



**Kentucky Collaborative
for Families and Schools**

The Prichard Committee



**Commonwealth Institute
for Parent Leadership**



National Center for
Families Learning



learning grove



Partners for Education
BEREA COLLEGE



**Did you know Kentucky is one of 12 states to receive the
US Dept of Education Statewide Family Engagement Center Grant?**

Ky Collaborative for Families and Schools (Ky's SFEC) is a network of families, educators and community partners focused on increasing open communication, learning opportunities and shared decision-making power across the Kentucky Education system.

We believe high-quality, equitable and inclusive education is the shared responsibility of families, schools and communities.





Learning Objectives (1.5 hours):

1. Gain a deeper understanding about the importance of family and school partnerships
2. Examine core beliefs about family and school partnerships
3. Learn and apply concrete strategies for increasing family engagement in your school



Recommended reading and references:

- “Beyond the Bake Sale”, Henderson, Mapp, Johnson, Davies (2007)
- “Powerful Partnerships”, Mapp, Carver, Lander (2017)
- dualcapacity.org
- “Ky Family and School Partnership Guide” (to be released Nov. 15th 2021)





Tools you will leave with today:

1. Video examples of effective FE
2. FE definition and research highlights
3. “Dahab’s Story” on Redefining FE
4. 5 Roles Families can play
5. Where to start ideas
6. KY’s 11 Goal Post Strategies
7. 5 Objectives for effective family engagement
8. Quick School Self Reflection Tool
9. 1 action item and 1 new connection (in person/live)
10. KY Family and School Partnership Self-Assessment



REMEMBER:
DOWNLOAD and
preferably **PRINT** the
“KY Family and School
Partnership Learning
Packet- Part 1” that
Accompanies this
Training Module





But WHAT IF...



What stood out to you in this video? If you were defining family engagement from this video, what key words would come to mind?





DEFINITION

Family engagement is a shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development.

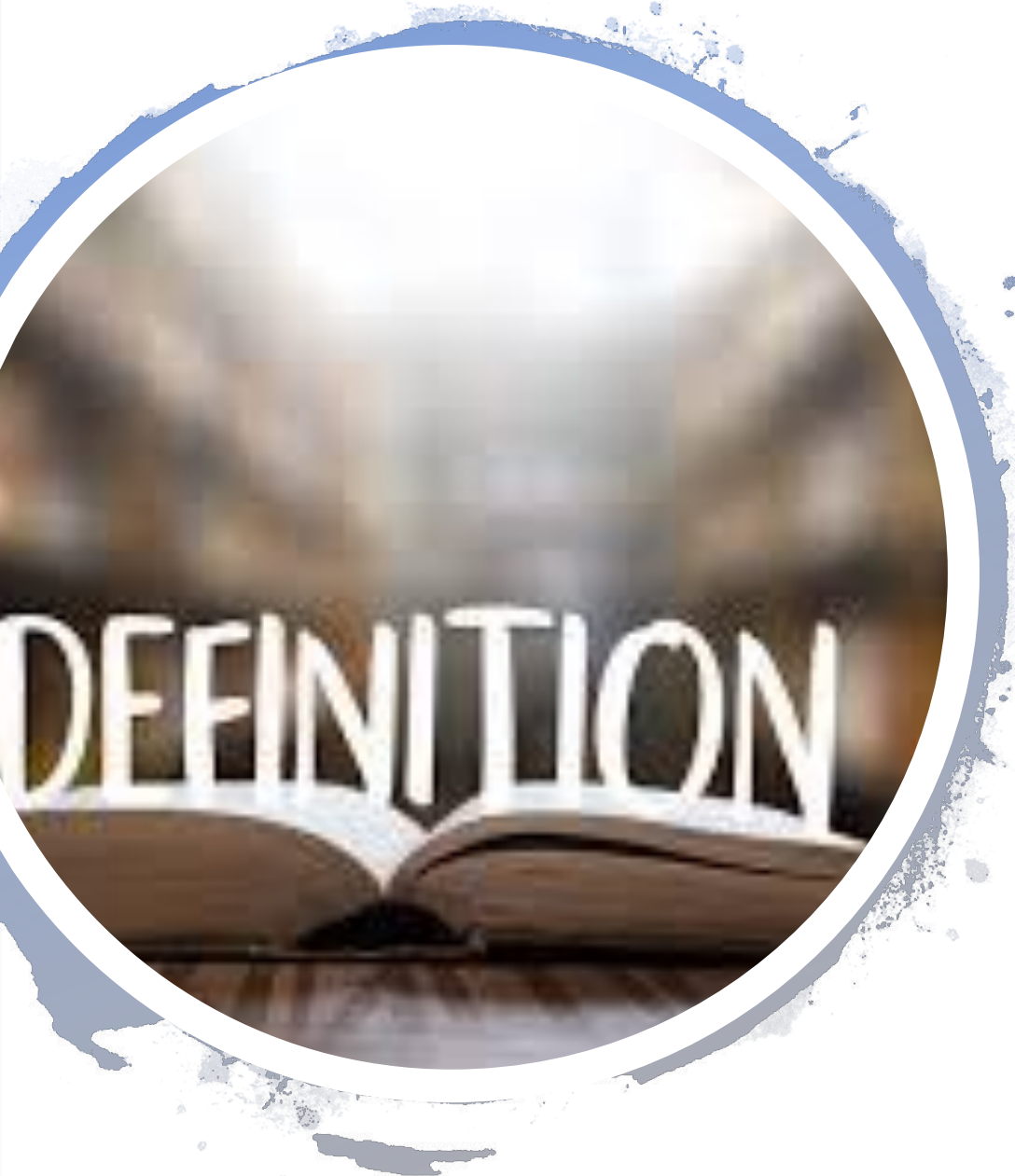
- NAFSCE, <https://nafsce.org/page/definition>

Family engagement is a full, equal, and equitable partnership among families, educators and community partners to promote children's learning and development from birth through college and career.

- CT Statewide Family Engagement Center, <https://www.ct-fsp.org/about-us/>

Transformative family engagement is a shared effort of families, schools and community leaders to advance programs, practices and policies that empower every parent to make their child's potential a reality.

- National PTA <https://www.pta.org/center-for-family-engagement>



KY Family Engagement:

A productive, equitable and inclusive partnership among families, educators and the community to promote children's learning and development from birth through college and career, and across home, school, and community settings.

