ELL Summit 2019
Parent/Community Engagement

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Curriculum Supervisor
ESL K-12, Title 1 PreK, ESSA Grants, and Family Engagement
By the end of this session, participants will explore ...

- family involvement vs engagement
- family-school needs assessment and rubric
- strategies linked to learning
This is us ... 

» Freehold Borough School District
  ◊ 3 schools - PreK-2, 3-5, 6-8
  ◊ 8 ESL Teachers
  ◊ 2019 EL Population = 264
  ◊ Total Student Population = 1783
  ◊ Roughly 15%

*Freehold Borough has*

*COMMITTED, COMPASSIONATE, & FORWARD THINKING Educators*
This is us ...

» Hamilton Township School District
  ◊ 24 schools + Alternative High School
  ◊ 16 ESL teachers
  ◊ 2019 EL Population = 544
  ◊ Total Student Population = 12,000
Hello!

My name is ____________________.
I am a __________ (position) in __________ (district).
@MayreniFermin
@CeciliaZimmer15
“… partnerships among schools, families, and community groups are not a luxury – they are a necessity” (Henderson, Mapp, Johnson, & Davies, 2007, p. 1)
Family Involvement vs Family Engagement
Activity
Involvement vs Engagement
Are the following an example of involvement or engagement?

1. Ideas come from the school.

2. Building relationships with families.

3. Families complete school directed tasks.

4. Ongoing two-way communication

5. Flexible meeting venues.

6. School to home, one-way communication.

7. Parent are invited to school events.

8. Parents attend back to school night, receive information, and are dismissed.
Family Engagement

Parent Involvement

believe
necessary
important
crucial
smart
communicate
reading
counting
must have
volunteer
needed
wanted
vital
Community members have not had the opportunity to develop the knowledge, skills, and dispositions, in other words, the capacity to engage in effective partnerships.

Example: Title One, section 1118 requirement for families to be engaged family engagement policy development for schools and districts.
Family-School Needs Assessment and Rubric
Family Engagement Resources

Dual Capacity Building Framework for Family-School Partnerships

National Standards for Family-School Partnerships
The Dual Capacity-Building Framework for Family–School Partnerships

**The Challenge**
- Lack of opportunities for School/Program Staff to build the capacity for partnerships
- Lack of opportunities for Families to build the capacity for partnerships

**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**
- 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)

**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
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

**Effective Family–School Partnerships**
Supporting Student Achievement & School Improvement
National Standards for Family-School Partnerships

- Welcoming All Families (Standard 1)
- Communicating Effectively (Standard 2)
- Supporting Student Success (Standard 3)
- Speaking Up for Every Child (Standard 4)
- Sharing Power (Standard 5)
- Collaborating with Community (Standard 6)

PTA.org/excellence
Lack of Opportunity: The No Child Left Behind Act is not designed to address the needs of families and communities.

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

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:
- To build and enhance the capacity of staff/families in the "4 C" areas:
  - Capabilities (skills and knowledge)
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Family and Staff Capacity Outcomes:
- Effective Family-School Partnerships
- Supporting Student Achievement & School Improvement
- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers/Colleagues

Systemic across the organization: State Proclamation (Colorado)
- Purposely designed as a core component of state educational goals

Capabilities: Family Engagement Resource Providers (FERP) Project
- The U.S. Department of Education’s Office of Elementary and Secondary Education provides nation-wide family engagement support to State Education Agencies (SEAs) and their 21st Century Community Learning Centers (CCLCs) through implementation of the Family Engagement Resource Providers (FERP) Project. Family engagement experts develop relationships and collaborate with SEAs and 21st CCLC grantees to provide high-quality technical assistance. FERPs offer effective ways to engage families and strengthen partnerships between families, 21st CCLC OST (out-of-school time) programs, schools, and communities. These partnerships ultimately support the academic enrichment of students who attend 21st CCLC programs.

Decision Makers: Family and School Partnership in Education Month (Colorado)
- Parents/families become a part of the decision-making process in the educational options for their children, school and community.
Where do we begin?
Needs Assessment

Crucial to:

★ Understand the needs of the parents
★ Create a friendly and welcoming environment that promoted equity
★ Recruit help from teachers, community, administrators
★ Make programs appealing for teachers to work and for students to attend
★ Successfully disseminate information to parents
# 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.

