



**Illinois State Board of Education**

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Family Engagement Foundational Services Facilitator Guide  
One Day Training



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## Overview

Over 30 years of research shows that when families support student learning and healthy development, students 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. Additionally, when families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes increase (Henderson & Mapp, 2002).

The Illinois State Board of Education (ISBE) along with many districts and schools across the state recognize the important role families play in supporting children's learning and healthy development. However, district and school personnel have reported that they need additional support in how to work more effectively with parents. In response to this need, ISBE:

- developed an agency-wide vision for family engagement;
- developed a framework and several tools to help school and districts think about how they can create meaningful partnership with families;
- dedicated an entire day to family engagement at the 2015 ESEA/NCLB Conference;
- identified family engagement as a focus area for Foundational Services in 2015; and
- developed professional development and tools that align with the newly developed framework.

ISBE will continue to allocate resources to support professional development providers as well as district and school personnel as they build and or strengthen their partnerships with families.

*Meaningful Family Engagement is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth and address barriers to learning and is mindful of diverse school-communities and responsive to student and family needs.*

## Purpose

This Family Engagement Foundational Services Facilitator Guide was designed to provide additional guidance and resources to professional development providers as they prepare for and deliver the One Day Training.

## How to Use the Facilitator Guide

The Facilitator Guide includes a description, information on intended audience, expected outcomes, a facilitator's checklist, and guidance on the preparation and delivery of all content and activities. Any handouts needed for the facilitation of learning during the training will be accessible at [iarrs.org](http://iarrs.org).

## Citations

Henderson, A., & Mapp, L. K. 2002. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement, Annual Synthesis 2002*. Austin, TX: SEDL.

## Facilitation Process

Area Coordinators and Regional Office of Education (ROE) Service Providers will be expected to intentionally foster a supportive and resource rich learning environment during the One Day Training by promoting inclusive practices that encourage participation.

Inclusive Strategies may include:

- Ice Breakers
- The use of name tags/tents to easily identify participants by name
- Establishing group norms that include respect, listen for understanding, and other inclusive practices
- The use of inclusive language (e.g., Do others have additional thoughts or ideas that build upon Shelly's contribution?)
- Modeling inclusive practices

## Modeling Expectations

A facilitator keeps the group moving, and always towards its (not the facilitator's) stated goals. By listening, observing and using intuition, a facilitator should be aware of individual needs and desires. While the group focuses on the task, the facilitator's focus is not only on the process but also the people.

An effective facilitator must also hold certain values and attitudes. To be most productive, the group must share these same values. A facilitator should demonstrate the following values and attitudes help foster them in the group:

- **Respect and Empathy:** All ideas are important. No idea or individual is more important than another.
- **Cooperation:** Group members must work together to reach the group's goals. A facilitator cannot force individuals to work together but can create an environment for it to happen.
- **Honesty:** The facilitator and the group need to be honest and open about their feelings, values and priorities.
- **Responsibility:** The facilitator assumes responsibility for his or her actions, which ultimately affect the content, participation and process of the session. The group must assume responsibility for the solutions and their implications.
- **Flexibility:** The facilitator will be sensitive to the needs of individuals and adjust the process and schedule as required.

## Providing a Resource Rich and Supportive Learning Environment

This training provides a foundational level of support for facilitators who will be training others to support school/district teams in developing and expanding school-family partnerships. This training is aligned to the Illinois State Board of Education's Family Engagement Framework. The framework includes principles and standards that establish a foundation for developing meaningful engagement with families.

In addition to this training, there are a number of resources and supports available to facilitators. Resources that align with the ISBE Family Engagement Framework can be found at [www.iarss.org](http://www.iarss.org). These resources bring together research, promising practices, and a consolidation of key program requirements to provide districts, schools, and families with tools to assist with the planning, implementation, and evaluation of family engagement practices.

In addition to these resources, facilitators are invited to participate in monthly update sessions. These sessions provide participants an opportunity for deeper discussion around shared experiences and expertise related to family engagement. Attendance for the monthly update sessions is expected. Considering that this training provides a foundational level of support for family engagement, the sessions will focus on special topics that are relevant to this work. Updates on new resources/tools will be provided. In addition, new training modules may be delivered during these meetings. Call-in sessions are held on a monthly basis. To learn more, access the calendar for the family engagement monthly update sessions at [www.iarss.org](http://www.iarss.org).

## **Integrating Adult Learning Practices**

Part of being an effective facilitator involves understanding how adults learn best (Lieb, 1991). Adult learning is a theory that holds a set of assumptions about how adults learn. It emphasizes the value of the process of learning. It uses approaches to learning that are **problem-based and collaborative** rather than didactic, and also emphasizes more **equality between the teacher and learner**.

There are some similarities in the adult and child classroom, although adults generally have distinctly different motivations to engage in learning. Adults are generally more:

- internally motivated and self-directed
- bring life experiences and knowledge to learning experiences
- goal oriented
- relevancy oriented
- practical
- like to be respected

The adult learning model (Knowles 1978) reflects these differences from traditional teacher-centered models of child and adolescent education. Facilitators should be familiar with the adult learning theory as a foundation to develop effective lessons and delivering them in a manner best suited to the learner.

Adult learning theory is founded on the principles that effective training is:

**Relevant** – The content and activities should be relevant to the experience or intended experience of the adult learner. Whereas children and adolescents will attempt to learn content isolated from its application, adults learn best when they see the relevance of the taught concept to their experience

**Engaged** – The adult learner retains knowledge and concepts more readily if they are engaged in the process of discovery and exploration rather than being the recipient of information.

