

Family Engagement –

Self-Assessment and Action Planning Tools

It is widely acknowledged that learning begins at birth and takes place in the home, school, and community. Meaningful family engagement is based on the premise that parents, educators, and community members share responsibility for the academic, physical, social, emotional, and behavioral development of youth. Family engagement is fostered through a deliberate process that is embraced throughout the school. It empowers adults to jointly support student growth, addresses any barriers to learning, and ensures college and career readiness. Foremost, effective family engagement systems, policies and practices are mindful of diverse school-communities that are rich in language, culture, and school experiences. They are responsive to student and family needs.

Benefits:

The Illinois State Board of Education (ISBE) works to ensure that every student is prepared to succeed in careers and postsecondary education. Likewise, parents and communities also share the same desires for their children. When families, schools and communities partner in promoting learning and healthy development for all children, schools thrive and student outcomes improve. Research indicates that when parents are engaged with their children's education, whether in school or at home, students do better academically. Regardless of socioeconomic 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).

“Well-designed family and community engagement programs help schools maximize resources so that the greatest attention can be given to student learning. In a child’s education, family engagement is a “rich resource” for student success (Hoover-Dempsey & Sandler, 2005, p. 64). This richness comes from a variety of types of actions including volunteer classroom support, home-based learning activities, and positive interactions with teachers.” Well-designed family engagement programs can also provide significant cost savings to schools. “Schools would need to increase spending by more than \$1,000 per pupil to gain the same impact on student achievement as a well-designed family engagement program (Houtenville & Conway, 2008)”.

-Ferguson et al., 2010

Going Beyond Compliance- The Family Engagement Framework:

Numerous pieces of legislation mandate family engagement at the local level and Local Education Agencies (LEAs) are expected to meet compliance indicators across Title I, Title III, IDEA, etc. By solely addressing compliance indicators, many LEAs will find limited improvements in family engagement and student outcomes. ISBE strongly urges districts/schools to shift from a compliance driven approach where parental involvement occurs in a more fragmented way to a systemic, integrated, and sustainable approach where “engagement becomes shared ownership focused on continuous improvement” (Ferguson et al., 2010).

Many districts/schools throughout Illinois recognize the benefits of going beyond compliance and have requested additional supports and resources from the state in order to develop meaningful home-school partnerships. As a result of this need, ISBE has produced an evidence-based Family Engagement Framework Guide. The development of this guide was a collaborative effort to bring together research, best practices, and legislative requirements and to provide resources that integrate family engagement into the continuous improvement process.

The Guide can be found at: www.illinoisparents.org/downloads/2013_10_ISBEFEGuide.pdf.

Getting Started:

The Illinois State Board of Education recognizes that districts/schools across the state are addressing family engagement in a variety of ways. The Framework and self-assessment tool do not prescribe specific activities. They do, however, promote the following:

- Districts/schools and families examine family engagement efforts through a team approach.
- Family engagement efforts are linked to learning and healthy development and integrated throughout all aspects of schooling.
- Family engagement is embedded into the continuous improvement process.
- Districts/schools utilize a systemic approach to family engagement.

The self-assessment and action planning tools included within the document align with the Family Engagement Framework. These tools are designed for district/school teams in partnership with families to not only monitor compliance but to also: 1) identify successes and gaps in systemic and integrated family engagement efforts; 2) select priority standards for further development; 3) identify ways in which trained parent leaders/liaisons and community resources can support efforts to improve family engagement efforts; and 4) develop a meaningful plan of action.

Team Approach

Districts/schools and families are encouraged to utilize a team approach for the self-assessment and planning of family engagement efforts. Family input should be an integral part of both the assessment and planning process. In addition to family representatives’ active participation in these discussions, data sources that capture collective family input and perspectives should be utilized.

Integration with the 8 Essential Elements

The self-assessment tool looks at family engagement efforts across the four principles outlined in the Family Engagement Framework. These principles include: Developing a Family Engagement System, Building a Welcoming Environment, Enhancing Communication, and Including Parents in the Decision Making Process. In addition, the assessment tool offers the opportunity for teams to assess family engagement efforts through the continuous improvement process across the 8 Essential Elements. The 8 Essential Elements include: Comprehensive Planning, Leadership, Professional Development, Conditions for Learning, Curriculum, Instruction, Assessment, and Family and Community Engagement. It is important to note, however, that all standards associated with a specific Element are not grouped together. Standards are grouped according to the principles outlined in the Framework.

Comprehensive Planning Essential Element	
1B. Family engagement system, policies and practices are embedded into the district/school continuous improvement process.	
<ul style="list-style-type: none">Family engagement system, policies and practices are coordinated and integrated into existing structures and processes.	

