

NEW GUIDANCE AND HIGH-IMPACT STRATEGIES FOR PARTNERING WITH FAMILIES

*Alliance District Convening
May 7, 2015*



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Have We Tried These?

- ❑ Are your teachers trained in how to engage families?
- ❑ Are your publications free from educational jargon?
- ❑ Do you have welcome signs in different languages upon entering your school?
- ❑ Do you recognize and celebrate your volunteers?
- ❑ Do you invite parents to sit in on your professional development?

A few more....

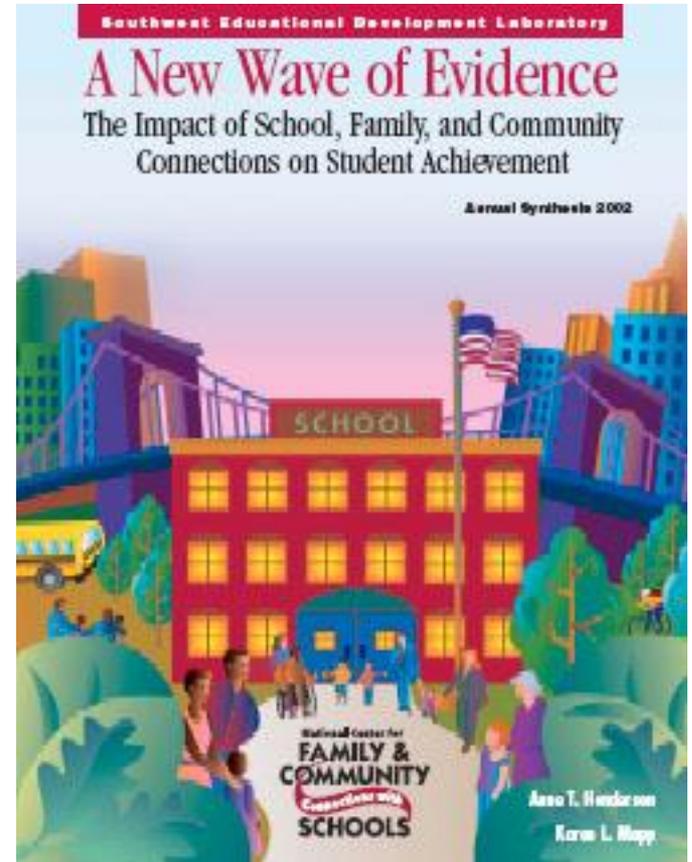
- ❑ Do you ever videotape teachers and put those teaching videos on YouTube?
- ❑ Are events scheduled at different times?
- ❑ We provide clear info to non English speaking parents
- ❑ We have a column in our school newsletter highlighting parent info and student work
- ❑ We let parents know what is expected at each grade level and what our school goals are

A New Wave of Evidence:

Family Engagement Has a Powerful Impact on Student Achievement

By Anne T. Henderson
and Karen L. Mapp

www.sedl.org/connections



News Flash



Important new studies
reveal *high-impact*
strategies

Organizing Schools for Improvement

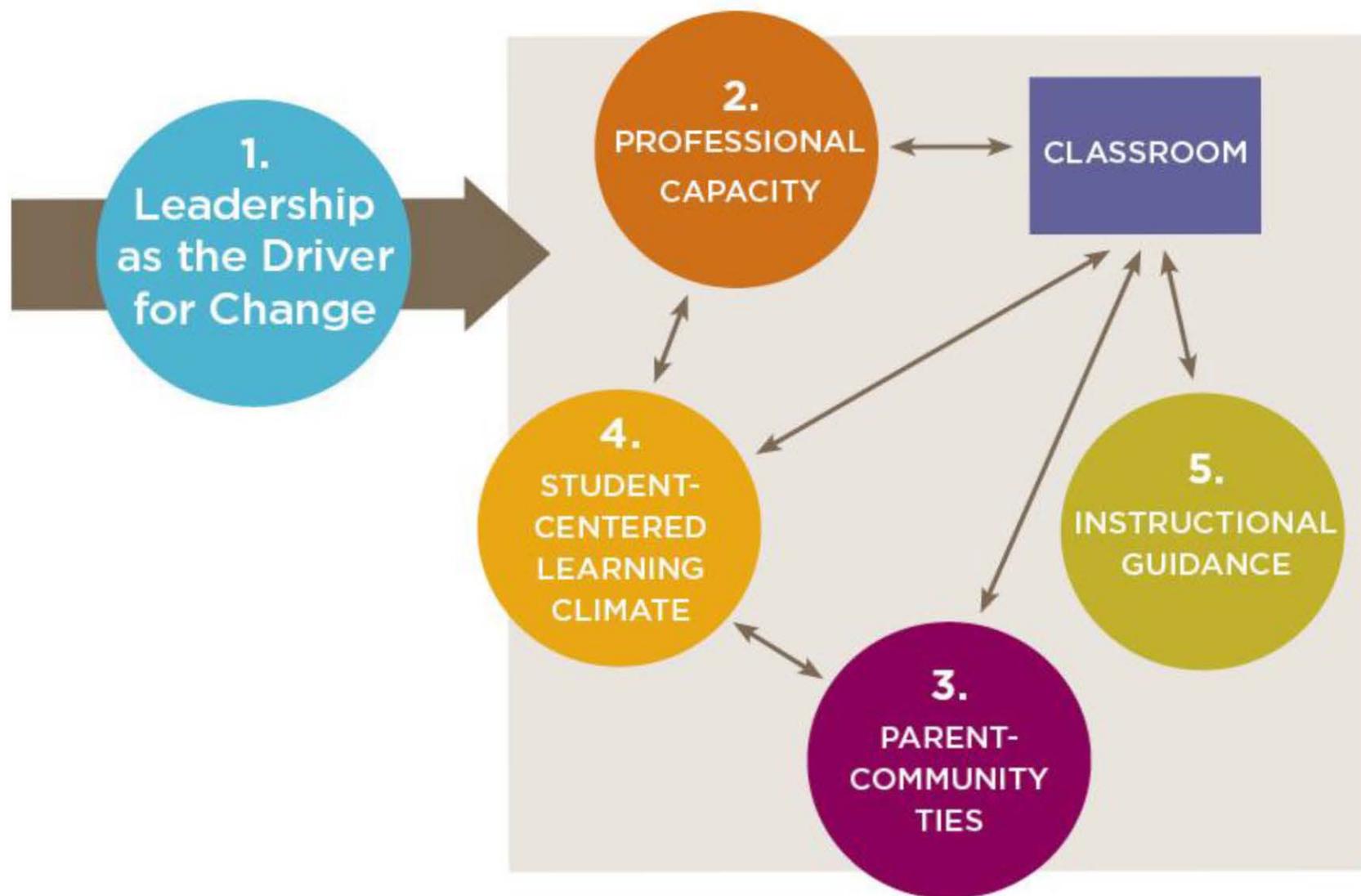
Schools divided into groups, based on improvement in each area (attendance, math tests, English tests):

- **Stagnant (25%)**
- Typical - small improvements (50%)
- **Improving – substantially (25%)**

A Tale of Two Chicago Schools: Hancock and Alexander

- Similar in many ways in the early 1990s
 - Located in same area of the city
 - 100% African American enrollment and 100% low income
 - Both among 100 poorest-performing schools in reading and math in 1989
- One moves dramatically forward over the next 7 years (Hancock) but the other does not (Alexander)