**Active** – The learning process should be active and replicate, as closely as possible, the environment within which the skill or knowledge will be applied. Rather than memorizing code sections, adults would retain and apply knowledge more effectively if they worked to discover the content, and then were able to practice its application in a simulation or scenario.

**Learner-centered** – The traditional classroom taught concepts and prepared participants to pass tests and other measures of their progress. Unfortunately, the participants' retention of that knowledge was often nominal beyond the confines of the class. The emerging intent of the training is to produce the most effective outcomes possible; to see learners apply skills in a real-world setting. The focus on the learner acquiring knowledge is a critical step in effective training.

## **Facilitating from an Asset-Based Perspective**

Facilitators are strongly encouraged to utilize an asset or strength-based approach during this training. Participants have a wealth of experience and skill sets that can be leveraged to advance their learning, *as well as the learning of the facilitator*. It is important to not only acknowledge the participants as valuable resources but to also utilize the collective group to further each other's thinking and produce innovative and effective solutions to address problems.

Examples of phrases or questions that promote an asset or strength-based approach include:

- Let's see what the group thinks about the challenge you have encountered. Does anyone have any suggestions that may help resolve this issue?
- It sounds like your team has a lot of experience in.... Can you share with the larger group the process your team used to...?

Facilitating from an asset-based perspective helps promote self-efficacy and participants may begin to link their personal assets to those assets in a school, community and beyond. Most importantly, working from an asset-based perspective helps a group drive the development process themselves by identifying and mobilizing existing, but often unrecognized assets, and thereby responding to and creating local opportunities. For instance when a school starts to ask what can parents offer as opposed to what they need, there is a greater opportunity for families and schools alike to build valuable partnerships.

## One Day Training Overview

The one day training is designed for participants to attend as teams. The intended audience is as follows: Area Coordinators, ROE-based service providers, and district/school teams. This training is designed to build the capacity of participants in building effective partnerships with families that is linked to learning and healthy development.

### Expected Outcomes

<b>Family Engagement</b>
I can identify meaningful and effective practices of family engagement in districts/schools.
<b>Family Engagement Framework – Knowledge level targets</b>
I can explain the purpose and components of ISBE’s Family Engagement Framework.
I can identify best practices that lead to meaningful family engagement.
I can summarize how family engagement is mutually beneficial to all stakeholders.
<b>Family Engagement Reasoning/Skills</b>
I can use the Family Engagement Self- Assessment and Action Planning tools.
I can demonstrate a collaborative approach to family engagement systems and practices.
I can demonstrate how to utilize the Family Engagement Framework.
<b>Family Engagement Resources and Materials</b>
I can identify and share resources and materials that align with the Family Engagement Framework.
I can access the research related to the ISBE Family Engagement Framework
I can locate the legislative requirements related to family engagement.

## Facilitator's Checklist

### Preparation

- Read the following:
  - Family Engagement Framework Guide
  - Self-Assessment and Action Planning tool
  - Family Engagement Facilitator Guide for the One Day Training
- Read the agenda and facilitator's notes for each activity
- Review the PowerPoint
- Review handouts for selected activities
- Make photocopies for handouts
- Gather materials needed
- Make table tents of family engagement definition

### Materials Needed

- PowerPoint presentation
- Internet Connection
- LCD Projector
- Speakers
- Laptop
- Chart Paper
- Markers
- Name Tents
- Post-It Notes
- Table Tents of family engagement definition

### Handouts

Please make sure these materials are printed or accessible electronically.

- Pre and Post Surveys
- ISBE Family Engagement Framework Guide (or view electronically)
- Parent Café Recipe
- Parent Café Questions (one per group)
- Parent Café Agreements (one per group)
- Team Functioning Self-Assessment (or view electronically)
- Moving from Theory to Practice Graphic Organizer
- CSI Data Types and Sources (or view electronically)
- Self-Assessment and Action Planning Tools and Appendices (or view electronically)
- Alignment Tool (or view electronically)

## One Day Training: Family Engagement (FE)

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### Agenda

5 minutes	Welcome and Introductions
10 minutes	FE Foundational Services
10 minutes	Norming Activity
20 minutes	FE Context Activity
8 minutes	Evolution of FE
17 minutes	Framework Introduction
30 minutes	Principle One
30 minutes	Principle Two
10 minutes	Break
30 minutes	Principle Three
30 minutes	Principle Four
20 minutes	High Impact Strategies
45 minutes	Lunch/Networking
50 minutes	Collaborative Approach
30 minutes	Moving from Theory to Practice
45 minutes	Self-Assessment and Action Planning Tool
15 minutes	Resources
5 minutes	Alignment Tool
10 minutes	Post-survey and Closing Statements

*Please note that this agenda is developed for a 7 hour day, including lunch and a break. Feel free to schedule break and lunch times to best meet your participants' needs.*



## **Preparation**

- Read the Family Engagement Framework Guide and the Self-Assessment and Action Planning Tools.
- Review the PowerPoint and all activities for this training.
- Practice delivery of content.
- Make sure the room is welcoming.
  - All handouts, snacks, post-it notes, name tents, table tents with family engagement definition, markers and other amenities are on the table(s).
  - The seats are positioned so that everyone can see their teammates and easily move his/her chair to see the screen.
- Write “Parking Lot” on flip chart paper.
- Have multiple sheets of chart paper available to take notes.
- Encourage districts/schools to register/attend as teams.

