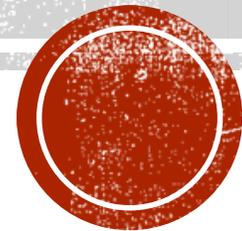


FAMILY ENGAGEMENT UPDATES

Title 1 Directors Meeting

November 30, 2018



WHAT DO WE MEAN WHEN WE SAY 'FAMILY ENGAGEMENT?'



DEFINITION

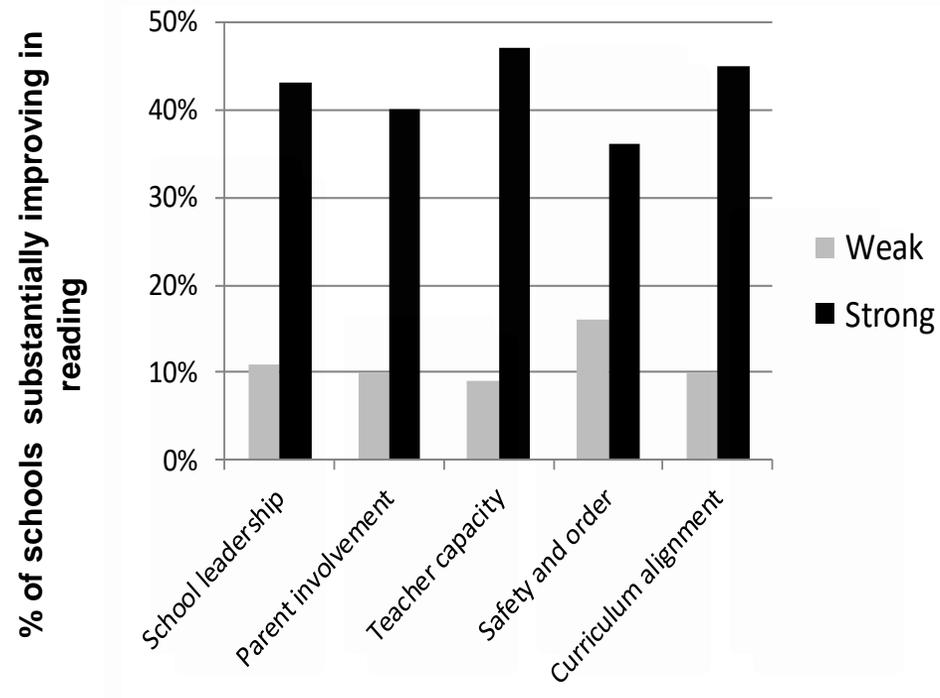
- **Family Engagement** is any way that a child's adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively **supports learning** and healthy development at home, at school and in the community.

--Karen Mapp, Harvard GSE



Family Engagement Matters for School Improvement

- 5 key factors predicted school improvement
- Weakness over time in any one area lowered a school's chance of improving to roughly 10%



Bryk, A. Sebring, P., Allensworth, A., Luppescu, S., & Easton, J. (2010). *Organizing Schools for Improvement: Lessons from Chicago*. Chicago: University of Chicago Press.



SCHOOLS THAT ENGAGE FAMILIES...

- Welcome families in the schools and as partners in learning
- Use multiple methods to communicate with families
- Share information about student learning
- Empower families to participate as partners in learning



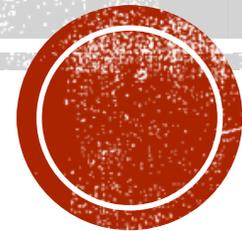
Prerequisites of Effective Family and Community Engagement

[HTTPS://WWW.YOUTUBE.COM/WATCH?V=U-ZLB5WVUAS](https://www.youtube.com/watch?v=U-ZLB5WVUAS)



