

Pinellas County Schools

Making a Difference
in the Lives of Students

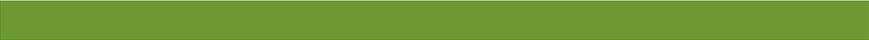


Family and Community Engagement School Guide 2016



The family is the cornerstone of our society. More than any other force it shapes the attitude, the hopes, the ambitions, and the values of the child. And when the family collapses it is the children that are usually damaged. When it happens on a massive scale the community itself is crippled. So, unless we work to strengthen the family, all the rest- schools, playgrounds, public assistance, and private concern- will never be enough.

Lyndon Johnson






CONTENTS

MODULE 1 OVERVIEW

Introduction/Overview

Goals/Objectives/Outcomes

District Alignment

Family Framework/Research (Literature Review Highlights)

Activity 1

MODULE 2 FRAMEWORK

Organizing Schools for Improvement

The Five Essential Supports

Dr. Karen Mapp's Dual Capacity Framework

Reframing Family Engagement

Activity 2

MODULE 3 ESTABLISHING A CLIMATE FOR ENGAGEMENT

“KCIPE”

Know the Dynamics of your Families

Chunk your Families into Groups

Identify and Know your Students

Process for Deployment

Evaluate your Process

Activity 3

MODULE 4 STRATEGIES FOR ENGAGING FAMILIES

Build Trusting Relationships

Collaborate with the Community

Develop Family Engagement Efforts Linked to Learning

Engagement Strategies for High Poverty-Low Performing Schools

Family Supports and Inclusion

MODULE 5 MEASUREMENT OF ENGAGEMENT OUTCOMES

Family Surveys

RESOURCES

REFERENCES




MODULE 1

INTRODUCTION

Pinellas County Schools believes that partnerships among families, community and schools are an absolute necessity for improving student learning and promoting successful schools. Research has clearly pointed out that effective engagement activities, directly linked to core learning, and integrated within a system of learning supports, increase academic student performance. This guide is developed to provide a compass by which school engagement teams can implement effective strategies and initiatives for successful family engagement.

We acknowledge and embrace that the parent/guardian or family member can be inclusive to grandparents, foster parents, aunt or uncle, adult sibling, and/or a caring adult and that family engagement can mean different things to different people- from volunteering, mentoring, or chaperoning field trips, to modeling a strong work ethic, helping with homework, fundraising, or attending teacher conferences. The District believes engagement is impactful if linked to learning. Linking family engagement efforts to learning means that it is crucial that our families are equipped with the necessary tools to support learning at home and the resources needed to support healthy development of the child.

Pinellas County Schools will educate, empower, and support families to enable them to effectively reinforce learning and the healthy development of their child.



OBJECTIVES/GOALS/OUTCOMES

It is important that engagement practices are aligned with school and district goals, trusting relationships are built between the school and home, and professional development for staff and training for families, geared toward enhancing student success, is provided. We are hopeful that if properly implemented and monitored, successful engagement activities will increase rates of literacy acquisition, student learning at home, communication with the teacher and school staff; improve high school graduation rates; establish co-partnerships between the teacher and family, and promote successful schools. To that end, the following four outcomes drive our family engagement efforts:

- 1) Streamline school family engagement efforts to be more result-oriented by confirming that parents/families learn new tips or tools to support their child's learning at home, practice new skills or strategies to support learning and share knowledge about their child with the teachers to help them better support their child.
- 2) Additional resources, tools and services are provided to school staff, students and families by expanding partnerships between community organizations and agencies.
- 3) Stronger relationships and connections between school staff, students and families are developed and maintained by respecting individuals core values and beliefs, understanding their base of reference/knowledge, including their networks and connections, and building their confidence (self-efficacy).
- 4) Develop a systematic approach to effectively communicate with all parents, families, community members and stakeholders.
- 5) Every school has an effective family engagement team to deploy engagement activities, monitor/evaluate desired outcomes, build a positive school culture, and increase community collaboration.