## **Registration**

- Provide name tents
- Provide handouts/materials

## **Pre-Training Activities**

If possible, individually:

- Welcome each participant before the training begins.
- Introduce self.
- Share logistics (e.g., location of restrooms, materials, etc.).
- Share pre-post survey. Explain that these are the targets for the One Day Training. Ask them to only complete the “pre” column. Explain that the purpose of this pre-post survey is to examine individual growth.
- Ask participants to sit with their district/school team.

If it is not possible to individually greet and share the above information, facilitators should allow additional time in the agenda to deliver the pre-training activities to whole group.

## Welcome and Introductions (5 minutes)

Present slides (1-4)

## Family Engagement and Foundational Services (10 minutes)

Present Foundation Services PowerPoint ([http://iarss.org/?page\\_id=1173](http://iarss.org/?page_id=1173))

## Norming Activity (10 minutes)

Materials: paper, chart paper and markers

Show Slide: 6

Introduce Norming Activity

### Talking Points

- In order for this group to gain the most from this professional development experience, we need to ensure a safe learning environment. Characteristics of a safe learning environment include: listen for understanding, respect each other, talk from your own experience, silence your cell phones, and refrain from using put-downs of yourself or others, etc. *Note: You may want to already have these characteristics written on chart paper.*
- What are some additional needs that you may have in order to fully participate in group activities or discussions? *Add these to the chart paper.*
- This list of “needs” is also referred to as group norms. Is everyone agreeable with these norms?

*Note: You may wish to add an expectation about using the “Parking Lot” for questions that cannot be immediately addressed. Refer back to these group norms as needed.*

### Talking Points

- Although most of you are attending as teams and may already work well together, it is important to establish and revisit your team norms to ensure that everyone has the same expectations for how to behave and move the work forward. Revisiting norms is especially important when circumstances change (e.g., there is a change in the team’s purpose/function, a new member joins).
  - We are going to take this opportunity for you to discuss with your team what needs you have in regards to participating in team activities/discussions. They may be identical to the larger group norms or there may be some more specific norms.
1. Allow 2-3 minutes for teams to identify/confirm their small group norms.
  2. Ask someone from each team to record their norms so that the team may refer to them as needed.

## Family Engagement Context (20 minutes)

Materials: chart paper and markers

Show Slide: 7

1. Ask participants to take 10 minutes to discuss and record the following (spend no more than 2-3 minutes discussing each area):
  - What do you know about the families in your community?
  - What are some general thoughts you have about the family engagement efforts your district/school has implemented?
  - What have been some of the biggest challenges or barriers faced in regards to family engagement?
  - What have been some of the greatest successes you’ve had in regards to family engagement?
2. Ask each team to share highlights from their discussion with the larger group.

### Processing Questions

- What observations did you make during this activity?
- Were there any trends/similarities among teams?
- What are some of the take-aways you have from this activity?

### **Evolution of Family Engagement (5 minutes)**

Present slides 8-13

## Focus Area 1: ISBE Family Engagement Framework

### Framework Overview (17 minutes)

Present slides: 14-20

### Principle One: Developing a Family Engagement System (30 minutes)

Present slides: 21-23

#### Unpacking the Standards Activity

1. Ask participants to find a partner.
2. Provide each pairing with one of the nine standards under this principle.
3. Give each pairing no more than 15 minutes to review and discuss the following questions:
  - What does this standard mean to you and your partner?
  - If a school or district decides to incorporate the standard into their improvement plan, what opportunities might be present? What would be the challenges?
  - Where and how could a school/district implement the standard?
4. Support pairings as needed.
5. Ask each pairing to share highlights from their discussion, starting with Standard 1A.
6. Record responses.

### Principle Two: Building a Welcoming Environment (30 minutes)

Present slides: 24-27

#### Unpacking the Standards Activity

1. Ask participants to find a partner.
2. Provide each pairing with one of the five standards under this principle.
3. Give each pairing no more than 15 minutes to review and discuss the following questions:
  - What does this standard mean to you and your partner?
  - If a school or district decides to incorporate the standard into their improvement plan, what opportunities might be present? What would be the challenges?
  - Where and how could a school/district implement the standard?
4. Support pairings as needed.
5. Ask each pairing to share highlights from their discussion, starting with Standard 2A.
6. Record responses.

### Principle Three: Enhancing Communication (30 minutes)

Present slides: 28-32

#### Unpacking the Standards Activity

1. Ask participants to find a partner.
2. Provide each pairing with one of the four standards under this principle. Since standard 3C has numerous descriptors, break up the descriptors based on the number of pairings so that all standards and all descriptors under 3C are covered.
3. Give each pairing no more than 15 minutes to review and discuss the following questions:
  - What does this standard mean to you and your partner?
  - If a school or district decides to incorporate the standard into their improvement plan, what opportunities might be present? What would be the challenges?
  - Where and how could a school/district implement the standard?
4. Support pairings as needed.
5. Ask each pairing to share highlights from their discussion, starting with Standard 3A.
6. Record responses.

## **Principle Four: Including Parents in the Decision-Making Process (30 minutes)**

Present slide: 33

For groups of 10 or more participants, complete the parent café activity only. For groups with less than ten participants, first complete the unpacking the standards activity that begins on page 14 and then provide a walkthrough of the parent café process (slides 35-36 and the Parent Café Recipe handout) as a strategy to engage parents in the decision-making process in a non-threatening way. Groups with less than 10 participants will not actually participate in the parent café activity.

