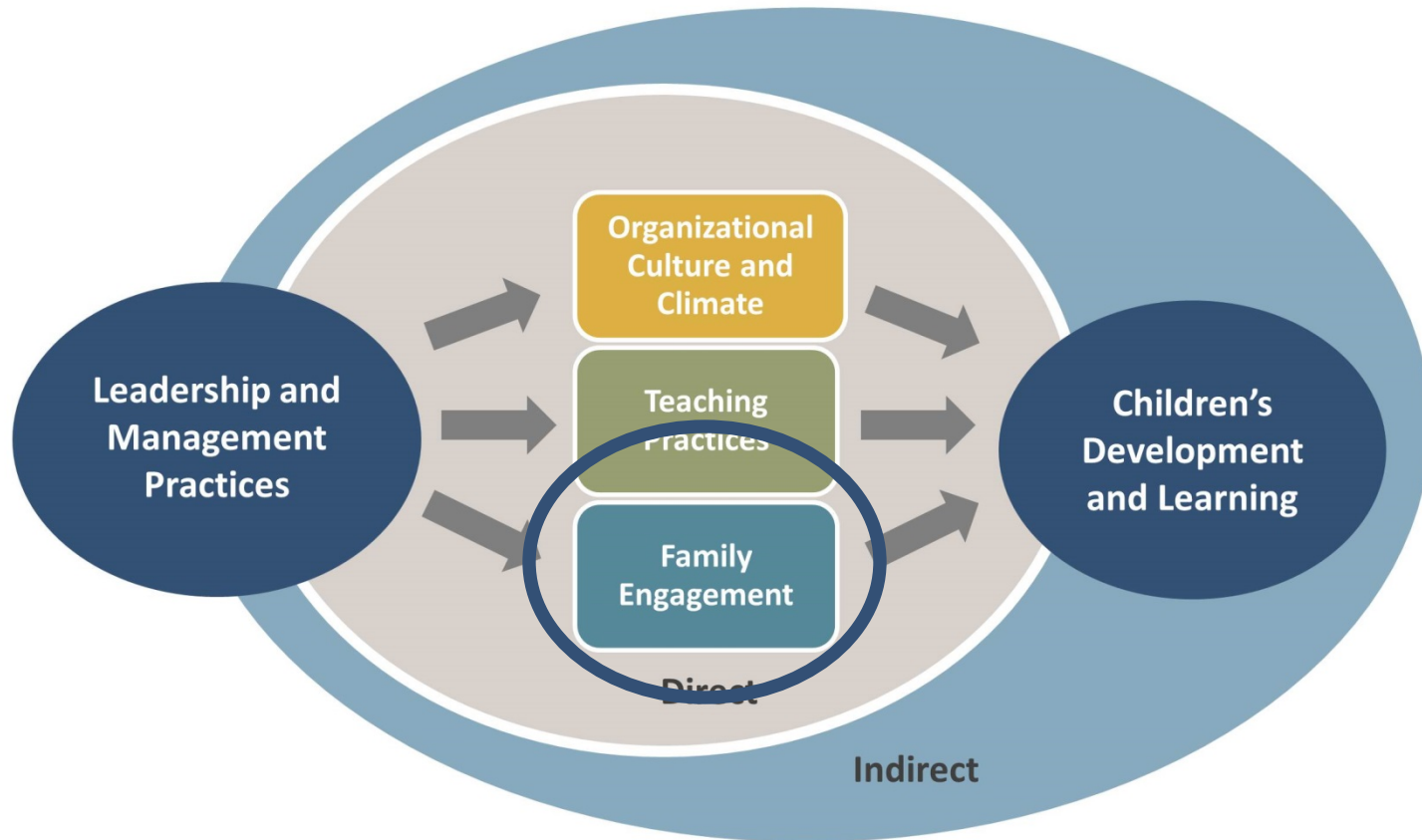
- Infants and toddlers
- Preschoolers
- Kindergarteners
- Children in Primary Grades



# The Early Childhood Administrator's Influence



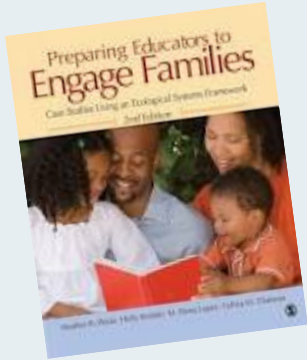
# How do leaders influence family engagement?



