

# Parent & Family Engagement

Creating Meaningful Engagement Policies and Compacts

Not more, just different

## Learning Intention

- Differentiate between parent & family involvement and parent & family engagement or expand your understanding of family engagement.

## Success Criteria

- Evaluate current Compacts and Parent & Family Engagement Policies for ways to include meaningful capacity-building opportunities for families and faculty/staff.

Not more, just different

Please share in the chat...one word that captures family engagement



Not more, just different

# Definition of Family Engagement

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.

— **KAREN MAPP**, Ed.D., Harvard Graduate School of Education

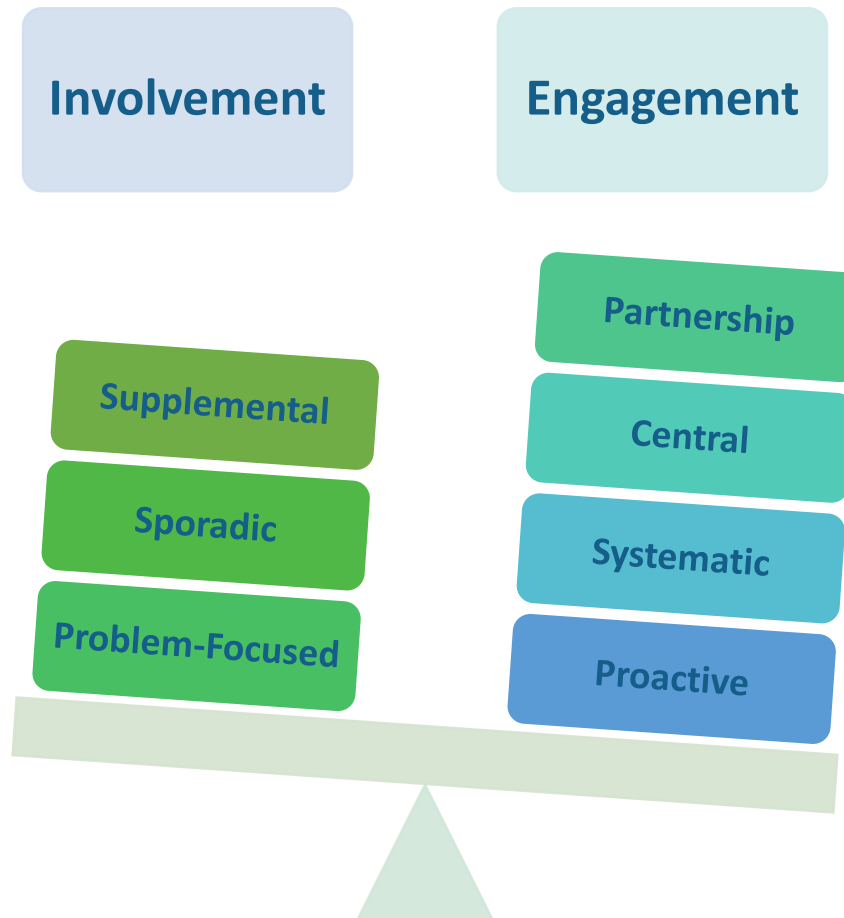
Not more, just different

# Definition of Family Engagement

The degree to which families are **empowered** to be present in the educational and academic lives of their children and the degree to which schools and school districts **support** family engagement by **sustaining** necessary **relationships** which in turn, promotes the **efficacy** of families in helping to shape their children's academic experiences.

— **Steve Constantino**, Ed.D., Engage Every Family

# Involvement vs. Engagement



Ohio Statewide Family Engagement Center, Introduction to Building School-Family Partnerships

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# Challenges to Family Engagement



**Full**  
**Equal Empowered**  
**Equitable Support**  
**Partnership Sustaining**  
**Central Relationships**  
**Systematic Efficacy**  
**Proactive**