### **Parent Café Activity (For groups of 10 or more participants only)**

Materials:

- Parent café recipe
- Parent café agreements
- Parent café questions
- Chart paper
- Markers
- Principle four standards on page 24 of the ISBE Family Engagement Framework Guide

Talking Points

- The parent café is an opportunity for parents, teachers, school leaders, community members and other stakeholders to engage in a conversational process with others around topics that impact student learning and healthy development.
- It creates a safe space that stimulates learning and further action.
- The parent café offers an easy to follow format for guiding parents in strength-based conversations centered on sharing ideas and successes related to supporting their child's learning.
- I am going to show you how a mini café works by engaging you in the process.

Present slide: 35

Pass out the recipe and handouts for a parent café.

Show slide 36:

Talking Points

- Let's take a couple minutes to review the recipe. This recipe is a condensed version of how to facilitate a parent café. You can find a link to the complete guide at [www.isbe.net/family-engagement](http://www.isbe.net/family-engagement). After you have read the recipe, I will host a mini café so you can get a sense of what it looks like and how it is set up.
- Typically a café starts with an ice breaker that allows the participants to get to know each other. Since time is limited and you have been engaged in a couple of norming activities, we will not do this important step today.

Do the following things while the group is reading the instructions.

1. Group participants into 3 tables.
2. Place the parent café question on each table.
3. Provide chart paper and markers for each group.
4. Ask the group to identify a host and a recorder.
5. Give the host and recorder their instructions.

### Taking Points

- Now in your groups, the host will recap the principle four standards, read the question at your table and also the café agreements. The host will ensure everyone has the opportunity to contribute and is mindful of the café agreements.
- As you are talking, please record your thoughts on the chart paper. You can use words or pictures. These notes will be useful for the next group.
- You will have 2-3 minutes for each question. Please begin your conversations now.

After the allotted time has passed, ask the groups to rotate. The host stays at the table they were at throughout the duration of the café. Please make sure to tell them to go to a different table and to mix up so that the same people from the previous table are not at the next table.

### Talking Points

- The host will once again, recap the principle four standards, read the question and the agreements. They will also recap what the previous group said.
- You will have 2-3 minutes for each question. Please begin your conversations now.

After the allotted time has passed ask the groups to rotate for the last time. The host stays at the table they were at throughout the duration of the café. Please make sure to tell them to go to a different table and to mix up so that the same people from the previous table are not at the next table.

### Talking Points

- The host will once again read the question and the agreements. They will also recap what the previous group said.
- You will have 2-3 minutes for each question. Please begin your conversations now.
- Ask the host to read aloud the responses

As the host is sharing, briefly record what is shared on chart paper. Make a point to highlight the similarities in what was shared. Ask participants to share what they feel about the process and record their responses.

### Processing Question

- What are the possible benefits to using this approach with parents?

### Unpacking the Standards Activity (Do this activity only if you have a group of 10 or less)

Show slide: 34

1. Ask participants to find a partner.
2. Provide each pairing with one of the five standards under this principle.
3. Give each pairing no more than 15 minutes to review and discuss the following questions:
  - What does this standard mean to you and your partner?
  - If a school or district decides to incorporate the standard into their improvement plan, what opportunities might be present? What would be the challenges?
  - Where and how could a school/district implement the standard?
4. Support pairings as needed.
5. Ask each pairing to share highlights from their discussion, starting with Standard 4A.
6. Record responses.

### Parent Café Talking Points

- One of the ways to engage parents in the decision making process is a parent café.

- The parent café is an opportunity for parents, teachers, school leaders, community members and other stakeholders to engage in a conversational process with others around topics and varying perspectives that impact student learning and healthy development.
- It brings people together for discussion, sharing, and support with the goal of creating a space that stimulates learning and further action.
- Parent Café offers an easy to follow format for guiding parents in strength-based conversations centered on sharing ideas and successes related to supporting their child's learning.
- I am going to show you how a mini café works by engaging you in the process.

Present slide: 35

Pass out the recipe and handouts for a parent café

Show slide: 36

Talking Points

- Let's take a couple minutes to review the recipe. This recipe is a condensed version of how to facilitate a parent café. You can find a link to the complete guide at [www.isbe.net/family-engagement](http://www.isbe.net/family-engagement).

### **High Impact Strategies (20 minutes)**

Present slides (37-41)

## Focus Area 2: Implementing Family Engagement Strategies

### Collaborative Approach (50 minutes)

Present slides: 42-47

#### Norming Activity

#### Talking points

- Earlier in today's training, we participated in a group norming activity to determine how you would function as individual teams today and how we would behave during larger group discussions and activities. As teams progress through the forming and storming stages, time should be allocated toward getting to know each other and developing group norms.
- Every one of us comes into this work with different experiences, knowledge, and skill sets. We also probably all have somewhat different personalities and work styles. Effective teams leverage their collective knowledge and skills and take into account the group's preferred working styles.
- A number of activities can facilitate the discovery of communication and work styles of group members.
- Although there isn't time to experience a number of these activities, we will spend some additional time expanding on the group norming activity we participated in earlier.
- In addition, to the standard behavioral expectations teams develop, time should be allocated discussing how decision will be made and how team information will be recorded and shared.

Show slide: 48

1. Have each team spend about 8 minutes discussing how decisions are currently made by their team. Questions for consideration: What is your decision-making process? How well is that process working? What, if anything, needs to change in order to be more inclusive of team members in the process? What, if anything, needs to change to move the work forward?

