

OKLAHOMA STATE DEPARTMENT OF EDUCATION

# FAMILY ENGAGEMENT FRAMEWORK



OKLAHOMA  
Education



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# Family Engagement Framework Introduction

Oklahomans are known for their innovative, can-do spirit. That resolve is reflected in how Oklahoma schools rise to the occasion to support families and students. While there is no one-size-fits-all approach for educating a child, there is one essential - Family Engagement.

At the heart of family engagement is a focus on the inclusion of all families as equal partners in their children's learning.

**We believe** family engagement should be designed to remove barriers, improve access and opportunities, and improve knowledge and skills so that all families can be partners in the education of their children.

**We believe** all families have hopes and dreams for their children and want the best for them.

**We believe** all students can grow and all schools can improve.

These values and beliefs are supported by years of research and growing calls for increased family engagement. "Over 50 years of research links the various roles that families play in a child's education – as supporters of learning, encouragers of grit and determination, models of lifelong learning, and advocates of proper programming and placements for their child – with indicators of student achievement including student grades, achievement test scores, lower dropout rates, students' sense of personal competence and efficacy for learning, and students' beliefs about the importance of education" (Mapp and Kuttner, 2013).

Based on these beliefs and current research, a team of Oklahomans developed four pathways to guide the work of family engagement to build strong family, school, and community partners.

## What are Oklahoma's pathways for family engagement?

**Strengthen Relationships:** Establish more effective personalized, two-way communication between schools and families that builds mutual trust and respect, reflects families' preferences, and provides families an authentic sense of engagement in their children's learning.



**Build Leadership:** Expand the awareness, skills, abilities, and confidence of families, schools, and communities to effectively support student learning at school, at home, and in the community.



**Focus on Learning:** Connect to all families' interests, identities, and home lives to provide meaningful experiences that support student learning outcomes.



**Connect Communities:** Create strong connections among families, schools, tribal nations, and the greater community that are compassionate, culturally sensitive, and designed to meet the needs of the whole child in support of lifelong learning.



## Our Call to Action

A framework is an essential support structure, an organizing tool to build upon. It brings research and local experience together to create a vision for family engagement. This framework invites families, schools, and communities to partner to support student learning.

### The Family Engagement Framework is...



a call to action



a vision for family engagement



a collection of research and evidence-based strategies that support family engagement

### Written for...



Families



Schools



Communities

### Making Possible...

Effective partnerships that support student learning and school improvement

### The Framework is a tool intended to:

- Emphasize the importance of family engagement as a core and foundational component of education
- Establish a common definition for family engagement across Oklahoma
- Encourage districts, schools, and partners to assess current beliefs and practices
- Support districts, schools, tribal nations, and communities as they think about what is needed to put effective partnerships in place
- Help every district, school, and community in Oklahoma determine where they are and move forward in a meaningful way

This Oklahoma framework has been influenced by state level data, existing research, and best practices including The Dual Capacity-Building Framework for Family-School Partnerships. It was developed by the Oklahoma State Department of Education (OSDE) Family and Community Engagement Workgroup with support from the Council of Chief State School Officers (CCSSO) and the National Association for Family, School, and Community Engagement (NAFSCE).



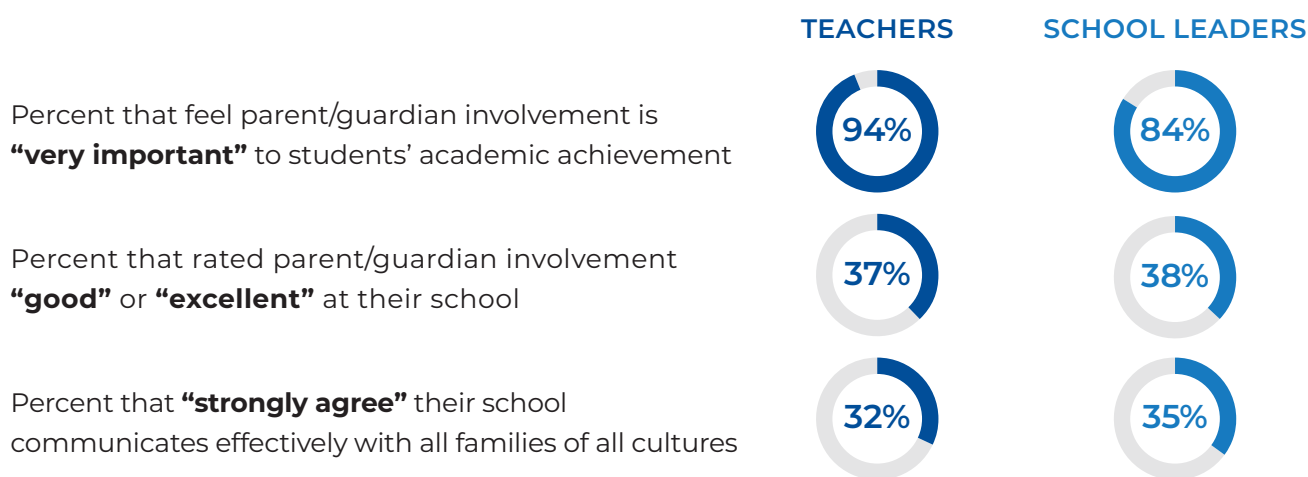
## Defining Family Engagement

Experience and knowledge of family engagement differs from person to person, school to school, and community to community. A team of Oklahomans worked together to establish a unifying, statewide definition. This definition is intended to create a common language to guide discussion around family engagement and the use of this framework.

**Family and Community Engagement is a shared responsibility among families, schools, and communities to build relationships that support a child’s learning and growth from birth through college and career.**

- Family is a group of persons dedicated to the well-being of a child(ren) and may include parents, grandparents, extended family members, caregivers, or any responsible individual.
- Schools are a group of persons inclusive of all staff within a school and district.
- Community is a group of people who share common attitudes, interests, goals, or geographic area.
- Relationships are the meaningful, equitable, and culturally responsive interactions among families, educators, and community partners that provide opportunities to listen to, work with, and learn from each other as full and equal partners.

