

Navigating Family  
Engagement to Create  
Educational Partnerships  
with McKinney-Vento  
Families

**Sheryl Ellsworth** Utah  
State Board of Education  
Family/Community  
Engagement Specialist



**Utah State Board of Education**



*What do we mean  
when we say,  
“Family  
engagement”?*

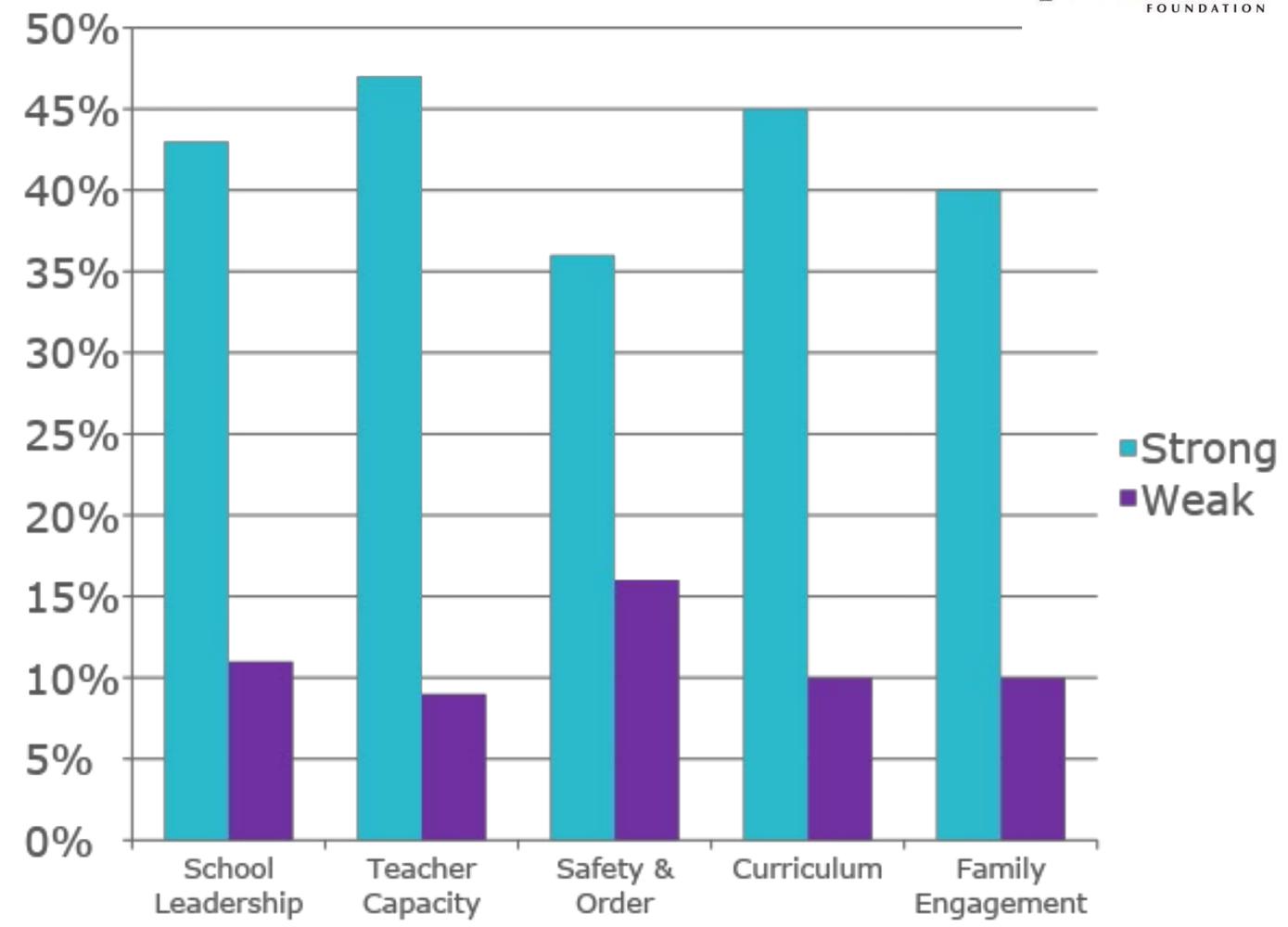
# Definition of Family Engagement

- 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.