*Note: If the team is relatively new, have them think about other teams they've been a part of... What decision-making process worked well? Would that decision-making process work well for this team? Is it an inclusive process? What challenges might you have in utilizing that process? What procedures can be put in place to help overcome those challenges?*

2. Have each team record their responses.

Show slide: 49

3. Have each team spend about 8 minutes discussing how the team records and shares information with each other. Questions for consideration: What communication procedures and mechanisms do you utilize? Does the team take minutes or have other ways of recording discussions, decisions, etc.? How is information about upcoming meetings and tasks shared with each other? Does everyone on the team have access to these materials? Is information shared with team members in a timely manner? What is working well? What, if anything, needs to be changed?
4. Have each team record their responses.

Show slide: 50

5. Have each team spend about 5 minutes discussing how the team records and shares information with external stakeholders. Questions for consideration: How is information shared with external stakeholders? How is



information between district/school improvement teams and this family engagement team being shared? What is working well? What, if anything, needs to be changed?

6. Have each team record their responses.

### Processing Questions

- What observations do you have from this activity?
  - *Did everyone from your team have the same understanding about your decision-making process and communication procedures?*
  - *Did you make any changes or add some procedures?*

### Team Functioning Self-Assessment

#### Talking Points

- During the last activity, you may have found that your team maybe wasn't functioning at the level you thought. It's important to periodically assess how your team is functioning and make adjustments in order to ultimately improve family engagement and student outcomes.
- Teams may take more formative assessments by observing progress in meetings, level of participation, number of conflicts, etc. but occasionally, a more summative assessment in which multiple perspectives are taken into account is warranted.

#### Share Teaming Functioning Self-Assessment Tool

#### Talking Points

- ISBE has created a team functioning self-assessment tool that can be modified as needed. Team members should individually complete the self-assessment so that all perspectives are included. Facilitator(s) should take findings into account and work with team to modify processes and procedures as needed.

### Moving From Theory to Practice (30 minutes)

Show Slide: 51

Materials: Graphic Organizer and CSI Data Types and Sample Sources

1. Ask teams to take about 30 minutes to think about and discuss the following:
  - the students and families in their school community
  - the family engagement efforts they are currently implementing under each principle
  - the data they are collecting and using to inform and evaluate their efforts

Share the graphic organizer and refer teams to the CSI Data Types and Sample Sources document.

#### Talking Points:

- As teams have their discussion, they should be recording their information in the graphic organizer. The information recorded in this graphic organizer will help teams plan for and inform a more comprehensive family engagement self-assessment.
- When discussing what data you are collecting on your efforts, the CSI document may be a good point of reference. It highlights the various types of student learning data, perception data, process and program data, as well as the demographic data that districts/schools collect.

*Note: Walk around room during this process to see if teams need any additional support. Offer words of encouragement. If a team doesn't have very many data sources, ask them what data is still needed and how they can collect it.*

## **Self-Assessment and Action Planning Tool (45 minutes)**

Present slides: 52-62

### **Next Steps Team Discussion**

Show Slide: 63

1. Ask teams to spend about 20-30 minutes (depending on time constraints) discussing how they would like to approach the self-assessment and action planning tool process. Do they want to allocate 1-2 full days to complete them or do the standards need to be chunked out and addressed during 1-2 hour meetings over the next couple of months? Who is going to further identify and gather data sources? Will a data specialist be utilized to help present the data to the group so that it is easily understood? Ask teams to consider how the information recorded in their graphic organizer can help inform a more comprehensive self-assessment and action planning process.
2. Have teams record their responses for their own planning purposes.

## **Focus Area 3: Family Engagement Tools and Resources**

### **Resources (15 minutes)**

Present Slide: 64

Demonstrate where to find the various resources and tools in the webpage. Please be sure to show the following links:

- Overview
- ISBE Framework Tools
- ISBE Resources
- External Resources
- Resources for Parents

### **Alignment Tool (5 minutes)**

Talking Points

- All districts/schools and areas have local resources to help support the work. ISBE has created a Family Engagement Framework alignment tool that can be used when trying to map local professional development opportunities.
- This tool may be a good data source when assessing capacity building.

Share Alignment Tool

### **Post-survey and Closing Statements (10 minutes)**

Show Slide: 65

## Appendix

# Facilitators Notes

## Facilitator's Notes:

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## Lesson Evaluation:

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## Participant's Feedback:

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## Notes for Next Time:

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## Scenarios

(Please note that the scenarios are to be used during trainings for Area Coordinators and Service Providers)

### **K-4 school; 420 students**

Team Members: 3<sup>rd</sup> grade teacher, representative parent, school counselor, kindergarten teacher, and district literacy coach

The team has been working on family engagement efforts for a number of years. Many team members like what they are currently doing in regards to family engagement. Your team does not, however, collect a lot of data related to those efforts and family engagement outcomes. The school has data from the 5 Essentials Survey. The school counselor has shared information about the capacity building activities the school has implement for parents, such as a Parent University and a Parent Mentoring Program for parents of students with disabilities.

Everyone on the team is also aware of these activities:

- Back to School Event for Families (approximately half of the families attend)
- Parent Teacher Conferences (record parent participation through sign in sheets)
- Monthly Newsletter
- PTA (raises money for various activities and coordinates the teacher appreciation luncheon)
- Family Reading Nights (observe low turnouts... 20-25 parents; families who would benefit the most don't attend)
- Website
- Outreach to parents to chaperone field trips or class parties
- Have parents sign reading logs, school handbooks, and classroom expectations (don't track this information school-wide)
- Comply with all Title I, Title III, and IDEA parent involvement regulations (meeting minutes, Compact, parent involvement policy, written notifications, etc.)

