

Family Engagement Toolkit



Overview

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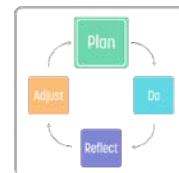
Family Engagement Toolkit

Continuous Improvement through an Equity Lens



California Department of Education





Authors

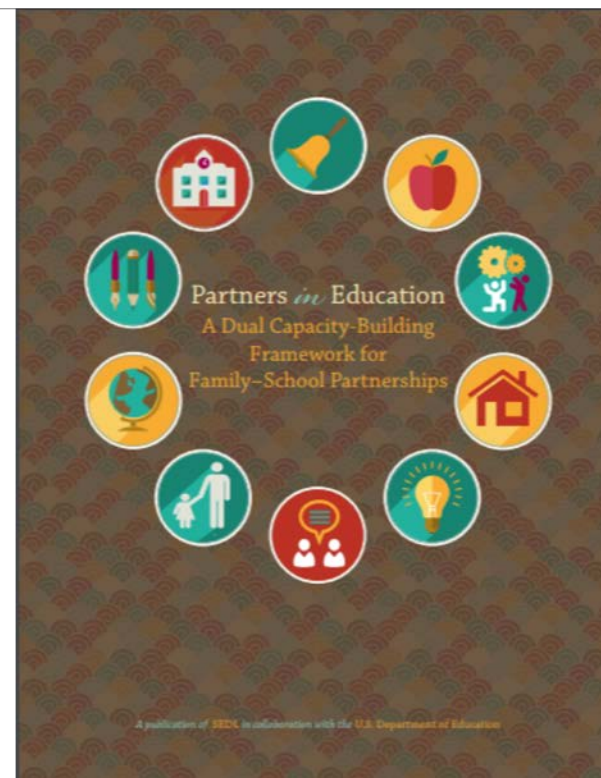
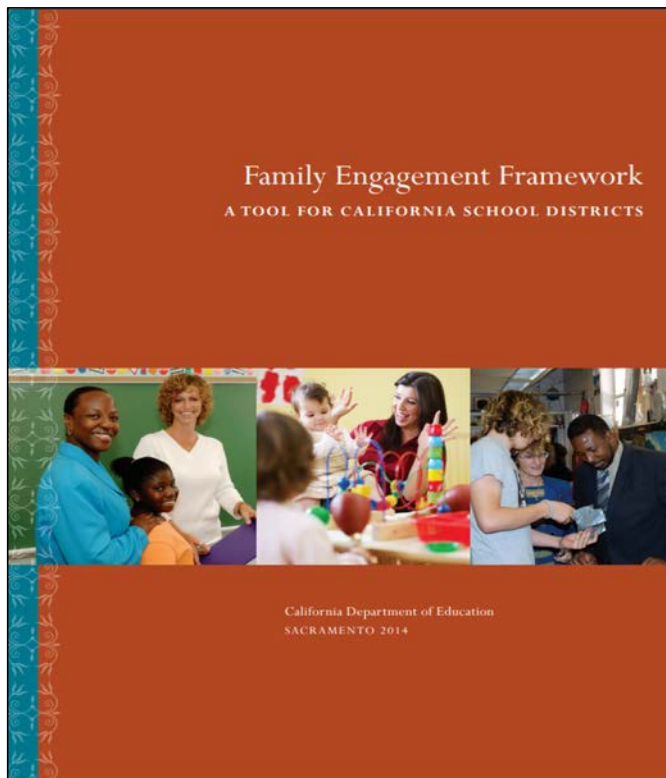
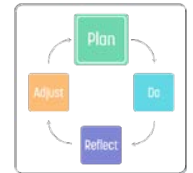
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History



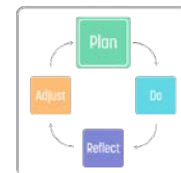


History

- Local Control Funding Formula
 - Stakeholder Engagement
 - Priority 3
 - Address Priority 3 within the Local Control and Accountability Plan (LCAP)
 - Dashboard
 - Local Indicators



History



Recognition of family engagement





Development of the Toolkit





Grounded in Research

The Family Engagement Toolkit is:

- Aligned to the Dual Capacity Building Framework (2013); and
- Grounded in the work of family engagement scholars and researchers from Johns Hopkins University, Harvard Graduate School of Education, and the Annenberg Institute for School Reform at Brown University.