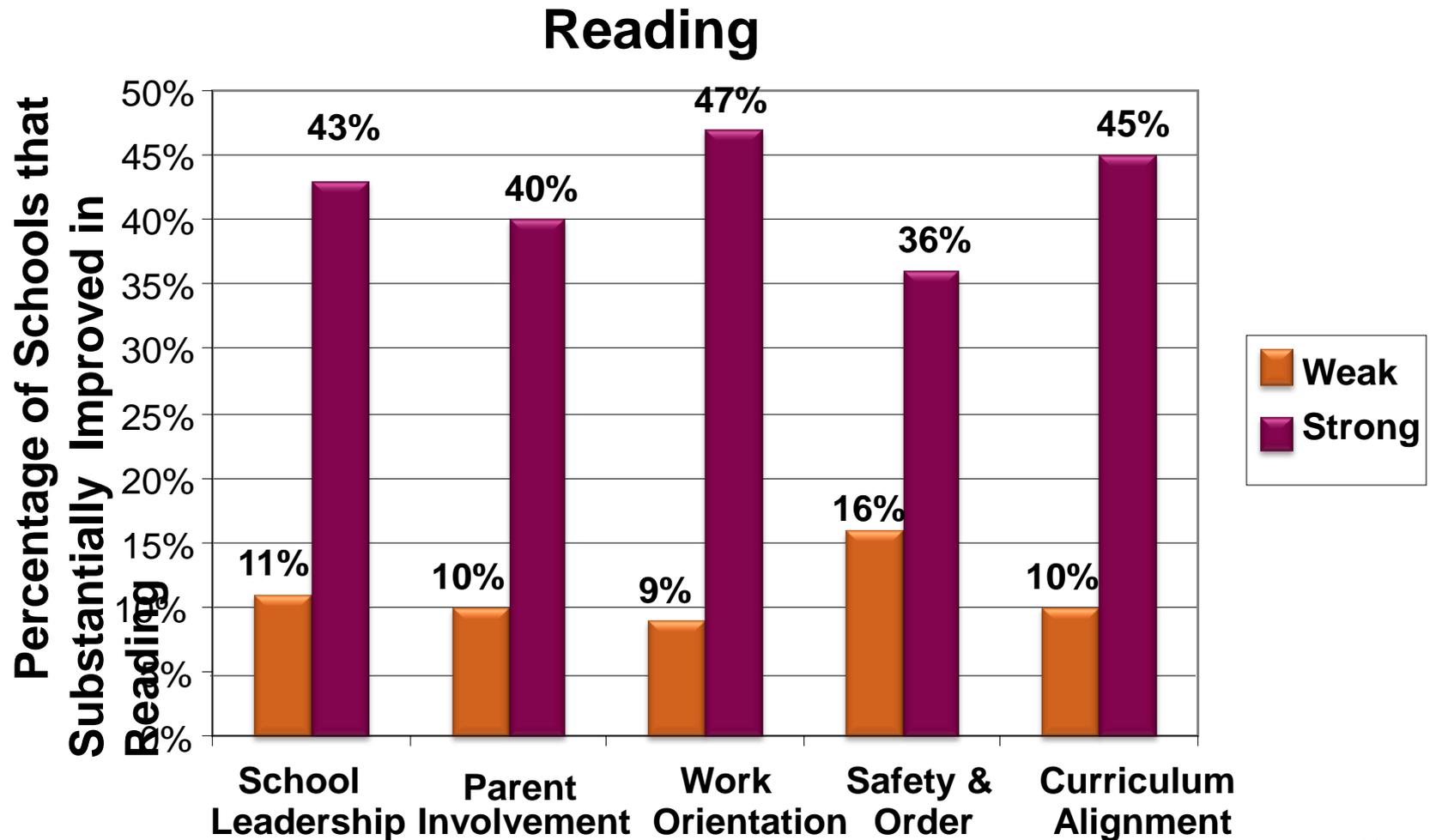
Framework: Five Essential Supports



What did they measure?

- **Teachers' ties to community:** Understand local issues, spend time in community, use local resources.
- **Teacher outreach to parents:** Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners
- **Parent response:** Become involved in school activities and respond to teacher concerns about schoolwork.

How Likely Is Major Improvement, Given Weak or Strong Supports



School Practices are KEY

Specific school programs and teacher practices that encourage and guide parents to become involved are the **strongest predictors of whether parents are involved** at home and school are the.

Dr. Joyce Epstein
Johns Hopkins University



THE CHALLENGE

THE CHALLENGE

Lack of opportunities for **School/Program Staff** to build the capacity for partnerships