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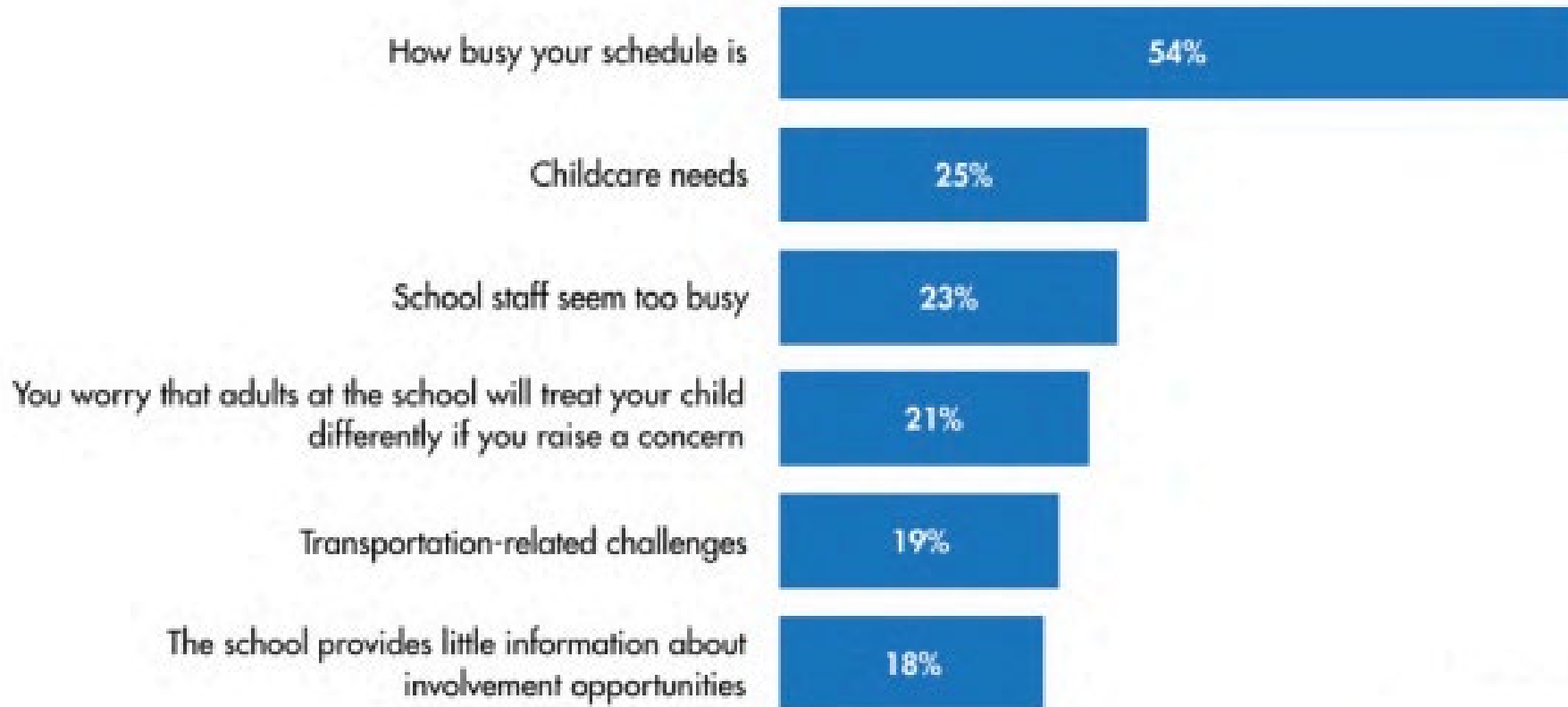
# Did your answer point to parents?



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## Top Barriers to Engagement



*Responses from 18,000 family members on barriers to engaging with their child's school. Learn more at [www.superintendents.com](http://www.superintendents.com)*

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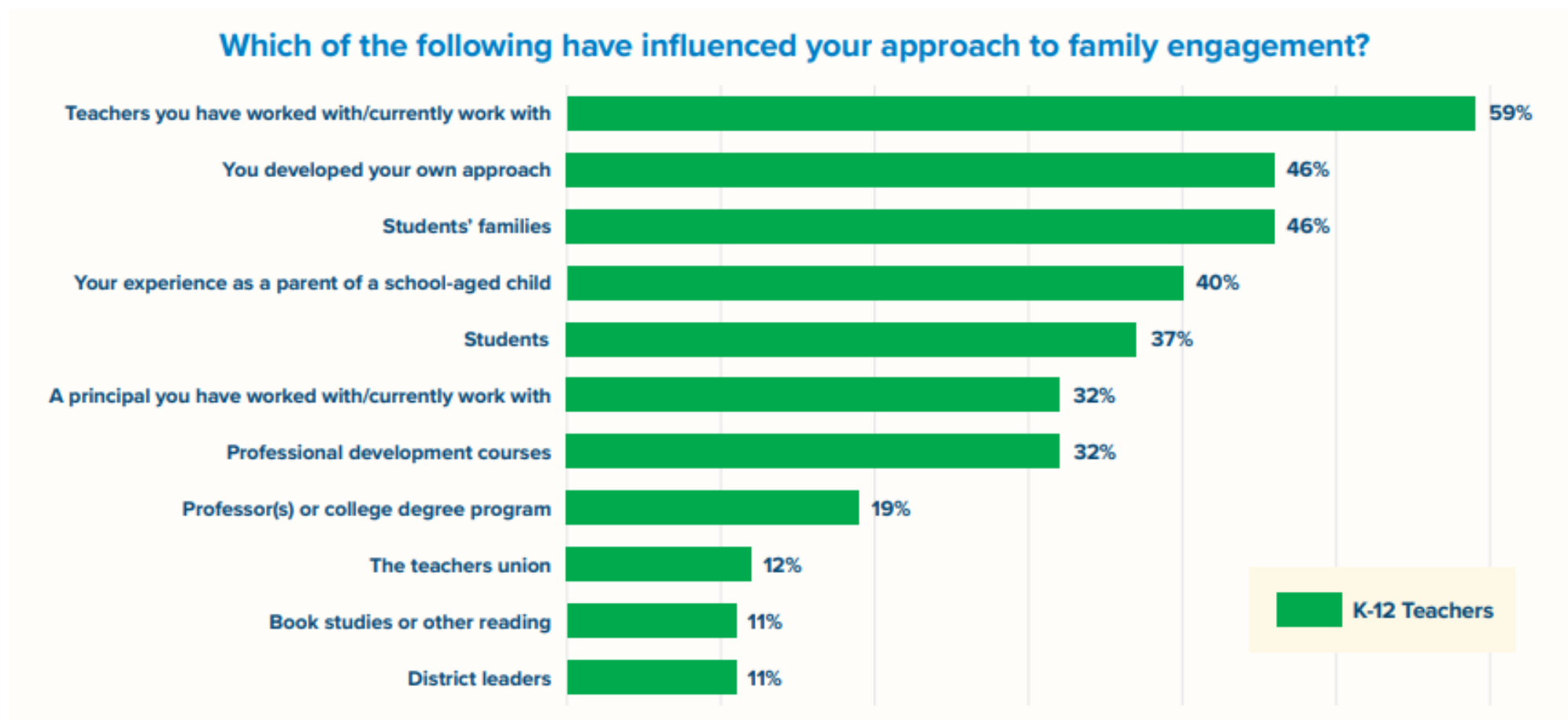
# Common Barriers to Effective PFE in High Schools

