Family and School Engagement

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Guided Notes

Today

- Definitions, overview, legal considerations of family engagement and schools

- Barriers to family engagement and schools

- Effective practices and family engagement and schools

- Assessments, Surveys, and Checklists for self-evaluation

- Resources

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Objectives

Gain a better understanding of:

- Family engagement with schools

- Best practices in engaging families

- Being inclusive with families

- Meeting families where they are

- Next steps for engaging families and improving collaboration and connection

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In looking at your current practices, what are your doing today to engage families?

- Note some ways you are working with families today

    - What's working?

    - What's not working?

- Introduce yourself to your table mates and report out to the group

Activity to get Started

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Family and School Engagement

Definitions, Overview, Legal Considerations

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Family and School Engagement

Overview

Provide information and resources to promote greater family and school engagement through increased awareness, collaboration, and communication

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Family and School Engagement

Defined

Families and schools working together to support and improve learning, development, and health of children and adolescents

(CDC-Parent Engagement in Schools)

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Then

- One size fits all-families have the same needs
- One opportunity to engage families (i.e.-beginning of year)
- If families value education, they will prioritize parent-teacher conferences
- School makes contact only when student is having a problem
- Some teachers just have the personality to engage families

Now

- Include families in conversations about needs
- Provide ongoing two-way communication in varied modes
- Meetings occur several times per year at different locations and times
- Ongoing communication regarding progress and opportunities to see student's work featured
- System wide expectation on building collaborative relationships with families

Legal Obligation - ESSA

- Every Student Succeeds Act (ESSA)
  - ESSA is latest reauthorization of Elementary and Secondary Education Act (ESEA) and replaced No Child Left Behind (NCLB)
  - Framework for working together to improve teaching and learning
  - Established parental involvement policies

The successful implementation of the very Student Succeeds Act and progress towards educational equity for all students depends on the meaningful inclusion of the parents and communities that represent students who are low-income, of color, English learners, Native Americans, immigrants, or who have a disability.

(US Department of Education, ESSA Requirements, 2010; Leadership Conference Education Fund)

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Legal Obligation – IDEA Parent Participation

- Individuals with Disabilities Education Act (IDEA), Section 300.322 Parent Participation
  - Opportunity for parent participation in student evaluation
  - Opportunity for parents to take part in IEP meetings and option of inviting other individuals to participate in meetings
  - Informed of legal rights (Procedural Safeguards including problem solving procedures)
  - Opportunity for an interpreter if one is needed
  - To receive progress reports
  - Parent Advisory Committees (PACs)

Legal Obligation - SPP

- Individuals with Disabilities Education Act (IDEA), State Performance Plan (SPP) Part B Indicator 8 - Facilitated Parent Involvement

  - Measurement and public reporting of parents with a child receiving special education services and report facilitated parent involvement

  - Parent surveys administered by Wayne State University

(Michigan Department of Education, Indicators)
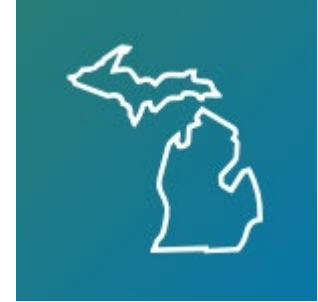
Federal Focus
United States Department of Education (USDE)

- USDE partnership, Carnegie Corporation-New York and Overdeck Family Foundation to support family engagement
- Launched Feb 2023
- Purpose: help educational leaders and professionals implement family engagement strategies which support student success
- $100M to create [Statewide Family Engagement Centers](#)
- Provide technical support for family engagement best practice implementation
- [Michigan](#): MiFamily Engagement Center Grant Opportunity (regional collaborative)

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Michigan Department of Education (MDE)

- **Mission:** Support learning and learners
- **Vision**: Every learner in Michigan's public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond
- Guiding Principles
- Goals

(Michigan Department of Education: Michigan's Top 10 Strategic Education Plan)

Michigan Department of Education (MDE) #3

Guiding Principle 3:

All students are encouraged to express their creativity, have a voice in their own learning, feel connected to their schools, and have authentic, meaningful relationships with educators.

Michigan's **Top 10** Strategic Education Plan

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Guiding Principle 5:

Families and communities are essential partners of teachers, support staff, and administrators in the education of students.

Michigan Family Engagement Framework

Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.
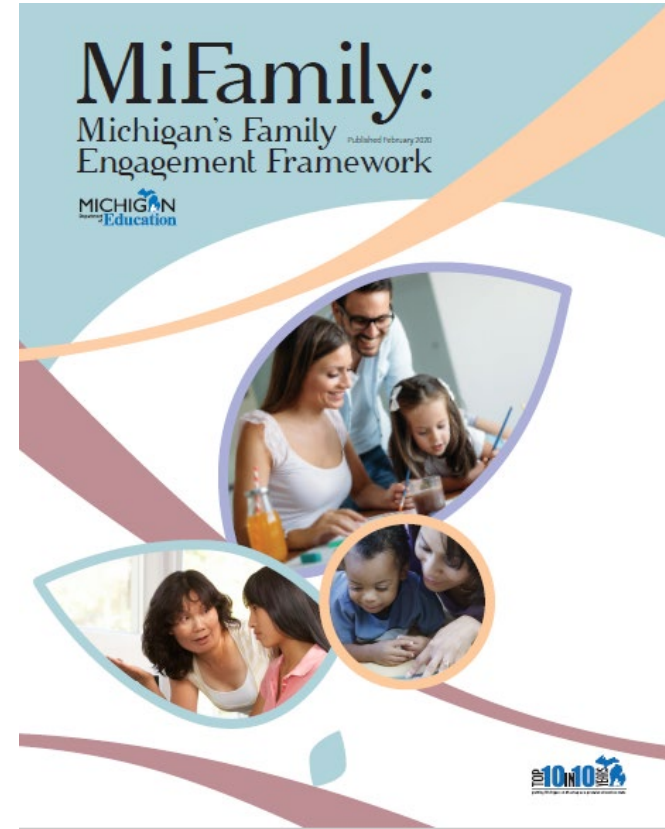
(Michigan Department of Education: MI Family Engagement Framework)

Family Engagement Research

- Parents' educational expectations and extracurricular involvement greatly impact whether students from all backgrounds complete high school and attend postsecondary education.