DISTRICT ALIGNMENT

Alignment is crucial as we move forward with the district plan on engagement. These goals are directly aligned to the **District Strategic Plan and Core Values**:

Action Goal (1) - Increase student achievement resulting in improvements for each school's learning gains, grade level proficiency rates, graduation rates and school grade designations of A, B or C;

Action Goal (4) - Provide equity and excellence by increasing overall performance and eliminating the gaps between minority and non-minority student outcomes by reducing the disparity in graduation rates, proficiency scores on assessments, participation and performance in accelerated courses, disciplinary infractions, and placement in Exceptional Student Education programs.

Additionally, it directly connects to the district core value that states we are committed to children, families, and community, and that we will establish caring relationships.

DUAL CAPACITY-BUILDING FRAMEWORK FOR BUILDING FAMILY AND COMMUNITY PARTNERSHIPS

Effective schools that have made tremendous gains in student learning, particularly in struggling schools with large percentages of low-performing students and high-poverty, argue that partnerships among schools, families and community groups are an absolutely essential ingredient. To help build the infrastructure by which we implement engagement efforts, we will use the Dual Capacity-Building Framework for Family-School Partnerships (Mapp, 2007). According to the research done by Dr. Karen Mapp and others, there are five important reasons why partnerships are important.

- 1) Partnerships and student academic achievement are closely linked.
- 2) Partnerships help build and sustain public support for the schools.
- 3) Families and the community can help schools overcome the challenges they face.
- 4) Teachers can benefit from family and community partnerships.
- 5) The No Child Left Behind (NCLB) Act provides partnership opportunities that can help schools meet the requirements of the law.

Link to Learning: High-impact practices are aligned with school and district achievement goals. Not only do teachers inform families what and how they are teaching, they share strategies families can use at home that are directly linked to the skills students need to learn at their age and grade level.

Build Relationships: Developing respectful, trusting relationships between home and school fosters shared responsibility. For example,

understanding families' home cultures and the value they place on education, as well as listening to families' concerns and ideas, allow teachers to tailor instruction to students' needs and interests.

Develop Dual Capacity: Providing training and professional development to teachers and families together so they can test out and apply new skills enabling them to be confident, active and knowledgeable partners in the effort to improve student achievement.

ACTIVITY 1 WHAT DID ENGAGEMENT LOOK LIKE TO ME

Purpose

By reflecting on their own experiences, this brainstorming activity will help participants build on their knowledge and understanding of involvement/engagement and the influence families have on children's growth and development.

Time Required 20 minutes

Materials Note cards, chart paper, markers.

Process Have participants brainstorm in groups at their tables: What did the parents/ caring adults in your own family, school, community do to help you grow and develop? Have groups report out, highlighting key comments on chart paper.

As teachers and school leaders, we have a responsibility to shake out the notion of what traditional parent engagement looks like. We need to be creative and persistent.