- Educator mindsets
- Unwelcoming environments
- Lack of a common definition of family engagement
- Complex structures
- Educator capacity

Flamboyant Foundation (2019). HS Series: 5 Barriers to Family Engagement in High School. Retrieved from: <https://flamboyantfoundation.org/ourstories/barriers-to-family-engagement-in-high-school/>

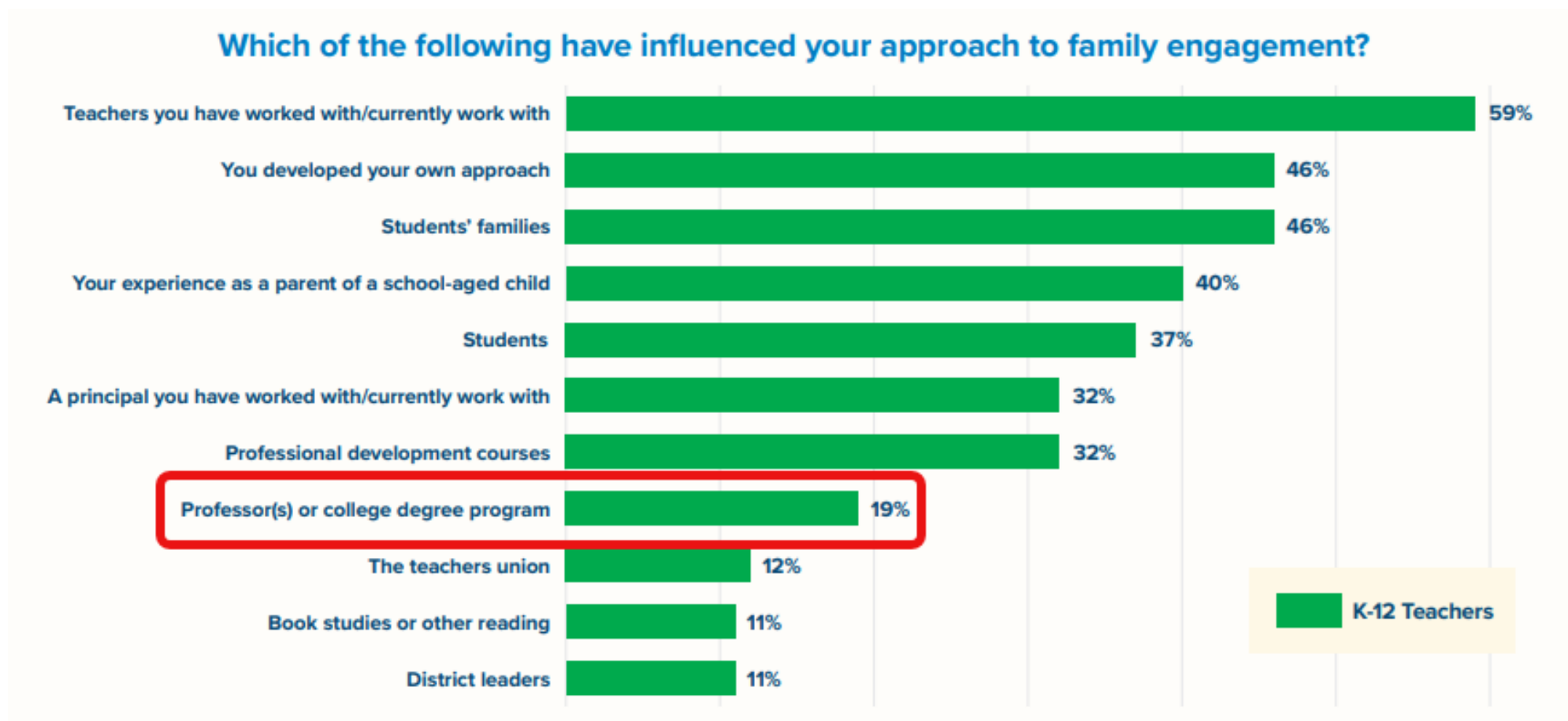
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# Factors Influencing Teachers' Approach to PFE