- Effective and positive communication between school and home should occur earlier, before problems develop.

- When schools, communities, and families work together in supporting children, they tend to like school more, do better academically, and stay in school longer.

- Recognize and respect needs of individual families by cultivating a culturally diverse school climate promoting trust between parents and all levels of school and district staff.

- Research is underway and strategies need be developed for cross sector collaboratives and to move beyond traditional educators and non-dominant families.

(Benner et al, 2020; Ishimauro, 2017; Ross, T., 2016; Carter et al., 2012; US Department of Education, ESSA Requirements, 2010)

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Family Engagement Research Cont.

- Decades of research has shown that parent involvement is a powerful influence on children's educational success.
- When families are involved in their child's education, data indicate:
  - Increased student achievement
  - Improved attendance and behavior
  - Improved social-emotional skills
  - Increased graduation rates

(Smith et al, 2020; Smith et al., 2019; Park & Holloway, 2017; Ross, 2016; VanVoorhis et al., 2013; Nokali et al, 2010; Sheldon, 2007; Hoover-Dempsey et al, 2005)

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Activity

Roles and Responsibilities Kahoot!

Grab your device

Kahoot.it or the Kahoot! app

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What Families want from Schools
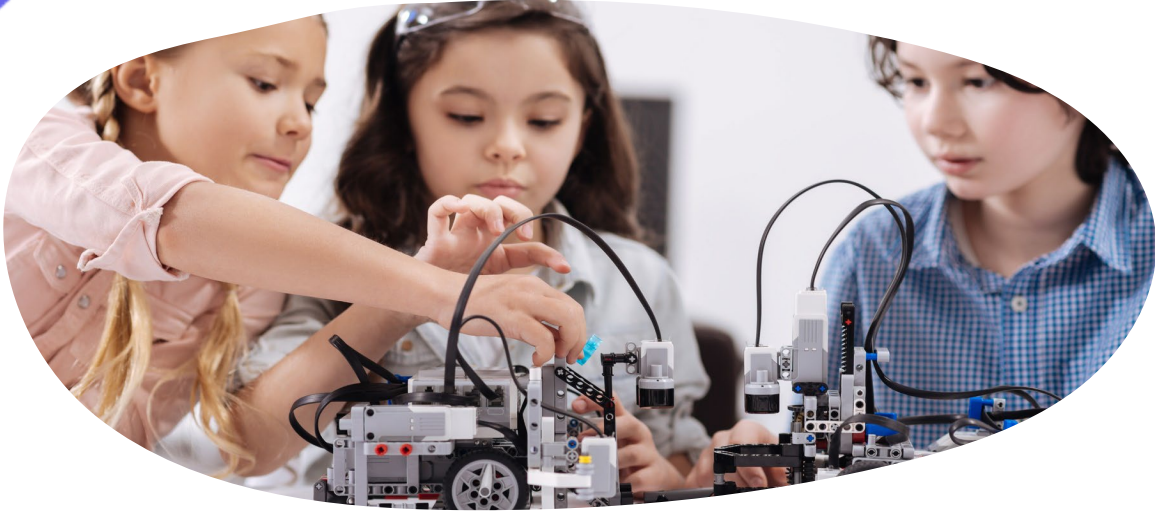
- Provide best academic program

- Provide best social/behavioral program

- Safe and welcoming environments

- Appreciate my child

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(Adams, 2020)

What Schools Want from Families

- Parent connections

- Letting schools/educators know events, situations that may impact student performance/progress (sickness, loss, life changes)

- Getting students to school

- Helping with homework

- Support for schools (verbal, visible)

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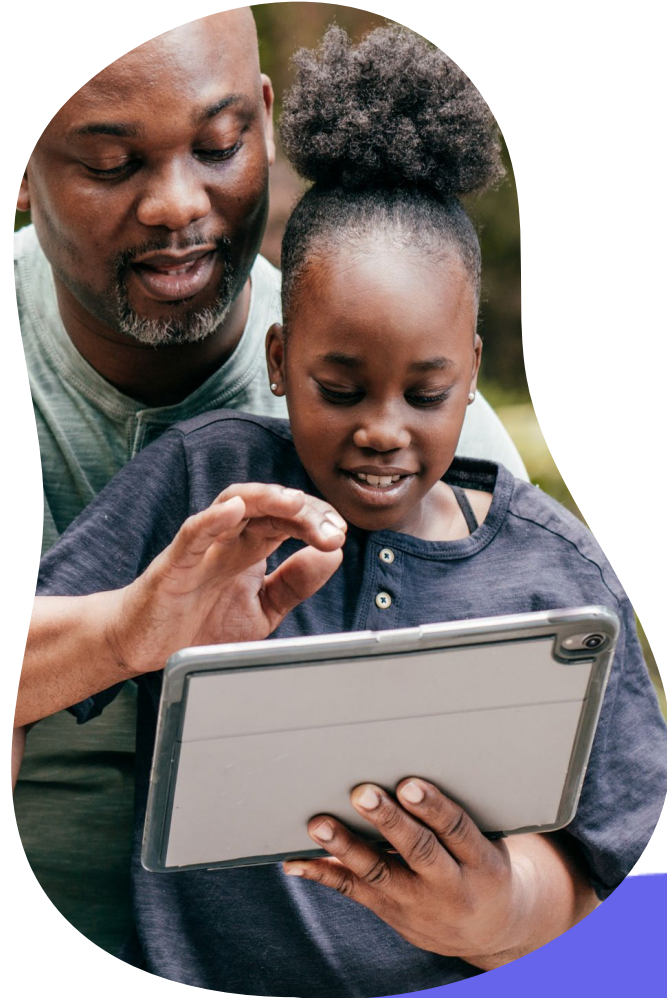
Characteristics of Family Engagement