Ineffective Family-School Partnerships

Lack of opportunities for **Families** to build the capacity for partnerships



FAMILY AND STAFF CAPACITY OUTCOMES

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures



**Effective
Family-School
Partnerships
Supporting Student
Achievement
& School
Improvement**

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators



OPPORTUNITY CONDITIONS

OPPORTUNITY CONDITIONS

Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure



POLICY AND PROGRAM GOALS

POLICY AND PROGRAM GOALS

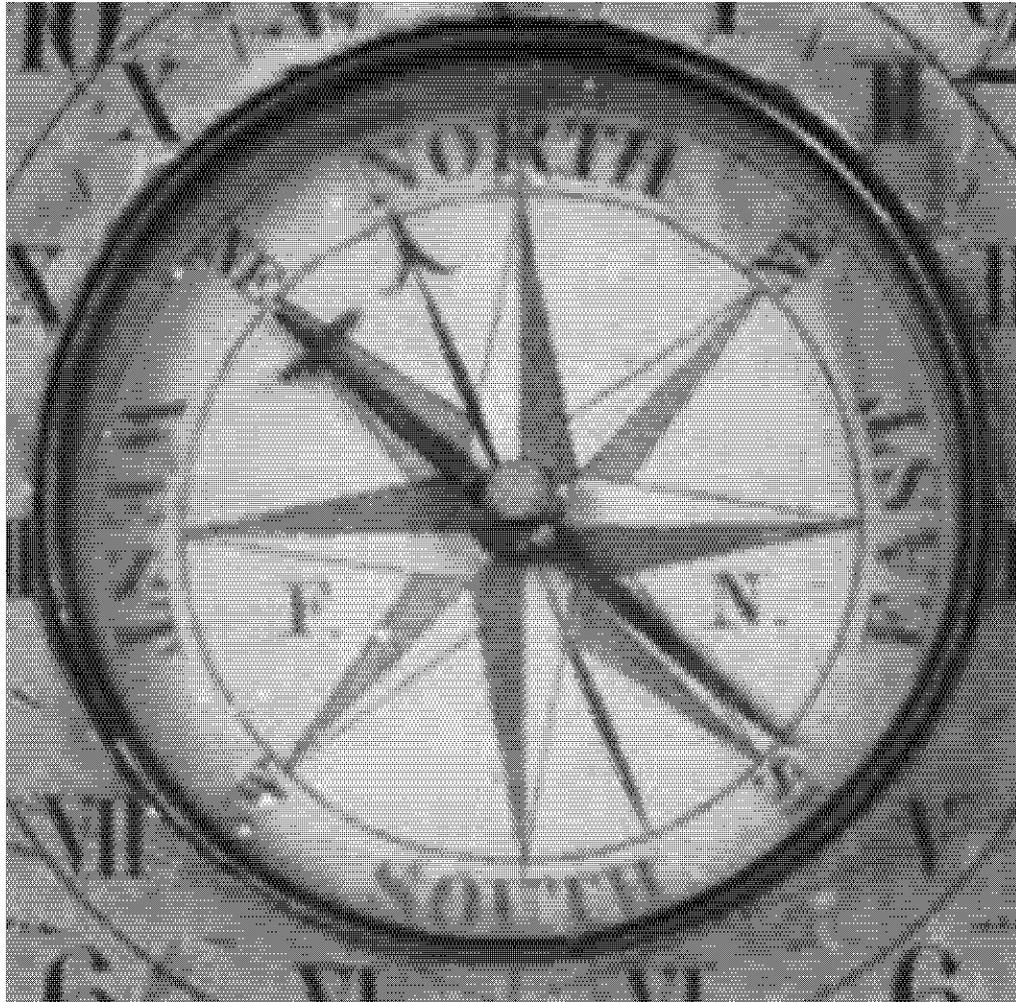
To build and enhance the capacity of staff/families in the “4 C” areas:

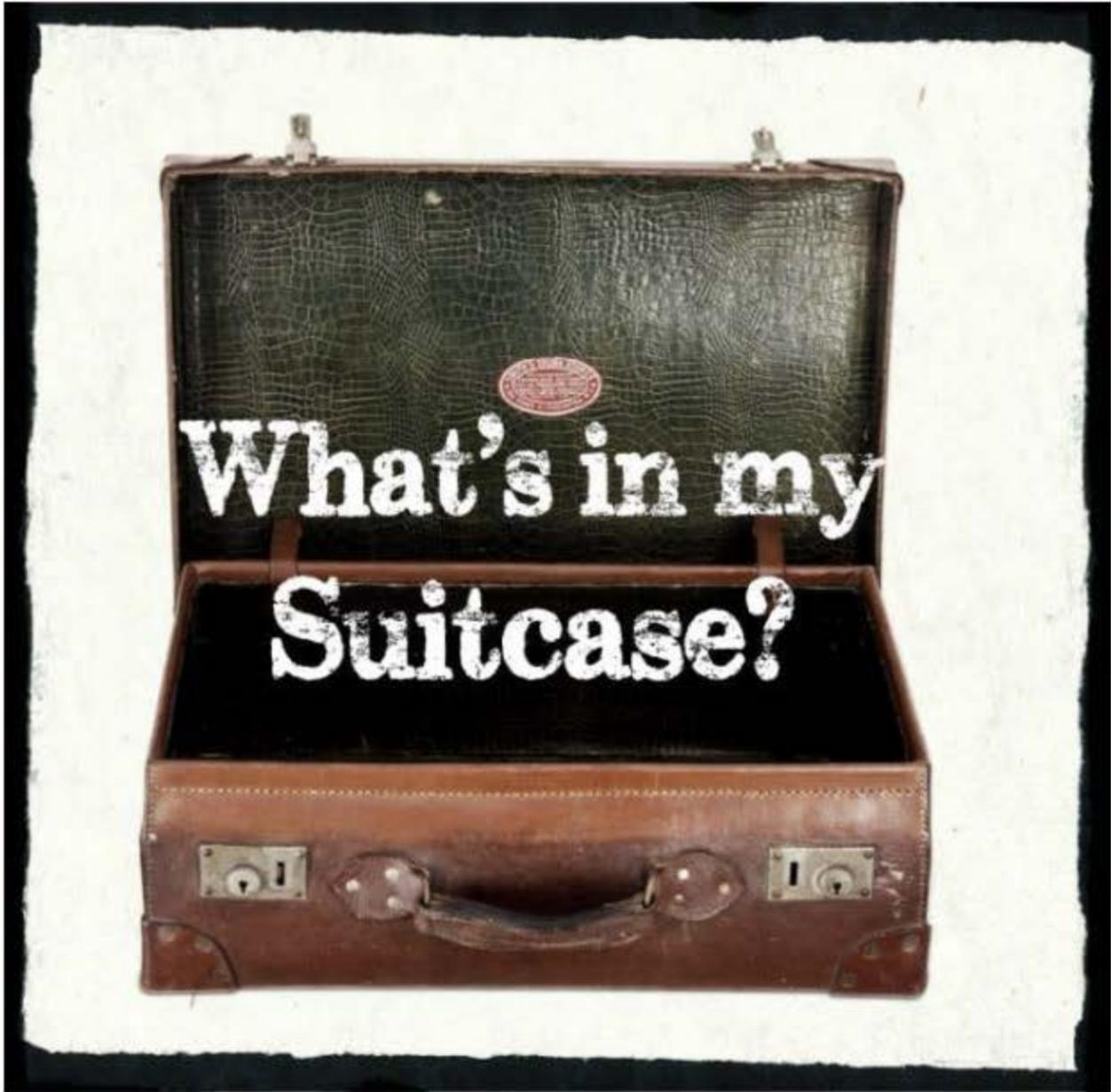
- **Capabilities** (skills and knowledge)
- **Connections** (networks)
- **Cognition** (beliefs, values)
- **Confidence** (self-efficacy)



