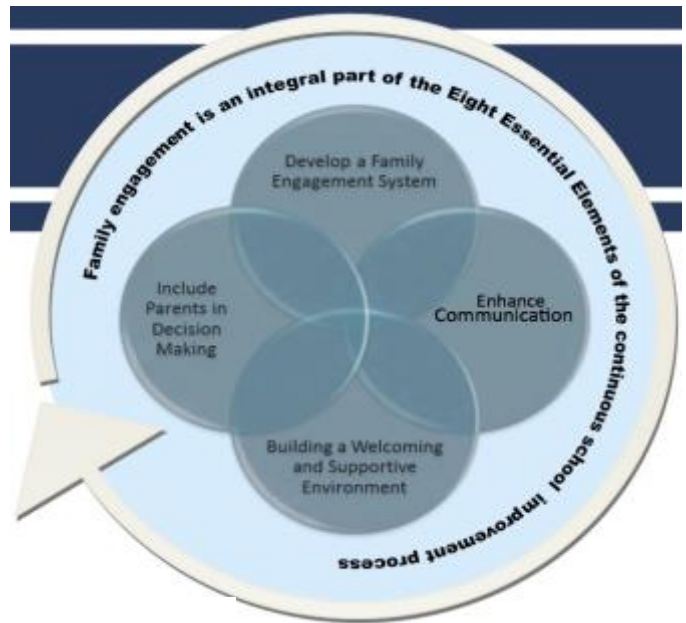


Family Engagement & Parent Leadership

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

Critical Components:

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



**Illinois State Board of Education
Family Engagement Framework**

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

B-3 Strategy	Stakeholders Involvement	Outputs and Outcomes
Create a community resource directory or a shared calendar of events	Community partner (e.g., public health department, city/town municipal department)	<ul style="list-style-type: none"> • Improved accessible communication about resources in the community • Increased number of families find and access resources/events
Establish parent resource centers in program(s) and school(s) <ul style="list-style-type: none"> • Parenting resources • Meeting place for parents and support staff community service providers (e.g., social worker, speech pathologist), • Parenting classes • Child development classes for family-based providers • Tax planning, GED, computer/internet access • ESL classes 	District and school administrators & staff Early Childhood Program Directors & staff	<ul style="list-style-type: none"> • Increased number of resources are available to families • Easier access to resources for children and families • Increased number of families come into to the school/center to access resources • Families feel welcomed and respected at the school/center • Families support their child’s learning and development at home • Families improve their career and education skills • Families are able to meet their various needs

Establish culturally responsive, multi-modal systems of communication with families (e.g., policies and rules, available services and supports, family and child activities, data), including handbooks, newsletters, websites, email, etc.	District and school administrators & staff Early Childhood Program Directors & staff	<ul style="list-style-type: none"> Families feel welcomed and respected at the school/center Families support their child's learning and development at home
Involve a family representative on district/school/community program leadership teams	District and school administrators & staff Early Childhood Program Directors & staff Community partner administrators & staff	<ul style="list-style-type: none"> Families feel welcomed and respected at the school/center/programs Districts/schools/centers/community programs recognize family engagement as important and valued in the decision-making processes Districts/schools/centers/programs better meet the needs of children and families
Hold information events about Kindergarten registration and readiness, including screenings and registration	District and school administrators & staff	<ul style="list-style-type: none"> Families feel welcomed and respected at the school/center Increased number of families register children up for Kindergarten Increased number of children are screened
Designate a senior-level position responsible for family engagement, or add it to a senior-level administrator's job responsibilities (e.g., district administrator)	District and school administrators & staff Early Childhood Program Directors & staff	<ul style="list-style-type: none"> Increased number of resources are available to families Easier access to resources for children and families Increased number of families come into to the school/center to access resources Families feel welcomed and respected at the school/center Families support their child's learning and development at home Families improve their career and education skills Families are able to meet their various needs
Staff (teachers and leaders) are held accountable for family engagement strategies (e.g., performance evaluations)	District and school administrators & staff Early Childhood Program Directors & staff Community partner administrators & staff	<ul style="list-style-type: none"> Families feel welcomed and respected at the school/center Increased number of families support their child's learning and development at home

Resources:

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