<table>
<thead>
<tr>
<th>Partnership School</th>
<th>Open-Door School</th>
<th>Come-if-We-Call School</th>
<th>Fortress School</th>
</tr>
</thead>
<tbody>
<tr>
<td>All families &amp; communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
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<tr>
<td><strong>Building Relationships</strong>&lt;br&gt;- Family center is always open, full of interesting materials to borrow&lt;br&gt;- Home visits are made to every new family&lt;br&gt;- Activities honor families' contributions&lt;br&gt;- Building is open to community use &amp; social services are available to families</td>
<td><strong>Building Relationships</strong>&lt;br&gt;- Teachers contact families once a year&lt;br&gt;- Parent coordinator is available if families have questions or need help&lt;br&gt;- Office staff are friendly&lt;br&gt;- Staff contact community agencies &amp; organizations when help is needed</td>
<td><strong>Building Relationships</strong>&lt;br&gt;- Better-educated parents are more involved&lt;br&gt;- &quot;Many immigrant parents don't have time to come or contribute&quot;&lt;br&gt;- Staff are very selective about who comes into the school</td>
<td><strong>Building Relationships</strong>&lt;br&gt;- Families do not &quot;bother&quot; school staff&lt;br&gt;- &quot;Minority families don't value education&quot;&lt;br&gt;- Parents need security clearance to come in&lt;br&gt;- It is important to keep community influences out of the school</td>
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<td><strong>Linking to Learning</strong>&lt;br&gt;- All family activities connect to what students are learning&lt;br&gt;- Parents &amp; teachers look at student work &amp; test results together&lt;br&gt;- Community groups offer tutoring &amp; homework programs at the school&lt;br&gt;- Students' work opens every home every week, with a scoring guide</td>
<td><strong>Linking to Learning</strong>&lt;br&gt;- Teachers explain test scores if asked&lt;br&gt;- Folders of student work go home occasionally&lt;br&gt;- School holds curriculum nights 3 or 4 times a year&lt;br&gt;- Staff let families know about out-of-school classes in the community</td>
<td><strong>Linking to Learning</strong>&lt;br&gt;- Parents are told what students will be learning at the fall open house&lt;br&gt;- Parents can call the office to get teacher-recorded messages about homework&lt;br&gt;- Workshops are offered on parenting</td>
<td><strong>Linking to Learning</strong>&lt;br&gt;- Curriculum &amp; standards are considered too complex for parents to understand&lt;br&gt;- &quot;If parents want more information, they can ask for it&quot;&lt;br&gt;- &quot;We're teachers, not social workers&quot;</td>
</tr>
<tr>
<td><strong>Addressing Differences</strong>&lt;br&gt;- Translators are readily available&lt;br&gt;- Teachers use books &amp; materials about families' cultures&lt;br&gt;- PTA/PTO includes all families&lt;br&gt;- Local groups help staff reach families</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;- Office staff will find a translator if parents ask in advance&lt;br&gt;- Multicultural nights are held once a year&lt;br&gt;- &quot;Minority&quot; parents have their own group</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;- &quot;We can't deal with 20 different languages&quot;&lt;br&gt;- &quot;Parents can bring a translator with them&quot;&lt;br&gt;- &quot;This school just isn't the same as it used to be&quot;</td>
<td><strong>Addressing Differences</strong>&lt;br&gt;- &quot;Those parents need to learn English&quot;&lt;br&gt;- &quot;We teach about our country—that's what those parents need to know&quot;&lt;br&gt;- &quot;This neighborhood is going downhill&quot;</td>
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<td><strong>Supporting Advocacy</strong>&lt;br&gt;- There is a clear, open process for resolving problems&lt;br&gt;- Teachers contact families each month to discuss student progress&lt;br&gt;- Student-led parent-teacher conferences are held 3 times a year for 30 minutes</td>
<td><strong>Supporting Advocacy</strong>&lt;br&gt;- Principal will meet with parents to discuss a problem&lt;br&gt;- Regular progress reports go to parents, but test data can be hard to understand&lt;br&gt;- Parent-teacher conferences are held twice a year</td>
<td><strong>Supporting Advocacy</strong>&lt;br&gt;- School calls families when children have problems&lt;br&gt;- Families visit school on report card pick up day &amp; can see a teacher if they call first</td>
<td><strong>Supporting Advocacy</strong>&lt;br&gt;- Parents don't come to conferences&lt;br&gt;- Problems are dealt with by the professional staff&lt;br&gt;- Teachers don't feel safe with parents</td>
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<tr>
<td><strong>Sharing Power</strong>&lt;br&gt;- Parents &amp; teachers research issues such as prejudice &amp; tracking&lt;br&gt;- Parent group is focused on improving student achievement&lt;br&gt;- Families are involved in all major decisions&lt;br&gt;- Parents can use the school's phone, copier, fax, &amp; computers&lt;br&gt;- Staff work with local organizations to improve the school &amp; the neighborhood</td>
<td><strong>Sharing Power</strong>&lt;br&gt;- Parents can raise issues at PTA/PTO meetings or see the principal&lt;br&gt;- Parent group sets its own agenda &amp; raises money for the school&lt;br&gt;- Resource center for low-income families is housed in a portable classroom next to the school&lt;br&gt;- PTA/PTO officers can use the school office</td>
<td><strong>Sharing Power</strong>&lt;br&gt;- Principal sets agenda for parent meetings&lt;br&gt;- PTA/PTO gets the school's message out&lt;br&gt;- &quot;Parents are not experts in education&quot;&lt;br&gt;- Community groups can address the school board if they have concerns</td>
<td><strong>Sharing Power</strong>&lt;br&gt;- Principal picks a small group of &quot;cooperative parents&quot; to help out&lt;br&gt;- Families are afraid to complain. &quot;They might take it out on my kid&quot;&lt;br&gt;- &quot;Community groups should mind their own business; they don't know about education&quot;</td>
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</table>
Family-School Partnerships Rubric