-Ann Henderson & Judy Carson

# Family Engagement & School Improvement

- 5 key factors predicted school improvement
- Weakness in any one area = school's chance of improving is ~10%



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

# Impact of Family Engagement

## Research Shows That Students with Engaged Families:

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education



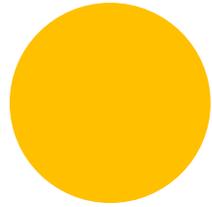
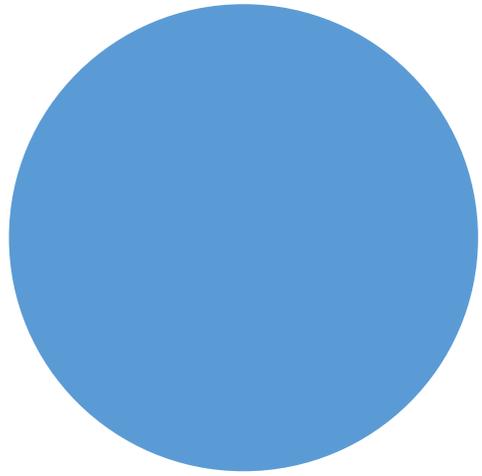
Henderson, A. & Mapp, K. (2002). *A New Wave of Evidence: The Impact of school, family, and community connections on student achievement*.

Bridgeland, J., Dilulio, J., & Morison, K. (2006). *The Silent Epidemic: Perspectives of High School Dropouts*. Washington, DC: Civic Enterprises.

Jeynes, W. (2005). A Meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3): pgs. 237-269. Hill, N. & Tyson, D. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3): pgs. 730-763

Fantuzzo, J., McWayne, C., Perry, M., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33(4): pgs. 467-480.

Caspe, M. & Lopez, W. (2006). *Lessons from family-strengthening interventions: Learning from evidence-based practice*. Cambridge, MA: Harvard Family Research Project.