- Mutual respect, shared understanding, equal partners

- Two-way communication respecting family preferences

- Engaged in all aspects of child's education

- Inclusive and diverse in culture, ethnicity, financial status

- Interactive and ongoing process pre-K through post high school

- Involved in decisions to best support the student which continues over time and across settings

- Quality versus quantity

(Benner et al., 2020; Weist et al., 2017) U.S. Dept of Education, National Policy Forum for Family, School & Community Engagement, 2010)

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Benefits of Family Engagement

- Academic achievement
- Attendance
- Behavior
- Social emotional functioning
- Mental health

(Cene et al, 2016; Henderson & Mapp, 2002)

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Predictors of Student Success (Outcomes):

- Home environment that encourages student learning
- Family maintaining high (but reasonable) expectations for academic achievement and future careers
- Family involvement in their child's education at school and in the community
- Students with involved parents from any income or background tend to:
  - Have better behavior, social skills, and adaptive skills
  - Graduate and attend postsecondary education programs
  - Have higher grades and test scores
  - Improved social emotional skills

(Smith, et al., 2019; Park & Holloway, 2017; Sheldon, 2007; Nokali, et al., 2010; Henderson & Mapp, 2002)

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Predictors of Student Success (Outcomes): High Expectations

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Family and School Engagement
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Barriers

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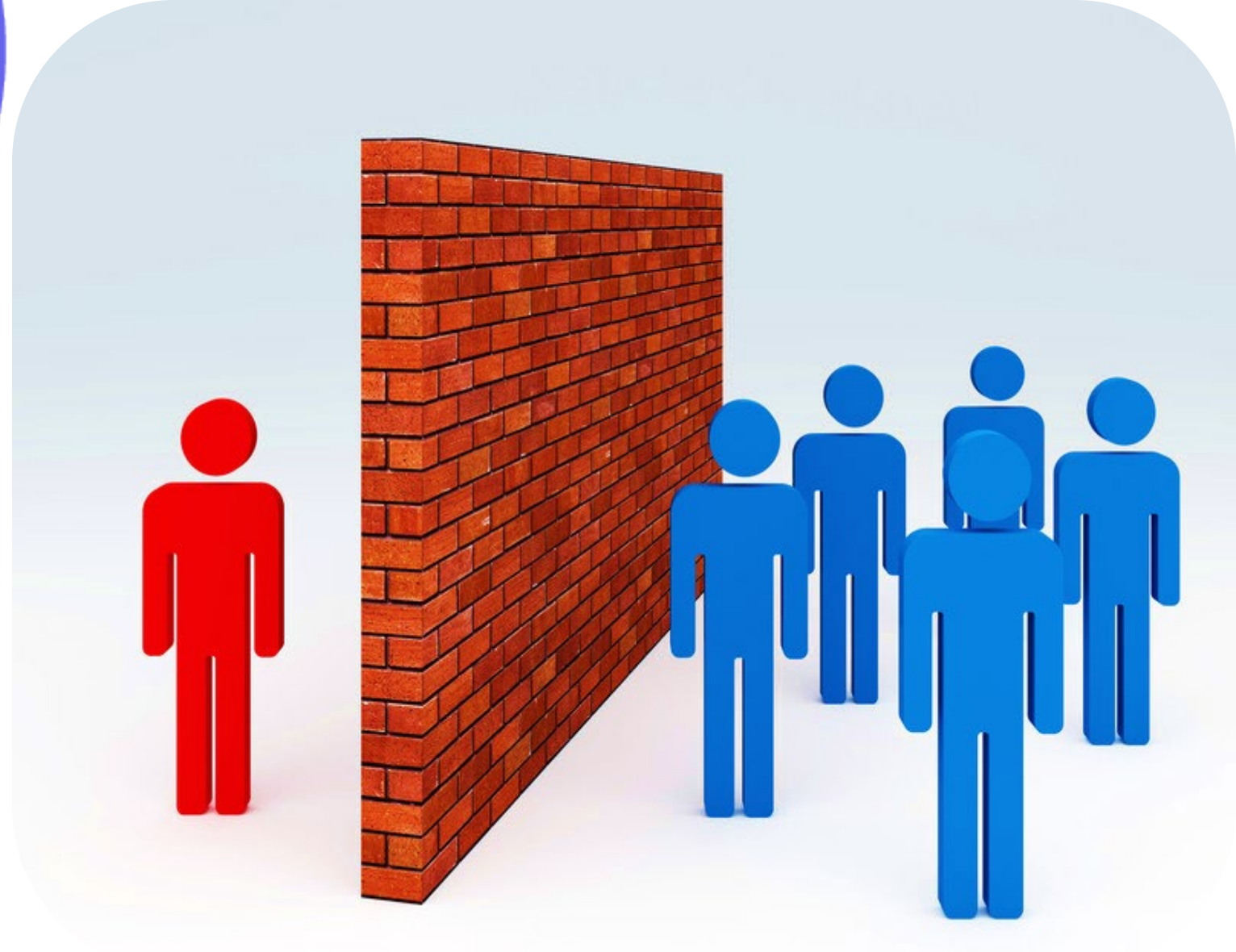
Barriers