### **K-8 school; 1000 students**

Team Members: 2<sup>nd</sup> grade teacher, 5<sup>th</sup> grade teacher, music teacher, district social worker, principal, parent of student with a disability, and PTA president

The team has been working on family engagement for a while and the team has been tracking related data for three years. They have so much data that it is a challenge to know how best to utilize it and organize it for assessment purposes. The school is constantly sharing information with parents. Efforts have included:

- Website
- Newsletters (all teachers send weekly newsletters home with students)
- Flyers (flyers are posted throughout the school building and many are also sent home with students on a weekly basis)
- Letters Mailed Home (as needed... sometimes to all parents and sometimes to targeted parents; depending on program, letters are kept on file and/or tracked)
- Emails (teachers log various email communications into tracking system)
- Phone Calls (teachers log calls into tracking system)
- Newspaper Articles (4 different articles)
- Message Board (changes almost daily)
- Parent Teacher Conferences (sign in sheets are collected)

The team also has hosted events for families.

- Reading Nights (sign in sheets)
  - Family Movie Nights (observation- well attended by mostly K-4<sup>th</sup> grade families)
  - Student Gallery or Poster Walks (not tracked school-wide... these are individual classroom activities)
  - Back to School Event (observation- well attended by mostly K-4<sup>th</sup> grade families)
  - Muffins with Mom
  - Donuts with Dad
  - Coffee with the Principal first Friday of the month (principal reports an average of 35 participants)

The school has offered several workshops to parents on different topics (you have sign in sheets and satisfaction survey).

The school also has 5 Essentials Survey data (only 15% of parents responded).

The school complies with all Title I, Title III and IDEA parent involvement regulations (meeting minutes, Compact, parent involvement policy, written notifications, etc.).

Parents are invited and encouraged to attend problem-solving and IEP team meetings (sign in sheets, minutes, IEPs, written notifications).

### **High School; 1150 students**

Team Members: principal, dean, Parent of freshman, parent of sophomore, parent of junior, English teacher, guidance counselor, career and technical education team leader, and a resource officer

The school has complied with Title I, Title III and IDEA parent involvement regulations. The school in the past has typically only reached out to parents for disciplinary issues. The school communicates basic information to parents through their website. The downturn in the economy has hit the community hard. Students are not performing where they should be and more students have been dropping out. A new principal is interested in partnering with parents and has convened this team to direct the work.

The principal has begun some initial work by trying to understand his new community better. He has done the following:

- Reviewed census data and school data (demographics, languages spoken in the home, socio-economic levels, education levels)
- Reviewed news stories about the community
- Reviewed 5 Essentials data (only 9% of parents responded)
- Spoke with ministers in the area
- Hosted a series of forums with parents throughout the community to introduce himself, share his concern about the students and his interest in partnering with parents to improve student learning and healthy development. He asked parents about what their hopes for their children were, what they thought would help their children the most, what they would like to partner with the school on to help their children succeed, and what they might need from the school to support their children's learning and healthy development. Findings from the forum were recorded.

The team also collects and maintains documentation related to Title I, Title III and IDEA compliance (meeting minutes, Compact, parent involvement policy, written notifications, etc.).



### **K-12 District; 2400 students**

Team Members: special education coordinator, curriculum director, assistant superintendent, district parent liaison, principal of middle school, guidance counselor of high school, district literacy coach, parent representative from HS, parent representative from middle school, parent representative from elementary school, parent liaison from the mayor's office, representative from the Chamber of Commerce, 3<sup>rd</sup> grade teacher, and representative from the school board

Test scores and enrollment in the district have been declining over the last several years. Relationships between the parents and school district are strained over some recent budgetary decisions that resulted in teacher layoffs. The mayor's office and Chamber of Commerce are concerned about people moving out of their city as a result of the schools' poor performance and their relationships with parents. A representative from the school board has initiated multiple conversations with the mayor's office, Chamber of Commerce and the assistant superintendent. All were in favor of forming a district team to improve district/school performance by engaging families.

The district has been collecting mandated data and shares school report card data through their website. They also maintain documentation that shows compliance with all Title I, Title III and IDEA parent involvement regulations.

Some of their schools and classrooms have implemented various activities to engage parents such as (newsletters, back to school events, family reading nights, etc.). The district does not collect data on these school-wide or classroom family engagement activities.

The district does have an automated communication system that allows them to notify parents of district-wide events and school closings.

The district also maintains minutes of their school board meetings. These meetings allow for public participation. Many parents over the last several years have used this forum to voice their concerns and perspectives about district decisions, etc.

Lastly, the district has 5 Essentials data (42% of parents responded to the survey).

## Parent Café Recipe

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### Recipe for a Parent Café

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An opportunity for parents to engage in a *conversational process* with other parents and school staff about being a parent, school, and their children.

#### INGREDIENTS

9-30	Guests	3	Parent “Hosts”
1	Facilitator	3-4	Questions
3	Table cloths	9-30 cups	Coffee, tea
A bunch	Edible Treats	3-6	Large pieces of paper
9-30	Name Tags	12	Markers
1	Timer	A Dash	CREATIVITY!