## Oklahoma Teachers and School Leaders Feel Family Engagement is Important



*Oklahoma Teacher and School Leader Survey Results  
2018 RAND American Educator Panels*

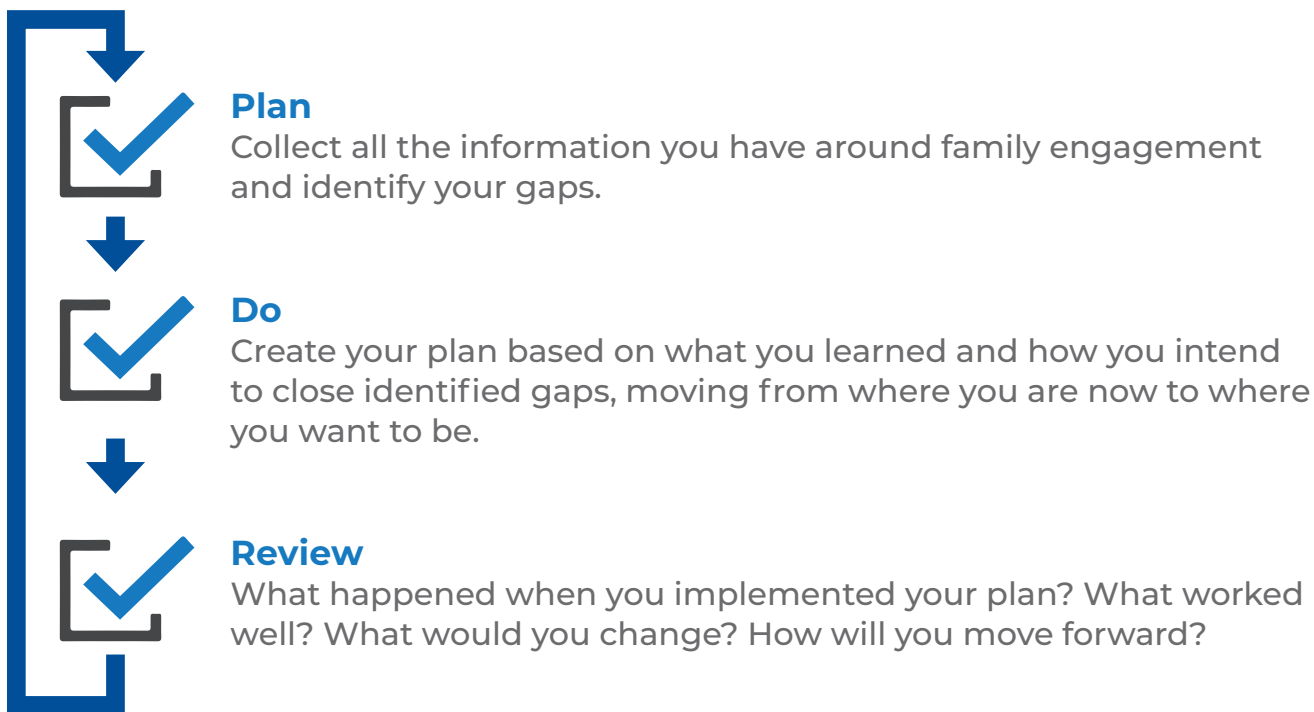
# Continuous Improvement Journey

How do we begin this work? By understanding the importance of determining where you are and making improvement along the way.

First, you will **plan**. This is the discovery process. In this phase, you will collect all the information you have around family engagement and identify gaps. This process typically happens at the district, school, and community level to determine needs.

Next, you will **do** – it's time to get moving. You will create your plan based on where you are now and where you want to be, working to close identified gaps. The four essential pathways – **Strengthen Relationships, Build Leadership, Focus on Learning, Connect Communities** – provide guiding questions to help you ensure family engagement efforts are on track.

Finally, you will **review**. What happened when you implemented your plan? What worked well? What would you change? How will you move forward? The following pages move you through the continuous improvement process to engage every family.



*Family engagement is a journey, not a destination.*

Julian Guerrero Jr.  
Director of the Office of Indian Education  
United States Department of Education

## Continuous Improvement Journey: Plan

### Reflect on Oklahoma's four pathways for family engagement - Strengthen Relationships, Build Leadership, Focus on Learning, Connect Communities - and create your team.

- Who in your organization is best suited to lead/shepherd/guide your team through the family engagement framework? Who has a passion for this kind of collaborative work? What support and resources can be supplied to ensure success?
- How will you ensure families on your team reflect the diversity within the community? Is your team reflective of the demographics of the student body? Does your team include voices outside the field of education (e.g., city and tribal leaders and community and faith-based organizations)?

### Think about the culture of your organization – the collective beliefs, values, assumptions, and attitudes of the people in the organization.

- What are the characteristics of your culture that impact (both encourage and/or discourage) family engagement?
- How are your core beliefs represented in how you engage families in the academic lives of their children?
- How does your organization ensure that your culture supports the idea of engaging every family?

### Bring together key policies and plans, including resources, tools, data, and information from your organization (e.g., Federal Programs, Special Education Services, Curriculum and Instruction, 21st Century Community Learning Centers (CCLC) or other grants).

- To what degree is family engagement reflected in key policies and/or plans?
- How are you ensuring your family engagement strategies align to your policies and plans?
- How can you demonstrate your written policies and/or plans include all families?
- Have you considered what family resources local tribal nations might be able to provide to your district? Does your district plan to connect with local tribal nations within 50 miles radius of your district boundaries?
- Do you have evidence or are you measuring how family engagement strategies are leading to better student performance outcomes? If yes, how?
- In what ways do you give families opportunities to provide feedback about learning, school operation, and school governance?

## Continuous Improvement Journey: Do

- How will you develop, implement, and evaluate a family engagement plan that is inclusive of all families?
- How will families be engaged in the process of moving your organization toward desired outcomes? What role will families play in the development, implementation, and evaluation of your plan?
- After review, are there new or different ways in which families can be engaged in this process?
- How will your plan support the professional development and technical assistance needs for both staff and families that is focused on building a shared responsibility among families, schools, and communities to support learning in the four pathways – Strengthen Relationships, Build Leadership, Focus on Learning, Connect Communities?

## Continuous Improvement Journey: Review

- What happened when you implemented your plan?
- Is there evidence or data to show improvement or impact?
- What should you start, stop, or continue to do?
- What are your next steps? Who needs to be engaged? What resources do you need to ensure success?

There are several nationally recognized resources that could be helpful as you develop your family engagement plan. The authors of these books are leaders in the field of family, school, and community partnerships. They provide real-world examples, tools, and resources to examine your beliefs, values, assumptions, attitudes, policies, plan, and implementation.

- *Powerful Partnerships: A Teacher's Guide to Engaging Families for Student Success* (Mapp et al., 2017)
- *Engage Every Family: Five Simple Principles* (Constantino, 2016)
- *School, Family, and Community Partnerships: Your Handbook for Action Third Edition* (Epstein et al., 2009)
- *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (Henderson et al., 2007)

***Family engagement is not an initiative, it's a culture - a belief system. It is never about doing more but about doing what we already do - only differently.***

Dr. Steven Constantino





## Strengthen Relationships

Establish more effective personalized, two-way communication between schools and families that builds mutual trust and respect, reflects families' preferences, and provides families an authentic sense of engagement in their children's learning. Relationships should be individualized and inclusive of all families.

### PLAN

- ☑ Now that you have identified Strengthen Relationships as a priority pathway through the continuous improvement process (page 7), your next step will be to guide your team through the Do and Review steps.