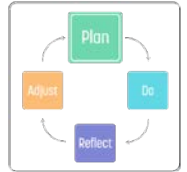


Unique Aspects of the Toolkit

The Toolkit:

- Addresses the importance of integrating family engagement with each district's student learning goals
- Includes an explicit commitment to equity in every phase of family engagement
- Uses the Dual Capacity Building Framework in planning and implementation of family engagement
- Focuses on the role of the district and the district coordinator in leading a process of continuous improvement at schools across the district



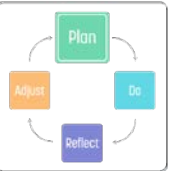


Contents of Toolkit

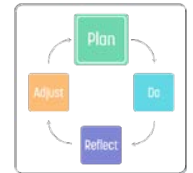
- Overview
- Effective Family Engagement
- **Laying the Foundation**
- **Getting Started**
- **Process of Continuous Improvement**
- Conclusion
- Appendix A: Development of Toolkit & Key Themes from Literature on Family Engagement
- Appendix B: Resources
- Appendix C: Examples of Tools from a Fictitious District
- Appendix D: Methods of Collecting Information
- References



Laying the Foundation	Getting Started	Process of Continuous Improvement
Pages 1-10	Pages 14-30	Pages 20-35
Tools 1 and 2	Tools 3 and 4	Tools 5 through 10
Editable templates	Editable Templates	Editable Templates
Examples of tools 1 and 2 from fictitious districts	Examples of tools 3 and 4 from fictitious districts	Examples of tools 5 through 10 from fictitious districts



Icons



The Toolkit includes icons to identify the critical dimensions and important elements in each section:

-  Trusting relationships
-  Connect to learning
-  Key questions
-  Equity questions
-  Tools



Current Levels of Trusting Relationships Between Educators and Families



We suggest gathering data both from educators and families to determine the current level of trusting relationships between educators and families. See the guidance on asking educators about their beliefs in "Family Engagement," p. 11.)



Key questions to ask educators:

- How well do you know your students' families?
- What are your beliefs about engaging families?
- How confident are you in reaching out to all families?
- Would you benefit from structured practice in getting input from families about their children's learning?



Key questions to ask families:

- Do you feel welcome at your child's school?
- Do you feel comfortable talking with your child's teacher?
- Do you feel respected by educators at your child's school?

Your district may already collect some of this information or all of these questions to existing data-collection tools. See the guidance on "How to Gather This Data and Information on Survey Results and Evidence," below.



Tool 3 can help you organize data-gathering about trusting relationships between educators and families. Use the evidence already gathered, identify additional evidence, and determine next steps for gathering that evidence. Once the team has gathered the evidence, they can draw from it to identify needs; there is a place of evidence in the continuous improvement process. An example of data from a fictitious district is available in appendix companion Word document, *Family Engagement Tool 3*.

Tool 3: Identify Current Levels of Trust Between Educators and Families

Purpose: Gather evidence of, and reflect on, the degree of trust between educators and families in the district and schools.

Instructions

Ask the family engagement team to reflect on the two questions in the left-hand column of the table below and to identify existing evidence that helps to answer each question. If your team has very limited evidence about the current situation, discuss evidence you might gather that will help to answer each question. Reach agreement on what additional evidence to gather and on next steps for gathering it. Be as specific as possible about next steps (i.e., who will do what, by when). As you review the evidence you have, use the right-hand column to note any needs you may want to address when you start the plan phase of the continuous improvement process.

Questions to Consider	Evidence We Have	Additional Evidence to Gather
How welcome do our families feel at our school/district?		
Are there differences between different groups of families, by grade levels or schools?		

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Questions to Consider	Evidence We Have	Additional Evidence to Gather	Next Steps for Gathering the Evidence	Identified Needs (to be completed after reviewing evidence)
How welcome do our families feel at our school/district?	Climate survey data indicate that overall, 65% of families feel welcome at school. Disaggregated data indicate differences between subgroups (e.g., Latino and White families feel more welcome than African American families).	Reasons that some families feel more welcome than others.	Family liaison will conduct focus groups with diverse groups of families to learn about reasons some families feel more welcome than others.	Increase efforts to ensure all families, in particular African American families, feel welcome at school.
Are there differences between different groups of families, by grade levels or schools?	A walk-through conducted by the family engagement team identified a lack of diversity in the photos and posters on the bulletin boards.	Teacher experiences of their efforts to build trusting relationships with families.	Principal or school leadership team will ask teachers at faculty meetings about their experiences of building relationships with families.	Action for upcoming school year: Improve diversity of families in photos and posters, on web pages, bulletin boards, and flyers.