Compliance

Although ISBE strongly encourages districts and schools to go beyond compliance, there is value in showing districts and schools how many legislative requirements pertaining to parental involvement align with the Standards outlined in the Family Engagement Framework Guide. However, it is important to note that districts should still refer to specific rules and regulations to ensure they are meeting all legislative requirements.

The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system.

- District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts

Title I Requirement: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including:

- Identifying barriers to greater participation by parents in activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background.
- Using the findings of such evaluations to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. Section 1118 (a)(2)(E)

Time Commitment

A comprehensive assessment of family engagement efforts that has both breadth and depth can take some time. While ISBE recognizes that time is an extremely valuable and limited resource, the conversations and efforts that result from this process can significantly improve partnerships with families and lead to better utilization of resources (freeing up time in the long run) and improved outcomes for students. Teams can determine what approach best meets their needs. Teams may find it best to block off a day or two to complete both the assessment and action planning tools, or they may prefer to assess a few of the standards at a time over a two month time-frame.

Assessment Process

The self-assessment tool helps teams examine their data associated with each standard. The self-assessment tool also includes examples of potential data sources for each standard. Prior to convening a meeting to assess any standards, teams may wish to look at these potential data sources to determine what documentation/data to bring to the meeting. For example, if the team is going to spend a couple of hours assessing the Welcoming Environment principle, they may want to bring to the meeting results from the 5 Essentials survey along with any records from forums, board meetings, or interviews that may highlight parental perspective on this principle. Districts may discover that a data source can be used to inform multiple standards. The self-assessment tool also includes some guiding questions and references the associated research pages included in the Family Engagement Framework Guide for each principle. Teams may find it helpful to record their data information in a separate worksheet (see Appendix A).

After analyzing the data, teams need to then determine the status of their efforts according to the MAIN acronym.

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
 - ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
 - ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
 - ☐ (4) **Not Started:** No components of definition have been implemented.
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For example, if the team determines that they have at least one of the components of the standard implemented consistently for at least 3 months, they would select “In Progress” which has a score of “3”. Once teams have determined the status of work on a standard, they will be prompted to prioritize their work and lastly determine the level of effort needed to meet the standard. Each component of the assessment for each standard will generate a score. All scores are then added to get a “Standard Score.” Although, there is no correct order of operations, teams may find greater success if they

address the standards with higher scores first. Also, it is important to note that although not required, family engagement efforts may be more effective when the systemic infrastructure that is supportive of family engagement practices is already in place.

Action Planning

Following the assessment, district/school teams should narrow their focus by selecting family engagement *priority* standards and then develop an action plan. It is recommended that *priority* standards are those that received a high “Standard Score” and tend to have following characteristics:

- The status of work has been identified as (I)n Progress and/or (N)ot Started;
- There is a high to medium priority level for improvement ; and
- The level of effort to implement is relatively easy.

The scores, however, are only a starting place and may warrant further discussion within the team. It is important for a team to examine the context of their school/community and assess their readiness to address a standard prior to selection. In some cases, team members may need to increase administrative or stakeholder buy-in prior to addressing a standard.

This action plan is a tool for teams to utilize to organize their thinking about how to address their *priority* standards. The action plan should outline the strategies, action steps, resources, timelines, personnel, and key stakeholders needed to meet its goals and objectives. An action plan may also lend credibility to your school/district and its initiative, increase efficiency, and provide accountability. An action plan is a living document that should be reviewed on a regular basis.

The action plan provides a tool for mobilizing the community or group and encouraging individuals to share responsibility for solving the problems and improving the situation you have decided to change. Thus, it is important for teams to be inclusive during the planning process and invite the participation of key stakeholders. When they are involved in the action planning process, they often become more invested in the successful implementation of the plan.

References and Resources

Ferguson, C., Jordan, C., & Baldwin, M. (2010). *Working Systemically in Action: Engaging Family & Community*. Austin, TX: SEDL.

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory. Retrieved from <http://www.sedl.org/connections>

Hoover-Dempsey, K. V., & Sandler, H. M. (2005, March 22). Final performance report for OERI Grant #R305T010673: *The social context of parental involvement: A path to enhanced achievement*. Presented to Project Monitor, Institute of Educational Sciences, U.S. Department of Education. Retrieved from <http://www.vanderbilt.edu/peabody/family-school/Reports.html>

Houtenville, A. J., & Conway, K. S. (2008). Parental effort, school resources, and student achievement. *The Journal of Human Resources*, 43(2), 437–453. Retrieved from http://www.unh.edu/news/docs/Conway_May08.pdf

Self-Assessment of Family Engagement across Framework Principles

Principle 1. The district/school develops 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. *(Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)*

District Example:

District convenes a meeting between district/school leaders and representatives from families and the community to discuss meaningful family engagement and commit to a systemic approach.