The Dual Capacity-Building Framework for Family-School Partnerships







The Principal



Teachers and Staff



Classroom Family Engagement

- ❑ Teachers possess the beliefs and mindsets to effectively engage families.
- ❑ Teachers and families have trusting relationships and meaningful two-way communication.
- ❑ Families work with teachers to construct goals for their children, monitor progress, and support learning.

Flamboyant Foundation. (n.d.). *Classroom family engagement rubric.*
<http://www.hfrp.org/publications-resources/browse-our-publications/successful-family-engagement-in-the-classroom-what-teachers-need-to-know-and-be-able-to-do-to-engage-families-in-raising-student-achievement>

The School District



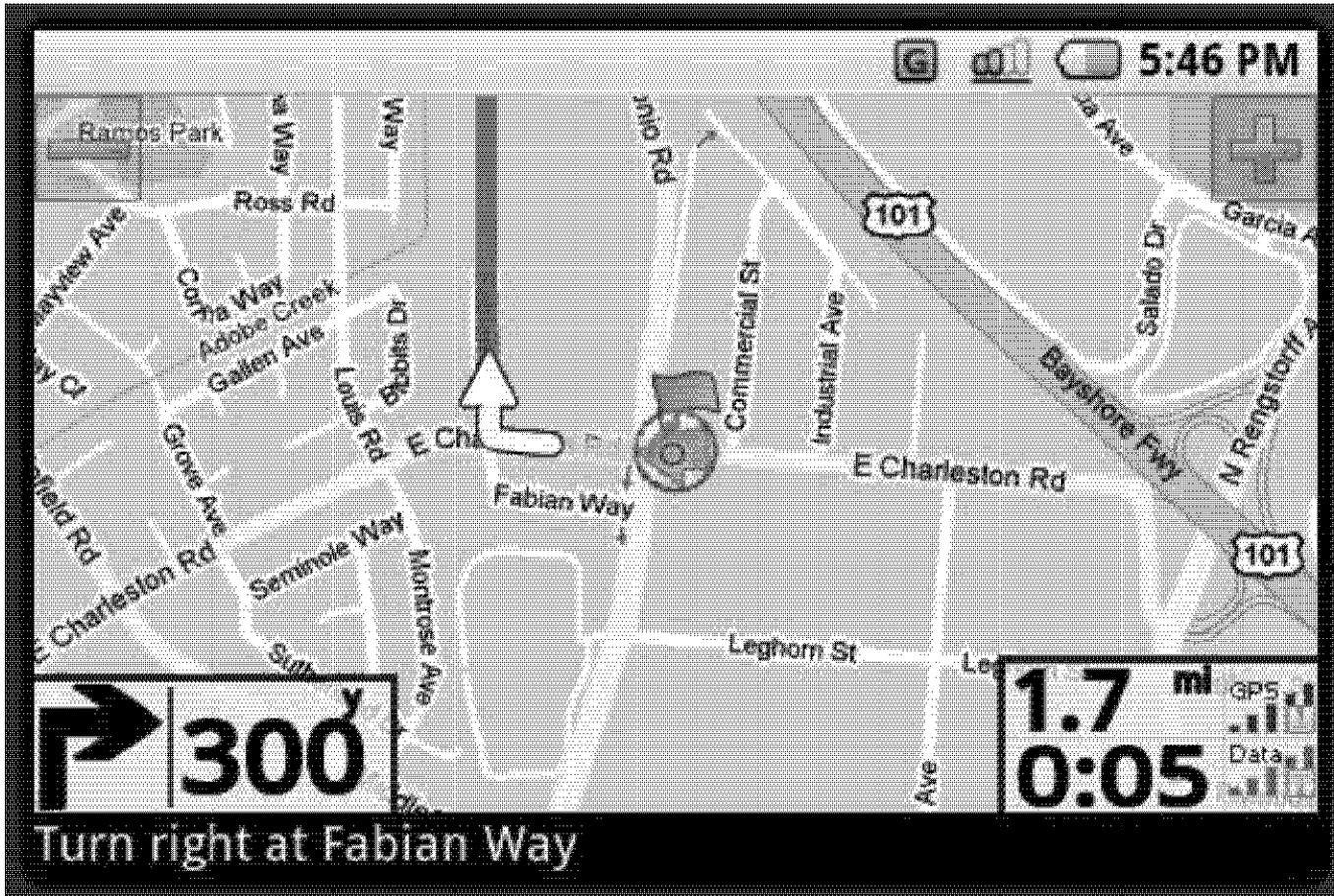
GOAL FOR THE SCHOOL YEAR

60% of students will meet or exceed their target growth goal in Reading as measured by MAP;

40% of students will meet or exceed 50% of their target growth goal in Reading as measured by MAP.

FAMILY AND STAFF CAPACITY OUTCOMES







How Welcoming is *Your* School?

THE CONNECTICUT WELCOMING SCHOOLS INITIATIVE



CONNECTICUT
SCHOOL FAMILY COMMUNITY
PARTNERSHIPS

<http://www.crec.org/welcomingschools/>



Central Region Education Council

Welcoming Ideas

- Welcome signs in multiple languages
- Student work in publications
- Programs and events carefully explained
- Information packets are available throughout the year
- New students and their families are officially welcomed

What Do Parents Want From Us?

#1 What is my child expected to know at each grade level – how can I help?





**What if we had a
tool to link home
and school**

**with grade
level goals
and learning
strategies?**

The School-Parent Compact

In The Beginning...

A written agreement of shared responsibility (Sec. 1118)

How will families and teachers work together *this year* to achieve high standards for student achievement and meet the goals of the school improvement plan?

Let's Look At An Old Compact



Example of an OLD Compact

NUTMEG ELEMENTARY SCHOOL HOME/SCHOOL INVOLVEMENT COMPACT

TITLE I TEACHER:

I understand that the school experience is important to every student and so is my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Teach necessary concepts to your child.
2. Try to be aware of your child's needs.
3. Regularly communicate with you and the regular classroom teacher about your child's progress.

Teacher Signature

Date

PARENT/GUARDIAN:

I realize that my time in school is very important. I also understand that participating in my child's education will help his/her achievement and attitude. Therefore, I agree to carry out the following responsibilities to the best of my ability:

1. Go over my child's assignments with him/her.
2. Make sure my child is at school on time.
3. Give my child a quiet place to study.
4. Spend at least 15 minutes each day reading with my child.
5. Attend open house and parent conferences.
6. Make sure my child gets enough sleep each night.

Parent/Guardian Signature

Date

STUDENT:

I know my education is important. I know my parents want to help me, but I am the one who has to do the work. Therefore, I agree to do the following:

1. Do my classwork on time.
2. Be at school on time unless I am sick.
3. Return corrected work to my parent/guardian.
4. Pay attention and do my work.
5. Be responsible for my own behavior.

Student Signature

Date

What Happened?

Compliance culture

+ Little experience with families

+ Boilerplate compacts



The Myths

The Compact...