# Theoretical Frameworks

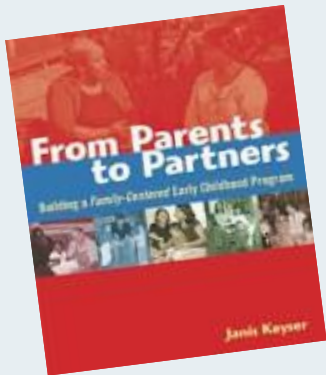
- Ecological Systems Theory
- Family Systems Theory
- Five Essential Supports Framework
- ISBE Comprehensive Framework for Engaging Families
- Head Start Parent, Family, and Community Engagement (PFCE) Framework
- Whole Leadership Framework

# Resources



## ***Preparing educators to engage families: Case studies using an ecological systems framework***

Weiss, Kreider, & Chatman-Nelson (2014)



## ***From Parents to Partners: Building a Family-Centered Early Childhood Program***

Keyser, J. (2006) St. Paul, MN: Redleaf Press.

# Other Resources

- **Community Engagement Tool Kit** (Collective Impact Forum, 2017)
- **Family Involvement in Early Childhood Education** (Harvard Family Research Council, 2006)
- **Family Involvement in Elementary School Children's Education** (Harvard Family Research Council, 2007)
- **Family-Provider Relationships: A Multidisciplinary Review of High Quality Practices and Associations with Family, Child, and Provider Outcomes** (OPRE, #2011-26a)
- **Reframing Family Involvement in Education: Supporting Families to Support Educational Equity** (Weiss, Bouffard, Bridglall, & Gordon, 2009)



# Data Driven

## ■ Assessment Tools

- *Engaging Parents, Developing Leaders: A Self-Assessment and Planning Tool for Nonprofits and Schools*  
(Annie E. Casey Foundation, August 2016)
- *Family Engagement Best Practices Rubric and Assessment*  
(Albuquerque Public Schools Family Engagement Collaborative)
- Applying Family Systems Theory (created)
- Whole Leadership Self-Assessment (created)

# Assessment Results

- ***Engaging Parents, Developing Leaders Survey***

Survey Categories	Needs Work
Building a Culture of Respect, Inclusion and Equity	8
Coaching Parents on Competence and Confidence	8
Listening To and Forming Partnerships with Parents	8
Partnering with Other Organizations to Serve the Whole Family	10

# Assessment Results

- ***Family Engagement Best Practices Survey***

Items	Level 1	Level 2	Level 3
Communicating	3.17	2.81	2.75
Strengthening relationships and capacity			
Connecting learning at home and at school			
Recognizing the role of the family			
Shared decision-making			
Collaborating with community			
Participating			

# Community Action Plan

- Domains
  - Literacy development
  - Learning and academic achievement
  - Perceptions of the school or learning program
  - Social-emotional and behavioral development
  - Well-being
- Structure of the Community Action Plan
  - Intended Child Outcomes
  - Intended Family Outcomes
  - Objectives
  - Strategies

# Strategies

<b>Domain</b>	<b>SOCIAL EMOTIONAL AND BEHAVIORAL DEVELOPMENT</b>
<b>Strategy</b>	Promote the importance of play through books and marketing
<b>Action steps</b>	Create a mobile resource lending library for families

- **Action Steps**

- Barriers
- By whom?
- By when?
- Measurement
- Communication

# Lessons Learned from the Pilot

- Create family engagement teams in the programs
- Create a system to empower the work of the participants
  - Decision-makers participate in the collaborative
  - Enhance feedback loops to inform the work
- Include family members on the cross-sector workgroups and program teams