Elementary School Example:

Prior to the implementation of home visits, the elementary school has conducted a comprehensive assessment on the families in their community, including several focus groups to further understand the best way to engage and approach the diverse families in their community.

Middle School Example:

Principal expects his staff to engage families in a meaningful way and he/she provides opportunities for the staff to attend trainings and discuss effective family engagement practices with each other. Currently, the family engagement professional learning community is discussing strategies on how to improve outreach efforts.

High School Example:

High School offers a number of opportunities for parents to learn about expectations for graduation; the number of college and career opportunities available; and how to access resources. These opportunities are easily accessible and in multiple formats so that all parents and students can benefit from them.

Family and Community Engagement Essential Element

1A. A jointly developed vision/mission for family engagement is shared with all stakeholders and drives policies and practices.

Title I Requirement: Develop jointly with, agree on with, and distribute to parents of children a written district and school parental involvement policy. Section 1118 (a)(2) and (b)(1).

What data do you currently collect that measures or is associated with this standard? *(Potential data sources: meeting minutes, vision/mission statement, communications, policies)*

What does your data tell you? *(Questions to consider when assessing this standard: What is the district's vision/mission for family engagement? Was it jointly developed with families? How is it shared with stakeholders? Is there a common understanding amongst all stakeholders regarding family engagement and expectations?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

***Districts may wish to utilize Appendix A to record all data related content.**

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Comprehensive Planning Essential Element

1B. Family engagement system, policies and practices are embedded into the district/school continuous improvement process.

- Family engagement system, policies and practices are coordinated and integrated into existing structures and processes.

***Title I Requirement:** Coordinate and integrate parental involvement programs, activities, and strategies with Head Start, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. Section 1118 (e)(4)*

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: assessment tools, district/school improvement plans, team structure-membership & function, communication plans)

What does your data tell you? *(Questions to consider when assessing this standard: Are family engagement indicators assessed and addressed by the district/school improvement team? How do families provide input on school improvement efforts? How does the district/school ensure that the family engagement system policies and practices are coordinated and integrated into existing structures and processes?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Comprehensive Planning Essential Element

1C. Families' socio-cultural, linguistic, and educational needs are assessed, acknowledged and incorporated into the school/district improvement plan.

Title III Requirement: Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 USC 7012(e)(2)].

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: Census data, surveys, forums, interviews, policies)

What does your data tell you? *(Questions to consider when assessing this standard: What is currently known about cultural groups and linguistic minorities in your district and how does the district learn about these groups? How is cultural knowledge about families integrated and updated in policies and practices?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
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- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
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Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Leadership Element

1D. District and school leadership supports the development and implementation of an effective family engagement system that is mindful of diverse school-communities and responsive to student and family needs.

- District and school leadership understands the important role families play in the educational process and the impact family engagement has on student outcomes.
- District and school leadership understands and promotes the implementation of required and effective family engagement practices.
- District and school leadership models positive interactions with parents.
- District and school leadership **allocates/reallocates resources** for family engagement efforts.

***Title I Requirements:** Each local educational agency shall reserve not less than 1 percent of its Title I, Part A allocation for parental involvement, including promoting family and parenting skills (unless allocation is \$500,000 or less), and the LEA will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools. Section 1118 (a)(3)(A)(C). Parents of children receiving services under this part shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. Section 1118 (a)(3)(B).*

- District and school leadership recognizes the significance of native language and culture to support student learning and strives to build a culture of equity and inclusiveness for linguistically and culturally diverse populations.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: school climate surveys, parent forums, observations, budgets, communications, meeting minutes, policies)

What does your data tell you? *(Questions to consider when assessing this standard: Has a family engagement system been developed? Do policies and practices reflect effective family engagement strategies? How are required and effective family engagement practices promoted by district/school leadership? Are adequate resources available for the implementation of a family engagement system? Are positive interactions with families modeled by the district/school leadership?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Comprehensive Planning

1E. The implementation of family engagement efforts is monitored and evaluated through an on-going data collection system.

- District and school personnel strategically collect and analyze necessary data to answer key questions that will drive improvements in family engagement efforts.