#### DIRECTIONS

##### Weeks before...

1. Share your idea with existing parent groups and school staff for their input, buy in and **encourage everyone’s contribution!**
2. Get together a parent café planning committee THAT INCLUDES PARENTS!
3. Invite parents to your Parent Café - Be welcoming, be fun, be friendly. Create special invitations, invite in person, talk to parents about important issues or themes.
4. Have a planning committee meeting. **Set the context!**
  - Talk about needs and decide on an area of focus, theme or topic to be addressed in your Parent Café.
  - Determine 3 Big Questions related to your theme that everyone will respond to in the cafe. **Explore questions that matter!**
  - Determine 1 one on one question for a “warm up”
  - Assign next steps, roles and responsibilities (see following directions)
5. Find and “on-board” 3 hosts - (what you are doing, what their role is, the “agreements”)
6. Arrange a “pot luck” or plan for café style refreshments or treats.
7. Make follow-up calls to parents for RSVPs/invites.



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### Parent Café Recipe Continued

8. Get markers, name tags, big paper, table cloths, and decorations.
9. Make “tents” with the questions written on them for each conversation table.

**Right Before (that day)...**

10. Set up a greeting area, conversation tables (with table cloths, paper, markers, question tents) and refreshments.

**During...**

11. Greet guests as they come in, be welcoming offer refreshments.
12. Have participants complete name tags and use a color to note their conversation “group”.
13. Pair guests for warm-up activity.
14. Conduct one-on-one conversations.
15. Divide participants in groups of up to 4.
16. Host Café Conversations at each table and rotate. **Encourage everyone’s contribution!\* Connect diverse perspectives!\* Listen together and notice patterns!\***
17. Create Commitment Cards (optional)
18. Share/reflect on conversations. **Share collective discoveries!\***
19. Provide closing remarks and thank participants.

**After...**

20. Thank participants - send thank you notes, e-mails or call.
21. Collect feedback - was it good? Should we do it again? What would you like to talk about next time?
22. Debrief with the planning committee - how did it go? Are there next steps? Are there additional resources we need? Other expertise?
23. Follow up on next steps.
24. ENJOY!

What do the principle four standards mean to you?

If a school or district decides to incorporate the principle four standards into their improvement plan, what opportunities might be present? What would be the challenges?

Where and how could a school/district implement the principle four standards?

## **Parent Café Agreements**

**Use “I” Statements**

**Turn Your Cell Phone on Silent**

**Talk from your Own Experiences**

**No Put-Downs of Yourself or Others**

**What is Said in the Room Stays in the Room**

**Be an Active Listener**

## Team Functioning Self-Assessment Family Engagement Focus

Please take a few minutes to complete this survey.

To what extent do you agree or disagree with the following statements:

		<u>Strongly Disagree</u>	<u>Disagree</u>	<u>Neutral</u>	<u>Agree</u>	<u>Strongly Agree</u>
1.	The team includes family representatives whom are reflective of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	Team members have authority to make decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.	All team members actively participate in discussions and the decision-making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	The team closely connects with or is integrated with the district/school improvement team.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5.	The team has identified shared core values related to family engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	Family engagement goals have been identified and drive the work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7.	Meetings are regularly scheduled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8.	Roles and responsibilities are clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	The decision-making process is clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10.	Meeting minutes are taken and shared with members.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11.	Agendas are developed and help guide the meetings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12.	The facilitator promotes positive communication and actively works to engage all members in the discussions/activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13.	Quality Assurance mechanisms are in place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14.	Team utilizes a continuous improvement process to assess, plan, implement, monitor, and evaluate the work on an ongoing basis.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15.	Team achieves intended results.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Other comments/suggestions:

# Alignment Tool

Division: \_\_\_\_\_ Primary Contact: \_\_\_\_\_ Phone #: \_\_\_\_\_

ISBE's Family Engagement Cross-Divisional Team needs your help. We know that multiple training modules, webinars, and resources that support home-school partnerships have been previously developed across the agency. We are interested in building from what we already have if at all possible and would appreciate it if a representative from each division could map out their family engagement capacity building resources and indicate how they align to the principles and standards within the framework. We would also appreciate it if you could forward a copy of all capacity building resources to:

	FE Framework Alignment																						
	Type				FE Framework Alignment																		
	All day training	Webinar	Workshop	Resource	FE Vision/Mission	Integration of FE efforts	Leadership Supports for FE,	FE data	Capacity building for Partnerships with Families	Partnership w/community organizations	Shared Responsibility	Relational Trust	Outreach	Responsiveness	Strength-based Approach	Two-way communication	Information on Parent Rights	Communication linked to healthy	Communication on policies and practices	Empowering parents in decision-	Obtaining and using parental input	Planning with families	
Description of capacity building activities to support district/school personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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## Moving From Theory to Practice Graphic Organizer

<p><b>How are students in our district/school doing?</b></p> <p><b>Perceptions:</b></p> <p>What data sources do we use that can confirm or alter these perceptions?</p>	<p><b>What do we know about the families in our community?</b></p> <p><b>Perceptions:</b></p> <p>What data sources do we use that can confirm or alter these perceptions?</p>	<p><b>What strategies/activities do we currently implement to address P1: FE System?</b></p> <p>What data sources do we use related to this principle or individual activities?</p>
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<p>What strategies/activities do we currently implement to address P2: Welcoming Environment?</p> <p>What data sources do we use related to this principle or individual activities?</p>	<p>What strategies/activities do we currently implement to address P3: Communication?</p> <p>What data sources do we use related to this principle or individual activities?</p>	<p>What strategies/activities do we currently implement to address P4: Parents in Decision Making?</p> <p>What data sources do we use related to this principle or individual activities?</p>
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Highlight any activities that you believe might have high impact. Are there activities that you are currently implementing that you think might have little or no impact? If so, put a "?" by those activities. Be sure to further investigate these preliminary thoughts when data sources are accessible.