Family, school and community partnerships are about building active, reciprocal relationships in which schools, families and community agencies and organizations engage in meaningful and culturally appropriate collaboration to improve student outcomes.

We use the following 5 terms interchangeably to reflect the above definition.

- Family and school partnership
- Family engagement
- Family, school and community partnership
- Family, school and community engagement
- Parent Involvement (used most frequently in Kentucky regulations)

DID YOU KNOW?

“Students with involved parents, no matter what their income or background, were more likely to:

- Earn higher grades and test scores and enroll in higher-level programs.
- Be promoted, pass their classes, and earn credits.
- Attend school regularly.
- Have better social skills, show improved behavior, and adapt well to school.
- Graduate and go on to postsecondary education.”

A New Wave of Evidence, Henderson and Mapp, 2002



DID YOU KNOW?

“Schools that had “strong ties to families and the community,” were *four times more likely* to make significant gains in reading and math.”

Organizing Schools for Improvement, Bryk 2010

“According to a national survey of teachers in the US, engaging families is the number one area where teachers feel least prepared and represents their greatest challenge.”

MetLife Survey of the American Teacher, 2005



DID YOU KNOW?

“Achievement For All focuses on collaborative ‘Structured Conversations’ between teachers and parents, targeted on students’ reading and math skills. In a pilot cohort totaling 454 schools, special needs students not only made gains above the national average, but surpassed gains for students without special needs.”

Achievement For All, Humphrey and Squires, 2011



References:

https://consortium.uchicago.edu/sites/default/files/2018-10/CCSR_Teacher_Mobility.pdf



Have you experienced this research to be true in your work with families and/or teachers?



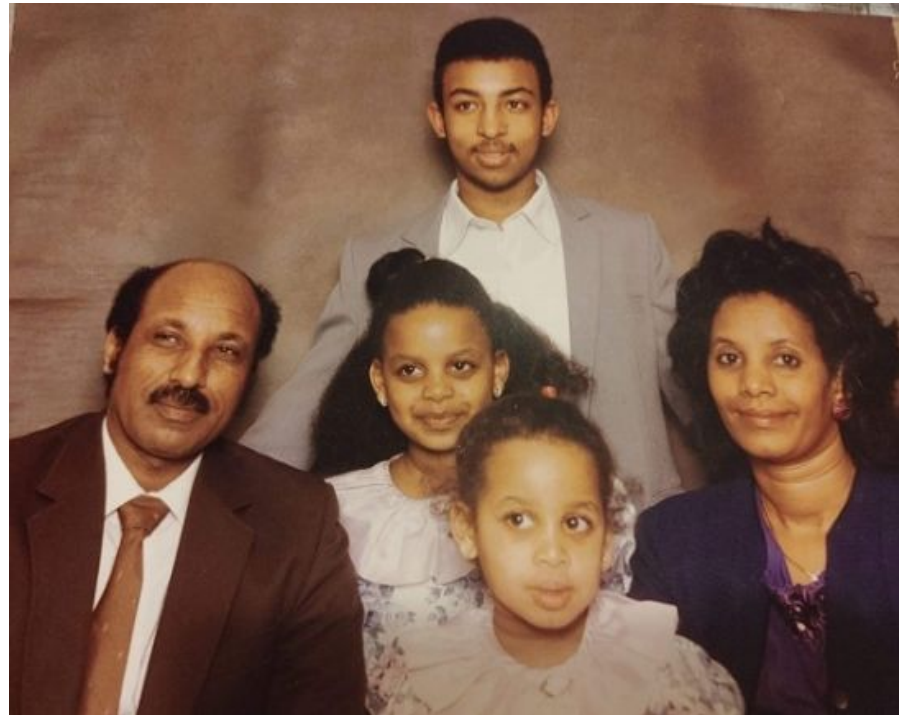
References:

https://consortium.uchicago.edu/sites/default/files/2018-10/CCSR_Teacher_Mobility.pdf

“It’s Time to Redefine Family and Community Engagement”



“Dahab’s Story”



Read Article: <https://prichardcommittee.org/wp-content/uploads/2021/06/its-time-to-redefine-family-and-community-engagement.pdf>



“It’s Time to Redefine Family and Community Engagement”



Can you relate to Dahab’s story from your own childhood?

Why does this story matter in an introductory to family engagement training??



Five Roles Families Play to Accelerate Student Learning

At Flamboyant, we have seen - and research shows - that families play five essential roles in their children's education. All families deserve to have access to the information and connections they need to play these roles well. That's why Flamboyant is championing REAL Family Engagement within schools and school systems. Learn about REAL Family Engagement™ at www.FlamboyantFoundation.org/REAL



COMMUNICATE HIGH EXPECTATIONS

An important way families can help their child succeed is to consistently communicate high expectations for student performance. Teachers can help families by sharing information about milestones students should meet to be on a successful academic path.



MONITOR THEIR CHILD'S PERFORMANCE

Families can support their child's success by regularly checking in with them and teachers. Teachers can support families by consistently and proactively engaging with them about student progress and by being available to families in a timely way.



SUPPORT LEARNING AT HOME

When families support and reinforce learning at home, their children do better in school. Teachers can help families support learning at home through consistent academic partnership and ongoing communication. Helping families create a series of thought-provoking, content-specific questions to ask children at home is just one example.