*Allison Rodman
Association for Supervision and Curriculum Development ASCD*

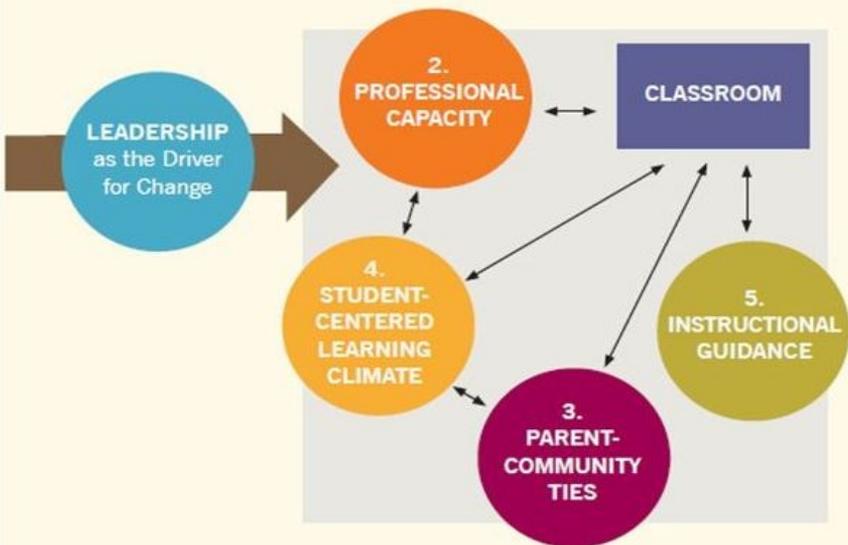
MODULE 2

ORGANIZING SCHOOLS FOR IMPROVEMENT

The five essential supports are the key ingredients to student and school improvement: school leadership, parent and community ties, professional capacity, student-centered learning climate, and instructional guidance. Schools that measured “strong” in all five supports were at least 10 times more likely than schools with just one or two strengths to achieve substantial gains in reading and math.

Figure 1: Five Essential Supports

The University of Chicago Consortium on Chicago School Research¹¹



From *Community Social Capital and School Improvement*, (slide 4) by P. B. Sebring, 2012. Paper presented at the National Community and School Reform Conference at the Harvard Graduate School of Education, Cambridge, MA. Copyright ©University of Chicago Consortium on Chicago School Research (CCSR). Reprinted by SEDL with permission from the author, Penny Bender Sebring, CCSR.

Leadership as the Driver for Change It is important that the overarching goal of rebuilding family engagement efforts is that leadership from top down must be involved. The district and the schools must be on the same page as to the infrastructure and the intervention for learning supports that include family and community partnerships. The established learning support systems must address barriers to learning and teaching to ensure that students are engaged and reengaged in classroom systems.

¹¹Community Social Capital and School Improvement, P.B. Sebring, 2012.

Professional Capacity Professional development and training for teachers and families is crucial to the success of the student.

Parent and Community Ties School-wide and classroom-based efforts are necessary to engage the families and community in home learning. The system must be able to enhance problem-solving capabilities, improve mechanisms for communication and connecting school and home, involve home in the school decision making, create opportunities to enhance literacy, volunteerism, and address basic family survival needs.

Student-Centered Learning Climate A student-centered learning climate is a comprehensive learning support system that keeps students engaged and reengaged. The supports include, but are not limited to resources, strategies, and practices that provide physical, social, emotional, and intellectual assistance to enable all pupils an equal opportunity for success at school. This also includes linking school resources with those in the homes and communities (e.g. faith-based communities, recreation and service resources, wrap services and corporations and businesses).

Instructional Core The teacher is the key to effective instructional core. The teacher must have subject matter knowledge, understand child and adolescent development, have rigorous standards-based units designed, and well-structured lessons. They must have a variety of assessment methods and the ability to adjust to best practices.



DUAL CAPACITY-BUILDING FRAMEWORK FOR LEARNING

The Dual Capacity-Building framework is designed to provide a compass; a direction for the development of effective high impact strategies and initiatives (Mapp, 2007). It includes key components that will link family engagement efforts to learning, and improve student achievement and schools while sustaining viable communities. What is very important is to begin seeing family engagement as an essential fundamental component of proficient and effective teaching and learning practices.

Figure 2

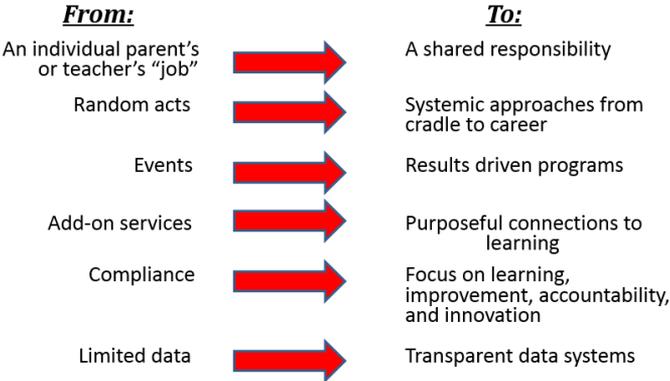


REFRAMING FAMILY ENGAGEMENT

In order to cultivate and sustain effective family-school partnerships that support student achievement and school improvement, the district needed to create a shift in family engagement. Wherein we once looked at student learning as the responsibility of the teacher, coupled with the parent preparing students, we now must look at it as a shared responsibility. Family engagement must be systemic, results driven, connected to learning, accountable, innovative and data systems must be transparent.