# Data Types and Sample Sources

## Data Types and Sample Sources

<p><b>A. STUDENT LEARNING DATA</b> (All students and by subgroups)</p> <p><b>STATE SUMMATIVE</b></p> <ol style="list-style-type: none"> <li>1. ACCESS - ELLs</li> <li>2. DLM-AA - cognitive disabilities</li> <li>3. PARCC</li> </ol> <p><b>LOCAL SUMMATIVE</b></p> <ol style="list-style-type: none"> <li>4. Achievement results from "non-core" subjects (e.g., fine arts, technology, consumer education, physical education)</li> <li>5. Annual district grade-level assessments</li> <li>6. District "end-of-course" examinations</li> <li>7. Portfolio summative assessments</li> <li>8. Report card grades, D and F lists</li> <li>9. Standardized assessment results</li> </ol> <p><b>LOCAL DIAGNOSTIC/FORMATIVE</b></p> <ol style="list-style-type: none"> <li>10. Common formative assessments</li> <li>11. District created assessments (e.g., criterion-referenced writing assessments, performance assessments)</li> <li>12. Individualized education plan (IEP) achievement</li> <li>13. Periodic district grade-level (benchmark) assessments</li> <li>14. Preschool developmental progress</li> <li>15. Primary grades literacy assessments (e.g., running records, guided reading-levels)</li> </ol>	<p><b>C. PROCESS AND PROGRAM DATA</b></p> <p><b>PROCESS - PROCEDURES</b></p> <ol style="list-style-type: none"> <li>1. Budget and expenditure processes</li> <li>2. Communication processes</li> <li>3. Curriculum review processes</li> <li>4. Monitoring procedures and processes</li> <li>5. Textbook-resource selection processes</li> </ol> <p><b>PROGRAM DESIGN</b></p> <ol style="list-style-type: none"> <li>6. Alternative programs</li> <li>7. Extended learning programs</li> <li>8. Extracurricular and co-curricular programs</li> <li>9. Family activities, e.g., open house, reading</li> <li>10. Health, nutrition, wellness, life, safety programs</li> <li>11. Volunteer programs</li> <li>12. Work-based learning programs</li> <li>13. Behavior-social support programs, e.g., PBIS</li> </ol> <p><b>DOCUMENTS</b></p> <ol style="list-style-type: none"> <li>13. Audit – Compliance reports, e.g., Monitoring, OCR</li> <li>14. Budget and expenditure reports, e.g., Title I, Title II, Title III, Medicaid, IDEA, local</li> <li>15. Curriculum alignment studies</li> <li>16. Partnerships, e.g., organizations, higher education</li> <li>17. Plans, e.g., communication, strategic, Title I</li> <li>18. Professional development, e.g., attendance, evaluation, content, follow-up support</li> <li>19. Recruitment plan/results</li> <li>20. Calendars - Schedules (day, week, year)</li> </ol>
<p><b>B. PERCEPTION DATA</b></p> <p><b>SURVEYS</b></p> <ol style="list-style-type: none"> <li>1. Administrator survey</li> <li>2. Equity survey</li> <li>3. Parent surveys, e.g. 5 E's</li> <li>4. School climate</li> <li>5. School health, wellness and safety</li> <li>6. Student self-concept</li> <li>7. Student surveys</li> <li>8. Surveys of Enacted Curriculum</li> <li>9. Teacher surveys, e.g. 5 E's</li> </ol> <p><b>INTERVIEWS</b></p> <ol style="list-style-type: none"> <li>10. Business and/or community representatives</li> <li>11. Newspaper editorials and letters</li> <li>12. Parent or community volunteers</li> </ol> <p><b>OBSERVATIONS</b></p> <ol style="list-style-type: none"> <li>13. Classroom observations</li> <li>14. Professional development application</li> <li>15. Program implementation</li> </ol>	<p><b>D. DEMOGRAPHIC DATA</b></p> <p><b>STUDENTS</b></p> <ol style="list-style-type: none"> <li>1. Absenteeism-attendance</li> <li>2. Behavior-social, e.g., referrals, incidences, PBIS</li> <li>3. Drop-out</li> <li>4. Enrollment, e.g., courses, program, summer, AP</li> <li>5. Gender – Ethnicity - Language</li> <li>6. Graduation – post-graduation – employment</li> <li>7. Harassment, complaint, mediation, data</li> <li>8. Homeless</li> <li>9. Mobility – Transfers (in/out/across)</li> <li>10. Post-graduation: college, employment or career</li> <li>11. Retention</li> <li>12. Students with disabilities, SPP Indicator, LRE</li> <li>13. Truancy</li> </ol> <p><b>EDUCATORS</b></p> <ol style="list-style-type: none"> <li>16. Absenteeism - Attendance</li> <li>17. Assignments – Class size - Ratios</li> <li>18. Credentials</li> </ol>

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**Meaningful Family Engagement** is based on the premise that parents, educators, and community members **share responsibility** for youth development. It is fostered through a deliberate process and embraced throughout the school community. It empowers adults to **jointly support** student growth and address barriers to learning and is mindful of diverse school-communities and responsive to student and family needs.

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