- Cultural communication issues (verbal, written, electronic)
- Schedule issues
- Childcare issues
- School staff seem too busy
- Staff at school treating a child differently if parent raises an issue
- Transportation related issues
- Access to technology
- Limited involvement opportunities communicated (from school)

- Not feeling welcome and belonging to the school community
- Child does not want parent involved
- School safety
- Difficulty understanding resources or access to needed resources (lack educational experiences, low self-confidence, financial limitations to obtain resources, having books, calculators, supplies, or other needed resources)

(Jacques & Villegas,, 2018) Panorama Education, Family-School Relationships Survey (Harvard Graduate School of Education)

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Considering Barriers

- May change depending on culture, religion, race, education, financial concerns, etc.
- School setting (urban, rural, etc.) may impact specific barriers
- Needs assessment may help understanding challenges

(Jacques & Villegas, 2018)

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Family Engagement

Effective Practices

Social Emotional Learning (SEL)

- According to [Collaborative for Academic, Social, and Emotional Learning](#) (CASEL), social and emotional learning is process of developing students' and adults' social and emotional competencies
  - Knowledge, skills, attitudes, behaviors=successful choices
  - Regulate emotions, identify-complete goals, take others' perspectives, positive relationships, responsible decisions
- Universal support for all students
- MDE initiative and focus

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Family Engagement and SEL

- Family partnerships provide opportunities for two-way communication and family participation in planning and supporting SEL at school, home, and in the community
- Use a strength-based approach ensuring authentic relationships, with an awareness of marginalized communities based on class, language, race, and immigration status
- SEL programs are more impactful when strategies for connecting with families are included
- Families are more inclined to become involved when school norms, cultures, and values align to their own experiences
- Greater connections are created when the student's family and culture are respected and included in their school

(Mapp & Bergman, 2021 CASEL Family Partnerships)

Multi-Tiered Systems of Support (MTSS)

- Student behavior, learning goals, school improvement, systemic or planned family engagement
- Approach for *all* families to participate in ways valuable to them
- Framework adaptable and data driven
- Family collaboration for students in special and general education
- Tiers-differentiated based on need
  - 1=Universal: most families
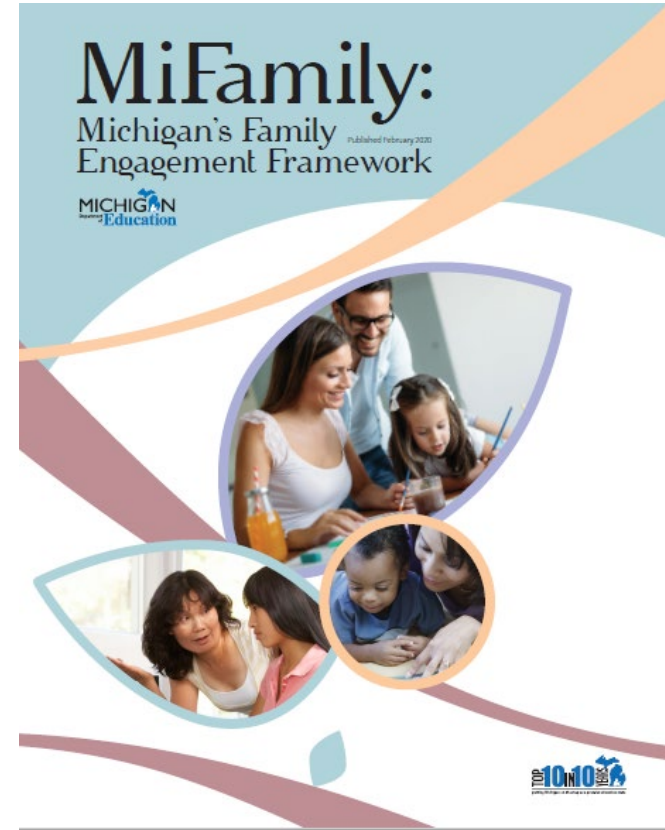 - 2=Groups: groups of families
  - 3=Intensive: small group of families

(Weingarten et al., 2020)

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Family Engagement and MTSS: Integrated

Intensive
- Individualized
- Monthly check-in conference
- Focus group of families with specialized perspectives
- Facilitated IEP

Groups
- Families with similar needs
- Whole school survey + phone call
- Parent-teacher conference alternatives: home visits, virtual options, phone

Universal
- Whole school supports communicated
- School surveys
- Family-teacher conferences
- Culture and communication methods

(Center on PBIS-Family Engagement ;
Florida PBIS Family Engagement)

Michigan Family Engagement Framework MiFamily

MDE's definition is Family engagement is a collaborative relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.

Michigan's Family Engagement Framework

- Guide for educators and practitioners (P20)