***Title I Requirement:** Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of the schools served under this part, including:*

- a. Identifying barriers to greater participation by parents in activities, with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background.*
- b. Using the findings of such evaluations to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. Section 1118 (a)(2)(E)*

- District and school personnel have access to timely and useful family engagement data.
- District and school personnel have the capacity to use family engagement data in a meaningful way.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: reports, surveys, forums, assessment tools, evaluation plans)

What does your data tell you? *(Questions to consider when assessing this standard: What data is currently collected on the families in your community? Is data on family engagement efforts collected by the district/school? How are family engagement efforts monitored and evaluated? Is data used for continuous improvement?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Professional Development Element

1F. District and school personnel build the capacity of staff to effectively engage families in supporting student learning and healthy development.

***Title I Requirement:** District provides the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance. Section 1118 (a)(2)(B). Educate teachers, pupil services personnel, principals, and other staff with the assistance of parents, on the value and utility of contributions of parents, and how to reach out to, communicate, and work with parents as equal partners, implement and coordinate parent programs, and build ties between home and school. Section 1118 (e)(3)*

- Data is utilized to determine professional development needs pertaining to family engagement.
- Professional development efforts incorporate effective family engagement practices.
- Effective professional development strategies are utilized to build the capacity of district/school personnel.
- District and school personnel build the cultural proficiency of staff in order to effectively engage parents from diverse backgrounds.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: professional development plan, Family Engagement Framework Guide, additional and/or new research)

What does your data tell you? *(Questions to consider when assessing this standard: What professional development opportunities are currently available to build the capacity of staff to effectively engage families? Are they aligned with effective family engagement practices? Do the available professional development opportunities address the needs of the staff?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Family and Community Engagement Element

IG. District and school personnel build the capacity of families to meaningfully engage in activities that support student learning and healthy development.

Title I Requirement: Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)].

- District personnel help build the capacity of parents to support learning at home.

Title I Requirement: Provide assistance to parents of children served under this program in understanding: the state's academic content standards and student performance standards; the state's student academic achievement standards; the components of a school-wide program, if applicable; and the components of a targeted assistance school program, if applicable. Section 1118 (e)(1).

Title I Requirement: Provide materials and training to help parents work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parental involvement. Section 1118 (e)(2).

- District personnel help parents understand data and how it is used to inform instruction.

Title I Requirement: Provide assistance to parents of children served under this program in understanding: the state and local assessments, including alternate assessments; and ways parents can monitor their children's progress and work with educators to improve the academic achievement of their children. Section 1118 (e)(1).

- District personnel promote family assets, including their cultural and linguistic backgrounds. **(Conditions for Learning Element)**
- District personnel build the capacity of parents to understand and interpret rules, laws, and policies for family engagement.

Title I Requirement: Provide assistance to parents of children served under this program in understanding the requirements of Title I, Part A. Section 1118 (e)(1).

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: books, pamphlets, websites, support groups, training curricula)

What does your data tell you? *(Questions to consider when assessing this standard: How are families supported in developing skills that enhance their children's learning and healthy development? How is data explained and shared with families? How do district/school personnel support parents' understanding of rules, laws, and policies for family engagement?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. (Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)

Family and Community Engagement Element

1H. District and school personnel partner with families to support student learning and healthy development.

***Title I Requirements:** Involve parents in the activities of the schools served under this part. Section 1118 (a)(2)(F). Student Achievement Plan has been prepared with review and advice from appropriate parent/community advisory committees 20 USC 6312(g)(1)(B)(2), 20 USC 7012]. Develop and review with parents a written parent involvement policy [20 USC 6318(a)(2)]. Include parents in the decisions regarding how funds are allotted for parent involvement activities [20 USC 6318(3)(8)]. Provide targeted training and resources to advisory committee members [20 USC 6312(g)(4)].*

- District and school leadership leverage their partnerships with families to improve student outcomes. *(Leadership Element)*
- District and school leadership engage with parent organizations. *(Leadership Element)*
- District and school personnel regard families as valuable sources of knowledge and information to enhance curriculum and instruction.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: meeting minutes, surveys, forums, events, volunteer logs)

What does your data tell you? *(Questions to consider when assessing this standard: Do parent leaders jointly develop parent involvement programming with district/school personnel? Are parents given multiple opportunities to provide input and engage in activities that support their students' learning? How does the district/school leadership leverage their partnerships with families to improve student outcomes?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 1. The district/school develops 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. *(Related research can be found on pgs. 9-12 of the Family Engagement Framework Guide.)*

Family and Community Engagement Element

11. District and school personnel partner with community organizations to enhance family engagement efforts.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: resource guide, memorandums of understanding, contracts, linkage procedures, meeting minutes, sponsor list)

What does your data tell you? *(Questions to consider when assessing this standard: What community resources are available to promote family assets and enable family engagement in the educational process? How are linkages to community resources made?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

District Example:

District utilizes website to share data on district/school performance and budgeting in a meaningful way with stakeholders.

