PARENT ENGAGEMENT SUMMIT
AGENDA

1. Dr. Mumin’s Vision on Parent Engagement


3. Marcia Vega: Ready Rosie


5. Small Group Reflection & Discussion.

6. Large Group Sharing of Recommendations/Suggestions

7. Adjournment.
PARENT ENGAGEMENT SUMMIT
Reading School District
February 18, 2015
Presented by Waldo Alvarado, Equity Director.

Building Partnerships
PARTNERS IN EDUCATION

Tell the group about **ONE strategy/program that is really working in your school in relation to Parent Engagement.**

The Experts are in the room.
FIVE ESSENTIAL SUPPORTS

LEADERSHIP as the Driver for Change

2. PROFESSIONAL CAPACITY

CLASSROOM

4. STUDENT-CENTERED LEARNING CLIMATE

5. INSTRUCTIONAL GUIDANCE

3. PARENT-COMMUNITY TIES

FAMILY ENGAGEMENT MATTERS!
STUDENTS WITH ENGAGED FAMILIES:

1. Earn higher grades and test scores
2. Enroll in higher level academic programs
3. Are promoted on time and earn more credits
4. Adapt better to school and attend more regularly
5. Have better social skills and behaviors
FAMILY ENGAGEMENT MATTERS. STUDENTS WITH ENGAGED FAMILIES:

6. Have better attitudes towards learning

7. Graduate and go on to post-secondary opportunities

8. Leads to better student-teacher relationships

9. Helps improve trust in schools

10. Leads to more cultural competence
"...I want to thank my parents for staying on top of me"
FAMILY ENGAGEMENT IS THE LAW

TITLE I

1. School-parent compact
2. School & district policy
3. Report cards
4. Parent choice
5. State review
6. Communication
4c Communicating with Families

Although the ability of families to participate in their child’s learning varies widely due to other family or job obligations, it is the responsibility of teachers to provide opportunities for them to both understand the instructional program and their child’s progress. Teachers establish relationships with families by communicating to them about both the instructional program and about individual students, and they invite families to be part of the educational process itself. The level of family participation and involvement tends to be greater at the elementary level, when young children are just beginning school. However, the importance of regular communication with families of adolescents cannot be overstated. A teacher’s effort to communicate with families conveys an essential caring on the part of the teacher, a quality valued by families of students of all ages. Elements of component 4c:

Information about the instructional program
Frequent information is provided to families, as appropriate, about the instructional program.

Information about individual students
Frequent information is provided to families, as appropriate, about students’ individual progress.

Engagement of families in the instructional program
Successful and frequent engagement opportunities are offered to families so that they can participate in the learning activities.

Indicators:
- Frequent and culturally appropriate information sent home regarding the instructional program and student progress
- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process
Why has it been difficult to cultivate and sustain effective family-school partnerships that support student achievement and school improvement?
RSD SCHOOL CLIMATE SURVEY
PARENT CONNECTIONS – WEAKEST LINK

• Many parents volunteer time to assist in my school (78%)

• The parents at my school are very involved in their child’s education & school life (70%)

• Parents at my school are very engaged in the learning of their child (57%)
Parents at my school actively support the teaching and learning objectives for their children (55%).

Teachers at my school are well-supported by the parents with respect to discipline (40%).

Parents at my school are very aware of how their student is performing on homework and tests (36%).
TELL YOUR “ELBOW” PARTNER

What would improve parent and family involvement at your school?
<table>
<thead>
<tr>
<th>What would improve family involvement—looking out the window</th>
<th>What would improve family involvement—looking in the mirror</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Families who speak English and understand the culture here in the United States</td>
<td>• A more welcoming school building and front office</td>
</tr>
<tr>
<td>• More respect for the value of education</td>
<td>• Positive phone calls home at least once a month</td>
</tr>
<tr>
<td>• Parents who are more motivated</td>
<td>• Translation available in the office and for conferences and other contacts</td>
</tr>
<tr>
<td>• More money to hire staff who can work with families</td>
<td>• A family center stocked with learning materials that families can take home</td>
</tr>
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<td>• More parent involvement programs run by the district</td>
<td>• Workshops on reading and math</td>
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<tr>
<td>• More discipline and better behavior in the home</td>
<td>• More planning time to meet with families</td>
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“BEYOND THE BAKE SALE” IN SCHOOLS

For educators and parents
Anne Henderson, Karen Mapp, Vivian Johnson, & Don Davies.
Fortress School (Below Basic)

- “Parents don’t care about their children’s education, and they are the main reason the kid’s are failing”
- “Parents don’t come to conferences, no matter what we do”
- Principal picks a small group of “cooperative parents” to help out
- “We’re teachers, not social workers”
- “Curriculum and standards are too advanced for these parents”
Come-if-We-Call School (Basic)

- Parents are told what students will be learning at the fall open house
- Workshops are planned by staff
  - Families can visit school on report card pickup day
  - Parents call the office to get teacher-recorded messages about homework
Open-Door School (Proficient)

- Parent-teacher conferences are held at least twice a year
- There is an “Action Team” for family engagement
- School holds parent events three or four times a year
- Parents can raise issues at PTA meetings or see the principal
- Diversity of families is recognized through multicultural nights are held once a year
Partnership School (Advanced)

- Families are seen as partners in improving educational outcomes
- All family activities are connected to student learning
- There is a clear, open process for resolving problems
- Parent networks are valued and cultivated
- Families are actively involved in decisions on school improvement
- Staff conduct relationship-building home visits to families
WHAT IS A FAMILY - SCHOOL PARTNERSHIP SUPPOSED TO LOOK LIKE?