### DO

- ☑ How many different types of communication (e.g., email, newsletters, home visits, text) do you use in your organization to engage with families? What types of communication are most accessible and best engage families (which may include parents, grandparents, extended family members, caregivers, or other responsible individuals)? Have you surveyed families to ask methods of communication that work best for them?
- ☑ How does each type of communication support and influence students' academic progress?
- ☑ Consider your current two-way communication practices. Are they characterized by mutual respect, careful listening, and timely school responses to family questions, ideas, suggestions, and concerns? What practices and tools should you put in place to create authentic, two-way communication to listen to families' hopes and concerns for their children's learning and their feedback on experiences?
- ☑ Are there ample opportunities for teachers and school leaders to "receive" communication as much as they "give" communication?
- ☑ How will you focus on physical and emotional well-being of families? How will you support families in meeting critical basic needs to ensure their children can effectively engage in learning?
- ☑ How will you include key tribal contacts such as a tribal education director or tribal social services director? Do you know how to find these contacts?
- ☑ What resources and tools will your team need to be successful in strengthening relationships with families?

### REVIEW

- ☑ What happened when you implemented your plan?
- ☑ Is there evidence or data to show improvement or impact?
- ☑ What should you start, stop, or continue to do?
- ☑ What are your next steps? Who needs to be engaged? What resources do you need to ensure success?

## Know the Facts

### Communication with Families



of families find text messages and phone calls most effective

#### TEXTS



#### CALLS



percent of the time schools use these methods of outreach

LEARNING HEROES: Parents 2020

## From Vision to Practice

Effective communication with families strengthens relationships. Ways to “receive” communication as much as we “give” communication include:

- Welcome Phone Calls
- Neighborhood Walks as Welcome Visits
- Interactive Homework
- Student-led Conferences
- Family Advisory Groups
- Family Surveys

*Family Engagement is relationship focused - people focused. It is not a program, activity or event. The work of family engagement is ongoing, dynamic and inclusive of all families.*

## Build Leadership

Expand the awareness, skills, abilities, and confidence of families, schools, and communities to effectively support student learning at school, at home, and in the community. When everyone's skills grow, it makes a collective impact that enables everyone to understand “the why” and the importance of joint decision-making.

### PLAN

- ✓ Now that you have identified Build Leadership as a priority pathway through the continuous improvement process (page 7), your next step will be to guide your team through the Do and Review steps.

### DO

- ✓ How will you support all staff (e.g., professional development, scheduling, resources) in building their awareness, skills, abilities, and confidence to understand the importance of family engagement? How will you work with families to build trusting and meaningful relationships to support their children's learning?
- ✓ At all levels of your organization, how will your family engagement plan encourage joint decision-making, student and family voice and choice?
- ✓ How can you help families become more engaged in their children's learning so that their knowledge base grows for helping their children learn? Are families understanding “the why” behind learning assignments?
- ✓ How will your plan help families build confidence to engage in their children's learning experiences at school and at home?
- ✓ How will you identify potential challenges families may face (e.g., technology, supplies, time) and what each family has contributed or has to offer (e.g., interests, skills, strengths) in supporting their child's learning?
- ✓ What family leadership opportunities exist within your district, school, or organization? What specific efforts have focused on building their leadership skills?
- ✓ What family afterschool tribal programs exist within your district? Are you aware of any tribal community centers that have community meetings?
- ✓ What resources and tools will your team need to be successful to build leadership?

### REVIEW

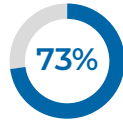
- ✓ What happened when you implemented your plan?
- ✓ Is there evidence or data to show improvement or impact?
- ✓ What should you start, stop, or continue to do?
- ✓ What are your next steps? Who needs to be engaged? What resources do you need to ensure success?

## Know the Facts

### Families are activated to Redefine Relationships Between Schools and Homes



of families are **very/somewhat likely** to develop a stronger relationship with their child's teacher(s) than they have in the past



of families are **very/somewhat likely** to get a better understanding of what their child is expected to learn at his/her grade level

LEARNING HEROES: Parents 2020

## From Vision to Practice

In *Powerful Partnerships*, interactive learning is described as an important component to build leadership. “Adults learn by doing. In fact, active learning is even more important for adults than for children! To master any skill, we all need a chance to practice it; thus, our family engagement events should be interactive (and fun!)” (Mapp et. al., 2017). School staff and families need opportunities to practice, get support, and discuss activities to eliminate confusion about what to do.

*Parents have tremendous capacity and knowledge that can contribute to their child’s learning and growth...The tools you may have in your kit as a teacher are different from the tools your families possess, but by sharing them we cultivate a wonderful system of support for the child.*

*Powerful Partnerships*

Karen Mapp, Ilene Carver, and Jessica Lander



## Focus on Learning

Connect to all families' interests, identities, and home lives to provide meaningful experiences that support student learning outcomes. All families need an accurate picture of their children's learning.

### PLAN

- Now that you have identified Focus on Learning as a priority pathway through the continuous improvement process (page 7), your next step will be to guide your team through the Do and Review steps.

### DO

- Describe how you will create opportunities for all families to take an active role in learning.
- How will you respond to student and family questions or concerns about learning? How will you celebrate and validate the contributions of families?
- What opportunities will you give students to share how they want teachers and families to continue to support their learning?
- How will family skills and knowledge be used to support student learning?
- How will activities with families support and align with district goals for student learning?
- How will you build learning opportunities that are meaningful and relevant to students and families, and that include different cultures, traditions, and learning needs?
- How will you connect families and students to their peers to create interactive, collaborative learning communities or to provide continuous support, encouragement, and resources?
- How will you leverage existing American Indian education services within your district to develop professional and educational learning content to support family engagement?
- What resources and tools will your team need to be successful to focus on learning?

### REVIEW

- What happened when you implemented your plan?
- Is there evidence or data to show improvement or impact?
- What should you start, stop, or continue to do?
- What are your next steps? Who needs to be engaged? What resources do you need to ensure success?



## Know the Facts

### Families Deserve an Accurate Picture

#### PERCEPTION



Parents reporting their children are **at/above grade level** in reading and math

#### REALITY



Children that are **at/above grade level** in reading and math (2019 NAEP)

*LEARNING HEROES: Parents 2020*

## From Vision to Practice

In her book *School, Family, and Community Partnerships*, Dr. Joyce L. Epstein shares with us that **interactive homework** is an effective practice to engage families in student learning activities that are meaningful, relevant, and support learning goals. It enables teachers to design and use homework assignments to connect school and home through curriculum-related activities. Students are guided to conduct activities and positive conversations with a parent or family partner. Families comment on their interactions with their children and ask questions of teachers in a section for home-to-school communications. Homework becomes a three-way partnership of students, teachers, and families (Epstein et al., 2009).