GUIDE THEIR CHILD'S EDUCATION

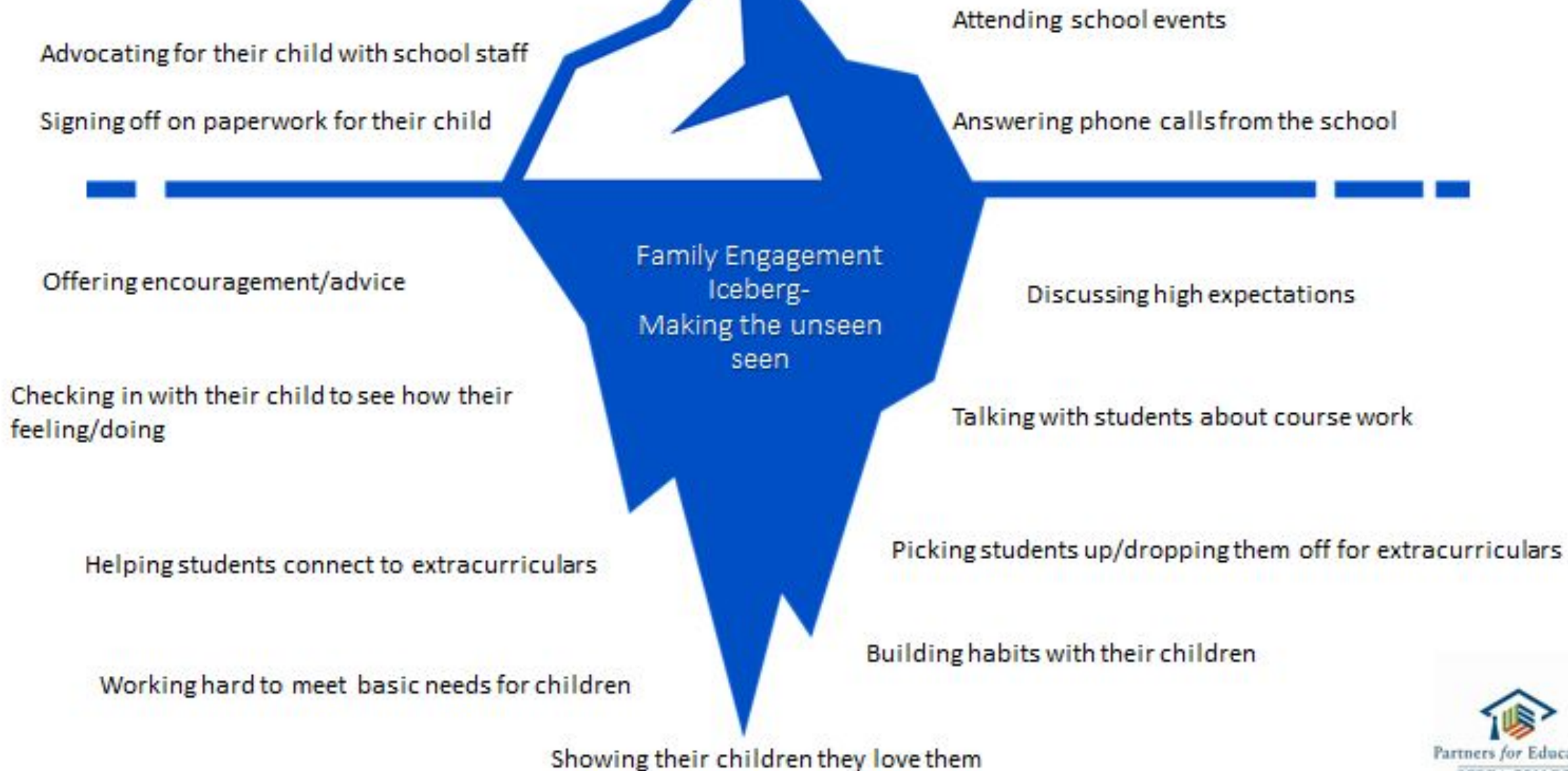
Families play a critical role in navigating their child's educational experience from preschool all the way through college. The school community can support families by connecting them to resources and activities that supports their unique needs.



ADVOCATE FOR THEIR CHILD

Families advocate for their children to ensure they get the personal attention and necessary support they need to be successful in school. Teachers can keep open channels of communication with families while school leadership can create a feedback-friendly environment. This could include a family feedback system, expanded office hours for family conversations, and proactively seeking input from families about school policy decisions.





So, what does this mean?

When we think about improving family engagement we have to go beyond how we improve our family events and newsletters, instead we need to put our time and energy into strategies that help staff get to know families so we can build trusting relationships between families and teachers.

~KY Collaborative for Families and Schools, 2021

So, how do we do it?

“We actually sit down and talk to families”- Carnegie and Harvard Presentation, June 2021



Figure out how school staff can be paired with students so that EVERY student is covered



Student/Family Anonymous Survey:

- Can you name a school staff person you can reach out to if you have questions or concerns?
- Have you built a trusting relationship with someone that works at the school and you feel comfortable talking to them?
- Families- On a scale of 1-5 how connected do you feel to your child's teachers and other school staff?



A few great places to start:

- Index cards with student names on tables
- Homeroom teachers
- Host trainings for all school staff on working with families to expand outside of teaching staff
- Host an honest conversation with a few family focus groups from diverse roles and grade levels. What should we Start, Stop, Continue
- Welcoming phone calls or home/zoom visits with families
- Rethink Back-2-School Nights
- Do WITH families and teachers not TO





4 Core Beliefs:

1. All families have dreams for their children and want the best for them
2. All families have the capacity to support their children's learning
3. Families and school staff are equal partners
4. The responsibility for cultivating and sustaining partnerships among school, home and community rests primarily with school staff, especially school leaders.



Circle the beliefs that resonates with you most and star the belief you are challenged by most. Consider the impact differences in race, class and culture among families and teachers has on these beliefs.



What should a school focus on?

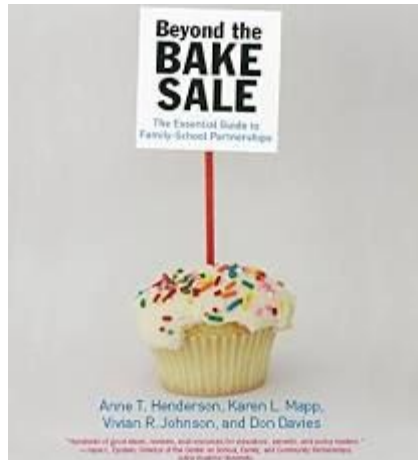
1. Staff build productive, meaningful **relationships** with students and families to build trust, confidence, and authentic partnerships.
2. A variety of constructive, **two-way communication** flows regularly between staff, students, and families about academic achievement and individual needs.
3. Staff ensures that families have multiple learning opportunities to understand how to support their **student's learning** and to participate in decision-making and school improvement efforts.
4. Staff identifies and supports at least one family member or another adult in the school for **each student who can take personal responsibility** for understanding and speaking for that student's learning needs.
5. Staff engages and **partners with community members** and families to plan and implement substantive work to improve student achievement and school improvement



4 Versions of Family-School Partnerships

Check the boxes that have the most statements under them marked or circled. Check only 1 box in each row