1. Academic Achievement
2. School Climate
3. Quality of Communications & Information
4. Practices & Policies to Engage Families & Community Members
FAMILY ENGAGEMENT UPGRADE

Then vs Now
Version 2.0

Dr. Joyce Epstein
Center on School, Family, and Community Partnerships
John Hopkins University
All families, no matter what their income, race, education, language, or culture, want their children to do well in school– and can make an important contribution to their children’s learning.
Family Engagement is any way that a child’s adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively supports learning and healthy development (Mapp).
FOUR CORE BELIEFS

1. All parents have dreams for their children & want the best for them

2. All parents have the capacity to support their children’s learning

3. Parents and school staff should be equal partners

4. The responsibility for building partnerships between school & home rests primarily with school staff, especially school
EVERYONE WANTS EXCELLENT AND SUCCESSFUL SCHOOLS AND STUDENTS

How will we reach these goals?

Excellent Schools

Strong Families

Healthy Communities
DEFINITION

Then

Parent involvement

Now

School, Family and Community Partnerships

A “family-like” school and “school-like” family
RESPONSIBILITY

Then
Up to parents
Organized by one or just a few

Now
Part of school and classroom organization
Organized by Action Team for Partnerships
PROGRAM DESIGN

Then

Incidental or accidental

Off to the side

Now

Framework

Goal oriented

Part of comprehensive school improvement
CHALLENGES

Then
“Barriers”

- Diverse family structures, racial, economic, Linguistic, cultural backgrounds
- Mobile, migratory, or homeless families
- Deficit model and treatment programs

Now
“Realities”

- Solutions sought
- Solutions found
- Solutions shared
- Strengths model and prevention programs
<table>
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<tr>
<th>IMPLEMENTATION</th>
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<tbody>
<tr>
<td><strong>Then</strong></td>
</tr>
<tr>
<td>PreK-K</td>
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<tr>
<td>Separate groups of parents</td>
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<tr>
<td>Isolated activities</td>
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A district Leader for Partnerships Conducts . . .

DISTRICT LEVEL ACTIVITIES

DIRECT FACILITATION of SCHOOLS

PARTNERSHIP PROGRAM GOALS
## RESULTS

<table>
<thead>
<tr>
<th>Then</th>
<th>Now</th>
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<tbody>
<tr>
<td>Parent outcomes</td>
<td>Student achievement and success in school</td>
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<tr>
<td>Public relations</td>
<td>Link practices to results for all students. Parents, teachers, and community</td>
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<tr>
<td>Focus on a few parent leaders</td>
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How Will Involving Parents Help Your Test Scores?

To help their kids at home, parents need to know what’s going on at school:

- Putting student work front and center
- Communicating regularly with families about learning
- Putting learning at the center of parent-teacher conferences—and including students
- Using student achievement data to design programs for families
- Collaborating with community organizations
ACADEMIC PARENT TEACHER TEAMS (APTT)  
BY MARIA PAREDES
EVALUATION

Then

Minimal or optional

Focus on parents

Now

Essential

Evaluate quality, results, and progress of programs and practices

Focus on student achievement and success in school
Then
Success stories shared locally if at all

Now
Success stories shared nationally and internationally to benefit ALL

“Networking” to improve programs
EQUITY ISSUES

Then

Labels for HAVE and HAVE NOTs

“Blame game”

Finger-pointing

Now

ACTIONS to involve ALL families

Developing Relationships & Building TRUST

Communicate in languages parents understand
JOINING PROCESS

1. **Welcomes** parents into the school

2. **Honors** their participation

3. **Connects** with parents through a focus on the children and their learning
BUDGETS FOR PARTNERSHIPS

Then

$$\text{Not well allocated}$$
$$\text{Fragmented spending}$$

Now

$$\text{For goal-linked activities in schools’ annual plans to engage all families}$$
$$\text{Capacity building and program development}$$
ESSENTIAL INGREDIENTS FOR EFFECTIVE PARTNERSHIPS

- Establish an Action Team for Partnerships (ATP).
- Write an Action Plan for Partnerships each year linked to school improvement goals.
- Use the Framework of Six Types of Involvement so that parents become involved in varied ways.
- Allocate a budget for planned activities.
- Allocate time for monthly meetings of the ATP.
- Evaluate and improve the partnership program each year.
A NEW MIND SET

Principal Leadership
All grade levels
Definition
Action Team
Networking
Framework
Linked to school
Goals
Results for students
Budgeting
Evaluation
District Leadership
Equity - Engage ALL families
Relationships

THINK – PAIR – SHARE ACTIVITY

Tell your “elbow” partner:

WHICH 3 CHANGES from THEN to NOW are most important for improving YOUR school’s programs of family and community involvement? and WHY?
THANKS FOR COMING

Questions & Answers