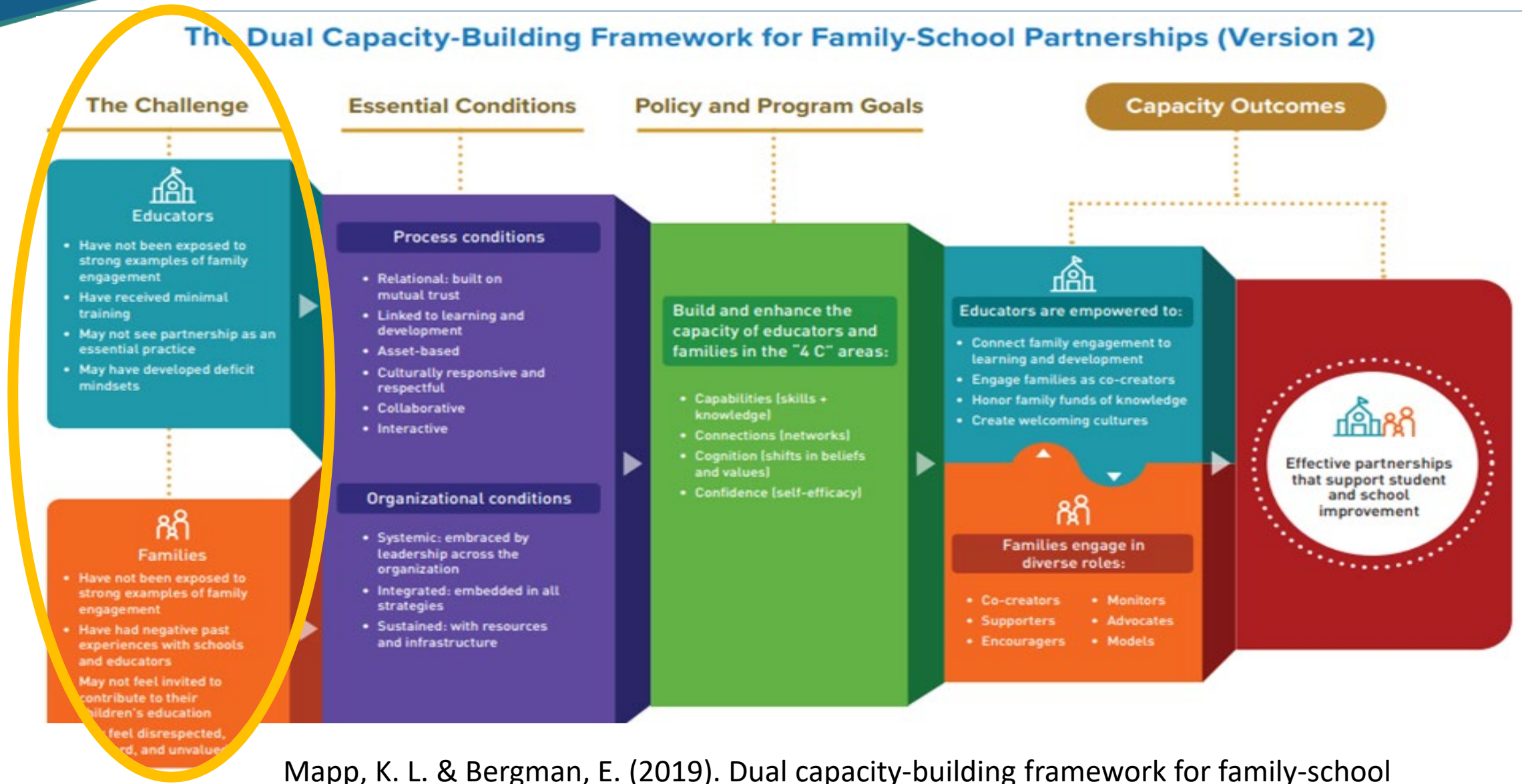
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# Factors Influencing Teachers' Approach to PFE



Not more, just different

## The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: [www.dualcapacity.org](http://www.dualcapacity.org)

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# The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

## The Challenge



### Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



### Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued



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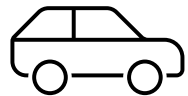
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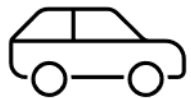
# Moving Toward Family Engagement



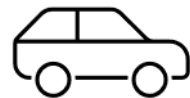
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**Partnership Sustain**  
**Central Relationships**  
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**Proactive**