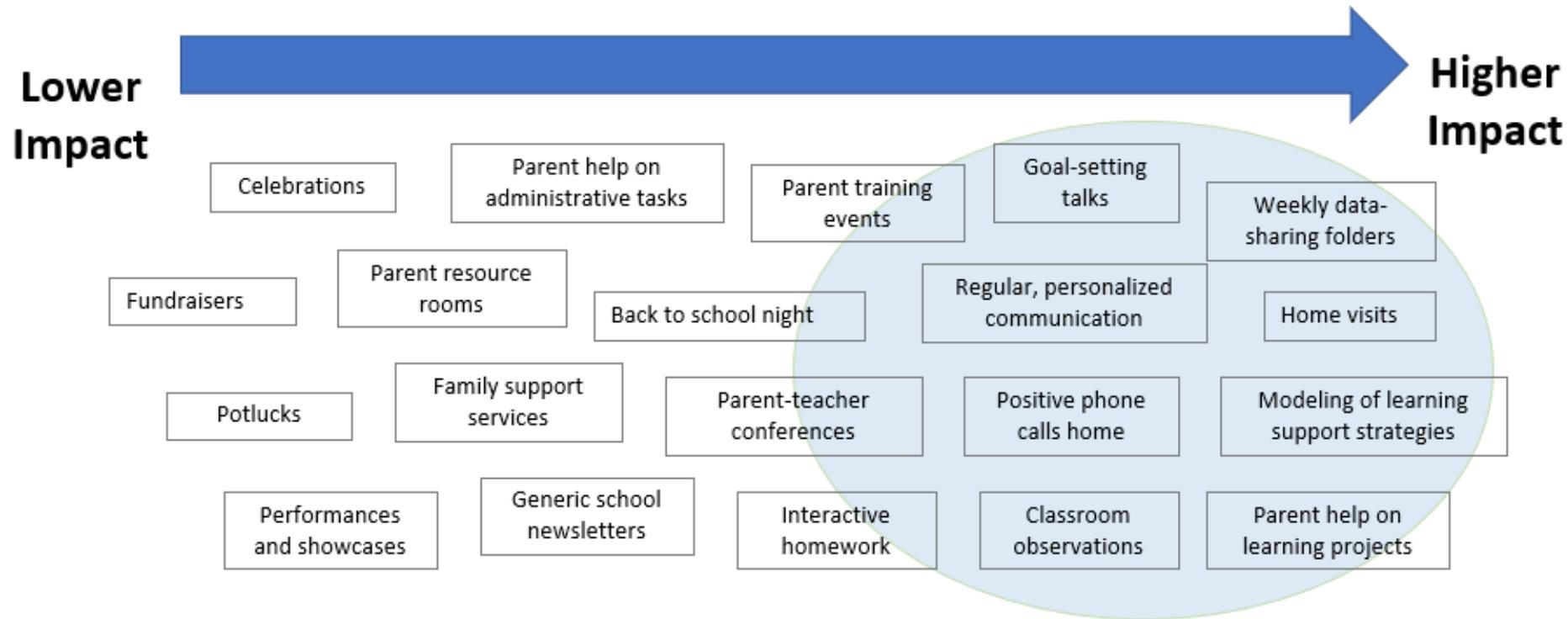


# Family Engagement Frameworks

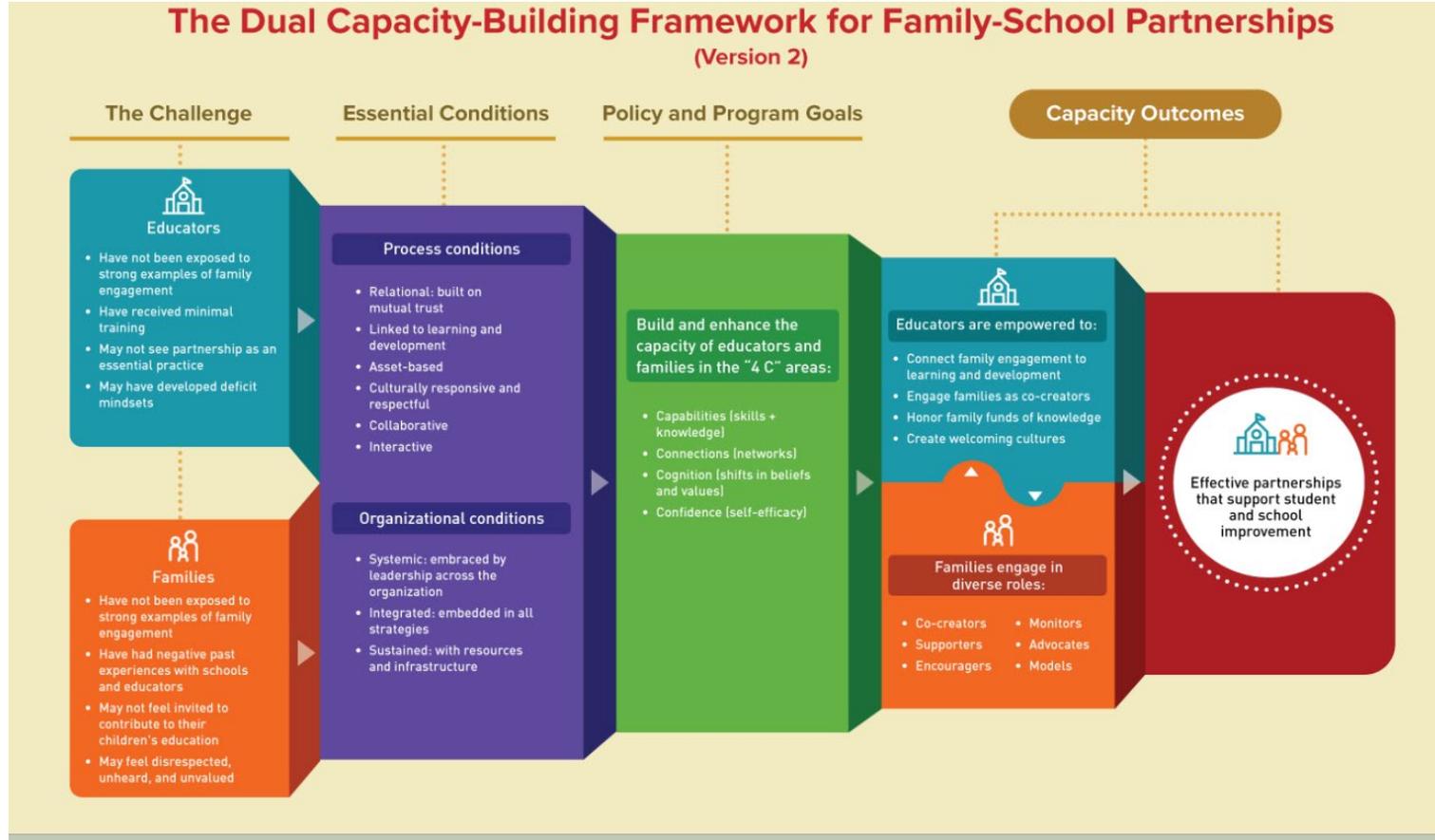
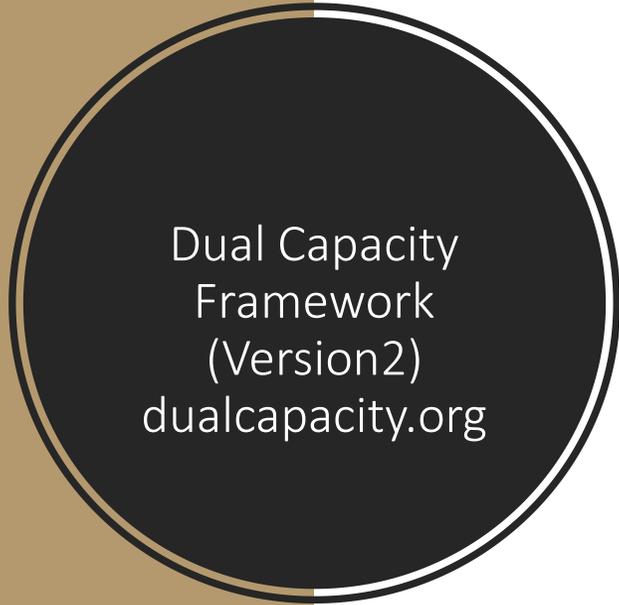