Elementary School Example:

Elementary teachers pick a different student each week and send a positive note home, sharing the student's recent accomplishments. In addition, these teachers also pride themselves in responding to student and family needs in a timely manner, returning phone calls and replying to emails within a 24 hour period.

Middle School Example:

Middle School recently facilitated a forum with community stakeholders and teacher leaders to discuss learning and healthy development of youth as a shared responsibility. They developed some common understandings around expectations. The event was featured by the local newspaper. The premise that student learning and healthy development is a shared responsibility is now being promoted throughout the community.

High School Example:

High School guidance counselor is personally reaching out to parents of freshman to schedule individual conferences to discuss student goals, criteria for graduation, courses, college/career options, timelines, and progress monitoring. The guidance counselor is cognizant of family and student needs and takes those into consideration when sharing resources and making linkages to additional supports.

Family and Community Engagement Element

2A. District and school personnel, families, and community members acknowledge a shared responsibility for the academic, physical, social, emotional, and behavioral development of youth.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: surveys, participation at events, interviews, forums, meeting minutes)

What does your data tell you? *(Questions to consider when assessing this standard: Do district/school personnel and other stakeholders acknowledge a shared responsibility for student learning and healthy development? Do district/school personnel and other stakeholders have a common understanding around expectations?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

Conditions for Learning Element

2B. District and school personnel develop relational trust with families and community members.

- District and school personnel listen to family and community members and respect their opinions.
- District and school personnel show personal regard for their students, their families and the community.
- District and school personnel have the knowledge, skill, and capacity to follow through on their commitments.
- District and school personnel demonstrate integrity by being transparent, acting in an ethical manner, and following through on commitments.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: surveys, forums, interview, communications about district/school performance and budgeting)

What does your data tell you? *(Questions to consider when assessing this standard: Do family and community members believe that district/school personnel listen to them and respect their opinions? Do families and community members believe that district and school personnel show personal regard? What measures do districts/schools take to promote transparency and accountability?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

Conditions for Learning Element

2C. District and school personnel reach out to families to support student learning and healthy development.

- District and school personnel are responsive to student and family needs.
- District and school personnel learn about the children and families in the community.
- District and school personnel effectively engage parents from diverse backgrounds.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: websites, newsletters, automated phone messaging, flyers, phone log indicating district/school initiation, meeting minutes)

What does your data tell you? *(Questions to consider when assessing this standard: In what ways do district and school personnel reach out to families? Is a student-centered approach utilized? How is data about students and families in the community used for outreach efforts?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

Conditions for Learning Element

2D. District and school personnel are responsive to student and family needs.

Title I Requirements: Provide such other reasonable support for parental involvement activities under this section as parents may request. Section 1118 (e)(14). Permit employed parents and guardians who are unable to meet with educators because of a work conflict the right to an allotment of time during the school year to attend necessary educational or behavioral conferences at the school their children attend. (820 ILCS 147/5. Conduct other activities to encourage and support parents, including parent resource centers [20 USC 6381(e)(4)].

- District and school personnel learn about the children and families in the community.
- District and school personnel effectively engage parents from diverse backgrounds.

Title I Requirement: Provide opportunities for the participation of parents who are economically disadvantaged, have limited English proficiency, have disabilities, are migratory, or have children with disabilities [20 USC 6318(a)(2)(E).

Title III Requirements: Send notice of and hold regular meetings to obtain recommendations of parents of English learners [20 USC 7012(e)(2)]. Provide for the maximum practical involvement of parents of children in transitional bilingual education programs. (105 ILCS 5/14C-10). Inform parents of English learners how they can be involved in the education of their children [20 USC 7012(e)(1)].

- District and school personnel utilize a strength-based approach when responding to student and family needs.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: surveys, forums, interviews, listing of supports for families)

What does your data tell you? (Questions to consider when assessing this standard: In what ways do district and school personnel respond to student and family needs? Do district and school personnel utilize a strength-based approach when responding to student and family needs? Do district and school personnel respond in a timely manner?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 2. District and school personnel foster a welcoming environment for families that is responsive to student and family needs.

(Related research can be found on pgs. 13-15 of the Family Engagement Framework Guide.)