*As a teacher, you have to believe that no matter your families' race, ethnicity, socioeconomic background and circumstances, home language, and education background, that they can, especially with your willing support, enhance their already existing ability to encourage and foster their children's learning.*

*Powerful Partnerships*  
Karen Mapp, Ilene Carver, and Jessica Lander

## Connect Communities

Create strong connections among families, schools, tribal nations, and the greater community that are compassionate, culturally sensitive, and designed to meet the needs of the whole child in support of lifelong learning. Meaningful connections reflect diversity within the community.

### PLAN

- Now that you have identified Connect Communities as a priority pathway through the continuous improvement process (page 7), your next step will be to guide your team through the Do and Review steps.

### DO

- How will you encourage local nonprofits and organizations to help all students and families, especially those that may be vulnerable, to meet their basic needs (e.g., food, clothing, housing, child supervision, medical services, and other resources)?
- How can you build a stronger sense of community among students and families within your district, schools, and classrooms?
- How will you identify local resources that can be used to support students who need extra learning support outside the school day (e.g., summer learning, afterschool programming, childcare)?
- How will you work with tribal and community partners to make sure families have access to essential resources (e.g., technology, internet access, educational supplies)?
- What resources and tools will your team need to be successful to connect communities?

### REVIEW

- What happened when you implemented your plan?
- Is there evidence or data to show improvement or impact?
- What should you start, stop, or continue to do?
- What are your next steps? Who needs to be engaged?
- What resources do you need to ensure success?

## Know the Facts

### Setting Goals Together



Oklahoma school leaders who **strongly agree** that families and other community members are actively involved in setting goals and strategies for educational improvement in the district.

*Oklahoma School Leader Survey Results  
2018 RAND*

### From Vision to Practice

In *Engage Every Family*, Dr. Steven Constantino shares the importance of recognizing the strengths and talents that exist in the communities that influence student learning and development and encourages schools to use these to strengthen and support students and their families.

- Partnerships are made with individuals and organizations in work and community places to take on mentoring roles within student internship and work placement programs. The partnerships also have a role to play within other activities, such as community-based learning projects, guest speaker programs, job shadows, apprenticeship opportunities, and tutors.
- Partnerships are made with other learning institutions – other schools, technical colleges, universities, and other training providers in order for students to pursue learning opportunities, build their skills, and achieve learning credentials.
- Opportunities evolve from the school for creating and implementing adult-learning and community development courses to be run within the school building.

*Engage Every Family  
Dr. Steven Constantino*

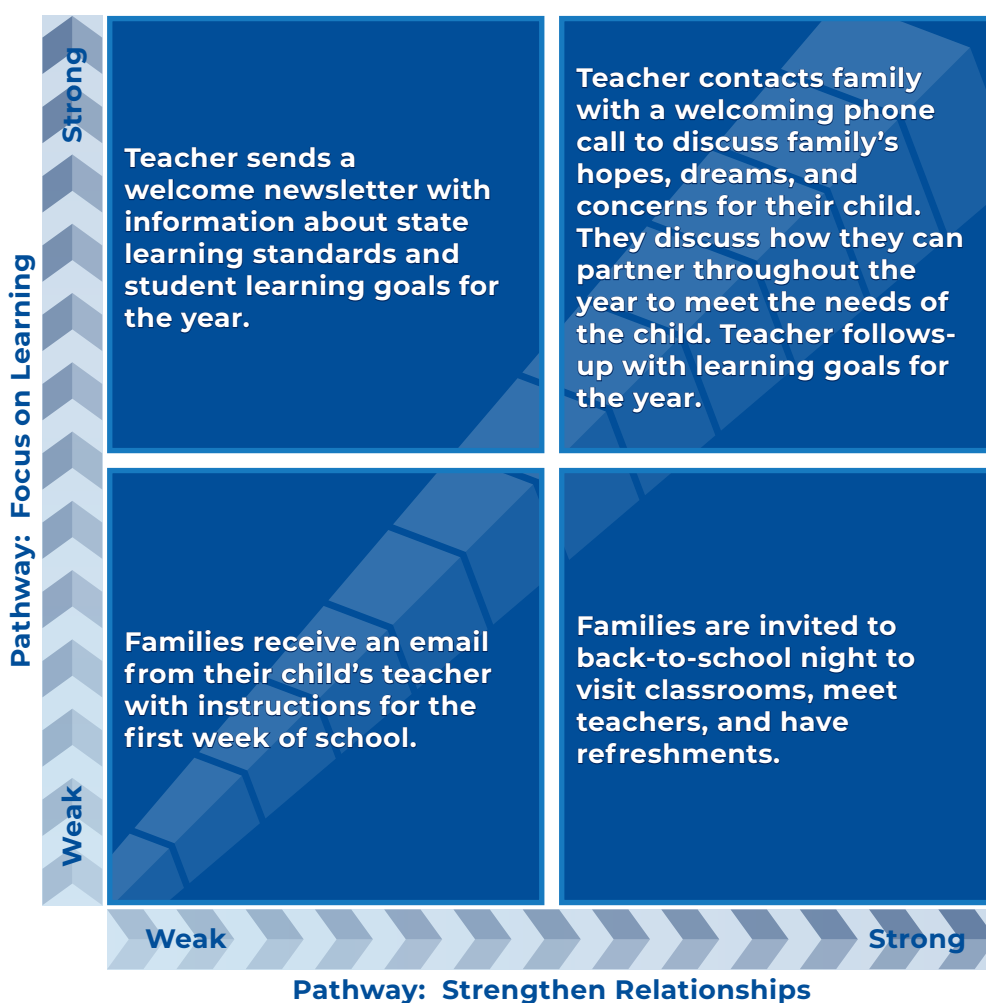
***Partnerships are not hard work, but heart work. Not more work, but the work. Not harder work, but smarter work to mobilize all available resources that will contribute to student success.***

Dr. Joyce L. Epstein and Associates

## Reviewing Our Practices

Taking this framework from vision to practice involves reviewing your current practices using the four pathways. Use the family engagement tool below to review current practices and determine their impact.

- 1 Take two pathways identified as priorities during the Plan phase of your continuous improvement process. Place them on the tool (e.g., The pathways being reviewed in the example are focus on learning and strengthen relationships).
- 2 Choose a current family engagement practice (strategy, activity, program, etc.) and ask your team to determine its strengths or weaknesses (e.g., The practice being reviewed in the example is communicating with families at the start of a new school year).
- 3 Ask your team to determine if your current practice is weak (low-impact) or strong (high-impact). Based on each pathway's checklist, consider what you should start, stop, or continue to do.