- ❑ is a good place to teach parenting
- ❑ is the place to correct student behavior
- ❑ must be signed by teachers and parents



The New “Academic” Compact

- ✓ Links to goals of the school improvement plan
- ✓ Focuses on student learning and skills
- ✓ Describes KEY classroom and home strategies for learning

FAMILY-SCHOOL COMPACT
FOR ACHIEVEMENT
2011 - 2012

Sample
Planning Tool

4th Grade Focus



for Student Success

Nutmeg Elementary School
Mary Kies, Principal
www.nutmegschool.org 860-555-1212

What is a School-Parent Compact?

A *School-Parent Compact for Achievement* is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach grade-level standards.

Effective compacts:

- Link to goals of the school improvement plan
- Focus on student learning skills
- Describe how teachers will help students develop those skills using high-quality instruction
- Share strategies parents can use at home
- Explain how teachers and parents will communicate about student progress
- Describe opportunities for parents to volunteer, observe, and participate in the classroom

Jointly Developed

The parents, students and staff of Nutmeg Elementary School developed this School-Parent Compact for Achievement. Teachers suggested home learning strategies, parents added ideas to make them more specific, and students told us what would help them learn. Meetings are held each year to review the Compact and make changes based on student needs.

Parents are welcome to contribute comments at any time.

If you would like to *volunteer, participate and/or observe in the classroom*, please contact: Patti Muñoz at pmunoz@nutmeg.org or 860-555-1212, Ext 12 or go to our school Web site and click on the **Parent Button**.

Building Partnerships

3rd Thursdays

Family Fun Learning Adventures!

Join Us for Our "Go for the Gold" Night
Third Thursday of September (5:30 p.m. - 7:00 p.m.)

- Help your child to become a "Goal" Medalist! You and your fourth grader will learn how to set 2-3 student learning goals and ways to achieve them.
- Enjoy GAMETIME with your child exploring free home learning kits designed to support your child's "Olympic-Size d" learning goal. Gold medals and snacks provided!

Join us for a "Literacy Safari" 3rd Thursday in October.
Safari gear & refreshments provided.

MORE FAMILY FUN LEARNING ADVENTURES

3rd Thursdays in January, March & May.
Detailed information will be sent home.

4*

Communication about Student Learning

Nutmeg Elementary School is committed to frequent two-way communication with families about children's learning. Some of the ways you can expect us to reach you are:

- Weekly homework folders
- Monthly "check-in" notes or phone calls
- Updates on the school Web site and current grades in PowerSchool
- Class meetings on understanding student progress
- Parent-teacher conferences in November and March

Do you have questions about your child's progress?

Contact your child's teacher by phone (860-555-1212) or e-mail. E-mail addresses are on the school Web site at www.nutmegschool.org.

6*

Sample
Planning Tool

SCHOOL-PARENT COMPACT
FOR ACHIEVEMENT
2012 - 2013

4th Grade Focus



for Student Success

Nutmeg Elementary School

Mary Ellen Pleasant, Principal
www.nutmegschool.org 860-555-1212

Sample Planning Tool

Our Goals for Student Achievement

1A*

District Goals

By June 2020, all students will be at grade level or higher in both math and reading.

We will get there by:

1. Increasing each student's fluency and understanding in reading across all grade levels by 15% over 3 years.
2. Increasing each student's competency in math computation, word problems and number operations by 15% over 3 years.

School Goals

By 2015, our students will make a 20% gain in math and reading; 75% of students will be at grade level in reading, and 80% at grade level in math.

Our focus in reading will be:

- Beginning sounds and sight words in grades K-1
- Vocabulary development in grades K-4
- Making text connections in grades 5-6

Our focus in math will be:

- Place value and estimation in grades K-6

When teachers, students and families work together, we CAN achieve our goals!

Teachers, Parents, Students - Together for Success

In Our 4th Grade Classroom **1B***

The 4th grade team will work with students and their families to support students' success in reading and math. Some of our key connections with families will be:

- Develop a weekly goals folder with students and send home materials to help parents support the learning goals.
- Use the "word wall" and storytelling to incorporate new words. Send new words to families each week with information on how to build a home word wall and develop their own stories.
- Design a fun family literacy night and share classroom strategies with families on how to help students connect personal experiences to the story.
- Develop goals with students that focus on increasing their skill in estimation and measurement. Send goals to parents along with some practical ideas for supporting their learning goals at home.

At Home **2***

Nutmeg School parents joined staff to develop ideas about how families can support students' success in reading and math.