Conditions for Learning Element

2E. District and school personnel share student accomplishments with his/her family.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: notes, postcards, emails, letters, phone log)

What does your data tell you? *(Questions to consider when assessing this standard: In what ways do district and school personnel share student accomplishments with his/her family?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 3. District and school personnel engage in ongoing and meaningful two-way exchanges of information with families to support student learning and healthy development. (Related research can be found on pgs. 16-17 of the Family Engagement Framework Guide.)

District Example:

District utilizes an automated phone messaging system to communicate district events, changes to schedule and/or emergency information in addition to posting news on the website and other media channels. The district ensures that the communications are delivered in several languages so that all families in their community have access to this information.

Elementary School Example:

Elementary school teachers provide information to families about the new Common Core Standards, the curriculum and strategies they will be using, and how students' progress will be assessed and monitored. This information was shared through multiple venues in family friendly language.

Middle School Example:

Middle School principal is implementing a variety of ways to promote meaningful two-way exchanges of information with families. One way he does this is by having monthly open meetings in which he can share updates with families and respond to any questions they may have for him. He also solicits their feedback and input during these meetings.

High School Example:

High School teachers post class syllabi, outlining behavioral and academic expectations on their website. They also post all homework assignments at least a week in advance. If a teacher has any concerns about a student's progress, they communicate those concerns with both the student and the parent in a timely manner.

Family and Community Engagement Element

3A. District and school personnel ensure that communication is clear, constructive, and ongoing.

- District and school personnel make certain that communication is **accessible to all and in the languages of families. (Conditions for Learning Element)**

Title I Requirement: Provide parent involvement policy to parents in an understandable and uniform format [20 USC 6318(a)(2) and (f)]

Title III Requirement: Provide parents with timely information about schools and students in a language and format that they can understand [20 USC 6318(f)]. Inform parents of English learners how they can be involved in the education of their children [20 USC 7012(e)(1)].

- District and school personnel use a variety of ways to communicate with families.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: website, fliers, brochures, letters, communication plan, communication procedures)

What does your data tell you? *(Questions to consider when assessing this standard: What are the ways in which district and school personnel communicate with families? Is communication accessible to all?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 3. District and school personnel engage in ongoing and meaningful two-way exchanges of information with families to support student learning and healthy development. (Related research can be found on pgs. 16-17 of the Family Engagement Framework Guide.)

Family and Community Engagement Element

3B. District and school personnel provide information pertaining to parental rights.

Title I Requirement: Convene an annual meeting, at a time convenient for parents, to ensure that all parents of participating children learn about their school's participation in Title I programs, requirements, and the right of parents to be involved. Section 1118 (c)(1). Provide assistance to parents of children served under this program in understanding: The requirements of Title I, Part A. Section 1118 (e)(1)

IDEA Requirements: Provide a copy of the procedural safeguards available to the parents of a child with a disability at least once a year [34 CFR 300.504].

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: websites, letters, bulletins, trainings, guides)

What does your data tell you? (Questions to consider when assessing this standard: Are parents provided information pertaining to their rights? Is language "family friendly"?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 3. District and school personnel engage in ongoing and meaningful two-way exchanges of information with families to support student learning and healthy development. (Related research can be found on pgs. 16-17 of the Family Engagement Framework Guide.)

Conditions for Learning Element

3C. District and school personnel ensure that communication is linked to student learning and healthy development.

***Title I Requirement:** Provide information to families [20 USC 6318(e)(1)] and materials and training to help parents work with their children [20 USC 6318(e)(2); 20 USC 6381d(2),(4),(7)]*

- District and school personnel share information about how standards and curriculum are used by teachers.

***Title I Requirement:** Provide assistance to parents of children served under this program in understanding: the state's academic content standards and student performance standards; and the state's student academic achievement standards. Section 1118 (e)(1) (Curriculum Element)*

- District and school personnel help families understand student expectations and classroom activities.
- Teachers inform parents of the strategies they are using to promote students' academic, physical, social, emotional, and behavioral development. (Instruction Element)

***Title I Requirements:** Provide assistance to parents of children served under this program in understanding the components of a school-wide program, if applicable. Section 1118 (e)(1)*

- District and school personnel communicate with families about how they can enhance student learning and healthy development.
- District and school personnel inform parents of the types of summative and formative assessments that will be used each year. (Assessment Element)

***Title I Requirements:** Provide assistance to parents of children served under this program in understanding the state and local assessments, including alternate assessments. Section 1118 (e)(1)*

- District and school personnel share school-wide data with families and communities.
- District and school personnel communicate regularly with parents about their students' and school's progress.

***Title I Requirements:** Provide assistance to parents of children served under this program in understanding the ways parents can monitor their children's progress and work with educators to improve the academic achievement of their children. Section 1118 (e)(1)*

- District and school personnel communicate with parents about any academic, physical, social, emotional, or behavioral concerns in a timely manner.