LEA-Level Parent & Family Engagement Policy



School-Level Parent & Family Engagement Policy



School-Family Compact

Not more, just different

# Moving Toward Family Engagement

*We recommend that schools and districts **work with families** to define – in plain language – the **purpose** of effective engagement, **what it looks like**, and **what improvements are expected over time**.*

Bergman, E. (2022). Unlocking the “How”: Designing Family Engagement Strategies that Lead to School Success. Retrieved from: [https://bealearninghero.org/wp-content/uploads/2023/07/Learning-Heroes\\_Parents-report22\\_Appendix\\_v7.pdf](https://bealearninghero.org/wp-content/uploads/2023/07/Learning-Heroes_Parents-report22_Appendix_v7.pdf)

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# Adding Meaning to School-Family Compacts

## ESEA Programs and Related State Initiatives

Home / ESEA Programs and Related State Initiatives

USBE Home

ESEA Program

[Every Student Succeeds Act \(ESSA\)](#)

[Federal Loan Forgiveness for Teachers](#)

[Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies \(LEAs\)](#)

[Title I, Part A: Monitoring and Compliance](#)

[Title I, Part A: School Improvement](#)

[Title I, Part C: Migrant Education](#)

[Program \(MEP\)](#)

[Title I, Part D: Neglected and Delinquent](#)

[Program](#)

[Title II, Part A: Building Systems of Support for Excellent Teaching and](#)

[Leading](#)

## Welcome to Elementary and Secondary Education Act (ESEA) Programs and Related State Initiatives

### Elementary and Secondary Education Act (ESEA)

The Elementary and Secondary Education Act was originally signed into law by President Lyndon B. Johnson in 1965. Federal funding to assist schools that serve high numbers or high percentages of students from low-income families. Then, ESEA has been reauthorized by Congress several times. In 2001, ESEA was reauthorized as the No Child Left Behind Act (NCLB). In December 2015, ESEA was reauthorized and signed into law as the Every Student Succeeds Act (ESSA) by ESSA goes into effect beginning with the 2017-2018 school year.

The ESEA provides federal funding for education programs including:

- Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies
- Title I, Part C: Migrant Education
- Title I, Part D: Neglected and Delinquent
- Title II, Preparing, Training, and Recruiting High Quality Teachers and Principals
- Title III, Services for English Learners
- Title IV, Part A: Student Support and Academic Enrichment Grant
- Title IV, Part B: 21st Century Community Learning Centers
- Title VI, American Indian Education
- Title VII, Part B: McKinney-Vento Homeless Education

[2023-24 Utah State Board of Education Federal Programs and Related State Initiatives Meeting](#)

## Title I, Part A: Monitoring and Compliance

Home / Title I, Part A: Monitoring and Compliance

[Overview](#) [Desktop Monitoring Instrument \(DMI\)](#) [Fiscal Compliance](#)

[Parent and Family Engagement](#) [Equitable Services for Private Schools](#) [Paraprofessionals](#)

### Parent and Family Engagement

#### Providing Information to Parents and Family Members

[Annual Title I Meeting: Tips and Topics](#)

[Sample Notification Letter of Underqualified Teacher](#)

#### Parent and Family Engagement Policy

[School-Level Parent and Family Engagement Policy Framework](#)

[LEA-Level Parent and Family Engagement Policy Checklist](#)

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[Elementary Lower Grades Sample Compact](#)

[Secondary Sample Compact](#)

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Not more, just different

# Adding Meaning to Compacts

## Checklist of Required Components

1. The Compact describes **the school's responsibility** to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging State academic standards.

2. The Compact addresses the importance of **communication between teachers and parents** on an ongoing basis through, at a minimum—

(A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;

(B) frequent reports to parents on their children's progress;

(C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and

(D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

3. The Compact states the ways in which **each parent/family member will be responsible** for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

Not more, just different

# Parent & Family Engagement Resources

My Drive > Meaningful PFE Policies ... ▾

Type ▾ People ▾ Modified ▾

## Folders



Not more, just different

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Folders

Compacts PFE Policies PFE Resources

Not more, just different

# Adding Meaning to Compacts

## School Student Learning Goal:

75 percent of students will meet or exceed their growth target in reading.

### 1<sup>st</sup> grade teachers will:

- conduct daily small-group reading instruction.
- read aloud each day to students.
- provide take-home reading materials.
- provide homework that supports topics learned at school.
- take weekly trips to school library.
- keep families informed of children's reading progress and ways to support learning at home.

### 1<sup>st</sup> Grade families will

- make reading a daily part of family time.
- ask children questions about books they are reading.
- visit the local library on a regular basis.
- complete homework assignments with students.
- attend family literacy events.
- stay in touch with teachers about reading progress.

Okay, maybe more, but definitely different!