*\*Tool adapted from the Family Engagement Toolkit: Continuous Improvement through an Equity Lens by the California Department of Education*

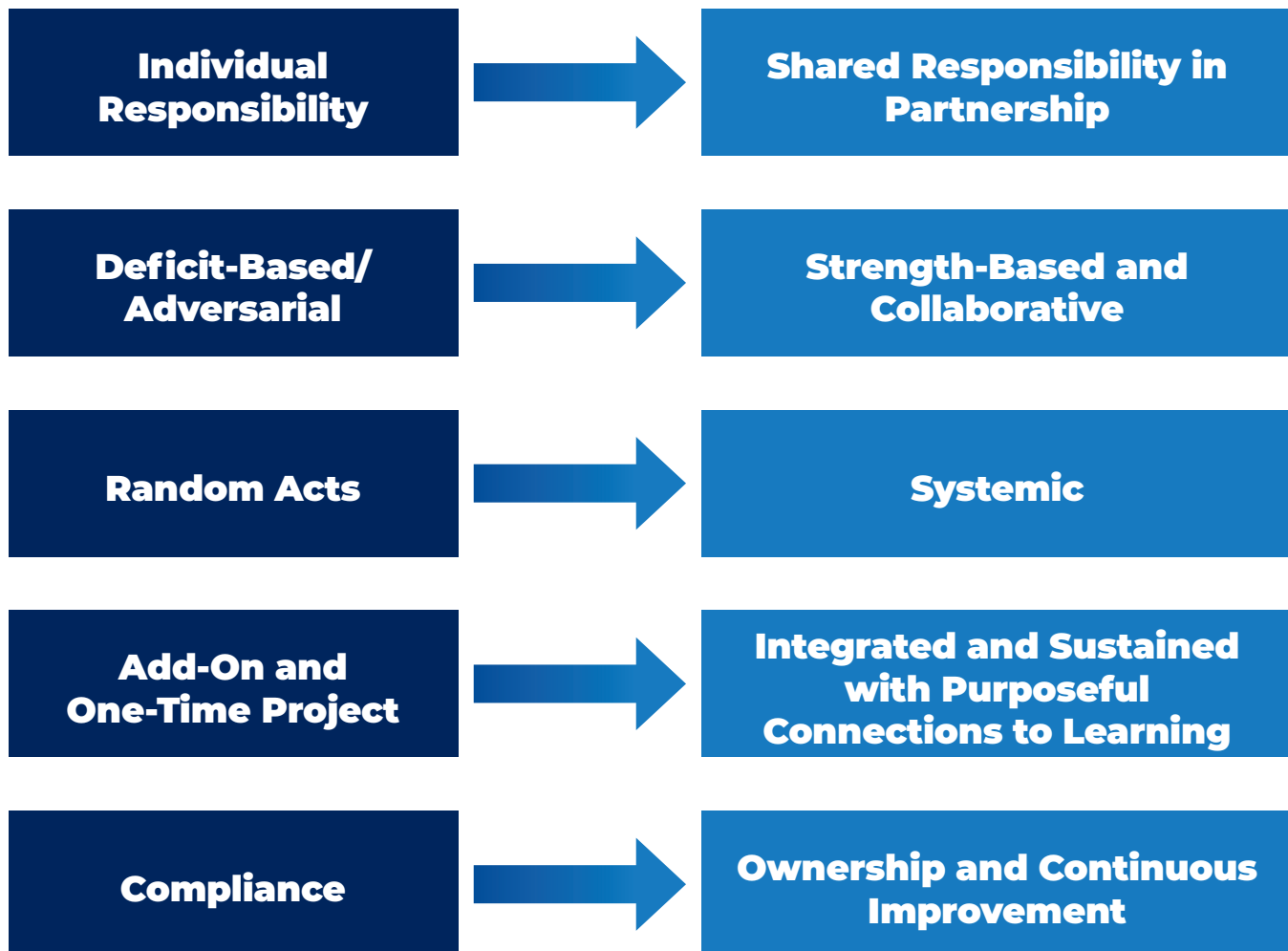
## Invitation to Join the Work

Your journey to engage every family starts with common beliefs and values – a shared vision. As you move from vision to practice with the four pathways, there will be a shift from family involvement to family engagement.

Family engagement is not complicated. It's simple. But, it's not always easy. We invite creativity and flexibility in the use of strategies to engage all families. Your story will be unique to your classroom, school, district, and community.

We invite everyone who is interested in promoting meaningful partnerships with families to join this work. Together, we can make sure all families are engaged and supported partners in their children's learning.

## Moving From Involvement to Engagement



\* Mapp, K. 2009. *Setting the Stage: Reframing Family and Community Engagement*. National Policy Forum for Family, School, Community Engagement.



## References

**Excerpts from these documents and resources were used and/or modified to create this framework.**

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This framework has been developed with support from the Council of Chief State School Officers (CCSSO) and the National Association for Family, School, and Community Engagement (NAFSCE).

A special thanks extends to multiple states for their family engagement frameworks and resources which served as examples.

- Colorado (<http://www.cde.state.co.us/uip/familyengagement>)
- Connecticut (<https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families>)
- Mississippi ([https://www.mdek12.org/sites/default/files/final\\_ms\\_family\\_engagement\\_framework\\_final\\_1.pdf](https://www.mdek12.org/sites/default/files/final_ms_family_engagement_framework_final_1.pdf))
- Michigan ([https://www.michigan.gov/documents/mde/MIFamily\\_Family\\_Engagement\\_Framework\\_683447\\_7.pdf#:~:text=Michigan%E2%80%99s%20Family%20Engagement%20Framework%20was%20developed%20by%20the.and%20the%20National%20Association%20for%20Family%2C%20School%2C%20and](https://www.michigan.gov/documents/mde/MIFamily_Family_Engagement_Framework_683447_7.pdf#:~:text=Michigan%E2%80%99s%20Family%20Engagement%20Framework%20was%20developed%20by%20the.and%20the%20National%20Association%20for%20Family%2C%20School%2C%20and))

This framework incorporates new research focused on how to best communicate about family engagement to receive maximum impact presented by the National Association for Family, School, and Community Engagement and the FrameWorks Institute. To learn more about how to “reframe” your own communications, please visit [famengage.org](http://famengage.org).

## Contact Us

The Oklahoma State Department of Education Office of Family and Community Engagement team is here to help.