EVIDENCE BASED PRACTICE

Home Visits Update



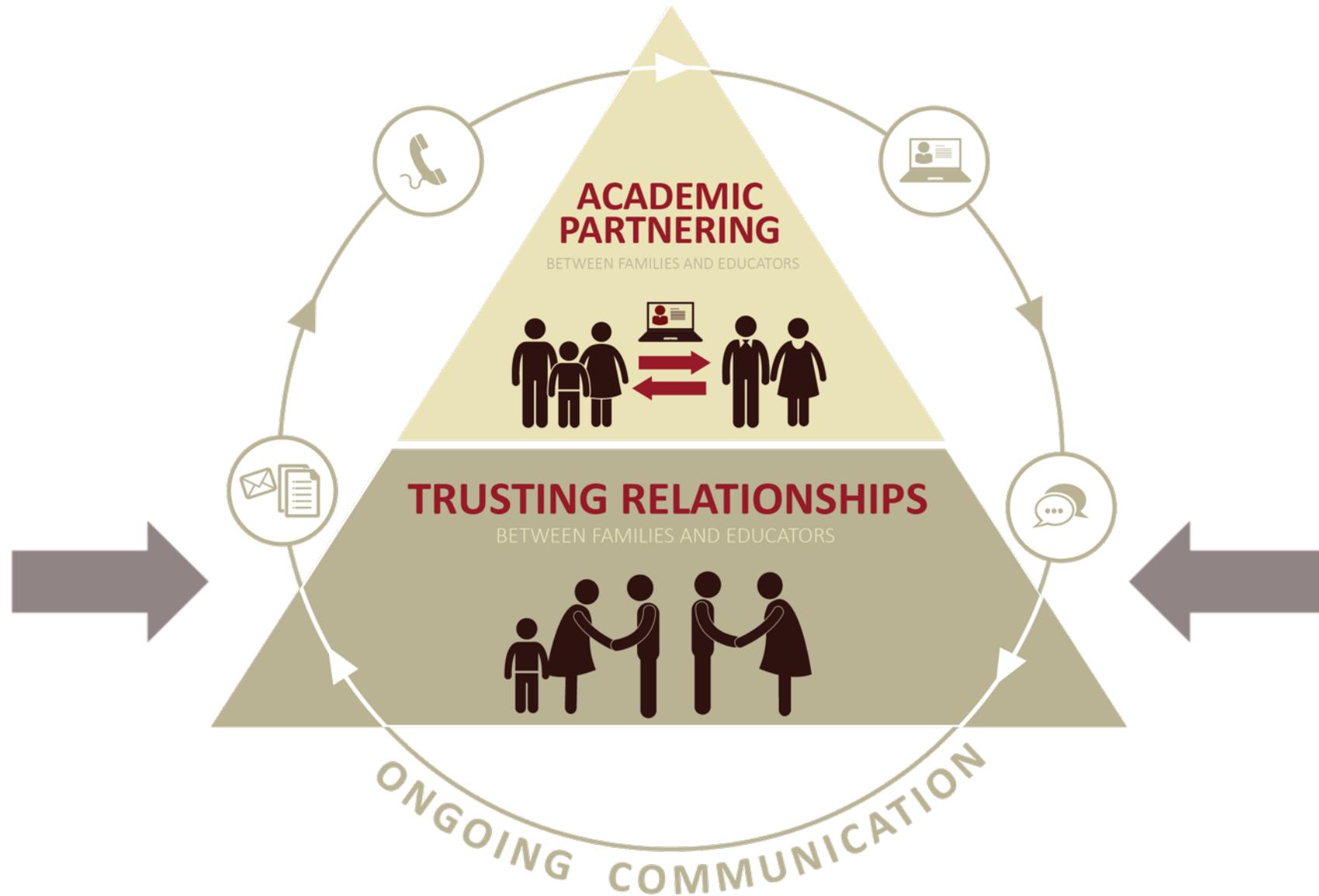
Canyons	Midvale Elementary School
Canyons	Copperview Elementary School
Charter	CS Lewis Academy
Charter	Entheos Academy-Magna
Charter	Guadalupe
Charter	Mana Academy
Charter	Pacific Heritage
Davis	Vae View Elementary
Granite	Farnsworth Elementary
Granite	Granger Elementary
Granite	Hillsdale Elementary
Granite	Lincoln Elementary
Granite	Monroe Elementary
Granite	Moss Elementary
Granite	Oquirrh Hills Elementary
Granite	Pioneer Elementary
Granite	Roosevelt Elementary
Granite	South Kearns Elementary
Granite	West Lake Jr High
Granite	Wilson Elementary
Iron	Cedar North
Ogden	Hillcrest Elemenatry
Salt Lake	Riley Elementary
San Juan	Bluff Elementary
San Juan	Tse'Bii' Nidzisgai Elementary
Tooele	Sterling Elementary

Schools Participating in Home Visits

Charter	Espereanza Academy
Charter	Itineris Academy
Charter	Uinta River
Charter	Vally Academy
Piute	Circleville Elementary
Piute	Oscarson Elementary