- Use the weekly folder to discuss my child's learning goals and use the teacher's materials to support my child's learning at home.
- Post new words on our "word wall" and remember to use them in conversations and stories. Add our own new words.
- Read with my child every day and talk about how the story connects with things that he or she has experienced. Attend the family fun literacy night to practice new ways to support my child as a reader.
- Use the math goals and related games or strategies the teacher sends home to improve my child's estimation and measurement skills.

Nutmeg Students **3***

Nutmeg School students joined staff and parents to develop ideas about how they can succeed in school and reach for the stars in math and reading. Students thought of the following ideas to make connections between learning at home and school:

- Set goals for myself to learn new words and read every day.
- Think of new words to put on our family "word wall." Share ideas with my friends.
- Make up stories to tell my family using new words.
- Help make the grocery list and estimate how much the food will cost.

OPTIONAL:

- My own personal learning goal is: _____
- My teacher can help me reach it by: _____
- My parent can help me accomplish it by: _____

Family Fun Learning Adventures are a great place to learn new words, practice math – and win prizes!
(see the back of this brochure for more information)

* Numbers correspond to sections in the "Guide to Quality" Tool in the *Dust Off Your Old School Parent Compact* training kit developed by the Connecticut State Department of Education and available at www.schoolparentcompact.org.

[Click HERE for a background video](#)



Building Powerful Partnerships with Families
Transforming Your Old Title I School-Parent Compacts into
Effective Action Plans
Connecticut School - Family - Community Partnerships

Sponsored by the Connecticut State
Department of Education

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PULL IT ALL TOGETHER

Get The Right Tools To Finalize Your Plan With Sample Compacts

Create an attractive, family-friendly compact document that captures everyone's input, then design a "roll out plan" for introducing the compact to families.

[Get Started »](#)



[View The 10 Steps To Create A Successful School Parent Compact](#)

[Start The Process »](#)

What is a Learning Conversation?



Grade-level groups (translators as needed)

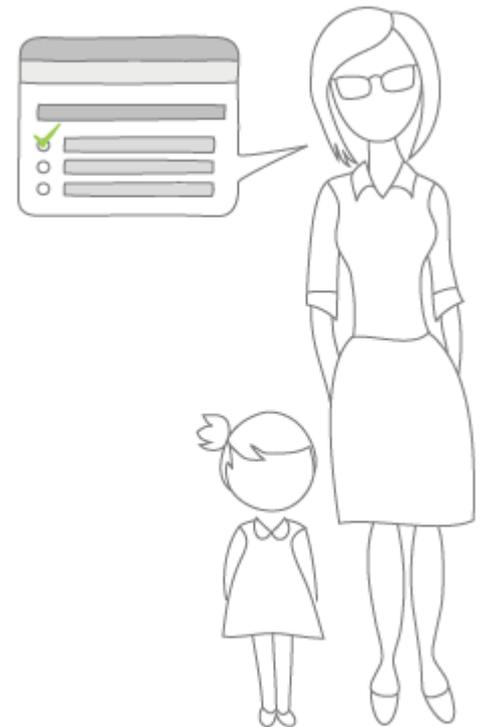
1. Welcome	Icebreaker
2. Share	Data on key skills
3. Model	A teaching strategy
4. Practice	A classroom activity
5. Discuss	How to use at home
6. Ask	How can we help you?
7. Plan	To follow up

Monitoring & Evaluating the Effectiveness of Family & Community Engagement

- But how do you know if it's working?
- The value of surveys... if done correctly.
- Using what you learn...
- Educating your staff on data
- Harvard Parent Survey

(Survey Monkey:

<https://www.surveymonkey.com/mp/harvard-education-surveys/>)



Remember.....

If you want to go FAST

Do it alone

If you want to go FAR

Do it with others



***It's all about
the Conversations!***



Thank you!

Professional Learning Network for Family Engagement



**Do you work to engage families in their children's learning?
Would you like to network and learn from others in the field?**

Then come to the Friday CAFÉ!

What: Friday CAFE is a morning discussion and networking series for people who work at the intersection of families and learning. Our monthly gatherings feature a short talk, fresh coffee and thought-provoking conversation.

Who: Our members go by many different names. Some work in schools, some in communities. Are you a parent liaison, partnership coordinator, home-school facilitator, family resource specialist, parent center director? This network is for you.

When: Join us Friday mornings, 8:30-10:30am



Save-The-Date

SAVE
the
DATE

CT

Family Engagement

STATEWIDE CONFERENCE

Friday, September 25, 2015

Sheraton, Rocky Hill



Other state partners
to be announced!

Speakers - Workshops - Books - Giveaways - DON'T MISS IT! Contact: judy.carson@ct.gov