Partnership School	Open-Door School	Come-if-We-Call School	Fortress School
<p>All families & communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</p>	<p>Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.</p>	<p>Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get community help if we need it.</p>	<p>Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.</p>
<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Family center is always open, full of interesting materials to borrow Home visits are made to every new family Activities honor families' contributions Building is open to community use & social services are available to families 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Teachers contact families once a year Parent coordinator is available if families have questions or need help Office staff are friendly Staff contact community agencies & organizations when help is needed 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Better-educated parents are more involved "Many immigrant parents don't have time to come or contribute" Staff are very selective about who comes into the school 	<p><input type="checkbox"/> Building Relationships</p> <ul style="list-style-type: none"> Families do not "bother" school staff "Minority families don't value education" Parents need security clearance to come in It is important to keep community influences out of the school
<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> All family activities connect to what students are learning Parents & teachers look at student work & test results together Community groups offer tutoring & homework programs at the school Students' work goes home every week, with a scoring guide 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Teachers explain test scores if asked Folders of student work go home occasionally School holds curriculum nights 3 or 4 times a year Staff let families know about out-of-school classes in the community 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Parents are told what students will be learning at the fall open house Parents can call the office to get teacher-recorded messages about homework Workshops are offered on parenting 	<p><input type="checkbox"/> Linking to Learning</p> <ul style="list-style-type: none"> Curriculum & standards are considered too complex for parents to understand "If parents want more information, they can ask for it" "We're teachers, not social workers"
<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> Translators are readily available Teachers use books & materials about families' cultures PTA/PTO includes all families Local groups help staff reach families 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> Office staff will find a translator if parents ask in advance Multicultural nights are held once a year "Minority" parents have their own group 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> "We can't deal with 20 different languages" "Parents can bring a translator with them" "This school just isn't the same as it used to be" 	<p><input type="checkbox"/> Addressing Differences</p> <ul style="list-style-type: none"> "Those parents need to learn English" "We teach about our country—that's what those parents need to know" "This neighborhood is going downhill"
<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> There is a clear, open process for resolving problems Teachers contact families each month to discuss student progress Student-led parent-teacher conferences are held 3 times a year for 30 minutes 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> Principal will meet with parents to discuss a problem Regular progress reports go to parents, but test data can be hard to understand Parent-teacher conferences are held twice a year 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> School calls families when children have problems Families visit school on report card pick up day & can see a teacher if they call first 	<p><input type="checkbox"/> Supporting Advocacy</p> <ul style="list-style-type: none"> Parents don't come to conferences Problems are dealt with by the professional staff Teachers don't feel safe with parents
<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Parents & teachers research issues such as prejudice & tracking Parent group is focused on improving student achievement Families are involved in all major decisions Parents can use the school's phone, copier, fax, & computers Staff work with local organizers to improve the school & the neighborhood 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Parents can raise issues at PTA/PTO meetings or see the principal Parent group sets its own agenda & raises money for the school Resource center for low-income families is housed in a portable classroom next to the school PTA/PTO officers can use the school office A community representative sits on the school council 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Principal sets agenda for parent meetings PTA/PTO gets the school's message out "Parents are not experts in education" Community groups can address the school board if they have concerns 	<p><input type="checkbox"/> Sharing Power</p> <ul style="list-style-type: none"> Principal picks a small group of "cooperative parents" to help out Families are afraid to complain. "They might take it out on my kid" "Community groups should mind their own business; they don't know about education."



KY's 11 Goal Post Family Engagement Strategies- A School Year Breakdown

August and September	<ol style="list-style-type: none"> 1. Teacher wellness and support check-in 2. Welcoming phone calls or home visits 3. Family Friendly Back to School Night 4. Family, administrator and teacher trainings: "KY Family and School Partnership 101 Module"
October	<ul style="list-style-type: none"> - School goal setting and action planning. - Align planning with existing school initiatives, requirements and improvement efforts
November	5. Effective Family Conferences/ Conversations and IEP Meetings <i>**Kentucky Family Engagement in Education Week is the 3rd week of November</i>
December	<ol style="list-style-type: none"> 6. Social and emotional wellbeing: whole child, whole Family 7. Community partnerships and mental health services
January	8. Improve parent leadership and decision-making roles in the school and district; Student voice in middle and high schools
February	<ol style="list-style-type: none"> 9. Revisit and improve family-school compacts and family engagement policies 10. Mid-year family and staff check-ins via home visits, virtual visits or phone calls
March	11. Evaluate family engagement efforts for continuous improvement and ensure equitable practices
April and May	<i>Extras</i> <ul style="list-style-type: none"> - Offer summer learning and grade transition supports for families and students - Collect input and set goals and dates for next year's engagement programs - May Teacher Appreciation Week



Read 1 of the first 3 Tip Sheets and record ideas that you like in your learning packet

Use it or Lose it.

Learners retain approximately:

90% of what they learn when they teach someone else/use immediately.

75% of what they learn when they practice what they learned.

50% of what they learn when engaged in a group discussion.

30% of what they learn when they see a demonstration.

20% of what they learn from audio-visual.

10% of what they learn when they've learned from reading.

5% of what they learn when they've learned from lecture.





Tools you will leave with today:

1. Video examples of effective FE
2. FE definition and research highlights
3. “Dahab’s Story” on Redefining FE
4. 5 Roles Families can play
5. Where to start ideas
6. KY’s 11 Goal Post Strategies
7. 5 Objectives for effective family engagement
8. Quick School Self Reflection Tool
9. 1 action item and 1 new connection (in person/live)
10. KY Family and School Partnership Self-Assessment



What can you do with these tools?

- Staff or grade level meeting discussion tools
- Family focus group materials
- Partner with someone in your school or another school to start small and grow big
- Ask to meet with a school building leader and share key insights and ideas from this training
- Take materials to school council, PTA, etc. to consider in a sub-committee
- Do this training as a school team
- What else?



Use it or lose it:

- ☐ My first action item:
- ☐ Who can support me?
- ☐ Who can I support?
- ☐ First follow-up meeting date:
- ☐ Second follow-up meeting date:



Pull up your Outlook Calendar right now and block off 1 hour the next week and the week after to meet with someone from this training group or at your school to discuss potential FE improvements for this school year.