Family Engagement Toolkit

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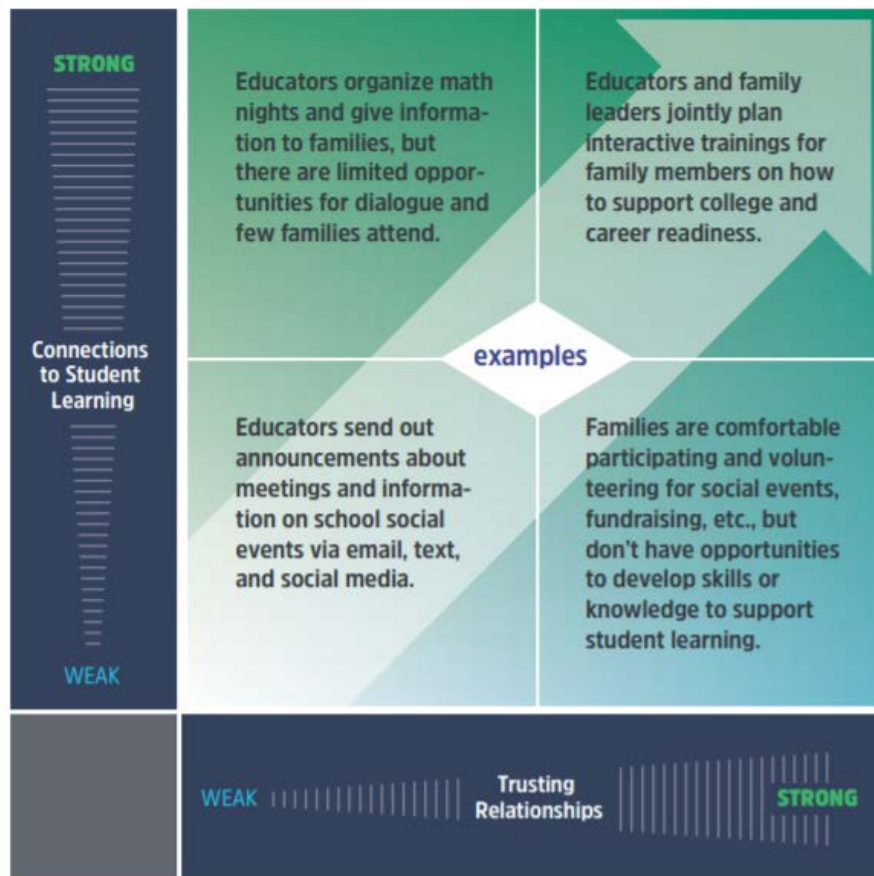
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The Two Critical Dimensions of Effective Family Engagement



FIGURE 1: Family Engagement Matrix



Two Critical Dimensions

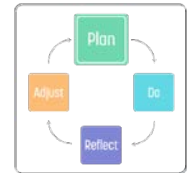
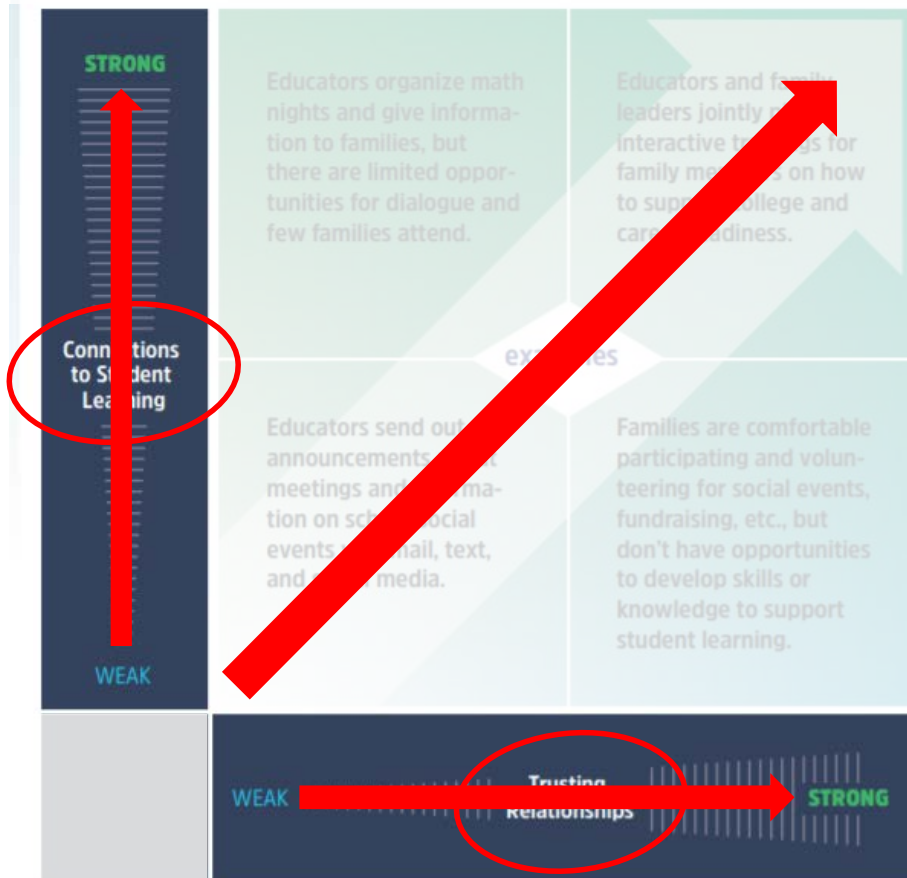
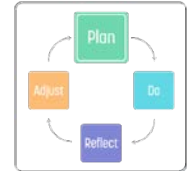