**Questions?**







# Schools and Programs Ready for Children

Using Family Engagement as a Strategy for Meeting Student Outcomes and School Improvement

Illinois Birth-to-Third (B3) Grade Continuity Conference  
June 2017



**Rethinking**  
**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)**



# Common Drivers for Engagement

## Outcomes

- Gaps in continuum of care and support for families transition from early Ed programs to elementary and high schools

## Statute and Policies

- ESSA
- HHS and USDE Joint Policy Statement on Family Engagement

## Research

- Five Essentials

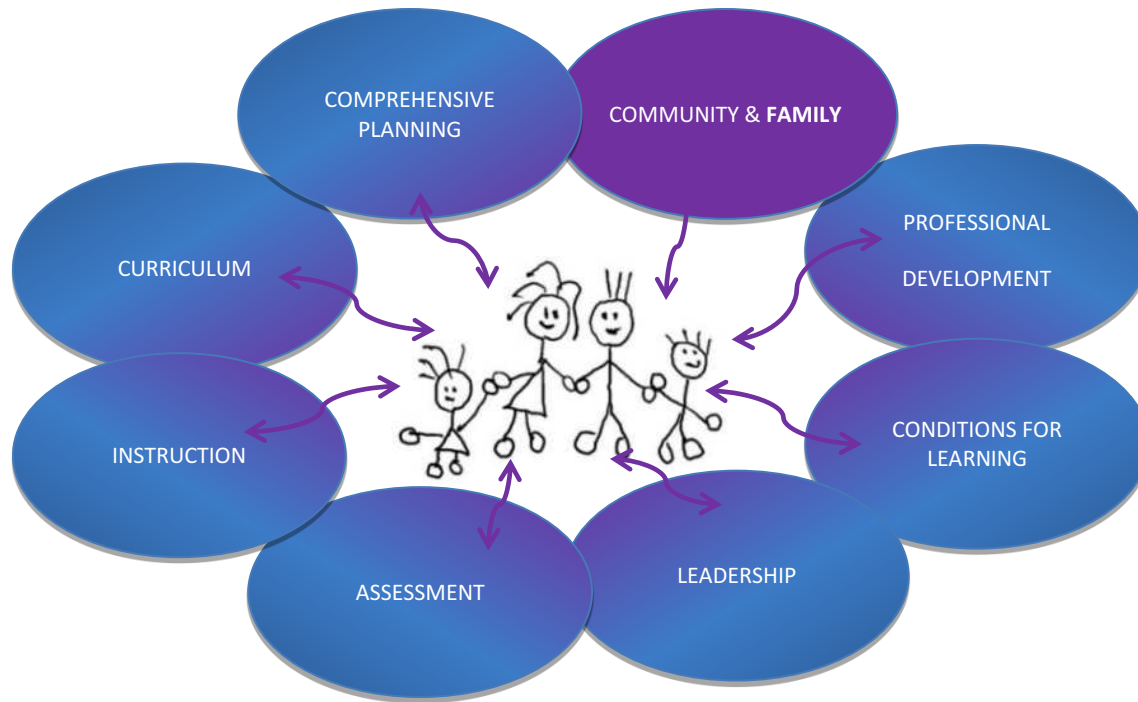




# Where?



# Family Engagement is an integral part of Learning and School Improvement







# Family Engagement is Beyond the School Building

## District

- Leveraging resources to maximize opportunity

## School

- Strengthening PACs, BACs, LSCs, parent advisory etc.

