

High-Impact Family Engagement Strategies for After School Programs

Stacy Broach

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DPI Title I Team

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WISCONSIN DEPARTMENT OF
PUBLIC INSTRUCTION

Tony Evers, PhD, State Superintendent

Today's Objectives

Participants will:

- **Consider the role educational equity plays in building the capacity of schools to engage families.**
- **Learn and share ideas to develop high-impact family engagement.**

Know Your Why



Michael Jr: Know Your Why

Educational Equity



Educational equity means that every student has access to the educational resources and rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background and/or family income.



Educational Equity

What's your why?



Culturally Responsive Practices

Culturally Responsive Practices: An approach to teaching that recognizes the value of learners' cultural beliefs and practices and draws upon them to inform instruction, enhance learner self-advocacy, and bridge learners' home and school experiences.



Definition of Culture

Culture describes how we live on a daily basis in terms of our language, ancestry, religion, food, dress, musical tastes, traditions, values, political and social affiliations, recreation, and so on.

(Singleton, 2006)



ESSA Title IV

CCLCs must offer families of students served opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development.



ESSA Stakeholders include:

- Parents of students from subgroups identified in the law
- Parents of students from socioeconomically diverse backgrounds
- Parents of students with disabilities
- Parents of migrant and immigrant families
- Parents of English learners
- Community based and civil rights organizations
- Employers and business organizations

Dear Colleague letter from Secretary King – ESSA Stakeholder Engagement, June 2016



What is High-Impact Family Engagement?

High-impact family and community engagement is **collaborative, culturally responsive, and focused on improving children's learning.**

*From the National Association of Family, School, and Community Engagement:
<https://nafsce.site-ym.com/page/definition>*



What is High-Impact Family Engagement?

E V E N T S	Low Impact	Moderate Impact	Higher Impact
	Staff talk with families on orientation day.	Students show their work and perform at quarterly family nights.	Gatherings for families and school staff to view student work, share learning strategies and develop a SMART goal.

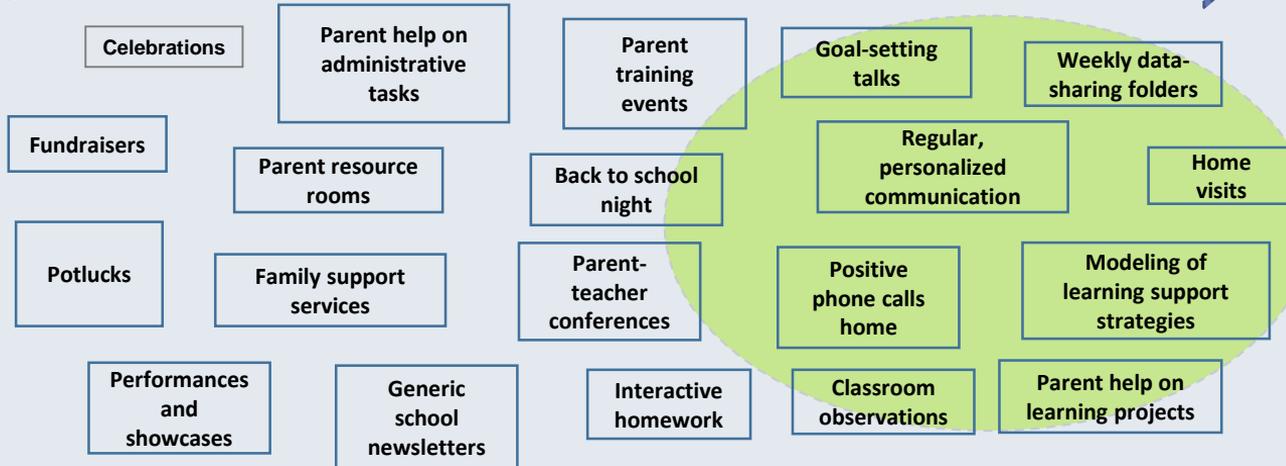
Effective Family Engagement

- Use multiple family engagement strategies
- Identify a goal of increasing family engagement
- Tailor family engagement strategies to the specific population

How Family, School, and Community Engagement Can Improve Student Achievement and Influence School Reform

Impact of Family Engagement Strategies on Student Learning

Lower Impact



Higher Impact

Flamboyan Foundation defines family engagement as collaboration between families and educators that accelerates student learning.



A CCLC Guiding Principle

“Families are treated as essential partners in program’s efforts to support youth.”

- Address student/family needs
- Empower families
- Staff inform families of student progress
- Families inform program structure and activities

<https://dpi.wi.gov/sites/default/files/imce/sspw/pdf/clcguideprinciplesfull.pdf>

Address Student/Family Need

- **Have a parent suggestion box**
- **Host a discussion group for families**
- **Strike up conversations with parents that focus on them**
- **Connect with day teachers and district staff**
- **Track meaningful family contacts in a communication log**
- **Invite children to plan a family appreciation event**

Empower Families

Families as Assets

- Invite families to be “community connectors”
- Host opportunities for families to meet one another
- Invite families on field trips, to share talents/interests
- Sponsor classes to boost families’ skills and knowledge

Turn and Talk

- **How does your program address families' needs?**
- **How does your program empower families?**
- **What could you consider doing differently in the future?**

High and Low Impact Communication

High Impact

- Face to face
- Personal phone calls
- Personalized texts and emails

Low Impact

- Backpack mail
- Robo calls
- Group texts
- Digital Message Board
- Posted flyers
- Bulk emails

Communication Questions to Consider

- Do our CCLC's methods of communication reach our most vulnerable families?
- What structures do we have in place to support this?

How do we know?

Inform Families of Student Progress

- **Use face time to build positive relationships**
- **Ensure communication with families is frequent, personalized**
- **Consider making one of your four family events a one-on-one “listening session”**
- **Convey how learning happens anytime, anywhere**

Families Shape CCLC Program

Families can help shape program's **Structure** and **Activities** by:

- **Serving on boards and committees**
- **Representing student groups served by program**
- **Participating in surveys, focus groups, one-on-one interviews**
- **Contributing to vision, mission, policies and plans**

Guest CCLC Coordinators

Cola DeNucci

CLC Coordinator and Grade 4 Teacher
Unity Elementary School

Courtney Janak

After-School Program Director
Phillips Elementary School

Turn and Talk

What are some ways your CCLC

- **Informs families of student progress?**
- **Invites families to help shape the program?**
- **What additional methods would you consider in the future?**

Family Engagement Resources for CCLCs

- Build the Out-of-School Time Network [Engaging Families Toolkit](#)
- [Structuring Out of School Time to Improve Student Achievement](#), What Works Clearinghouse
- You for Youth [Family Engagement Tools](#)
- [Arizona CCLC activities](#)