Kentucky Collaborative for Families and Schools

The Prichard Committee



Commonwealth Institute
for Parent Leadership



National Center for
Families Learning



learning grove



Partners for Education
BEREA COLLEGE



Thank you! brooke.gill@prichardcommittee.org
<https://prichardcommittee.org/familyengagement/>





KY Family and School Partnership Self-Assessment

***REMINDER:** Your Homework from Part 1 was for *You + 2 others (at a minimum)* complete the: [Ky Family and School Partnership Self- Assessment](#) Try to recruit diverse voices- 1 parent, 1 educator and 1 school leader. Multiple from these audiences would be ideal so you can average their scores before Part 2 Module.



How did you score?	Participant 1 (or family average)	Participant 2 (or educator average)	Participant 3 (or school administrator average)
Overall score			
Objective 1			
Objective 2			
Objective 3			
Objective 4			
Objective 5			





It is not a Finish Line- But a starting place

- **Get feedback from multiple perspectives in your school building**
- **Identify current strengths**
- **Target areas for development**
- **Increase collaboration**
- **Plan intentional, and targeted actions**
- **Measure progress toward goals**
- **Common language for teams**



First, dig into the findings a bit...

- What strengths can I identify?
- What are areas for development?
- Where was there the most agreement?
- Where was there the most disagreement?
- How do these findings compare to our other school data such as annual parent surveys, event attendance, etc? Or as a parent or educator how do these scores compare to your personal experiences?



Next, record a few reflections below each objective



**Next, record a few reflections below each objective.
Consider the Critical Attributes list for each.**

1. Staff build productive, meaningful **relationships** with students and families to build trust, confidence, and authentic partnerships.
2. A variety of constructive, **two-way communication** flows regularly between staff, students, and families about academic achievement and individual needs.
3. Staff ensures that families have multiple learning opportunities to understand how to support their **student's learning** and to participate in decision-making and school improvement efforts.
4. Staff identifies and supports at least one family member or another adult in the school for **each student who can take personal responsibility** for understanding and speaking for that student's learning needs.
5. Staff engages and **partners with community members** and families to plan and implement substantive work to improve student achievement and school improvement





Inventory of Practices:

List existing initiatives, activities, programs and touchpoints at your school that already seek to involve families.

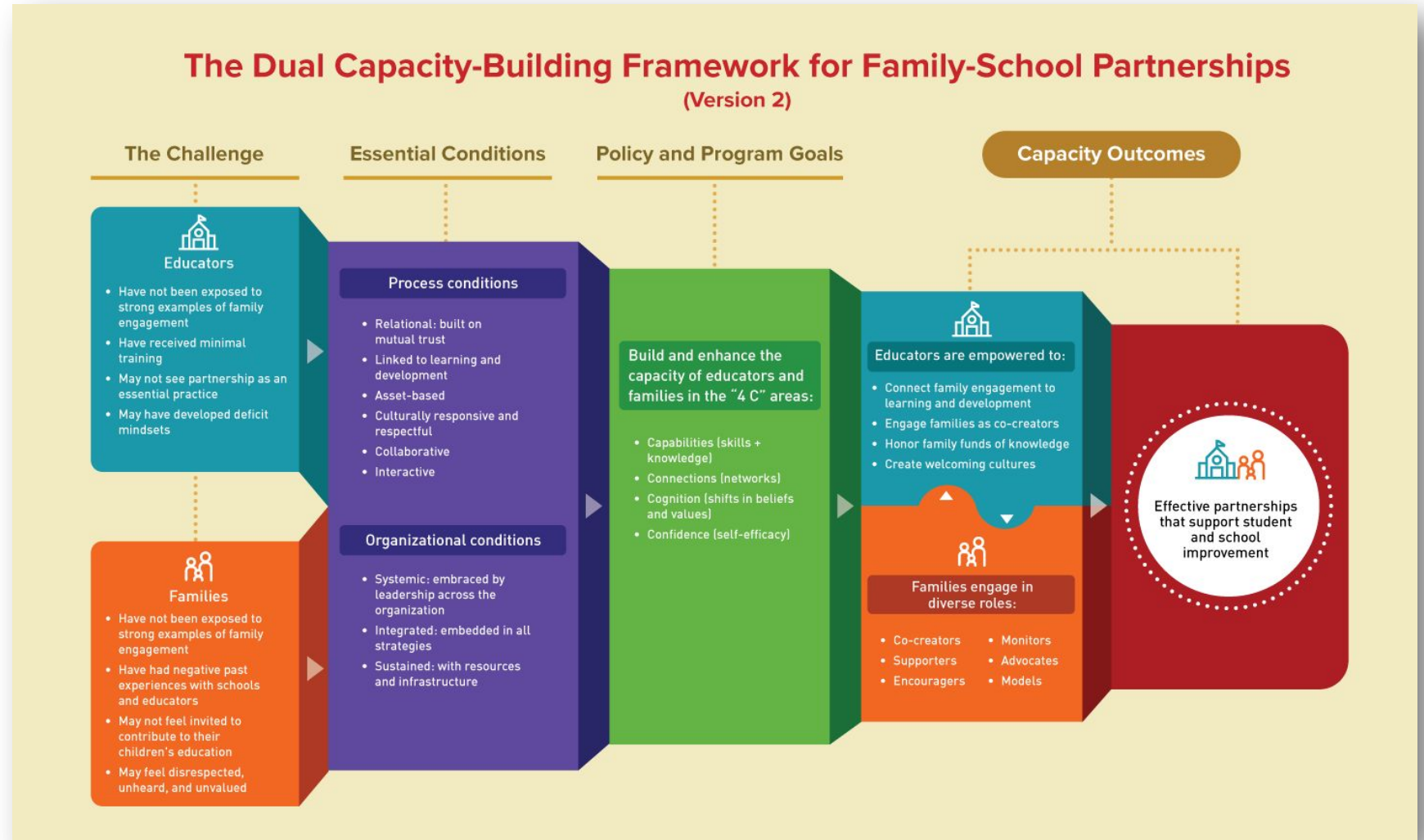
A touchpoint is a regular time when you interact with families, if only briefly such as orientation, pick-up/drop-off, report cards sent home, etc.



Dual Capacity-Building Framework

This research-based framework was developed by Dr. Karen Mapp at Harvard University. This framework has been adopted by the US Department of Education as a compass for states to improve family engagement best practices.

The Prichard Committee's KY Collaborative for Families and Schools bases family engagement work on this research-based model.





6 Essential Process Conditions:

The foundational support that we need to build into the planning of family engagement events, programs, and initiatives to ensure success.