Figure 3

Reframing Family Engagement



As we begin the reframing process, it is important to understand what it looks like to have a school climate of engagement. What components are needed to be characterized as a healthy school where positive results are produced and students develop to their full potential?

ACTIVITY 2

WHAT ARE MY CORE BELIEFS ABOUT FAMILY ENGAGEMENT Circle Your Response

Scale: 1 Strongly Agree 2 Agree 3 Disagree 4 Strongly Disagree

| | | | | |
|---|---|---|---|---|
| 1. All families have hopes, dreams, and goals for their children. | 1 | 2 | 3 | 4 |
| 2. Parents are responsible for preparing their children for education. | 1 | 2 | 3 | 4 |
| 3. Part of family engagement is being culturally responsive. | 1 | 2 | 3 | 4 |
| 4. Family engagement must be a part of the learning process in education. | 1 | 2 | 3 | 4 |
| 5. Family engagement is a process, not a program of activities. It requires commitment, energy, effort and resources. | 1 | 2 | 3 | 4 |
| 6. The teacher is responsible for teaching, not engaging the family. | 1 | 2 | 3 | 4 |
| 7. Family engagement requires a vision, policy, and framework. | 1 | 2 | 3 | 4 |
| 8. Most barriers to family engagement are found within school practices. | 1 | 2 | 3 | 4 |
| 9. Any family can be “hard to reach.” | 1 | 2 | 3 | 4 |
| 10. Successful family engagement nurtures relationships and partnerships. | 1 | 2 | 3 | 4 |

Sensitive discussion should take place on each belief statement-how core values can impact the work place and how you embrace your parents and families. This is a great opportunity to talk about cultural and racial differences and how our backgrounds have shaped our core values.

MODULE 3

ESTABLISHING A CLIMATE FOR ENGAGEMENT USING THE *KCIPE* PROCESS

The first step in building relationships is getting to know who you are building the relationship with. Using the *KCIPE* process will give you a greater knowledge regarding the parents, families, students, and communities you are serving.

K = KNOW THE DYNAMICS OF YOUR FAMILIES

Who are your families? The district and each individual school should know the families they are serving. It is important to know your families so that you can increase your capacity to engage in effective partnerships.

One way to find out the composition of your families is to survey your parents. In the beginning of the year, or again at mid-year, send out a brief survey detailing your family engagement plan and explain that to better serve your families, the school personnel would like to know more about their demographics. Your school's DMT can also provide information about your families.

WHO ARE OUR FAMILIES?

- ✓ Traditional
- ✓ Blended
- ✓ Extended
- ✓ Multi-generational
- ✓ Migrant
- ✓ Single
- ✓ Divorced
- ✓ Young
- ✓ Grandparents
- ✓ Homeless
- ✓ Guardians
- ✓ Varying socio-economic standing
- ✓ Other



% of Males
% of single family homes
Socio-economic status

% of Females
Education Background

C= CHUNK YOUR FAMILIES INTO GROUPS

As a strategy to best serve your families chunk them into groups according to student, parent and/or community needs. Each family group has purpose and can provide support to the learning process and schooling needs. We differentiate instruction but we also need to differentiate our approach to engaging families. Oftentimes we miss opportunities because we lump them all in the same pot.

Examples of grouping would be by social class (poverty, middle class, wealthy), ethnicity, language, levels of education, access to transportation, distance from school, etc. Diagram 4 is an example of how different families operate based on social class.