***IDEA Requirements:** Provide "prior written notice" to parents when a special education evaluation is to be conducted on their child (consent must also be obtained). Provide "prior written notice" to parents on matters relating to the identification, evaluation, or placement of their child, and the provision of FAPE to their child. Notify parents of a student with a disability in writing when determinations have been made including reasons for determinations according to IDEA and Part 226 timelines. [34 CFR 300.503].*

- District and school personnel share with parents any strategies implemented to address barriers to learning.

***Title I Requirements:** Provide assistance to parents of children served under this program in understanding: the components of a targeted assistance school program, if applicable. Section 1118 (e)(1)*

What data do you currently collect that supports or aligns with this standard? (Potential data sources: websites, newsletters, meeting agendas)

What does your data tell you? (Questions to consider when assessing this standard: How do district and school personnel share information about expectations, curriculum, instruction, and assessments with families? How do district and school personnel communicate student and school progress?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 3. District and school personnel engage in ongoing and meaningful two-way exchanges of information with families to support student learning and healthy development. (Related research can be found on pgs. 16-17 of the Family Engagement Framework Guide.)

Conditions for Learning Element

3D. District and school personnel communicate district/school/classroom policies and practices.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: websites, newsletters, meeting/event agendas)

What does your data tell you? *(Questions to consider when assessing this standard: How do district and school personnel communicate policies and practices to families?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 4. District and school personnel include parents in the decision-making process.

(Related research can be found on pg. 18 of the Family Engagement Framework Guide.)

District Example:

District promotes the administration of the 5 Essentials Parent Survey and solicits input from families in a variety of ways, such as forums, interviews, and polling at events. This information is then taken into account when making decisions. The District also includes parent representatives on the district improvement team and other committees. Parents are viewed as valued members of these teams.

Elementary School Example:

Elementary school personnel and families jointly develop and review programming for families. A family representative and the assistant principal co-chair a committee. The committee is currently discussing how to best foster relationships with the numerous non-English speaking families moving into their community.

Middle School Example:

Middle School is developing a parent mentoring program to help build the capacity of parents of students with disabilities so they may effectively engage in the decision making process.

High School Example:

High School social worker has been personally encouraging parents of students who are receiving additional supports to participate in problem-solving team meetings. She shares the benefits of parental involvement in these discussions and explains the purpose and process of these meetings.

Family and Community Engagement Element

4A. District and school personnel empower parents to be involved in the decision making process.

- District and school personnel establish relational trust with families. *(Conditions for Learning Element)*
- District and school personnel build the capacity of parents so that they may effectively engage in the decision making process.
- District and school personnel partner with community organizations to further empower parents to be involved in the decision making process.

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: websites, newsletters, guides, training/workshops, plans)

What does your data tell you? *(Questions to consider when assessing this standard: How do district and school build the capacity of parents so that they may effectively engage in the decision making process?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 4. District and school personnel include parents in the decision-making process.

(Related research can be found on pg. 18 of the Family Engagement Framework Guide.)

Family and Community Engagement Element

4B. District and school personnel solicit input from families and take it into account when making decisions.

- District and school personnel invite parent opinions on school climate.
(Conditions for Learning Element)

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: surveys, forum notes, meeting minutes)

What does your data tell you? *(Questions to consider when assessing this standard: How does the district solicit input from families? Do they take family input into consideration when making decisions?)*

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 4. District and school personnel include parents in the decision-making process.

(Related research can be found on pg. 18 of the Family Engagement Framework Guide.)

Comprehensive Planning Element

4C. District and school personnel include parents in the continuous improvement process.

Title I Requirements: *Involve parents in the joint development of the plan under Section 1112 and the process of school review and improvement under Section 1116. Section 1118 (a)(2)(A). If the plan under Section 1112 or the school-wide program plan is not satisfactory to the parents of participating children, the school shall submit any parent comments with such plan to the LEA. Section 1118 (c)(5). Schools shall involve parents in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I school-wide program plan/school improvement plan. Section 1118 (c)(3).*

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: surveys, forums, reports, membership lists, meeting minutes)

What does your data tell you? (Questions to consider when assessing this standard: How are families included in the decision-making process?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 4. District and school personnel include parents in the decision-making process.

(Related research can be found on pg. 18 of the Family Engagement Framework Guide.)

Family and Community Engagement Element

4D. District and school personnel and families jointly develop and review programming for families to support student learning and healthy development.