Family and Community Engagement

Website: <https://sde.ok.gov/fce>

Phone: 405-522-6225



# Appendix A

## Family and Community Engagement Agency Workgroup Members

### FAMILY & COMMUNITY ENGAGEMENT

**Sonia Johnson**, *Executive Director*

**Angela Shuck**, *Coordinator*

**April Anderson**, *Intern*

### ACCOUNTABILITY

**Lesa Rohrer**, *Director of Data Literacy*

### ADMINISTRATIVE SERVICES

**Phil Bacharach**, *Chief of Staff*

### AMERICAN INDIAN EDUCATION

**Julian Guerrero Jr.**, *Executive Director*

### ASSESSMENT

**Craig Walker**, *Executive Director*

### CHILD NUTRITION

**Jennifer Weber**, *Executive Director*

### CURRICULUM & INSTRUCTION

**Jennifer McKay**, *Senior Director of Early Childhood*

**Robbyn Glinsmann**, *Director of Gifted, AP, & Arts Education*

### EDUCATOR EFFECTIVENESS

**Susan Pinson**, *Executive Director*

### FEDERAL PROGRAMS

**Kimberley Murphy**, *Program Specialist*

### GRANTS DIVISION

**Terri Grissom**, *Grant Writer*

### SCHOOL SAFETY & SECURITY

**Jon Parker**, *Executive Director*

**Cindy Swearingen**, *Assistant Executive Director*

**Jason Gray**, *Specialist*

### SCHOOL SUPPORT/IMPROVEMENT

**Kelly Otis**, *Director of Targeted School Improvement*

**Sharon Morgan**, *Striving Readers Grant Program Manager*

**Michelle Seybolt**, *Striving Readers Literacy Grant Specialist*

### SOONERSTART

**Mark Sharp**, *Executive Director SoonerStart*

**Christi Landis**, *Professional Development Specialist*

### SPECIAL EDUCATION

**Todd Loftin**, *Executive Director*

**Tina Spence**, *Director of Compliance, Monitoring & Pupil Transportation*

**Kristen Perez-Rickels**, *SPDG Behavioral Specialist*

**Bethan Langlois**, *SPDG Project Coordinator*

### STUDENT SUPPORT

**Shelly Ellis**, *Deputy Superintendent of Student Support*

**Marissa Lightsey**, *Executive Director of College Career Readiness*

**Cheryl McGee**, *Project Aware Program Manager*

## Timeline to Family Engagement Framework

**2016 – 2018:** Oklahoma State Department of Education (OSDE) Stakeholder Input for Oklahoma EDGE– OSDE collaborated with more than 2,000 stakeholders – including parents, educators and community members – through town hall meetings across the state and various advisory boards and work groups over the course of two years to craft the state plan for the Every Students Succeeds Act (ESSA). The state's plan, Oklahoma EDGE, was approved by the United States Department of Education (USDE) in July 2018.

**July 2018 – December 2019:** Council of Chief State School Officers (CCSSO) State Consortium on Family Engagement Cohort II – A cohort of seven (7) states developing Family Engagement Frameworks through in-depth peer exchange and a professional learning community.

**July 2018 – May 2019:** CCSSO Technical Support: A state team of four (4) individuals was established to engage in the CCSSO State Consortium on Family Engagement Cohort II which included in-person meetings, webinars, technical assistance, and consultation.

**May 2019:** Family and Community Engagement (FACE) Design Team – OSDE established a small, internal workgroup to manage the framework process and review of state data.

**June 2019:** OSDE Internal Agency Survey/Inventory of Family Engagement – Each OSDE department provided information specific to family engagement across programs, projects, and grants of the state agency.

**June 2019:** Opportunity Canvas Interviews of State Leaders and Agencies by the National Association for Family, School, and Community Engagement (NAFSCE) – NAFSCE interviewed Oklahoma family engagement stakeholders.

**September 2019 – January 2020:** Family and Community Engagement (FACE) Agency Workgroup – OSDE established a cross-agency workgroup that met monthly to engage all programs in the work of family engagement. Members of the FACE Design Team met with departments individually to engage in conversation around the work of family engagement.

**October 2019 – June 2020:** Framework Writing Process – The writing process involved the FACE Agency Workgroup building consensus around the definition, pathways, and alignment to departments. Consultation with Dr. Steven Constantino assisted OSDE with the framework message and essential questions for the continuous improvement process.

**December 2019:** Oklahoma State Department of Education Family Engagement Opportunity Canvas developed by The National Association for Family, School, and Community Engagement (NAFSCE) – The final report was provided by NAFSCE to the Family Engagement Executive Director.

**March 2020:** Engaging Families To Support Distance Learning During COVID-19 School Closures – The Office of Family Engagement released this guidance introducing the four pathways and family engagement opportunities that exist through distance learning due to school closures.

**June 2020:** Engaging Families In Reopening Our Schools – The Office of Family Engagement released this guidance introducing the four pathways and family engagement opportunities that exist through the reopening of our schools.

# Appendix B

## Growing Calls for Increased Family Engagement

This appendix provides a summary of key data points and laws used by the Oklahoma State Department of Education (OSDE) Family Engagement Stakeholder Committee to guide the development of the framework.

### Oklahoma Administrative Code 210:20-19-2. Professional Development Program

The Family Engagement Framework will support Oklahoma's local boards of education. Oklahoma Administrative Code 210:20-19-2 states, "The local board of education shall be responsible for the organization and implementation of the local professional development program." [http://www.oar.state.ok.us/viewhtml/210\\_20-19-2.htm](http://www.oar.state.ok.us/viewhtml/210_20-19-2.htm)

Each adopted plan shall address:

1. A component in outreach to parents, guardians or custodians of students is defined as a program to promote the participation of parents in the education of their children. The component in outreach to parents, guardians or custodians of students includes:
  - A. Understanding the value of parental participation in the educational process.
  - B. Developing awareness of the needs and characteristics of their parent population in order to plan effective outreach activities.
  - C. Developing methods for communicating with parents, designing parental involvement activities, and determining the effectiveness of the outreach program.
  - D. Identifying appropriate resources to support and/or supplement the outreach program.