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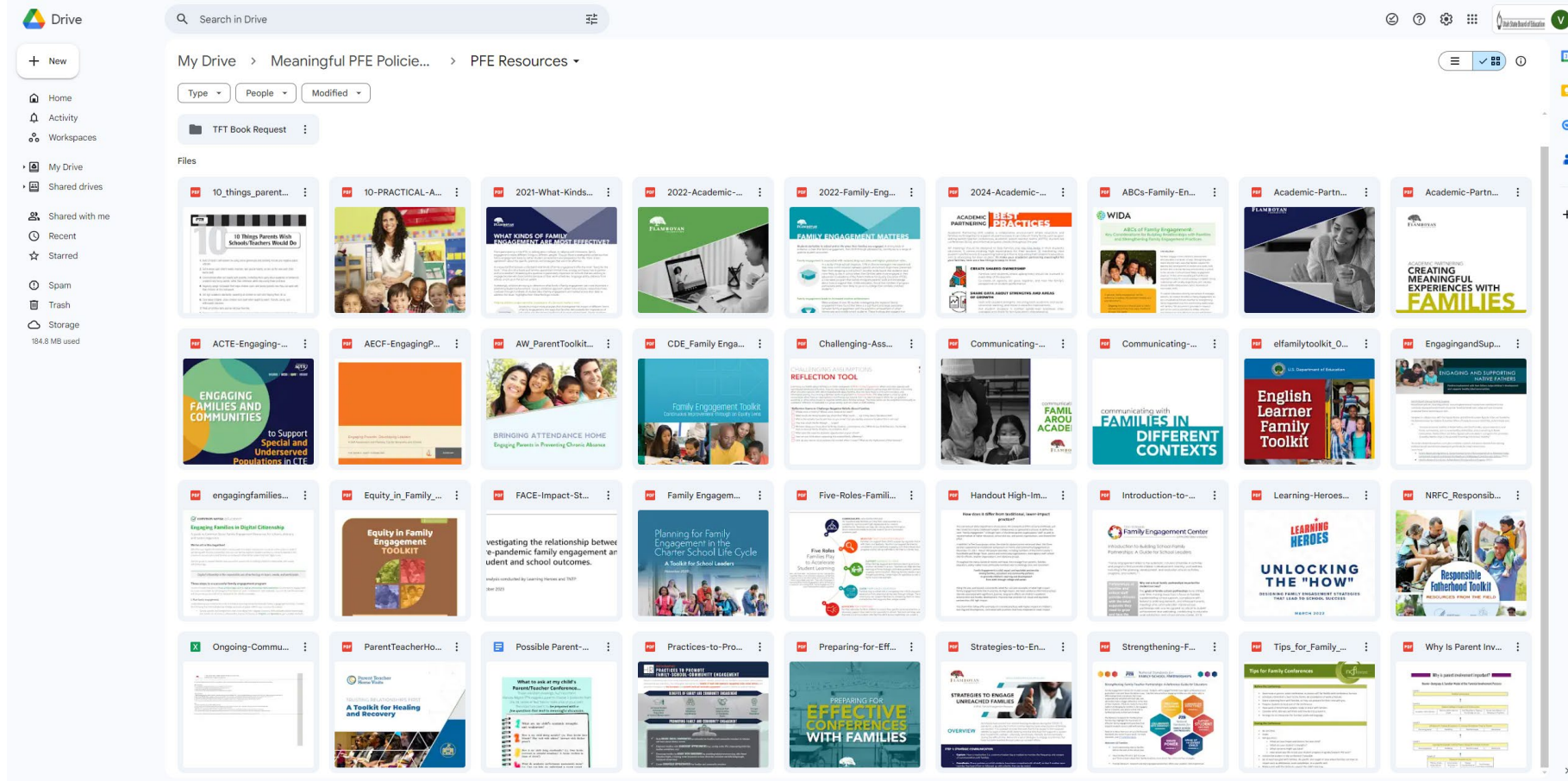
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# Adding Meaning to PFE Policies

STEP 1 - Remember the **requirements** (keep compliance in place)

STEP 2 - Get **parent and family input**

Surveys / Focus Groups / Parent Advisory Committee

STEP 3 - With P&F input, **describe how** the school will implement the requirement rather than just restating the requirement

STEP 4 - Make the policy **realistic**. Remember: you cannot do this all at once; add more opportunities incrementally

STEP 5 – Consider a focus on establishing trust, relationships, and two-way communication

Not more, just different

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## Folders



LEA-Level Policy



School-Level Poli...



Small District/Ch...



Not more, just different

# Adding Meaning to PFE Policies

## Building Capacity for Parent and Family Engagement in Schools

### The “SHALLs”...

*Building Capacity for Involvement.—  
To ensure effective involvement of parents and  
to support a partnership among the school  
involved, parents, and the community to  
improve student academic achievement, each  
school and local educational agency assisted  
under ESEA Title I, Part A—[Section 1116](#)*

### Things We Do

### Things We Could Do

*(1) shall provide assistance to parents of  
children served by the school or local  
educational agency, as appropriate, in  
understanding such topics as the challenging  
State academic standards, State and local  
academic assessments, the requirements of this  
part, and how to monitor a child’s progress and  
work with educators to improve the  
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### Things We Do

### Things We Could Do

The school will provide an annual parent engagement seminar to build effective parental engagement strategies to support their children’s learning.