Focus Areas:

★ Building Relationships
★ Linking to Learning
★ Addressing Differences
★ Supporting Advocacy
★ Sharing Power
Family-School Partnerships Rubric

Types of Schools:

★ Fortress School
★ Come-If-We-Call School
★ Open-Door School
★ Partnership School
3

Strategies Linked to Learning
Gallery Walk

1. Building Relationships
2. Linking to Learning
3. Addressing Differences
4. Family Activities
5. Incentives
6. PR
All hands on deck!

★ Use ALL available resources
★ Seek teacher and parent leaders
  ○ Who stands out?
  ○ What concerns did they share?
  ○ What solutions did they offer?
How it’s done!

**Personnel**
- Supervisor
- Teachers
- Office Staff
- Child Care Providers
- Translators (Teachers and Community Members)

**Incentives**
- Raffles
- Door prizes
- Attendance prizes
- Certificates of recognition and/or completion
- Feedback and suggestions
- Food
- Child care
How it’s done!

*Methods*

- Mailed invitation with RSVP
- Flyers
- Website
- Class Dojo
- Social Media
- School Messenger (Robocalls)
- Labels as reminders
- Remind 101
Warming up our welcome...

- Create a culturally responsive environment
- Open door policy
- Translators are readily available
- Teachers are advocates
- Parent Liaison as a bridge
This is now ...
Where we are NOW in Hamilton?

- Family Engagement Liaisons - Book Study
- ESL Back to School Night
- ESL Family Tech Nights
- ESL College Night
- English for Adults classes
- District-Wide Translators
- Chat-N-Chew with Immigrant Families
Where we are NOW at the Boro.

Title III Parent Academies
Some Topics:
★ Family Math
★ Bridging Activities for Literacy
★ Science Fair
★ Educational Technology Basics Series
★ Extended Day for Parents
★ Navigating Parent Conferences
Where we are NOW at the Boro?

**Title III Latino Literacy Project - Family Reading Program:** Promotes learning together and sharing family stories.

Extended Topics include:

- Engaging in the School Community
- Using Your Town Library
- Using Your Classroom Lending Library
- Community Resources
- Meeting Next Year’s Teacher!
FBPS Kindergarten Parent Engagement Reading Strategies
Next Year's Teacher Meet and Greet
The Future Ahead ...

Empowering and Building Capacity

★ Parent Advisory Committee
  o Problem Solving
  o Action Oriented
★ Parent-Led Volunteer Clubs
  o Skills
  o Talents
★ Parent Resource Center
  o Technology use
  o Homework help
  o Advocacy topics
★ Early Language Development
  o Early Talk
  o PreK
★ End of Year Parent Recognition Award
★ Family Engagement Committee
  o Teacher Advisors
  o Teacher Advocates
  o Academic Support for School Aged Students
  o Child Care Providers
The Future Ahead ...

How?

*Family Engagement Committee*
- Teacher Advisors
- Teacher Advocates
- Academic Support for School Aged Students
- Child Care Providers
Additional Resources

★ ELL Summit Padlet
★ US Department of Education
★ NJ Department of Education
★ Colorin Colorado
★ ReadyRosie
Resources

PowerPoint

https://padlet.com/mfermin_cannon/2019ELLSUMMIT
Share something you learned.

★ Share something you want to try.
Any questions?

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National Standards for Family-School Partnerships