Title I Requirements: *Involve parents in the joint development of the plan under Section 1112 and the process of school review and improvement under Section 1116. Section 1118 (a)(2)(A). If the plan under Section 1112 or the school-wide program plan is not satisfactory to the parents of participating children, the school shall submit any parent comments with such plan to the LEA. Section 1118 (c)(5). Schools shall involve parents in the planning, review, and improvement of Title I programs, including the school parental involvement policy and the Title I school-wide program plan/school improvement plan. Section 1118 (c)(3).*

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: membership lists, meeting minutes)

What does your data tell you? (Questions to consider when assessing this standard: How do district and school personnel and families jointly develop and review programming for families?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Principle 4. District and school personnel include parents in the decision-making process.

(Related research can be found on pg. 18 of the Family Engagement Framework Guide.)

Conditions for Learning Element

4E. District and school personnel encourage parents to participate in any problem-solving discussions related to their child.

IDEA Requirements: Obtain written parental consent prior to a special education evaluation/reevaluation, special education and related services beginning, inviting representation from other agencies to IEP meetings, and accessing insurance. Allow parents to revoke consent for special education services. [34 CFR 300.300]. Allow parents to inspect and review the educational records of their child. Include parents of a student with a disability in meetings related to the identification, evaluation, and placement of their child, and the provision of FAPE (a free appropriate public education) to their child [34 CFR 300.501]. Take whatever action is necessary to facilitate the parent's understanding of and participation in the proceedings at an IEP meeting, including arranging for an interpreter for parents with deafness or whose native language is other than English. 23 IAC 226.530. Treat parents of a student with a disability as IEP team members. [34 CFR 300.321]. IEP Team considers the concerns of the parents for enhancing the education of their child. [34 CFR 300.324]

What data do you currently collect that supports or aligns with this standard?

(Potential data sources: emails, letters, phone logs)

What does your data tell you? (Questions to consider when assessing this standard: How do district and school personnel encourage parents to participate in problem-solving discussions related to their child?)

Status of Work on this Standard

- ☐ (1) **Maintaining:** All components of definition implemented consistently for 2 or more school years.
- ☐ (2) **Achieved:** All components of definition implemented consistently for at least one school year.
- ☐ (3) **In Progress:** At least one of the components of definition implemented consistently for at least 3 months.
- ☐ (4) **Not Started:** No components of definition have been implemented.

Priority Level

What is your level of interest in addressing this standard during this upcoming year?

- ☐ (3) **High**
- ☐ (2) **Medium**
- ☐ (1) **Low**

Level of Effort

- ☐ (3) Standard is relatively easy to address.
- ☐ (2) Standard can be accomplished with a moderate level of effort.
- ☐ (1) Standard requires a more significant change in policy, financial conditions and/or infrastructure.

Add up all points to determine your score for this standard.

Standard Score: _____

Identifying Priority Standards

Following the assessment of family engagement efforts, teams will need to identify which standards they will plan for and address. It is recommended that teams begin by examining those standards that received high Standard Scores and discussing what barriers and opportunities might exist if they work to address these standards. Some questions to consider may include: What is the school/community's readiness to address this standard? Is there administrative support? Is there a specific opportunity that makes it easier to address this standard now as oppose to later? Does it make more sense to address other standard(s) first?

Step 1. Select Standards with high Standard Scores and enter them into the first column, titled Potential Priority Standards.

Step 2. For each Potential Priority Standard, write the accompanying Standard Score in column 2.

Step 3. For each Potential Priority Standard, brainstorm and record any opportunities that might exist in column 3. Examine school community assets that can potentially be leveraged to support the work that may fall under this standard. Assets may include: strong administrative support, school community interest, positive media relationship, etc.

Step 4. For each Potential Priority Standard, brainstorm and record the potential barriers in column 4. Barriers may include challenges such as potential conflict between parents and district/school, limited administrative support, lack of capacity.

Step 5. After discussing and recording information about each potential standard, select one to four Priority Standards. Priority Standards are those standards that teams will plan for and address. Teams may want to consider the following when determining the number of priority standards: 1) whether or not there is a natural grouping of priority standards (teams may find it difficult to successfully address one standard without simultaneously addressing another standard); 2) the team's capacity to address multiple standards; 3) the opportunities and barriers presented; 4) the depth the team is interested in taking on a specific standard.

Potential Priority Standards	Standard Score	Opportunities	Potential Barriers	√ if Priority Standard

Once priority standards have been identified, teams can begin to look at the strategies, action steps, resources, timelines, personnel, and key stakeholders needed to meet the standard and identified outcomes. (See Appendix B for Action Planning Template.)