FAMILY ENGAGEMENT GROUNDED IN TRUST



Defining Trust



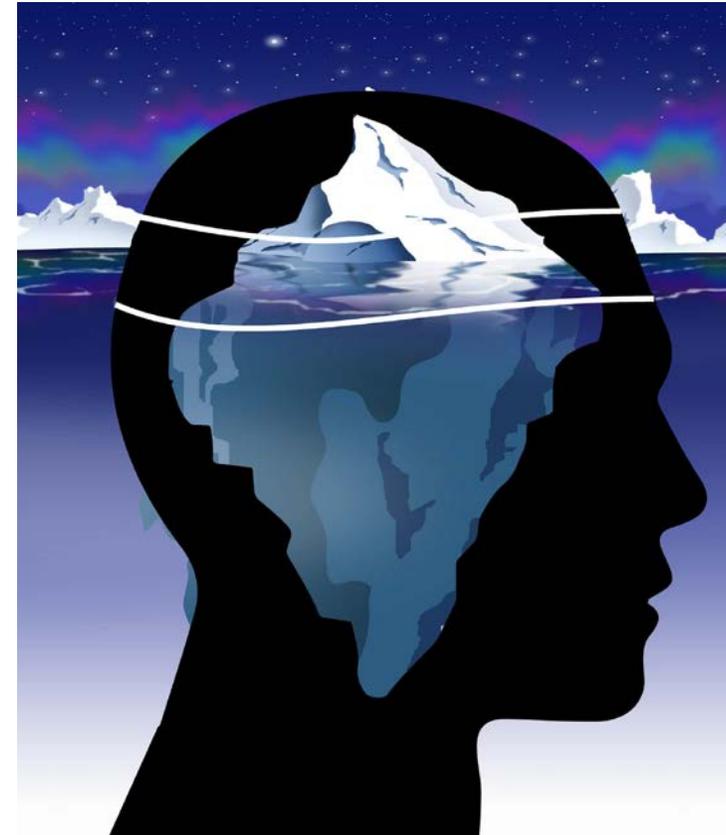
CHECKING OUR ASSUMPTIONS



Explicit Bias



Implicit Bias



UNDERSTANDING IMPLICIT BIAS

- Everyone has implicit bias.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup or that are influenced by societal norms.**



*Implicit biases are **malleable**. We can influence them by checking our assumptions and seeking more information.*



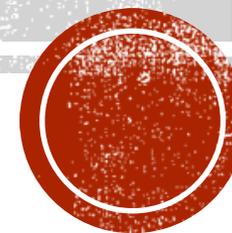
PB&J AND IMPLICIT BIAS

- <https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/>



FLAMBOYAN FELLOWSHIP

Team: Jennifer Mayer-Glenn, Jadee Talbot, & Paul Kutner



STATEWIDE LEARNING FROM FAMILY ENGAGEMENT LANDSCAPE:

Our Approach

- **Interviews** with parents, students, administrators, teachers, partners, and other stakeholders
- **Focus Groups** with students, parents, and educators
- **Observations** in spaces where families and educators interact





My daughter was being withdrawn from school and I had no idea that was happening. That was heartbreaking because it made me feel like the school system was failing me. Because when you enrolled your kids to school they ask for all this information and emergency people to contact if they can't get a hold of you.

It's an experience that teaches you a lot of stuff. It teaches you that you are strong. That you have to advocate for your kids. That you could do more. You learn that you are strong when these situations come along. You don't know how strong you are until you fight back.

- Highly Engaged Parent



Our User Needs Statements

Welcoming: School faculty and staff need to make the goal of welcoming and valuing families as an integrated part of everyone's job because a sense of (un)welcome is developed through everyday personal interactions that carry large meaning.

Reciprocal Learning: Educators and families need opportunities to learn from and about one another—their priorities, their contexts, their definitions of family-school collaboration — in ways that shift power imbalances, because there are too many assumptions being made in the absence of knowledge and relationships.

Impact: Families need to experience their engagement — of whatever kind — having an impact, because it demonstrates that schools value families' knowledge and capacity, and creates space for relationships to form.



Welcoming

- The things that make parents feel welcome or unwelcome in schools are relational, and turn on relatively small instances of personal interaction with teachers, principals, office staff, nurses, etc.





I remember in one of my elementary schools that we actually had a principal at the door, welcoming everybody who came in. Asking everybody if he didn't know your name, ask you your name and say 'who's your teacher? And are these your parents? Please introduce me to your family.' That made you feel important. That made you feel like your principal is interested in you. He cares about you. He wants to know who your parents are. And to direct yourself directly to your parents that makes them feel like 'Hey you are welcome here anytime.'

- Parent



Learning

- Teachers and families benefit when they learn more about each other, including their contexts and roles in supporting students, and want the other person to learn about them as well.
- The focus is often on families gaining school knowledge, rather than what both can learn from one another.





I think my goal initially is to try and understand the role the parent wants to play in their child's education. I try to understand the role the parent sees me in as far as being the educator. Probably the most important goal is to try and create a network of support for the student in the way we can utilize the best that teacher, parent and community have to offer.

- Teacher Effective at Family Engagement



Impact

- When families see that their advocacy or engagement produces results, room is made for trust, relationship building, collaboration, and empowerment for further engagement.





[One parent] just got crosswalk flags and a crosswalk guard outside of their school from work that she worked on. She's been so excited. 'I did something at the school for my kids to make it better.' So just them knowing that they can do that and going out and doing it is really great to see.

- Family Leadership Development Partner



THANK YOU!

Stay In Touch...

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Utah State Board of Education