- Aligned with MDE's strategic plan

- Stakeholder developed

- Continuous process for development

- Additional fact sheets/briefs and resources on site

(Michigan Department of Education: MI Family Engagement Framework)
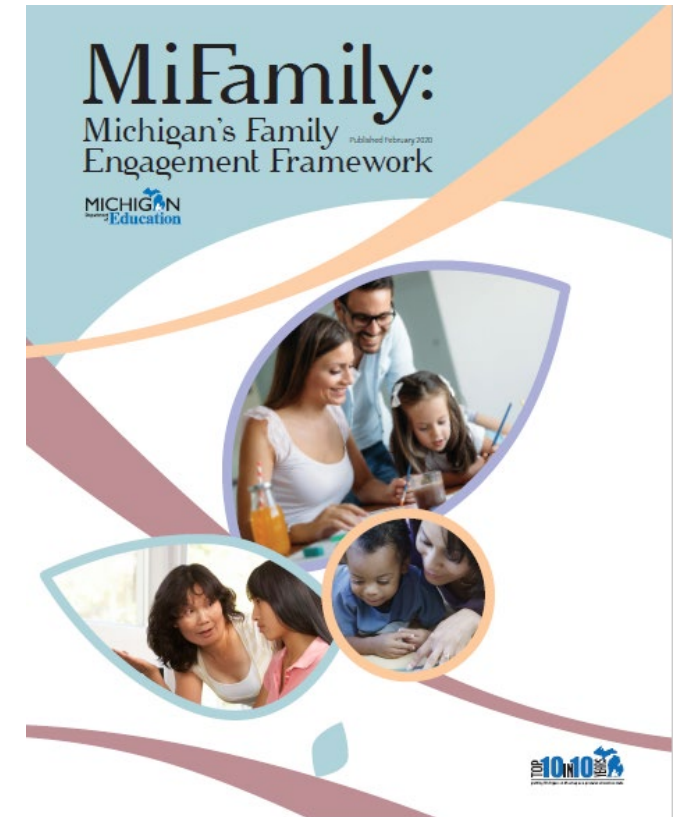
Video: Family Engagement-A Practice for Success

**Dr. Karen Mapp, Senior Lecturer
Harvard Graduate School of Education**
https://www.youtube.com/watch?v=3uRhYSjwM-w

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Michigan Family Engagement Framework Principles

Families

Relationships are the cornerstone of family engagement

Positive learning environments contribute to family engagement & learning

Families are engaged & supported partners in their child's education

5 Principles Family Engagement

Family engagement efforts are purposeful, intentional, and clearly identify learner outcomes

Family engagement efforts are tailored to address all families so all learners are successful

Educators

Providers

Community Supports

(Michigan Department of Education: MI Family Engagement Framework)

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Relationships are the cornerstone of family engagement

1

- Adopt an evidence-based home visiting program

- Build bridges/cultural proficiency activities

- Plan positive communications with all families

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Relationships are the cornerstone of family engagement

1

Adopt an evidence-based home visiting program

- Offer getting-to-know-you meetings in smaller, informal settings.

- Make relationship-building home visits.

- Co-design with families a pre-school-elementary school transition program.

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Relationships are the cornerstone of family engagement 1

Video

Opening lines of communication

- Home visiting promotes a positive impact on teacher job satisfaction and feelings of efficacy.

- Teachers report feeling greater enthusiasm and have seen improvements in their classroom practice using the new connections forged through home visiting.

(Goff Pejsa & Associates, 2014; St. Paul Federation of Teachers Parent/Teacher Home Visiting Project) Link to video: https://www.youtube.com/watch?v=8mXXSlZDthU

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Build bridges/cultural proficiency activities

- Learn the names of all families.

- Learn about the individual family's values and their expectations and priorities for their child's educational needs.

- Recognize where there are differences in perspectives regarding the educational system and services.

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Relationships are the cornerstone of family engagement

1

Plan positive communications with all families

- Create welcoming spaces in the program and schools.

- Offer getting-to-know- you meetings in smaller, informal settings.

- Curriculum showcases.

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Relationships are the cornerstone of family engagement

1

Effective Communication Requirements

- Two-way communication

- Active listening

- Inclusive problem solving

- Families share educational goals, ideas, expectations, hopes for their child

- *Quality* versus quantity of communication between family and school staff

(Weist, et al., 2017)

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Relationships are the cornerstone of family engagement

1

Building Relationships

- Create a welcoming environment

- Build trust

- Recognize parents as partners and decision makers

- Acknowledge strengths

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Families are engaged & supported partners in their child's education

2

- Include families on planning teams

- Use surveys throughout the year to obtain family input and share results

- Link families to community resources

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Families are engaged & supported partners in their child's education

2

Include families on planning teams

- Develop parent advisory committees.

- Peer-to-peer family groups

- Volunteer opportunities

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Families are engaged & supported partners in their child's education

2

Use surveys throughout the year to obtain family input and share results

- Engagement

- Support

- Learning Behaviors

- School Climate & Safety

- Role and Responsibilities

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Families are engaged & supported partners in their child's education

2

Link families to community resources

- Supports engagement in students' learning and equity in education

- Provides bridge to resources for accessing how and when needed

- Early childhood through transition out of high school

- Options: direct services, comprehensive family resource centers, school-based programs; affordable housing, medical care, mental health consultations, parent education, etc.

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Family engagement efforts are purposeful, intentional, & clearly identify learner outcomes

3

- Lead academic parent-teacher teams
  - IEPs integrated
- Design family events with family input
- Conduct student-led conferences

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3

Family engagement efforts are purposeful, intentional, & clearly identify learner outcomes

Teacher & Family Prior to the Conference:

- Review schoolwork

- Talk with the child

- Bring questions

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Family engagement efforts are purposeful, intentional, & clearly identify learner outcomes

3

Teacher & Family Prior to Meeting:

- I would like to see the student / my child make progress in:

- The student / My child is good at:

- The student My child struggles with:

- I am concerned about:

- Questions about my child's education:

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3

Ask Questions

- Would you tell me more about_____?

- What are some other options?

- Would you please explain___?

- I think I heard you say_____. Is that correct?

- I notice ____ at home. Are you seeing that at school?

- Do we all agree that_____?