Dynamics of Social Class (Diagram 4)

| | Poverty | Middle Class | Wealth |
|-----------------|--|--|---|
| TIME | Present most important | Future most important | Traditions and history |
| EDUCATION | Valued as an abstract not as a reality | Crucial for making money and climbing the ladder | Necessary for connections |
| SOCIAL | If I like you | Acquisition and Stability | Political and social connections |
| FAMILY DYNAMICS | Matriarch | Patriarch | Depends on who has the money |
| DRIVING FORCE | Survival, relationships, entertainment | Love, acceptance and based on achievement | Love and acceptance based on social connections |
| POSSESSIONS | People | Things | Legacies, pedigrees |

Payne 2004

I=IDENTIFY AND KNOW YOUR STUDENTS

Identifying your student base and data are crucial to teaching and learning. School staff should know the number of students who are homeless, student demographics, home environment of the student, learning deficiencies, student interest, student successes, and student goals. Student's educational trajectories are significantly influenced by their early learning experiences at home and in the community. Prior to students entering schools, parents help shape their language and literacy development, and this is why families can help facilitate growth by creating literacy-rich home environments.

P= PROCESS FOR DEPLOYMENT

School Administrators lead their school in the commitment to Family Engagement, which includes implementation of the Family Engagement Strategic Plan. The plan is developed, monitored, and evaluated by the school Family Engagement Action Team (FEAT). The FEAT establishes a culture which supports and values family engagement; communicates the value of family engagement; provides professional development opportunities to staff on family engagement; and holds workshops for families to learn how they can support their child's education.

Development of the ***Family Engagement Action Team (FEAT)*** - each school should develop an action team that is responsible for the execution of the family engagement plan and partnerships. The team should consist of:

- Principal/Designee
- Teacher (s)
- Multi-Tier System of Support (MTSS) Coordinator
- Community Liaison/Designee
- Family Members
- Community Partners
- Student Service reps (social worker, psychologist, family navigator, mental health specialist)
- Students (Middle School and High School only)

It would be optimal if there could be an **equal number of school staff and family members**. There is strength in numbers and each group should feel comfortable speaking up. Additionally, the team gets a broader perspective with a more diverse membership.

Responsibility of the Family Engagement Action Team

FEAT's are responsible for creating family engagement activities/events that are directly aligned to the district's initiative, linked to learning, positive relationship building, and build capacity for staff, families and the community. FEAT's should:

- 1) Identify school wide concerns - tardiness, attendance, behavior, and classroom.
- 2) Attend all training developed and facilitated by district personnel and teaching and learning.
- 3) Utilize all the templates provided in the family engagement guide to develop your engagement events. (See Appendix)
- 4) Be sure all engagement processes are systemic within your school.

DISTRICT STAFF ROLES AND RESPONSIBILITIES

We are here to support your efforts!

- **Director of the Office of Strategic Partnerships/Family & Community Relations** - Guides and supports all elements of the Family Engagement Strategic Plan to ensure effective implementation and accountability. Provides input on the direction of the Family Engagement Strategic Plan; governs, supports, and evaluates family engagement activities ; reviews Family Friendly School Award” nominations; and provides training to School Action Teams.
- **Family and Community Engagement Coordinator** - Develops, implements, monitors and measures family engagement activities; directs and supports the School Action Teams; develops and delivers workshops for families and the community; conducts school visits; creates and implements “Family Friendly Schools Award” program; creates and implements “Family Engagement School Award” program; develops Family Engagement surveys; develops “Family Satisfaction” feedback program; coordinates/ facilitates Parent Action Team focus groups twice a year; and attends conferences to stay informed on Family Engagement.



E= EVALUATE YOUR PROCESS

Increasing student achievement through family and community engagement is the ultimate goal. How do you measure your efforts and success to determine results? On the next page, Diagram 5 is an example of how to develop metrics for your plan. It is important to link all practices to results for all students, parents, teachers, and community.