## Home

- Extending learning at home

## Community

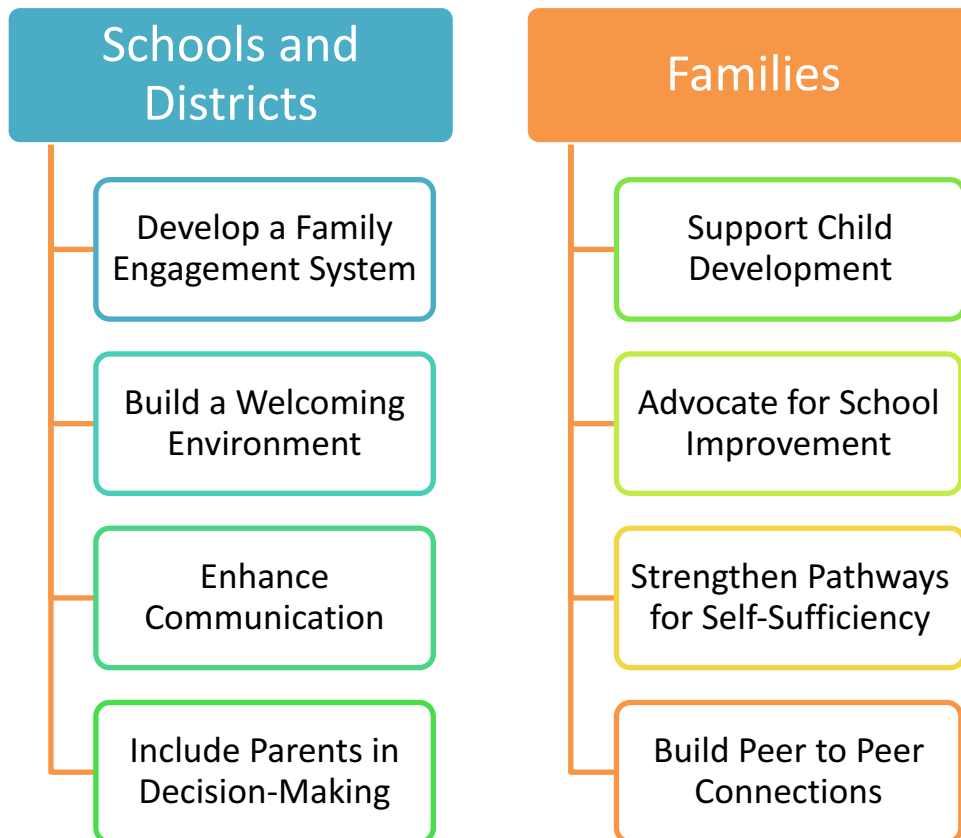
- Building support for school improvement