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(Pacer Center: Use Questions to Find Answers)

Family engagement efforts are purposeful, intentional, & clearly identify learner outcomes

3

Design family events with family input and use the events to teach families skills they can reinforce at home

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3

Conduct student-led conferences

- Responsibility for academic performance

- Student reviews work at stations

- Teacher provides reflective practice

- Skill can grow incrementally

- Increases independence and self-advocacy

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Family engagement efforts are purposeful, intentional, & clearly identify learner outcomes

3

Student Name: _____ #: _____   Date: _____

Student-Led Conference Checklist
 # Reporting Period

DIRECTIONS GO HERE

Subject	Activity	Parent Initial
Math		
Reading		
Social Studies	·	
Science		
Art		
Self-reflection		

© Caffarata&Edwards 2018

Conduct student-led conferences

Can be differentiated with visuals and adjusted for grade level

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4

Positive learning environments contribute to family engagement & learning

- Involve families when creating security and visiting policies

- Ensure school personnel are visible in halls, at entries, at the buses, and at pickup

- Establish a community school's approach

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4

Involve families when creating security and visiting policies

- How often do you worry about violence at your child's school?

- If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?

- How likely is it that someone from your child's school will bully him/her online?

- Overall, how unsafe does your child feel at school? To what extent are drugs a problem at your child's school?

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(Adapted from work developed at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education.)

Positive learning environments contribute to family engagement & learning

4

Involve families when creating security and visiting policies

- Physical safety is related to higher academic outcomes and fewer risky behaviors

- Resources for support and reporting shared, i.e., Okay2Say; staff training; students and families are informed of mediation efforts for violence, bullying, mental health crisis, suicide threats

- Inform families of visitor policies and have staff available to greet families and challenge strangers

- Conduct threat assessment as prevention strategy

(National Center on Safe Supportive Learning Environments)

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Positive learning environments contribute to family engagement & learning

4

Ensure school personnel are visible in halls, at entries, at the buses, and at pickup

- Promotes positive school climate

- Creates sense of safety for parents and students

- Increases connections and trust

- Reduces student anxiety during transitions

- Supported by administrators and staff

- Improve school climate through principal's visibility in public places-powerful source to improve climate (at entrance, in halls, at bus drop-off/pick-up)

(Sawchuck, 2020; CDC, 2009-School Connectedness;)

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4

Establish a community school's approach

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Positive learning environments contribute to family engagement & learning

4
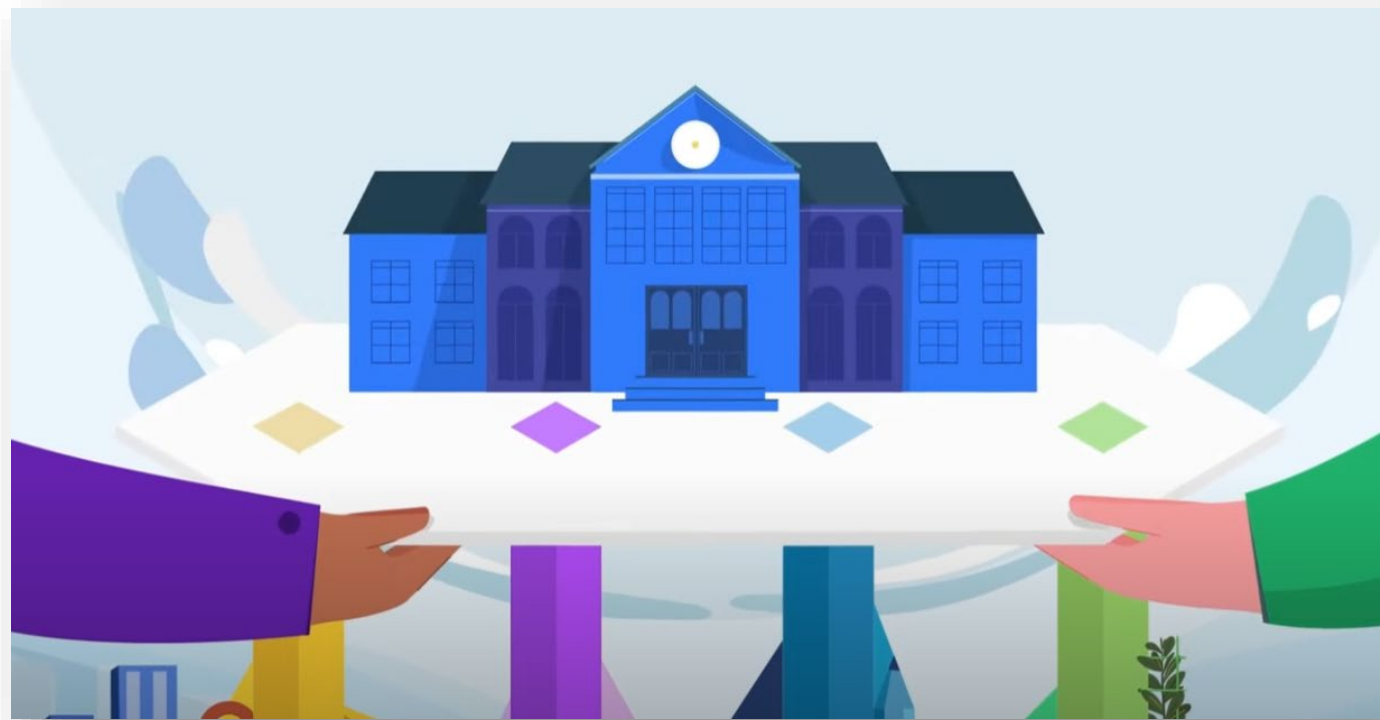
Establish a community school's approach

- Understanding every community is different.
- Unique priorities and vision of local community.
- Recognizes education is a shared responsibility.
- Ensures families, students, and community members have a say in deciding what will work best for student success.