Additional details for evaluation and measurement of outcomes can be found in Module 5 and the Resource section.

Diagram 5

| Program/Initiative | | Implementation Monitoring | | | | | Summative Evaluation | | | |
|---|--|--|---|--|------------|--|---|--|---------------------|------------|
| Overall Goal | Initiative | Monitoring Question | Indicator | Data Source/Method | Time Frame | Implementation Desired Outcome | Summative Evaluation Outcome | Measurement Tool | Evidence of Success | Time Frame |
| Goal 1 Increase the Number of Family Engagements Events Linked to Learning | Establish and implement the building Dual Capacity for Family and School Partnerships framework that connects family and community engagement to activities to learning. | What is the level of implementation and engagement at the school and in the classroom? | Classroom Engagement Rubric | Parent Survey Monthly Report System Family Engagement Template | Quarterly | Number of parents and family families attending engagement activities. | Did the implementation of the framework increase family engagement? | Engagement Rubric Attendance Logs Report Cards Cycle Data Parent Surveys | 2016 | |
| | | Has the implementation of this framework increased family engagement activities that are linked to learning? | Number of family engagement activities linked to learning | Attendance logs Parent Surveys | Monthly | 70% of the family engagement activities are linked to core learning. | Did an increase in family engagement impact student progress? | Number of parents attending family engagement events. July 2015 | 2015 | |

ACTIVITY 3

When school staff understands and honors the attitudes, values, norms, and beliefs of a culture, they are using a cultural lens that goes beyond the superficial aspects of that culture. Understanding and honoring a culture extends to paying attention to how culture might impact teaching and learning, social interactions within the class, cultural values that respect learning by observing, and norms that place value on individual decision making.

Discuss among your team, group or parents the components listed in the chart. Ask individuals to share an example of how they have demonstrated the selected cultural influence from the perspective of their own culture. Facilitate a whole group discussion using the following questions:

- 1) What did we learn from each other?
- 2) How might what we learned from each other affect classroom practices?
- 3) How might what we learned about deep cultural influences affect our interactions with families?

| | |
|---|--|
| Styles of dress | Concept of fairness |
| Ways of greeting people | Nature of friendship |
| Beliefs about hospitality | Celebrations |
| Importance of time | Foods |
| Paintings | Greetings |
| Core values or belief system in your community | Facial expressions and hand gestures/Concept of self |
| Beliefs about child raising (children and teens) | Work ethic |
| Attitudes about personal space/privacy | Religious beliefs/rituals |
| Gestures to show you understand what has been told to you | Concept of beauty |
| Holiday customs | Rules of polite behavior |
| Music | Attitude toward age |
| Dancing | The role of family |

MODULE 4

STRATEGIES FOR ENGAGING FAMILIES

Begin by using the reframed view of family engagement. Think back to previous efforts, be aware of school policy, practices and hidden rules that prevent effective engagement. Recognize family strengths. Commit to fully partnering with families and the community using the following strategies:

- 1) BUILD TRUSTING RELATIONSHIPS
- 2) COLLABORATE WITH THE COMMUNITY
- 3) LINK ENGAGEMENT EFFORTS TO LEARNING

Building Trusting Relationships

Effective Communication

Communication is the basis for any strong relationship and is especially important for building a bridge that connects families and the community to schools (Baker & Manfredi-Pettit, 2004).

View every interaction as an opportunity!

- Make it dynamic, two-way and mutually beneficial
- Consciously thought out and planned
- Speak respectfully and listen actively
- Use plain language writing
- Consider District approved Social Media, put on website, send news releases to local media showcasing the good news.
- Make *positive* phone calls home
- Send notes home - use the student agenda to communicate a short tidbit from the day
- Create a classroom or grade level newsletter, using photos of smiling students and educators.

Celebrate families - Honor the families that make up your school community by establishing an honor wall. Take pictures of families and hang them as a symbol of the value your school places on family!