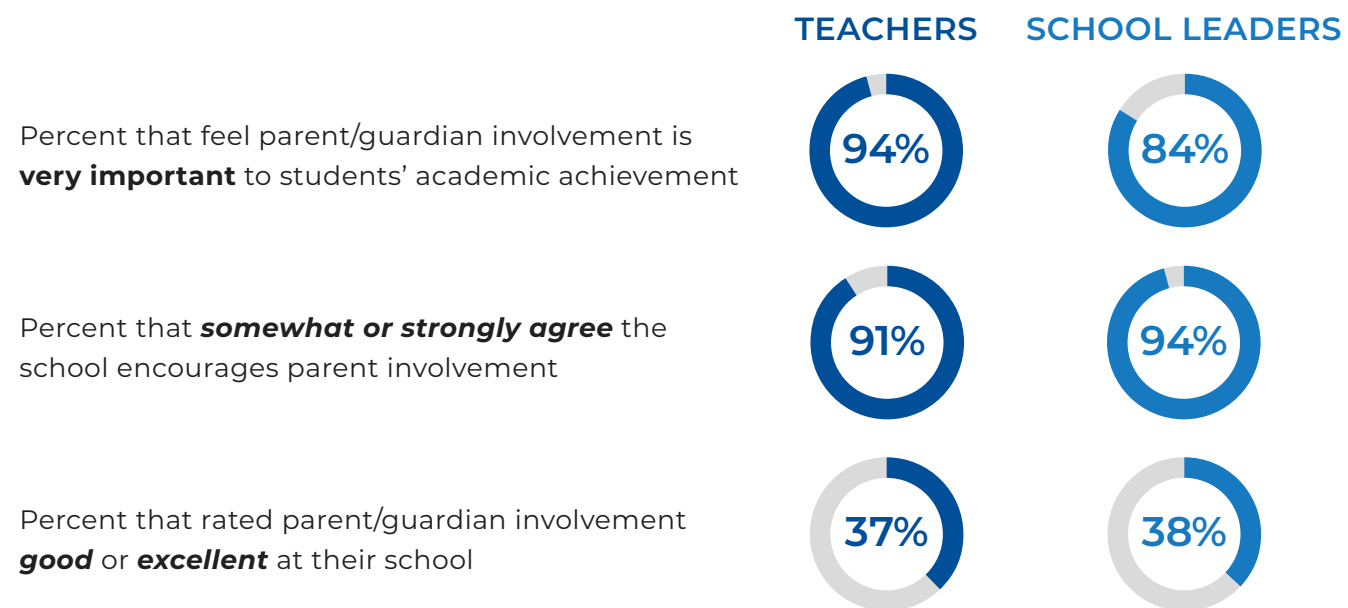


# Oklahoma Teacher and School Leader Survey Results: RAND - American Educator Panels

In 2017 and 2018, Oklahoma educators participated as a part of the national American Educator Panels. The American Educator Panels give voice to teachers and school leaders, providing policymakers, practitioners, and the public with accurate information about educators' knowledge, attitudes, practices, and working conditions. The American Educator Panels (AEP) consist of the American Teacher Panel (ATP) and the American School Leader Panel (ASLP), which are nationally representative samples of educators who provide their feedback on important issues of educational policy and practice. RAND surveyed Oklahoma educators on family engagement.

## A Readiness for Family Engagement

In 2017 and 2018, over 1600 Oklahoma educators participated in a national survey by RAND: American Educator Panels. Their responses to survey questions identified a gap between the importance they place on family engagement in a child's academic achievement and their perception of how families are currently engaging in the education of their children.



## Going Forward

As Oklahoma implements the framework, we will close the family engagement gap by giving educators the tools they need to ensure all families are equal partners in their children's learning.

## Strengthening Relationships

Relationships are the foundation of family engagement. They should be individualized and inclusive of all families. There is consistent evidence that effective communication and relationship building creates school environments that are welcoming, respectful, and conducive to family engagement (Constantino, 2016). Oklahoma teachers and school leaders report there is more work to be done to build trusting relationships.

Only half of Oklahoma teachers and school leaders **strongly agree** the staff at their school work hard to build trusting relationships with families.

Staff at this school work hard to build trusting relationships with parents/guardians.				
	Strongly disagree	Somewhat disagree	Somewhat agree	Strongly agree
	2017	2017	2017	2017
<b>Teachers</b>	2%	8%	38%	52%
<b>School Leaders</b>	1%	10%	41%	49%

Only one-third of Oklahoma teachers and school leaders **strongly agree** their school communicates effectively with families of all cultures.

My school communicates effectively with families of all cultures.								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>Teachers</b>	5%	5%	14%	17%	45%	43%	37%	35%
<b>School Leaders</b>	1%	1%	10%	9%	52%	58%	37%	32%

Less than half of Oklahoma teachers and school leaders **strongly agree** their school encourages feedback from families and the community.

<b>We encourage feedback from parents/guardians and the community.</b>				
	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>
<b>Teachers</b>	<b>2%</b>	<b>8%</b>	<b>42%</b>	<b>47%</b>
<b>School Leaders</b>	<b>1%</b>	<b>5%</b>	<b>45%</b>	<b>49%</b>

Less than half of Oklahoma teachers and school leaders **strongly agree** that teachers in their schools really try to understand families' problems and concerns.

<b>Teachers really try to understand parents'/guardians' problems and concerns.</b>				
	<b>Strongly disagree</b>	<b>Somewhat disagree</b>	<b>Somewhat agree</b>	<b>Strongly agree</b>
	<b>2017</b>	<b>2017</b>	<b>2017</b>	<b>2017</b>
<b>Teachers</b>	<b>2%</b>	<b>7%</b>	<b>44%</b>	<b>47%</b>
<b>School Leaders</b>	<b>1%</b>	<b>10%</b>	<b>51%</b>	<b>38%</b>

## **Going Forward**

The framework will help us consider current authentic, two-way communication practices to ensure they are characterized by mutual respect, careful listening, and timely school responses to family questions, ideas, suggestions, and concerns.

## Building Leadership

Oklahoma survey results show a need for professional development to expand the awareness, skills, abilities, and confidence of families, schools, and communities to effectively support student learning at school, at home, and in the community. When everyone's skills grow, it makes a collective impact that enables everyone to understand "the why" and the importance of joint decision-making.

Oklahoma teachers and school leaders identified common challenges limiting family involvement.

What do you feel are the three most common challenges limiting parental/guardian involvement at your school?		
	2017 Top Three	2018 Top Three
<b>Teachers</b>	<ol style="list-style-type: none"> <li>1. Different priorities (66%)</li> <li>2. Too little time (50%)</li> <li>3. Low educational level (49%)</li> </ol>	<ol style="list-style-type: none"> <li>1. Different priorities (66%)</li> <li>2. Low educational level (51%)</li> <li>3. Too little time (50%)</li> </ol>
<b>School Leaders</b>	<ol style="list-style-type: none"> <li>1. Different priorities (59%)</li> <li>2. Low educational level (54%)</li> <li>3. Too little time (46%)</li> </ol>	<ol style="list-style-type: none"> <li>1. Different priorities (55%)</li> <li>2. Too little time (52%)</li> <li>3. Low educational level (50%)</li> </ol>

Less than 25 percent of Oklahoma school leaders **strongly agree** that district staff partner with outside individuals and organizations to build capacity for educational improvement.

District staff partner with outside individuals and organizations to build capacity for educational improvement.								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>School Leaders</b>	1%	3%	22%	17%	60%	59%	18%	22%

Only one-third of Oklahoma teachers and school leaders **strongly agree** the school provides opportunities for families to participate in important decisions about their children’s education.

My school provides opportunities for parents to participate in important decisions about their children’s education (e.g., scheduling, homework, discipline).								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>Teachers</b>	14%	8%	26%	14%	42%	42%	19%	36%
<b>School Leaders</b>	5%	4%	27%	17%	52%	54%	16%	25%

Oklahoma teachers and school leaders were asked to identify high-impact strategies for family engagement.