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(National Education Association- Meeting the Needs of Students with Community Schools)

Positive learning environments contribute to family engagement & learning

4

Establish a community school's approach

Examples:

- A Florida School learned that a lack of streetlights was keeping kids from coming to school. Interest-holders rallied to increase streetlights from 12 to 52. Attendance improved and the school saw achievement gains of 12 percentage points in ELA and a 16-point gain in mathematics.
- An Iowa school implemented parent run clubs and programs and has seen improved involvement, attendance, and collaboration. And when its community experienced a devastating storm, the school was poised to respond and immediately mobilized its network of community school partners to engage in crisis response.
- A New Jersey K-8 school reduced teacher turnover by providing a support system to students and their families, including a food pantry and full medical clinic.

(National Education Association- Meeting the Needs of Students with Community Schools)

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Activity – Family Matters

- Work with your table mates for 5 minutes and note key pieces of information you would review with families to make sure it makes sense

- Choose a table member to report out to the large group

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5

Family engagement efforts are tailored to address all families so all learners are successful

- Seek barriers and remove them

- Provide interpreters and offer communications in multiple languages

- Provide training to staff

- Offer childcare at events

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Family engagement efforts are tailored to address all families so all learners are successful

5

Seek barriers and remove them

- Transportation-related challenges
- Concerns about getting to the school safely
- You feel unsure about how to communicate with the school
- The school provides little information about involvement opportunities
- The school is not welcoming to parents
- The school does not communicate well with people from your culture
- You do not feel a sense of belonging with your child's school community
- Negative memories of your own school experience
- Your child does not want you to contact the school
- You worry that adults at the school will treat your child differently if you raise a concern
- How busy your schedule is
- School staff seem to busy

(Adapted from work developed at Harvard University by Dr. Hunter Gehlbach and his research team at the Harvard Graduate School of Education.)

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Family engagement efforts are tailored to address all families so all learners are successful

5

Provide interpreters and offer communications in multiple languages

- Make sure to have interpreter services at school events, home visits, and meetings.

- Create meaningful relationships with multilingual families based on trust and respect.

- Converse with families regarding the role English plays in their home. Is maintaining their native language important?

- Incorporate or acknowledge important cultural milestones at school.

- Provide a point of contact at the school for parents to call with questions. (Ensure that they know how to get interpretation if they need it.)

- Maintain open two-way communication.

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Family engagement efforts are tailored to address all families so all learners are successful

5 **Provide training to staff**

- Shifts in thinking about family engagement
- Administrative, district, and building level support
- Teach importance of effective communication
  - Builds trust
- Administrators observe and provide feedback
  - During conferences
  - In meetings with families
  - In public areas

(Florida PBIS Project)

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5

Offer childcare at events

- Ensure families have access
  - No matter their access to economic or social supports
- Consider other options
  - invite the entire family and have crayons, paper, and child-appropriate toys set up at nearby table for siblings (let parents know it is okay if there is noise!)
  - Schedule at different days and times

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Principles of MiFamily Engagement Framework

(MiFamily Engagement Framework)

MI-Family Framework

FROM VISION TO PRACTICE

Chart 1: What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Higher Impact on Child Learning and Development	Moderate Impact	Lower Impact
1. Families and early childhood providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts.	Springtime open house for new families, hosted by current families	Early childhood program registration on program website or drop in
2. Experienced families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like home visits, preschool, and community activities. Short videos of families' sharing are sent with texts or emails to families who couldn't attend, with sign-up sheets and surveys attached.	Programs host a family night where families visit classrooms, meet teachers, view children's work, sign-up to volunteer, and receive a family phone tree compiled by staff.	Offer back to school night where families visit classrooms, meet teachers, and have refreshments.
3. A program communication app creates two-way communication and ongoing exchange of knowledge between families and teachers.	Monthly phone calls, emails, or texts with information on program activities	Program newsletter with generic messaging
4. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a	At frequent meetings, staff share information regarding	Teachers send home written

ACTION PLAN

This space provided for ideas and plans for engaging families as partners in their child's education.

Current Practice	Desired State	Next Steps	Person(s) Responsible	Resources Needed	Timeline

50 x 11.00 in

Video: Family Engagement Assessment Tool

Flamboyan Foundation

https://www.youtube.com/watch?v=vc3FiPLZV-0

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Family-School Relationships Survey

- Comprehensive survey with questions
- Customizable by priority topics (4-7) for brief and focused
- Measures: family engagement, school fit, family support, family efficacy, learning behaviors, school climate, grit, barriers, roles and responsibilities, school safety, free responses, background
- Collection through grouped questions and scales
- Used a needs assessment, measuring changes in family attitudes, or other approaches

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(Panorama Education User Guide-Family School Relationships Survey)

Panorama Education
Family Home Relationships Survey

USER GUIDE
Family-School Relationships Survey

Family Engagement
The degree to which families become involved with and interact with their child's school.

Question	Response Options				
How often do you meet in person with teachers at your child's school?	Almost never	Once or twice per year	Every few months	Monthly	Weekly or more
How involved have you been with a parent group(s) at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you visited your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
In the past year, how often have you discussed your child's school with other parents from the school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more
How involved have you been in fundraising efforts at your child's school?	Not at all involved	Slightly involved	Somewhat involved	Quite involved	Extremely involved
In the past year, how often have you helped out at your child's school?	Almost never	Once or twice	Every few months	Monthly	Weekly or more

School Fit
Families' perceptions of how well a school matches their child's developmental needs.