Celebrate students - Build a strong school culture through quarterly celebrations, student-led performance assemblies, and family nights showcasing student work.

Create opportunities for parents to connect and build networks. Some parents may feel more comfortable engaging with other families rather than school. Provide opportunities for parents to build relationships with each other to facilitate peer learning and information sharing via parent meetings or program events and workshops.

Consider Home Visits

- An inexpensive and easy way to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved.
- Home visits also provide a positive opportunity to meet federal and state mandates that families be meaningfully informed of their child's academic standing.

Collaborate with the Community

Give them a reason to invest!

- Create a community partner distribution list and let them know every time there are student gains on test scores
- Invite them to visit the school and participate in assemblies or other school events
- Let other schools know what you are doing; promote your success in school newsletters/magazines that go out to parents and the community and through the district website.
- Ask local churches and grocery stores to post flyers or newsletters on their bulletin boards. Promote, promote, promote!

By partnering with communities (e.g., businesses, faith-based organizations, and community centers), families and schools can maximize their efforts to support student success.

Link Engagement Events to Learning

Family and community engagement is not a “one and done” activity. Administrators, teachers and staff need to constantly look for opportunities for families to deepen their knowledge and build their own skills. Finding a way to engage families should be embedded in every school initiative-

- Communicate with families regarding the factors that promote students' academic success.
- Help families access data, electronically and through other formats, about their child's attendance and performance.
- Provide trainings and workshops that model for parents and guardians how to support reading and math skills for younger children.
- Educate families on the middle school and high school selection process.
- Provide workshops on career options, or the college application and financial aid processes.
- Include guidelines for encouraging character skills, instilling parental expectations, and supporting student learning and growth regardless of the parent's skill level and educational background.



1) When planning events, use student, grade level, and school wide data to set a purpose for what academic areas need additional focus and ALWAYS ask the following 3 questions to drive the topics and activities to be covered:

- ◆ What new tip or tool will the families learn to support their student's learning?
- ◆ Will they practice a new skill or strategy to support their student's learning at home?
- ◆ Will they have an opportunity to share with the teacher what they know about their student?

2) Think about location, time and connections with regard to your families:

- ◆ Consider having your event outside of the school- in a neighborhood center, a community clubhouse, a park, etc. Instead of asking families to come back to school, go to them!
- ◆ Vary the times of events to accommodate different schedules and capabilities.
- ◆ Offer childcare, food, transportation if appropriate.
- ◆ Have interpreters and/or handouts in all languages
- ◆ Know and consider the cultures of your families when planning the event- food selections, days and times of holidays.

3) Title I- if you are a Title I school, consider using your Parent Involvement Plan and budget to build capacity with your families.

STRATEGIES FOR ENGAGING FAMILIES IN LOW-PERFORMING SCHOOLS

The need for systemic family engagement is perhaps nowhere more apparent than in the efforts to turn around the lowest performing schools. Yet these efforts have revealed some hard truths: we still do not fully understand what causes these schools to slide into such a deep decline or why their low performance remains so entrenched, despite decades of various reform efforts. What is clear is that there is no one way to address the problems of low performing schools, no “magic bullet”, however, emerging evidence of some of the critical elements that must be in place if turnaround efforts are to work, one of which is strong, strategic Family and Community Engagement.

The work of Dr. Karen Mapp, and the Dual Capacity-Building framework has strengthened our ability to provide meaningful outreach to engage families, understand the barriers to involvement, and partner with families and other community members to enlist their help in revitalizing struggling schools.

- Schools often must begin with intensive efforts to rebuild trust and promises of accountability (factors that other communities can sometimes take for granted) given longstanding dynamics of miscommunication and distrust between these schools and their surrounding communities.

- Families' ability to understand and use data on school performance can help focus their advocacy efforts, and for those parents who might not be aware of the school's conditions or the need for change, community organizations and advocates can act as intermediaries to both inform and organize change efforts.
-

Embrace a philosophy of partnership and be willing to share power with families. Make sure that parents and school staff understand that the responsibility for children's educational development is a collaborative enterprise.