- 1. Relational**
- 2. Linked to Learning**
- 3. Asset-Based (Strengths-Based)**
- 4. Culturally responsive and respectful (Equitable Practices)**
- 5. Collaborative**
- 6. Interactive**



Image url here: [Read-Aloud Videos – Potsdam Public Library](#)

Read through the reflective questions in your Learning Packet and circle the questions that resonates with you most under each section.





REMINDER!

With every new idea, ALWAYS consider what barriers may exist for families and students and what you can do to minimize as many as possible. Families can be great allies for this step in the planning process.

Examples might include:

- Transportation
- Childcare
- Working families
- Parent is not the primary caregiver
- Generational differences
- Language barriers
- Learning differences of students AND adults
- Cultural differences and diverse expectations of roles families, educators and students play



Essential Process Conditions in Action

Essential Condition	Touchpoint	Example
Relational	Welcome letters to families at the beginning of the year	Building personal regard starts with schools as real people too. In welcome letters add a few bullets about staff that introduces families to the “people” behind the school titles. Include fun facts, passions, favorite sports teams etc. Some teachers might include a short “Get to Know Me and My Family” survey with fun questions for families to answer too.
Linked to Learning	Class Party	During the class party students teach their parents how to use math tiles. The teacher can then demonstrate two easy math games they can play at home using a deck of cards.
Asset-Based	Family Conferences: <i>(Instead of Parent-Teacher)</i>	Add “funds of knowledge” questions: <ul style="list-style-type: none"> - What is unique and special about your family? - What are your goals and dreams for your child? - What would you say are your child’s greatest strengths? - What calms your child down if he/she is upset? - How do you support your child’s learning and how can I help?



Essential Process Conditions in Action

Essential Condition	Touchpoint	Example
Culturally Responsive and Respectful	Host small interest group gatherings during larger school events	At large assemblies, break families into smaller pods either by unique area of interest, grade, or questions/concerns. This allows families and teachers that normally wouldn't interact to build relationships. For example, the health teacher may be interested in organizing volunteer events at a local animal shelter. During Freshman Orientation night, invite interested families to meet in a particular space and sign-up in pairs for shifts at the shelter in coming months. Even if there are only a handful of interested families, their time together will be very meaningful and can help remove cultural barriers by connecting over shared interests. Remember to remove any language, transportation or child care barriers when possible!
Collaborative	Middle and High School Teachers make home calls	Middle and high school teachers have minimal interaction with families. Each teacher could set a goal to call 10 families before the end of the year and explore collaboration opportunities. For example, teachers can tell families what is happening in class, share strategies for support at home and ask families for suggestions on how to be more relevant and engaging with today's middle schoolers. Teachers should connect and share experiences with making these phone calls and improve strategies.
Interactive	Family Math and Literacy Night	Set-up 6 round tables and have teachers orchestrate one 10 minute learning activity (game) per table that they use in class or that can be done at home. Parents and students rotate tables and play the games together while the teacher explains the important learning standards covered in the activity.



Essential Process Conditions in Action- Practice

Consider one Family Engagement Touch Point. How can you embed the 6 Essential Conditions?

- 1) Relational: Built on trust
- 2) Linked to Learning
- 3) Asset-based
- 4) Culturally responsive and respectful
- 5) Collaborative
- 6) Interactive



Record in your Learning Packet



EXAMPLE: Essential Process Conditions in Action

Touchpoint/Event/Activity Name: Back to School Night

1) Relational: Built on trust

- Host different grade levels on different nights to make the event more personal
- Add icebreakers, people scavenger hunt, etc. so families can meet one another

2) Linked to Learning

- Each teacher needs to share one way families can support their child's learning at home within the first month of school (a list of questions to ask, a learning material or activity for home, etc.)

3) Asset-based

- Consider multiple sign-ups with a variety of ways families can offer their time and talents. Think outside the box! Ex. Volunteers to write new families welcome cards with contact information, help with school mailings, post something positive to the school social media page, take a school survey about improving family conferences, help find community service options for students, ELL ambassador, etc.



EXAMPLE: Essential Process Conditions in Action

Touchpoint/Event/Activity Name: Back to School Night

4) Culturally responsive and respectful

- Translate all materials, signs and have interpretation available. Advertise event in different languages too.
- Consider hosting back-to-school events at community centers.

5) Collaborative

- Do WITH families and not TO families. ASK families what they would like to see at the event and ASK educators what they have heard of or seen at other schools that they would like to replicate.
- Ask if ELL families mind to mentor and guide new ELL families

6) Interactive

- Move information to materials only with YouTube videos as needed so most of the time can be spent in conversation between families and educators and among families. Ensure scavenger hunts and interactive games don't isolate parent and student rather opens up to all families and educators available.



YOUR TURN: Essential Process Conditions in Action

Consider one Family Engagement Touch Point. How can you embed the 6 Essential Conditions?

Touchpoint/Event/Activity Name: _____

- 1) Relational: Built on trust
- 2) Linked to Learning
- 3) Asset-based
- 4) Culturally responsive and respectful
- 5) Collaborative
- 6) Interactive



Record in your Learning Packet



Use 4Cs from Dual-Capacity to Survey if activities are working (and to start with the end in mind)

Each Event, Program and Initiative should build and enhance the capacity of educators and families in the “4C” areas:

1. Building Capabilities?

- Do participants have an opportunity to put new knowledge into practice?
- Did participants gain a new skill they now use to support student achievement or family school partnership?

2. Making new Connections?

- Did participants make new connections and expand their network?
- Were lasting relationships formed as a result of their involvement?

3. Changing Cognition?

- Did participants have a positive shift in beliefs and values related to equity and excellence in education?
- Were participants encouraged to take on a more active role in the family-school partnership team?

4. Building Confidence?

- Do families have more confidence about supporting their child's academic and developmental needs because of this activity?
- Do teachers feel more equipped to engage and welcome families as partners?



EXAMPLE:

Use 4Cs from Dual-Capacity to Survey if activities are working

Write 2 survey questions you could use to measure the impact of your touch point example based on these 4C's

1.Connections- “Did you make at least one new contact at the back-to-school event?”