Full Equal Equitable Partnership Support Empowered Relationships Efficacy Central Systematic Proactive Sustained

# Adding Meaning to PFE Policies

## Building Capacity for Parent and Family Engagement in Schools

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### Things We Do

The school will provide an annual parent engagement seminar to build effective parental engagement strategies to support their children’s learning.

### Things We Could Do

Together with our Parent Advisory Council, the school will provide parents and family members easy-to-understand data and information about their student’s progress and ways to provide support at home. We will do this through student-led conferences, regular progress updates, and teacher/parent check-ins via ParentSquare app or Google Meet/Zoom

Full Equal Equitable Partnership Support Empowered Relationships Efficacy Central Systematic Proactive Sustained

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*(3) shall educate teachers, specialized  
instructional support personnel, principals, and  
other school leaders, and other staff, with the  
assistance of parents, in the value and utility of  
contributions of parents, and in how to reach  
out to, communicate with, and work with  
parents as equal partners, implement and  
coordinate parent programs, and build ties  
between parents and the school;*

Things We Do

Things We Could Do

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# Adding Meaning to PFE Policies

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### Things We Do

### Things We Could Do

Build the schools' capacity for strong parental  
engagement

Full Equal Equitable Partnership Support Empowered Relationships Efficacy Central Systematic Proactive Sustained

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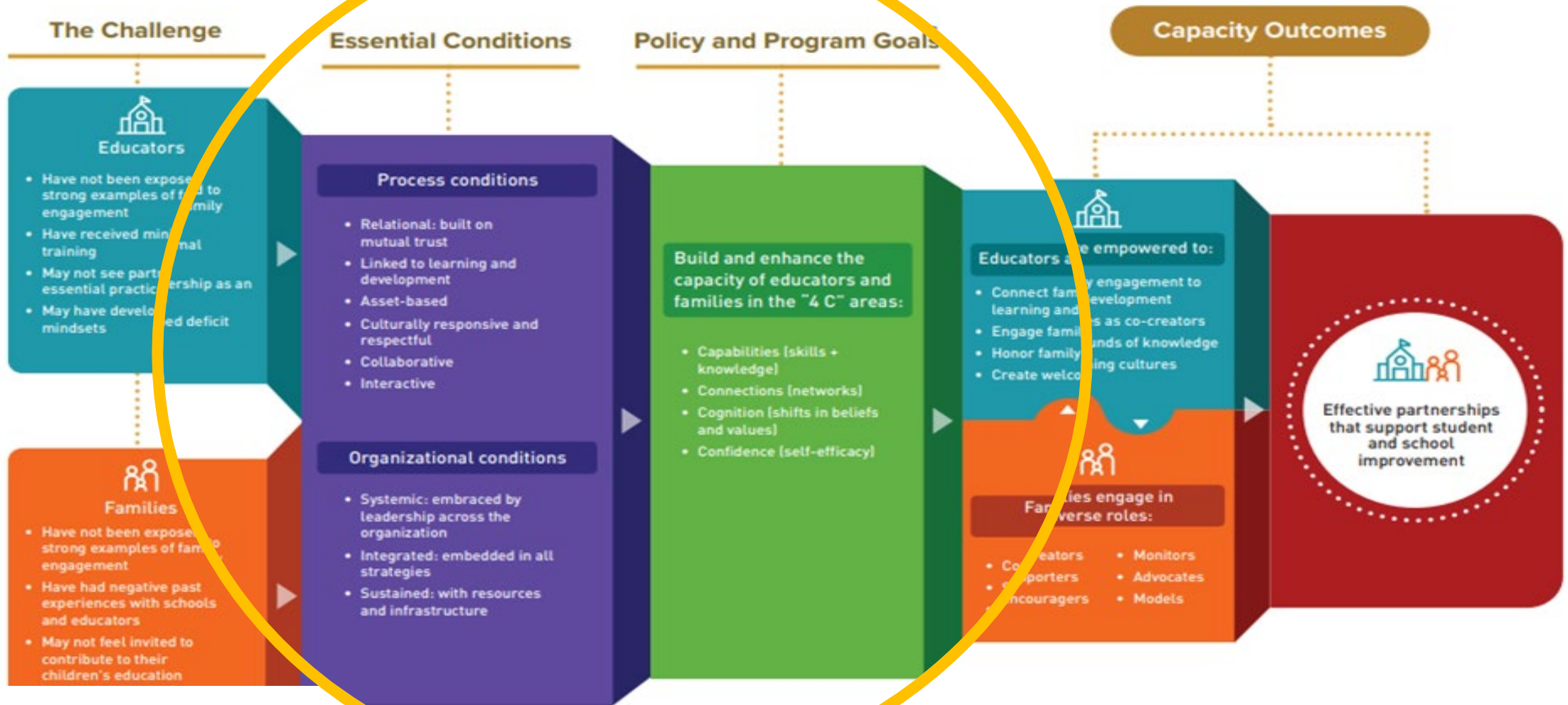
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### Things We Could Do

With input from our Parent Advisory Council,  
school faculty and staff will participate in  
professional learning opportunities focused  
on authentic, two-way communication.