# High Impact Family Engagement

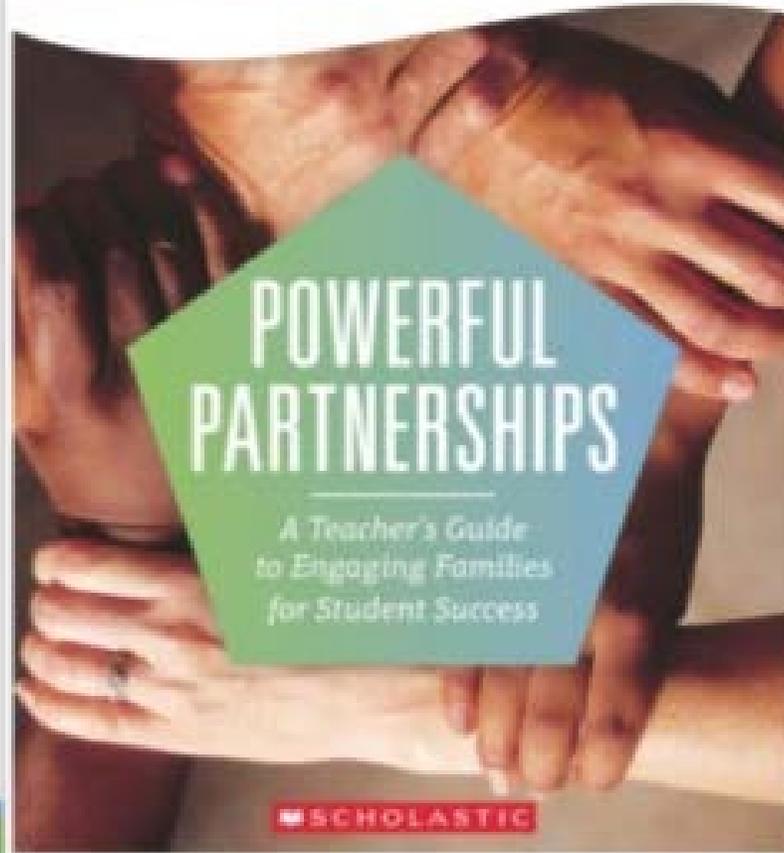
USDOE Framework: Family Engagement Should Be Relational, Should Build Capacity Of Families And Staff, And Be Linked to Learning