# How?

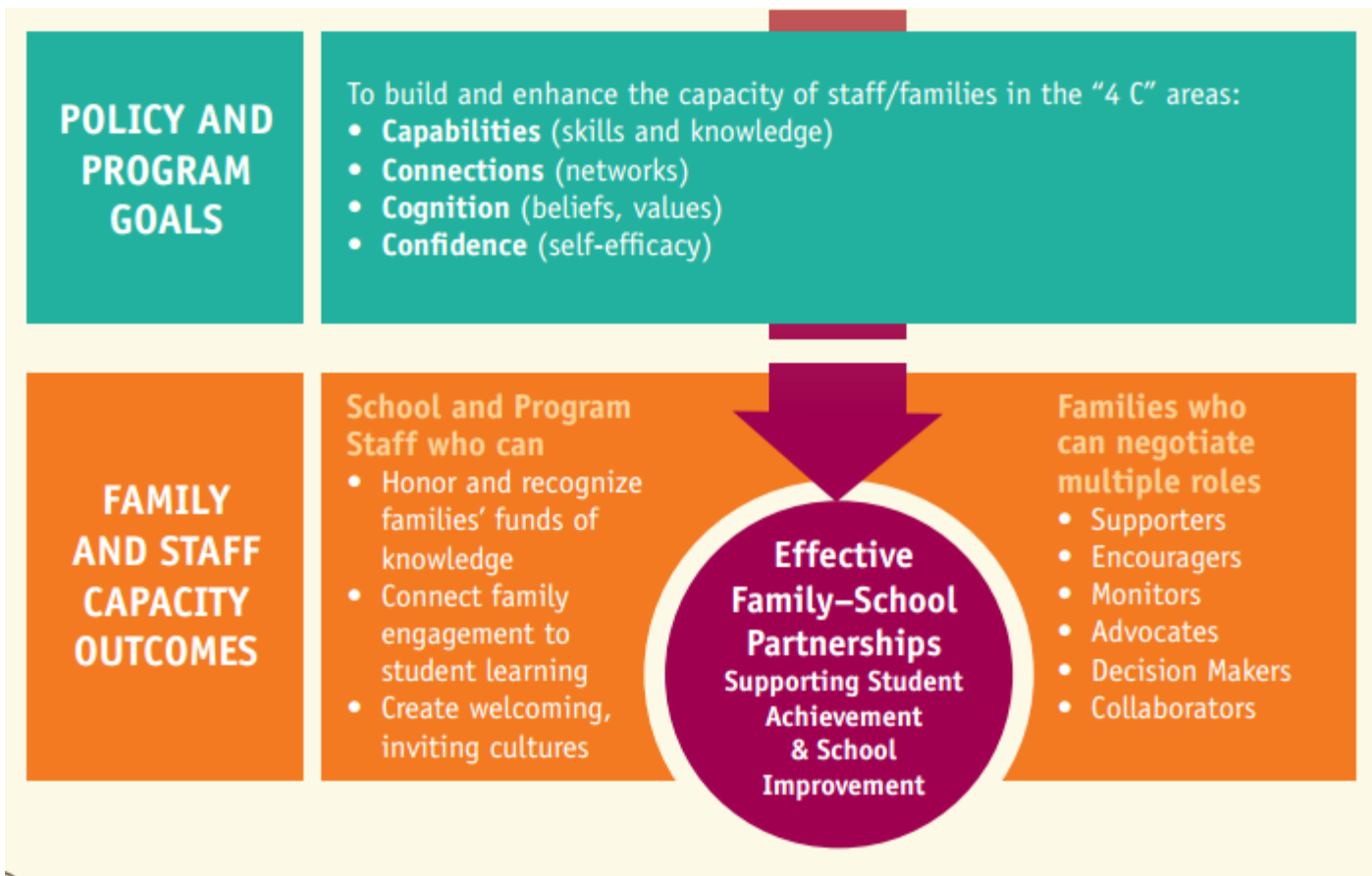


# Dual Capacity-Building and Generational Approach Working in Partnership





# Shared Goals and Outcomes



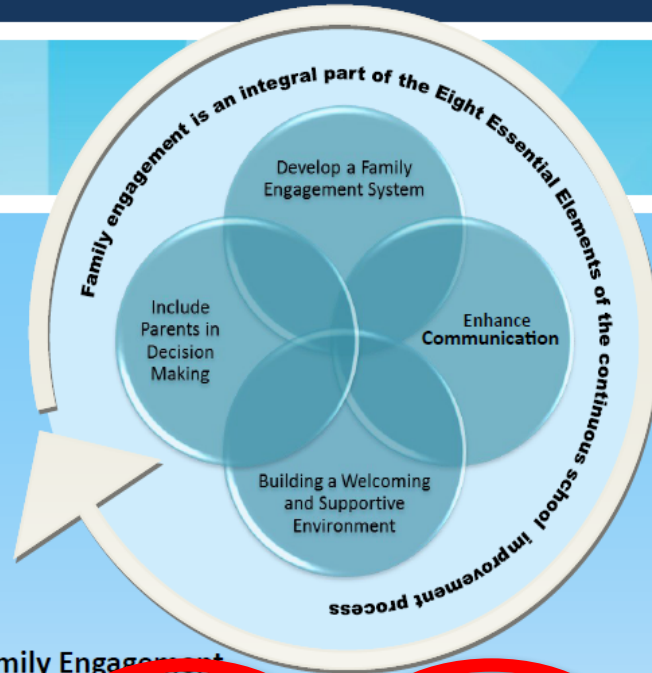


# Foundation for Engagement

## 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



# Tackle the System

**(Blank, Berg, & Melaville, 2006; Bryk, et.al, 2010, and Marschall, 2006)**



# Commitment to Family Engagement

Leadership

Capacity Building

Community Partnership

Accountability



A silhouette of three people climbing a mountain peak against a sunset background. One person is at the top, another is reaching up to help a third person who is climbing the side of the mountain.