Full Equal Equitable Partnership Support Empowered Relationships Efficacy Central Systematic Proactive Sustained

# The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



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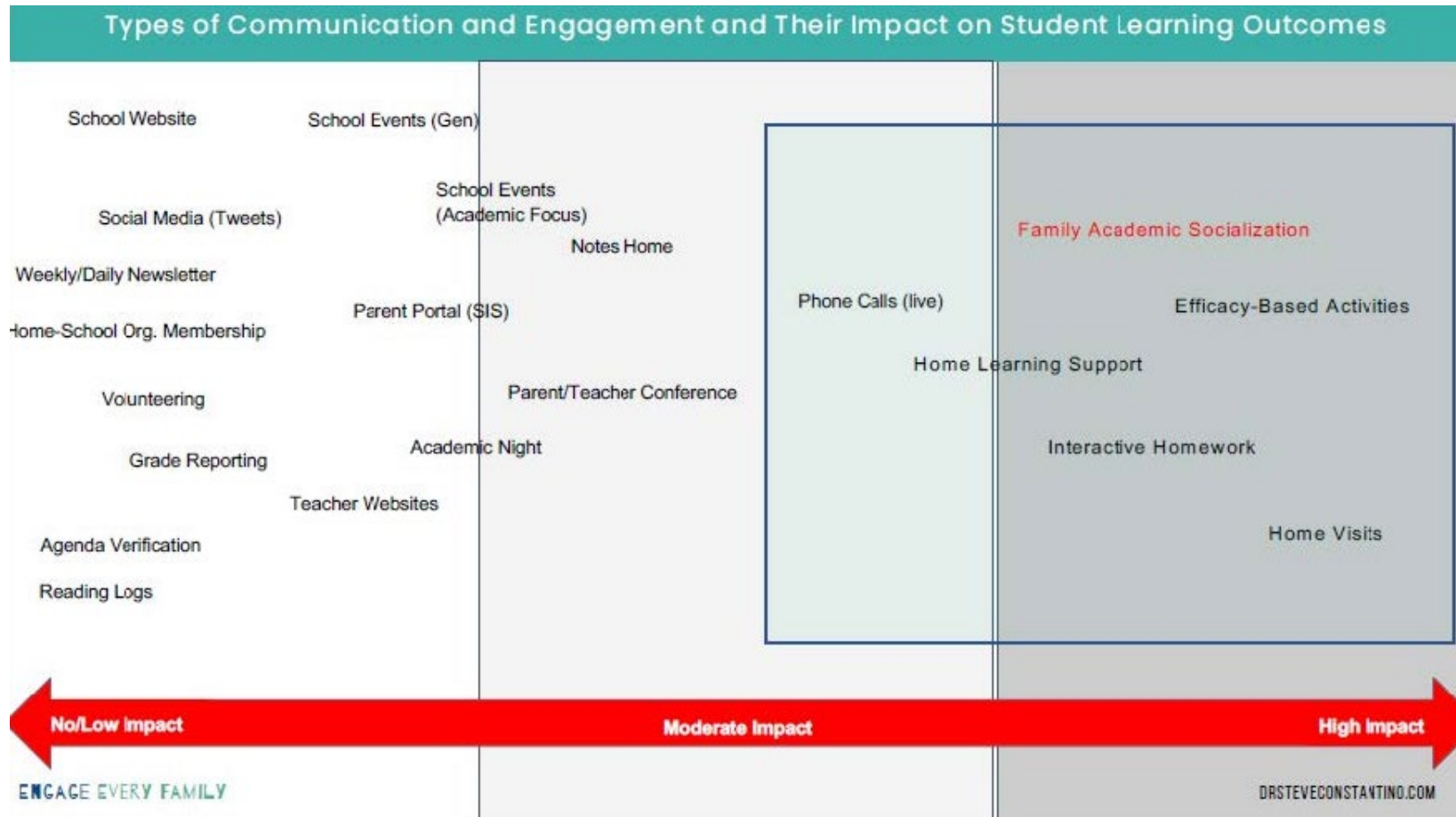
**The Five Simple Principles Logic Model**



“Family engagement is a process. Not an event.” Steve Constantino, Ed.D.

Not more, just different

# Adding Meaning to PFE Policies



Not more, just different



# Meaningful Parent & Family Engagement



Family engagement is not a quick fix.

It is not a strategy that we can slap onto the school and expect to see immediate success. It is not a computer program in front of which we can plop students (or their families) for a period of time and then pronounce them engaged and successful.

Strategies without process always fail.

Always.

Steve Constantino, Ed.D. Engage Every Family

Full Equal Equitable Partnership Support Empowered Relationships Efficacy Central Systematic Proactive Sustained