Courtesy of Flamboyan Foundation



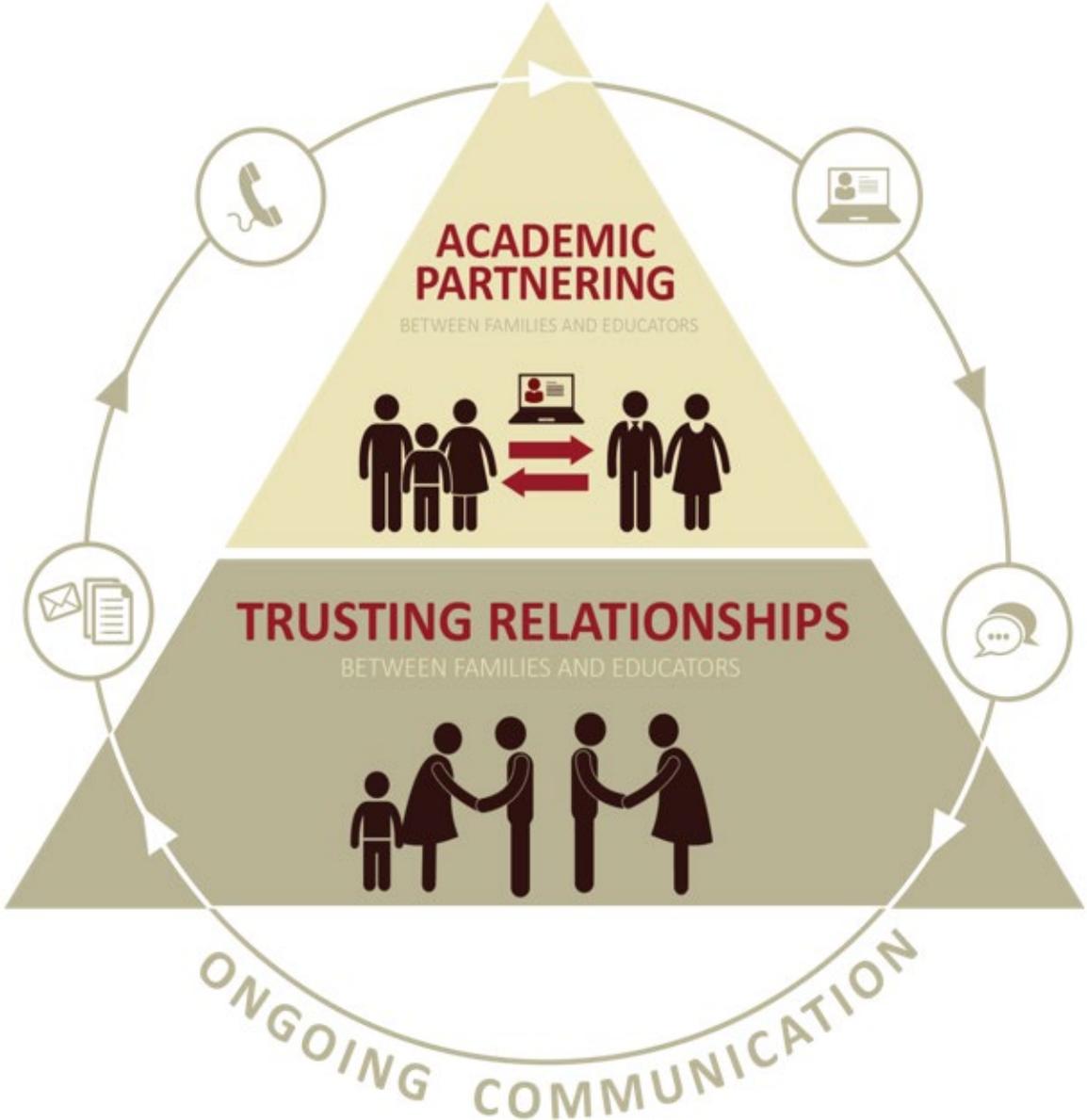
KAREN L. HAPP, ILENE CARVER, AND JESSICA LANDER