What do you feel are the three most effective ways for school staff to communicate with parents/guardians to improve parental involvement?				
	2017 Top Three	2017 Low Scoring Practice	2018 Top Three	2018 Low Scoring Practice
<b>Teachers</b>	<ol style="list-style-type: none"> <li>1. Face-to-face meetings at school (67%)</li> <li>2. Telephone (54%)</li> <li>3. Email (53%)</li> </ol>	Face-to-face meetings at home (4%)	No question presented on 2018 RAND ATP	No question presented on 2018 RAND ATP
<b>School Leaders</b>	<ol style="list-style-type: none"> <li>1. Face-to-face meetings at school (66%)</li> <li>2. Telephone (56%)</li> <li>3. Email (41%)</li> </ol>	Face-to-face meetings at home (6%)	<ol style="list-style-type: none"> <li>1. Telephone (48%)</li> <li>2. Face-to-face meetings at school (45%)</li> <li>3. Email (41%)</li> </ol>	Face-to-face meetings at home (9%)

## Going Forward

The framework includes a family engagement tool to assist us in evaluating family engagement strategies based on the four pathways. Through professional development, educators can build their awareness, skills, and confidence to ensure the use of high-impact strategies to effectively support student learning.

## Focusing on Learning

For families to be a partner in their children’s learning, they need an accurate picture of their children’s academic progress. Oklahoma survey results show educators need support with tools and strategies to effectively communicate student progress to families.

Less than half of Oklahoma teachers and school leaders **strongly agree** that teachers effectively communicate student progress to parents.

Our teachers effectively communicate student progress to parents.								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>Teachers</b>	3%	2%	7%	9%	42%	45%	49%	44%
<b>School Leaders</b>	1%	1%	7%	9%	45%	54%	47%	36%

Less than half of Oklahoma school leaders **strongly agree** that the district encourages and supports families to help their children succeed academically.

The district encourages and supports parents/guardians to help their children succeed academically.								
	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>School Leaders</b>	0%	0%	8%	3%	43%	53%	48%	45%

## Going Forward

The framework provides a continuous improvement process to explore high-impact learning practices and provides examples (e.g., welcome phone calls and neighborhood walks/visits, interactive homework, and student-led family conferences) designed to engage all families in their children’s learning.



## Connecting Communities

Community is a group of people who share common attitudes, interests, and goals. Oklahoma school leader survey results identify untapped potential or missed opportunities to engage the greater community - parents, community leaders, tribal nations, faith-based organizations, community organizations, and businesses – to support student learning.

Less than 25 percent of Oklahoma school leaders **strongly agree** that district staff make an effort to reach out to individuals and organizations outside of the school district.

### District staff make an effort to reach out to individuals and organizations outside of the school district.

	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>School Leaders</b>	2%	1%	12%	13%	59%	63%	27%	22%

Around 10 percent of Oklahoma school leaders **strongly agree** that families and other community members are actively involved in setting goals and strategies for educational improvement in the district.

### Parents/guardians and other community members are actively involved in setting goals and strategies for educational improvement in our district.

	Strongly disagree		Somewhat disagree		Somewhat agree		Strongly agree	
	2017	2018	2017	2018	2017	2018	2017	2018
<b>School Leaders</b>	2%	5%	37%	36%	50%	52%	11%	8%

## Going Forward

The framework provides a continuous improvement process to build a stronger sense of community among all students and families as well as the voices of the community beyond the school walls.

The following table includes the number of Oklahoma educators surveyed and corresponding demographics.

<p><b>2017 RAND: AMERICAN TEACHER PANEL (ATP) SURVEY RESULTS</b></p> <p>OK (N Value): 674</p> <p><b>Demographics of Teachers:</b></p> <ul style="list-style-type: none"> <li>▪ Majority female responses (78%)</li> <li>▪ Majority white responses (89% White; 15% American Indian or Alaska Native; 3% Hispanic, Latino, or Spanish origin; 3% Black or African American; 2% Asian)</li> </ul>	<p><b>2018 RAND: AMERICAN TEACHER PANEL (ATP) SURVEY RESULTS</b></p> <p>OK (N Value): 593</p> <p><b>Demographics of Teachers:</b></p> <ul style="list-style-type: none"> <li>▪ Majority female responses (79%)</li> <li>▪ Majority white responses (86% White; 14% Native American; 3% Hispanic, Latino, or Spanish origin; 3% Black or African American; 2% Asian; 1% Other)</li> </ul>
<p><b>2017 RAND: AMERICAN SCHOOL LEADER PANEL (ASLP) SURVEY RESULTS</b></p> <p>OK (N Value): 228</p> <p><b>Demographics of School Leaders:</b></p> <ul style="list-style-type: none"> <li>▪ Male (57%) and Female (43%)</li> <li>▪ Majority white responses (89% White; 17% American Indian or Alaska Native; 3% Hispanic, Latino, or Spanish origin; 2% Black or African American; 2% Other)</li> </ul>	<p><b>2018 RAND: AMERICAN SCHOOL LEADER PANEL (ASLP) SURVEY RESULTS</b></p> <p>OK (N Value): 159</p> <p><b>Demographics of School leaders:</b></p> <ul style="list-style-type: none"> <li>▪ Male (56%) and Female (44%)</li> <li>▪ Majority white responses (89% White; 16% Native American; 2% Hispanic, Latino, or Spanish origin; 2% Black or African American; 2% Other)</li> </ul>

## Family Engagement Opportunity Canvas: Oklahoma State Department of Education, December 2019

In July, 2018, the Oklahoma State Department of Education (OSDE) joined the Council of Chief State School Officers (CCSSO) State Consortium on Family Engagement Cohort II, a cohort of seven states developing Family Engagement Frameworks through in-depth peer exchange and a professional learning community. The Opportunity Canvas for OSDE was provided by the National Association for Family, School, and Community Engagement (NAFSCE) as part of the State Consortium on Family Engagement Project, in partnership with the Council of Chief State School Officers.

Key opportunities identified include:

- Develop a family engagement framework to understand family engagement best-practices and ensure they are embedded throughout the organization's vision, goals, strategic plan (Pillar 3: Create Engaged Communities), and programs.
- Develop materials and tools for the state agency and Oklahoma schools for Pillar 3, including Strategy 3.2: Strengthen and increase family and community engagement to support student learning."
- Develop two-way communications with stakeholders and the public around family engagement.
- Use communication channels to share positive stories about family engagement in Oklahoma.

## U.S. Department of Education: Every Student Succeeds Act

The Oklahoma State Department of Education (OSDE) collaborated with more than 2,000 stakeholders – including parents, educators and community members – through town hall meetings across the state and various advisory boards and work groups over the course of two years to craft the Oklahoma plan for the Every Students Succeeds Act (ESSA). The Oklahoma EDGE plan was approved by the United States Department of Education (USDE) in July, 2018. Family engagement is a component of **Pillar 3: Create engaged communities under Strategy 3.2: Strengthen and increase family and community engagement to support student learning**. Stakeholder feedback emphasized the importance of family engagement as essential to the state plan.

Survey respondents reported the top three critical factors to improving school performance are effective leaders (71%), student, family, and community support (59%), and school culture (54%).

Survey respondents reported student, family, and community engagement (69.02%) as the most critical to improving a low-performing school.