Excerpt from- Expanding Minds and Opportunities: Leveraging the Power of Afterschool and Summer Learning for Student Success, edited by Terry K. Peterson, PhD

FAMILY SUPPORTS AND INCLUSION

Students need access to all available supports to overcome the barriers to learning. Services are sometimes fragmented and it is essential that we integrate our approach to providing families with information about community resources to address particular social service needs.

Schools provide tiered academic and behavioral support through the Multi Tiered Support System (MTSS). There is also a Child Study Team to address attendance issues and an SBLT- School Based Leadership Team. If possible, these meetings should include those who are closest to the students- a member of their family.

MODULE 5

MEASUREMENT OF ENGAGEMENT OUTCOMES

It is essential that engagement efforts be measured to gauge impact on student achievement and family & community relationship building. Additionally, plans for future initiatives and capacity building can be tailored based on learning what has been successful in your school and community.

Family Surveys

Family surveys should be handed out and completed immediately following an engagement effort or event and should include the 3 questions used in planning:

- ◆ Did families learn a new tip or tool to support their student's learning?
- ◆ Did families practice a new skill or strategy to support their student's learning at home?
- ◆ Did families have an opportunity to share with the teacher what they know about their student?

Samples of parent surveys and summary forms can be found in the Resources section. By analyzing the survey and evaluation results, you can appropriately share your progress and support continuous program learning and improvement.

Analyzing results can:

- Highlight specific evidence of program improvement,
- Assist in making decisions about program changes that support continuous improvement,
- Help use the data to tell your program's story about progress toward better outcomes for families and children



RESOURCES

Classroom Family Engagement Rubric

http://www.hfrp.org/var/hfrp/storage/fckeditor/File/file/FINE%20Newsletter/Winter2011/FINE-Flamboyant_Rubric.pdf

Flamboyant APTT Video

<https://www.youtube.com/watch?v=1YNsWrFiYfY>

Parent Reflection Video

<https://www.youtube.com/watch?v=vbyhao0FtaQ>

Partners in Education

<http://www.sedl.org/pubs/framework/FE-Cap-Building.pdf>

Home Visit Training <http://www.pthvp.org>

The following documents are available on the PCSB website Family Engagement Page on the **Staff Resources** tab

FEAT Event Planning Template

<http://pcsb.schoolwires.net/cms/Workspace/Section/Section.aspx?DoMainId=204>

FEAT Event Evaluation Template

<http://pcsb.schoolwires.net/cms/Workspace/Section/Section.aspx?DoMainId=204>

Parent Survey and Summary Forms

<http://pcsb.schoolwires.net/cms/Workspace/Section/Section.aspx?DoMainId=204>

Family Engagement articles

<http://pcsb.schoolwires.net/cms/Workspace/Section/Section.aspx?DoMainId=204>

Power of the Positive Phone Call Home

<http://pcsb.schoolwires.net/cms/Workspace/Section/Section.aspx?DoMainId=204>




REFERENCES

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<http://www2.ed.gov/parents/academic/help/resources.html>

Building Dual Capacity Framework
<http://www2.ed.gov/documents/family-community/partners-education.pdf>

Flamboyant Foundation <http://flamboyantfoundation.org/>

Joyce Epstein's Framework for Parent Involvement
<https://www.sps186.org/downloads/table/13040/6TypesJ.Epstein.pdf>

Annie Casey Foundation- Engaging Parents, Developing Leaders
<http://www.aecf.org/resources/engaging-parents-developing-leaders/>

Ruby Payne, Ph.D. *A Framework for Understanding Poverty*, Highlands, TX, aha Process, Inc.; 4 edition (May 15, 2005)

**For further information, please contact the
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727-588-6405**






“At the end of the day, the most overwhelming key to a child’s success, is the positive involvement of parents.”

Jane D. Hull, Former Governor of Arizona

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