FIGURE 1: Family Engagement Matrix



Two Critical Dimensions

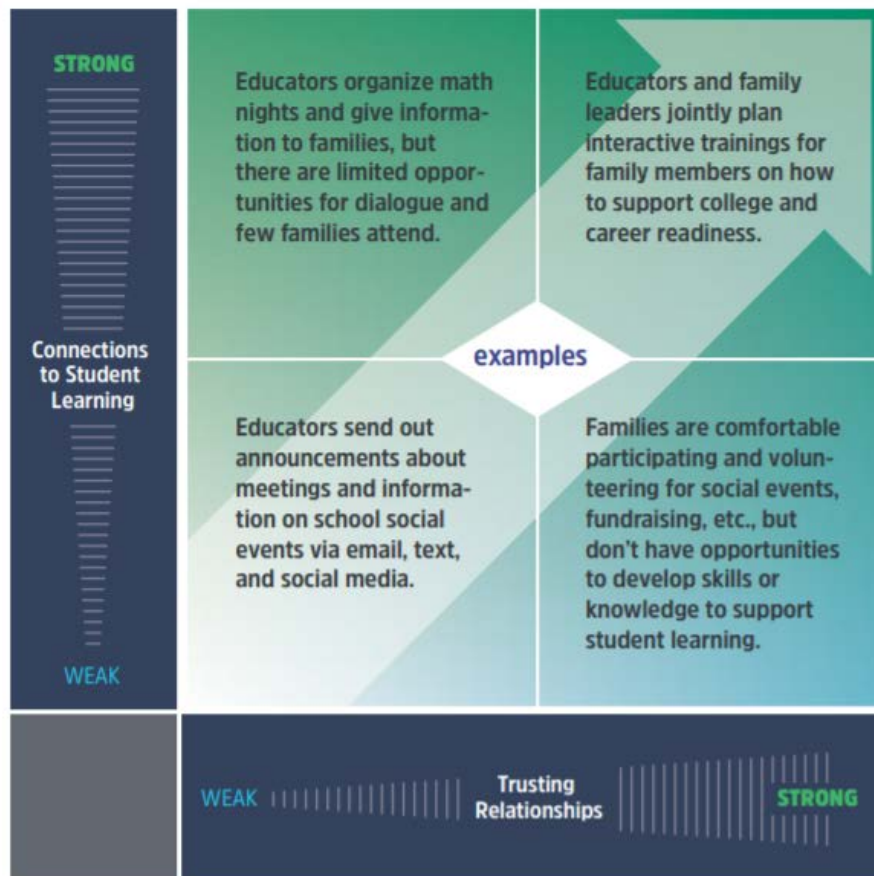


**Dimension 1:
Connections to
Student Learning**

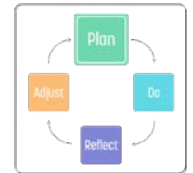
**Dimension 2:
Trusting
Relationships**

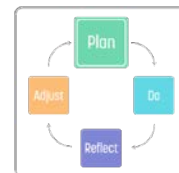


FIGURE 1: Family Engagement Matrix



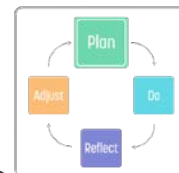
Two Critical Dimensions



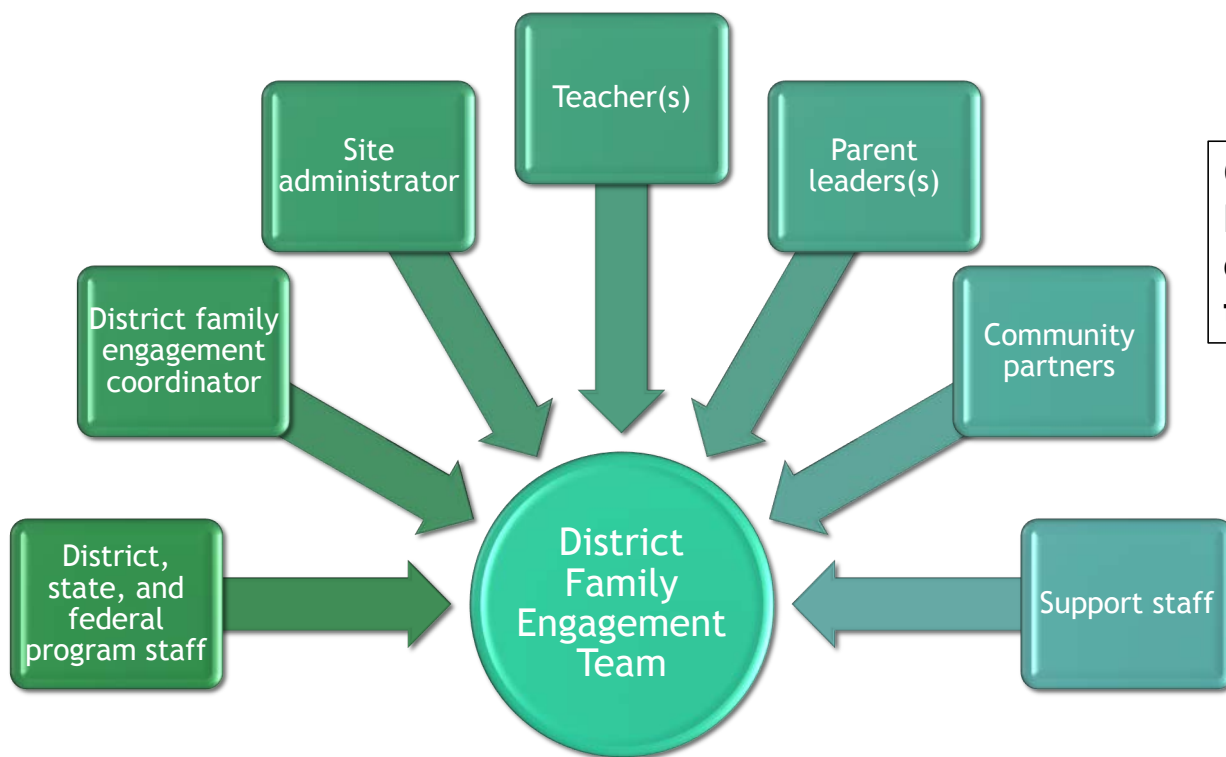


Laying the Foundation



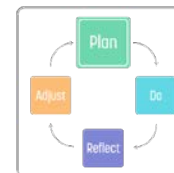


Establish a District Family Engagement Team



Considering the local context, who else needs to be at the table?





Assessing the Situation

Key Questions, Tools, and Examples for evaluating the current levels of trusting relationships between educators and families (Tool 3)

Current Levels of Trusting Relationships

We suggest gathering the current level of trusting relationships between educators and families. See the guidance on asking questions in the Family Engagement Toolkit.

Key questions to consider:

- How well do you know your families?
- What are your beliefs about families?
- How confident are you about your families?
- Would you benefit from getting input from your families?

Key questions to consider:

- Do you feel welcomed by your families?
- Do you feel comfortable with your families?
- Do you feel respected by your families?