Question	Response Options				
How well do you feel your child's school is preparing him/her for his/her next academic year?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How much of a sense of belonging does your child feel at his/her school?	No belonging at all	A little bit of belonging	Some belonging	Quite a bit of belonging	Tremendous belonging
At your child's school, how well does the overall approach to discipline work for your child?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
Given your child's cultural background, how good a fit is his/her school?	Not good at all	Slightly good	Somewhat good	Quite good	Extremely good
How well do the activities offered at your child's school match his/her interests?	Not well at all	Slightly well	Somewhat well	Quite well	Extremely well
How comfortable is your child in asking for help from school adults?	Not comfortable at all	Slightly comfortable	Somewhat comfortable	Quite comfortable	Extremely comfortable

(Panorama Education Family Home Relationships Survey)

Flamboyan Foundation
Family Engagement Assessment Tool

Flamboyan Foundation

Adapted from the Family Engagement Assessment Tool

Question	Response
What is your role?	• Teacher • School Administrator or leadership (e.g., principal, assistant principal) • School-based support role (e.g. special education, coordinator, counselor) • Front office or other administrative staff (e.g., IT) • Operational school support staff (e.g., cafeteria staff, custodian, bus driver) • Other
What school district do you work for?	
Where do you work?	State
What type of school do you work at?	• Public school • Public charter • Private school • NA
How long have you worked in	• 0-3 years

(Adapted from the Family Engagement Assessment Tool)

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Family-School Partnership Checklist

(University of Wisconsin-Madison/Extension)

Questions Parents & Families Can Ask to Partner with Schools

Big Ideas and Questions:

- Partnering for our child's success is important to us
  - How will we build our relationship to partner well?

- Ongoing communication will sustain our partnership
  - How will we build and maintain open communication all year?

- Academic success can be impacted by families supporting learning
  - Impacts academic success

- Working together can support students' success beyond academics
  - What resources are available to help my child's overall well-being?

- Families want to support schools but need more information
  How can parents be helpful in building classroom and school communities?

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(US Department of Education, Sample Questions)

Meeting Families Where They Are

- Accommodate their schedules

- Listen and respond to their concerns

- Help them learn to navigate the education and social service systems

- Assist them with finding support networks

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Promoting Engagement

- Parenting skills: how to be a partner in learning-may need guidance

- Communications: two-way and inform on education system

- Volunteering: improve recruitment and training

- Learning at home: in homework, goal setting, curriculum-related

- Shared decision-making: included in child and school decisions

- Community collaboration: resources and services coordinated for families with local agencies, organizations, universities, etc.

- Training: of educators in family engagement

(Jacques & Villegas, 2018; Small, 2015; National Education Association, 2008)

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Reach Unreached Families

- Impact of pandemic

- Need ability to reach all students

- Access to resources to support learning

- Sustain household physical, mental health, social, and economic well-being

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Reach Unreached Families
Strategies

- Step 1: Strategic communication

  - Capture, coordinate, collaborate

- Step 2: Virtual engagement

  - Attendance logs, social media, special mailing, make it personal

- Step 3: Going deeper

  - Emergency contacts, leverage partners, peer relationships, engage trusted adults

(Flamboyan Foundation)

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Resources

Resources: US Dept. of Ed.

- US Department of Education partnership with Carnegie Corporation of New York

  - Six monthly webinars. Register for the second webinar - How Family Engagement Can Improve Student Engagement and Attendance, Tue, Mar 28, 2023 at 1:00 PM.

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Activity

Flip over our first worksheet
- Choose 2-3 strategies you would like to try to improve engagement
- Set target dates

- Social Emotional Learning (SEL)

- Michigan Multi-Tiered Systems of Support (MiMTSS)

- Adopt an evidence-based home visiting program

- Build bridges/cultural proficiency activities

- Plan positive communications with all families

- Include families on planning teams

- Use surveys throughout the year to obtain family input and share results

- Link families to community resources

- Lead academic parent-teacher teams

- Design family events with family input

- Conduct student-led conferences

- Involve families when creating security and visiting policies

- Ensure school personnel are visible in halls, at entries, at the buses, and at pickup

- Establish a community school's approach

- Seek barriers and remove them

- Provide interpreters and offer communications in multiple languages

- Provide training to staff

- Offer childcare at events

TAKE ACTION

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4 "A"s

Choose (at least) **one** of these after you leave:

- **A-ha** (lightbulb moment)

- **Apology** (oops, I didn't realize)

- **Appreciation** (what are you thankful for?)

- **Ask** (specific question to further your understanding)

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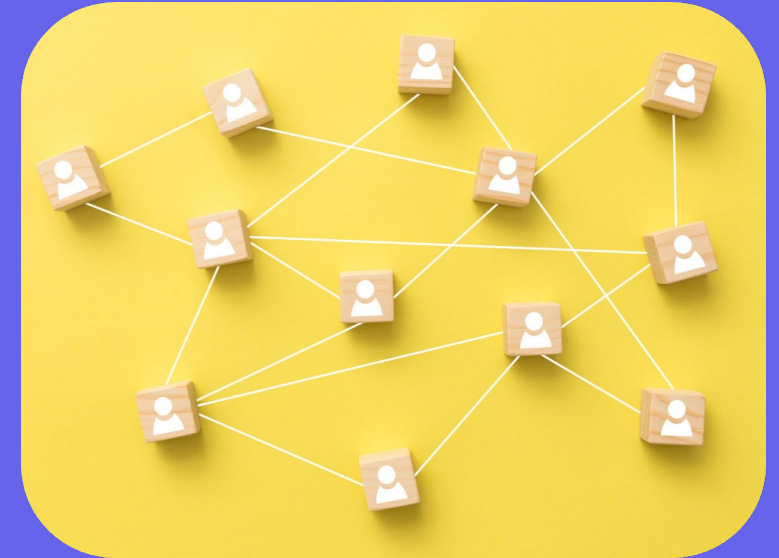
Questions

We are here to support you!

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