# Build Trust

**(Hoover-Dempsey, et al. 2005)**



Build Relational Trust

Engage in Ongoing Outreach

Be Responsive



# Stay In Tune

**(Christenson, et al. 1997)**



# Ongoing Two-Way Communication

Address  
Barriers

Cultural  
Competence

A photograph of two young children sitting on a grassy field. A girl with dark hair in a bun is on the left, wearing a grey shirt, and is eating an ice cream cone. A boy with light brown curly hair is on the right, wearing a light blue shirt, and is holding the other end of the ice cream cone. The background is a bright green lawn.

# Be Inclusive

**(Henderson, A. T., & Mapp, K. L. 2002)**



Collaborative Approach

Dual Capacity Building

Investment

Equity and Access

Continuous Improvement Process



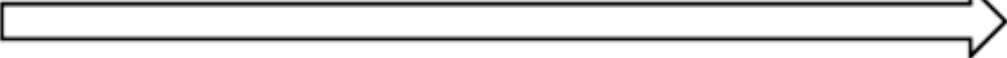


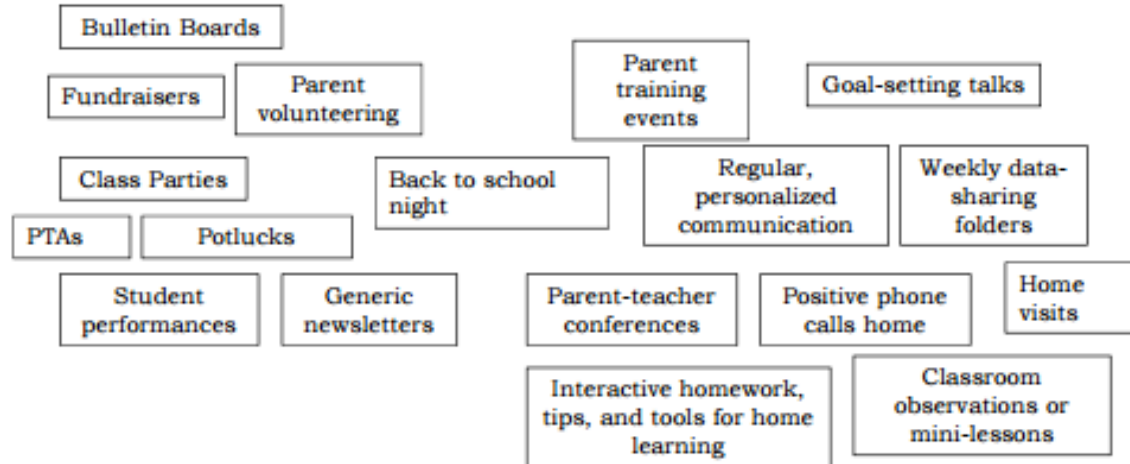
# High Impact





# FSCE High-Impact Strategies

Lower impact  Higher impact



Source: The Flamboyant 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](http://www.sedl.org/insights/2-2/District_Support_for_Family_Engagement.pdf))



# Access



# ISBE Family Engagement Webpage

## Key Features include:

- Family Engagement Framework Guide
- Self Assessment and Action Planning Tool
- ISBE Resources
  - Webinars
  - Conference Material
  - Guidance
  - Templates
- External Resources

The webpage is accessible at:  
[www.il-fss.org](http://www.il-fss.org)



# 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

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

Need help with your evaluation? e-mail [abchelp@i-kan.org](mailto: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](http://www.foundationalservices.org)



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