2. Confidence- “Did you learn at least one way you can support your child’s education at home?”



Action Planning Inspiration videos from District, Classroom and Parent Roles



<https://youtu.be/9ytnugm3xZE>





Dayton County, KY Superintendent, Jay Brewer

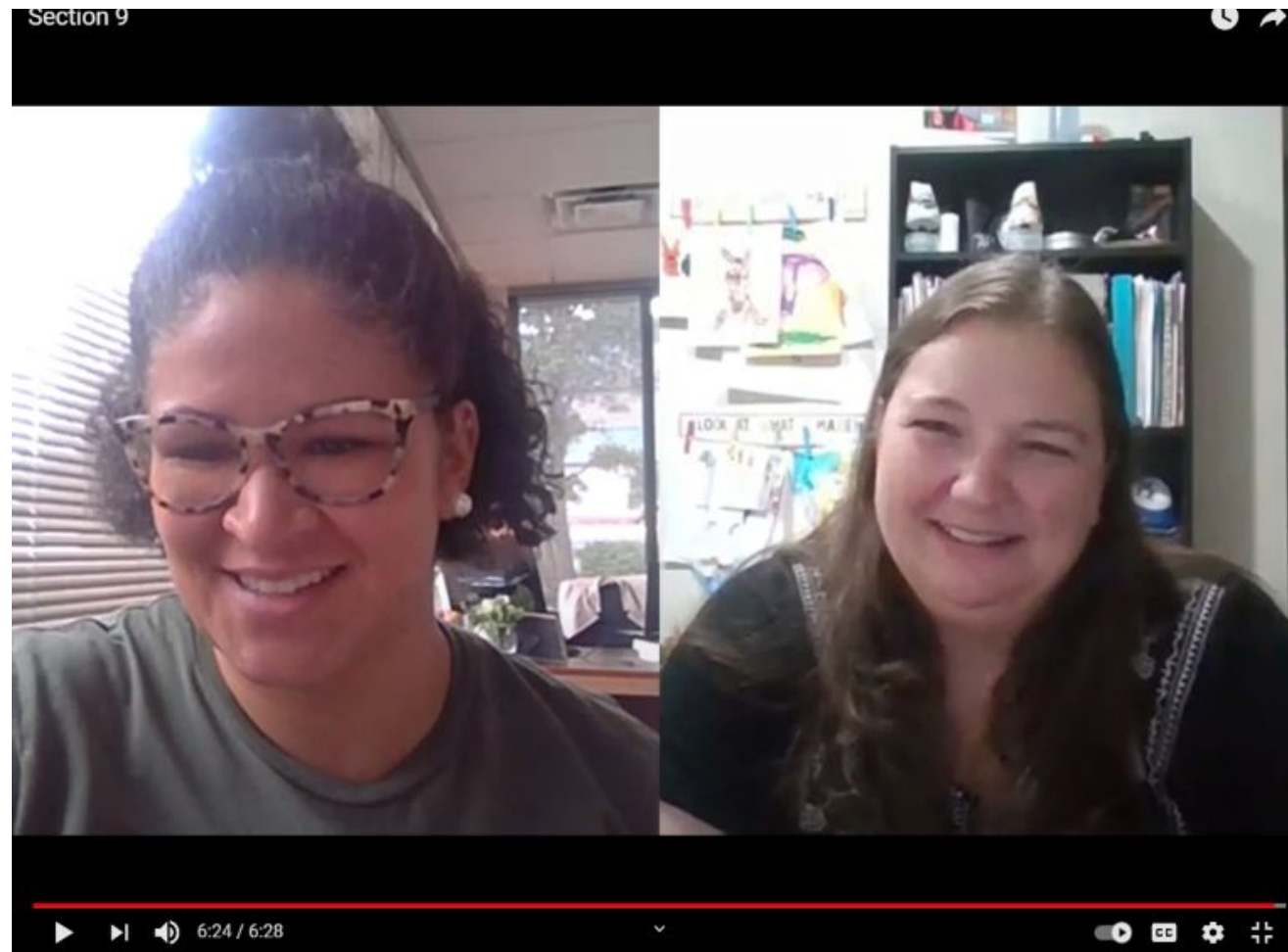
[“To GROW students, we have to KNOW students”](#)





Ashton Bolanos, Leestown Middle School, Family Resource Center Coordinator

[Homeroom Teacher Strategy](#)



Ruth Willoughby, Parent Leader, Fayette County- Power of Parent Leadership

2 Next Steps We Recommend:

- 1. Start small with 1 or 2 ideas from this training or the KY Family Engagement Digital PlayBook to get some momentum**

and/or

- 2. Create a Family Engagement Action Team (either new or sub-committee**



Self-Assessment Steps with a Team:

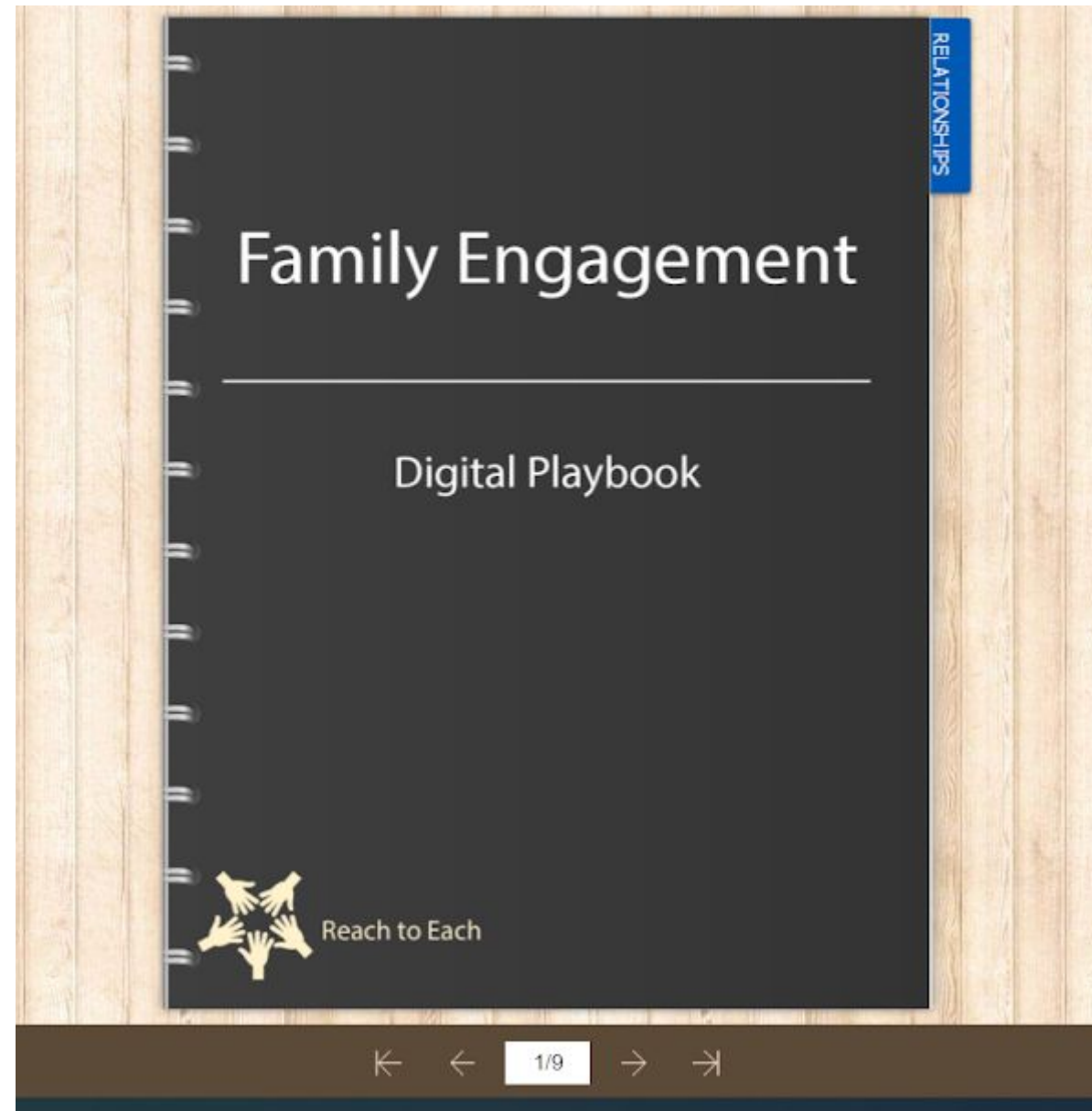
1. **Set intention**
2. **Identify the team**
 - School leaders
 - Families
 - Teachers
 - Community supports
3. **Complete and Compare**
 - What strengths did we identify?
 - What are areas for development?
 - Where was there the most agreement?
 - Where was there the most disagreement?
 - How do our findings compare to our other school data? Such as annual parent surveys, event attendance, etc?
4. **Prioritize and action steps. Start small but intentional.**



Digital PlayBook

A KY book of activity ideas that connects to your Self-Assessment and incorporates the 6 Essential Conditions and 4C's for program goals

*Primary Author- Kathy Burkhardt,
former Superintendent for Boone
County Schools, Director of Navigo
at Learning Grove*



Link to book: <https://online.fliphtml5.com/caxbp/xvrb/>



Family Engagement Action Team

I. Who should be on a Family Engagement Action Team?

8-12 Total Members:

- 3-4 diverse family members: These members should represent the diversity of the student population. Stipend for time, childcare and travel is recommended. Example members:
 - A parent who is historically not engaged in school activities
 - A parent in an elected position or very involved
 - A grandparent or relative caregiver
 - Family members from different grade levels
- 2-3 classroom teachers
- Educator preparation program representative (where appropriate)
- Family resource coordinator or family engagement staff when available
- 1 member from a community organization
- 1 school administrator (Principal or Assistant Principal)



Family Engagement Action Team

WAIT! Let's Work Smarter, not Harder...

A Family Engagement Action Team might be developed and implemented through an existing school council such as the School-Based Decision Making Council, MTSS Leadership Team, Equity Team, Trauma-Informed Action Team, Family Resource and Youth Service Center Advisory Council, etc. This addition to their work scope could increase meaningfulness and engagement. Recognize that you may need to recruit new members and voices to get diverse input. You want to be sure the action team adequately represents the student and teacher population. Start with current parent-teacher teams and get their feedback on how to grow a diverse team to oversee family engagement efforts.



Family Engagement Action Team

II. What do they do?

1. Host small group conversations or one-on-one calls with families, teachers, other staff and community members to identify ideas, needs and priorities. They can utilize information gathered through current school and district surveys or the KY Family and School Self-Assessment to get the conversations started
2. Organize committees, based on priority areas. The Self-Assessment Objectives or the 5 Essential Conditions make great sub-committee priority areas.
3. Develop a 1-year action plan that covers each area you will work on, create a budget and identify sources of funding.
4. Meet regularly (at least monthly) as a whole team and establish goals and guidelines for teamwork. How will you communicate? What decision-making process will you use? When will you allow time to discuss issues and solve problems?
5. Gather ideas and plan programs and activities. See Digital Playbook for Family Engagement Ideas.
6. Publicize activities and team meetings. Include all families and the school community. Make a concerted effort to reach out to families that are normally not engaged.
7. Evaluate your work and report regularly on progress in meeting the plan





Many ways to go from here..

1. Family Engagement Action Team
2. Pick a strategy from the Digital Playbook
3. SMART Goal
4. Action Plan Template



Tools You Received through Training Module (Full 3 hours):

1. Video examples of effective FE
2. FE definition and research highlights
3. “Dahab’s Story” on Redefining FE
4. 5 Roles Families can play
5. Where to start ideas
6. KY’s 11 Goal Post Strategies
7. 5 Objectives for effective family engagement
8. Quick School Self Reflection Tool
9. 1 action item and 1 new connection (in person/live)
10. KY Family and School Partnership Self-Assessment
11. Reflections and analysis of Self-Assessment Results to share with a school team
12. Dual Capacity-Building Framework Image
13. One concrete family touchpoint that is aligned with 6 conditions for effectiveness
14. Instructions on how to build and organize a School Family Engagement Action Team
15. Personal action plan for next steps at your school



What You Can do with Your Tools:

1. Select 1 or 2 tools to share at all staff or grade level meeting
2. Family focus group material options
3. Partner with someone in your school or another school on one idea you liked
4. Ask to meet with a school building leader and share key insights and ideas from this training
5. Take certain materials to a school council, or another parent organization to consider as a sub-committee
6. Help create a school team to take this training and then work together on next steps





Kentucky Collaborative for Families and Schools

The Prichard Committee



Commonwealth Institute
for Parent Leadership



National Center for
Families Learning



learning grove



Partners for Education
BEREA COLLEGE



KY Youth Advocates