Tool 3: Identify Current Levels of Trust Between Educators and Families

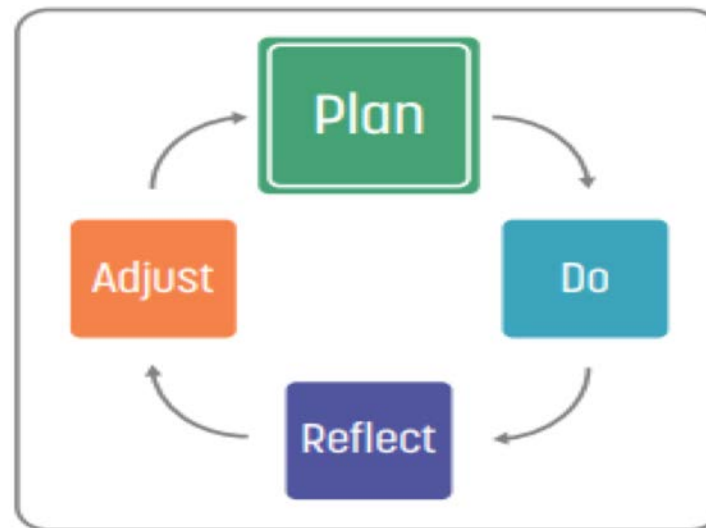
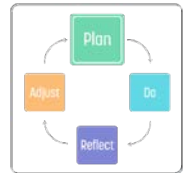
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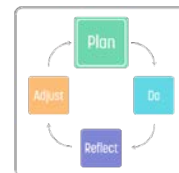


Engage in a PDRA Cycle

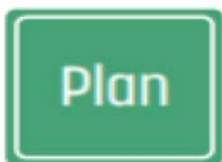


This should sound familiar...



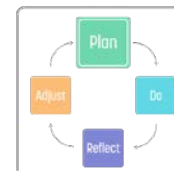


Planning



- Define your objectives
 - What do educators need to *know*?
 - What do educators need to *be able to do*?
 - What do family members need to *know*?
 - What do family members need to *be able to do*?
- Design activities to accomplish your objectives
- Identify progress indicators that will tell you if the activities are happening and how effective they are





Do / Implement



- Develop and implement an action plan (Tool 8) →
- Develop and implement a communication plan (Tool 9) ↙

Audience	Key Information	Feedback to Solicit	Best Communications Method	Timeline	Person Responsible

Task	Who Is responsible	Materials needed	Task Completion Timeline
Consult with parent leaders from diverse communities about supports for and barriers to increasing attendance and document responses	Family Engagement Coordinator	District hand-out about attendance information-gathering tool	3-4 months before event
Convene a focus group of parents to discuss how to present attendance data to families	Family Engagement Coordinator	Recent attendance reports by grade level and by subgroup	2-3 months before event
Get parent input on best date, time & location of forums	Family Engagement Coordinator	Guiding questions Response-gathering tool	2-3 months before event
Prepare data tables in easily accessible format	Director of Assessment or Research	Recent attendance reports by grade level and by subgroup	4 weeks prior to the event
Recruit parent leaders to reach out to families about attending forum	Site liaisons	Contact information Communication log	4 weeks prior to the event
Coordinate with site liaisons to reach out to families	District Family Engagement Coordinator	Flyer or messages for event	4 weeks prior to event
Plan agenda to include opportunities for two-way dialogue about attendance between educators and families	Family Engagement Coordinator	Detailed facilitator's agenda	2 weeks prior to event
Prepare short surveys to determine understanding before and after forums and get feedback	Family Engagement Coordinator with Assessment/Research Department	Surveys	2 weeks prior to event
Recruit teams to set-up and clean-up for forums	Family Engagement Coordinator	List of set-up & clean-up tasks & event schedule	2 weeks prior to event





Reflect

Reflect

- Progress checks: How are we doing?
 - Are the planned activities being implemented?
 - Are they being implemented as envisioned?
 - If the activities are not being implemented, why not?
 - How effective are the activities that have been implemented?
- End-of-year evaluation: How did we do?
 - Did we do the activities we planned?
 - If the activities did not have the desired outcomes, what got in the way?
 - What are some indications that family engagement activities may be contributing to improved student learning?
- Share reflection data with families and the school community





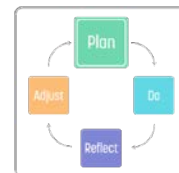
Adjust

Adjust

- What do we need to do based on what we have learned (Tool 10)?
 - Do we need to change the objectives to better align with the district's goals?
 - Should we continue the same activities?
 - If we continue, how can we make them more effective?
 - What other activities should we substitute or add?

It kind of reminds you of the LCAP, doesn't it?



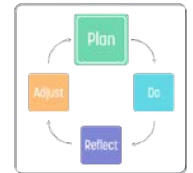


Family Engagement Toolkit

- The Family Engagement Toolkit is available at <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
- The Family Engagement Toolkit Tools are available at <https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>



Questions or Comments?



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