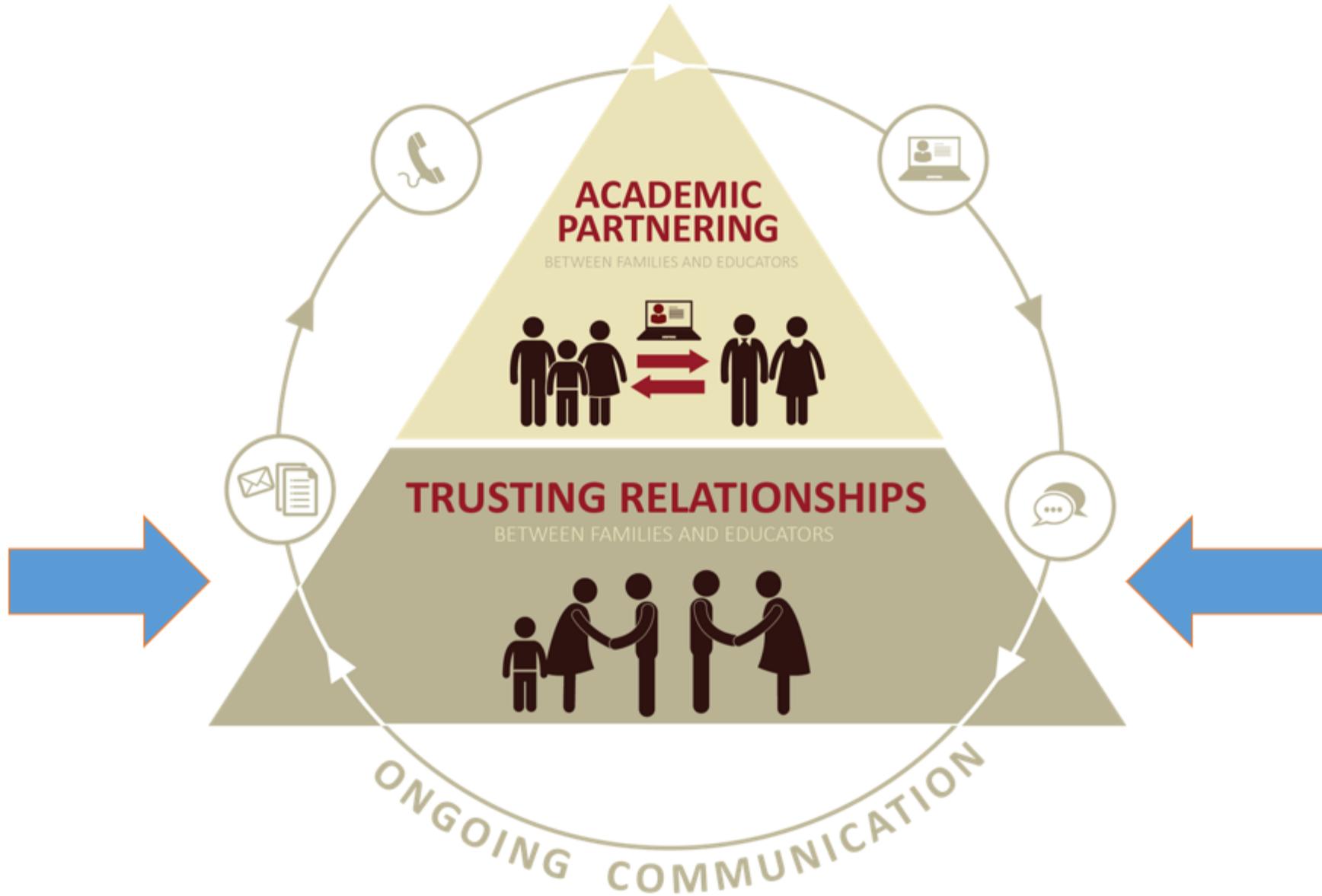
Dr. Karen Mapp  
July 2017

# Effective Family Engagement

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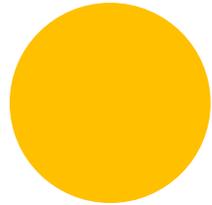
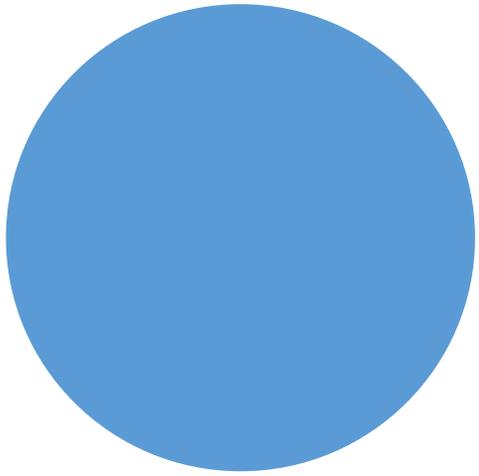


# Family Engagement Grounded in Trust



# Defining Trust





What keeps us (educators)  
from creating relationships of trust  
with our families?



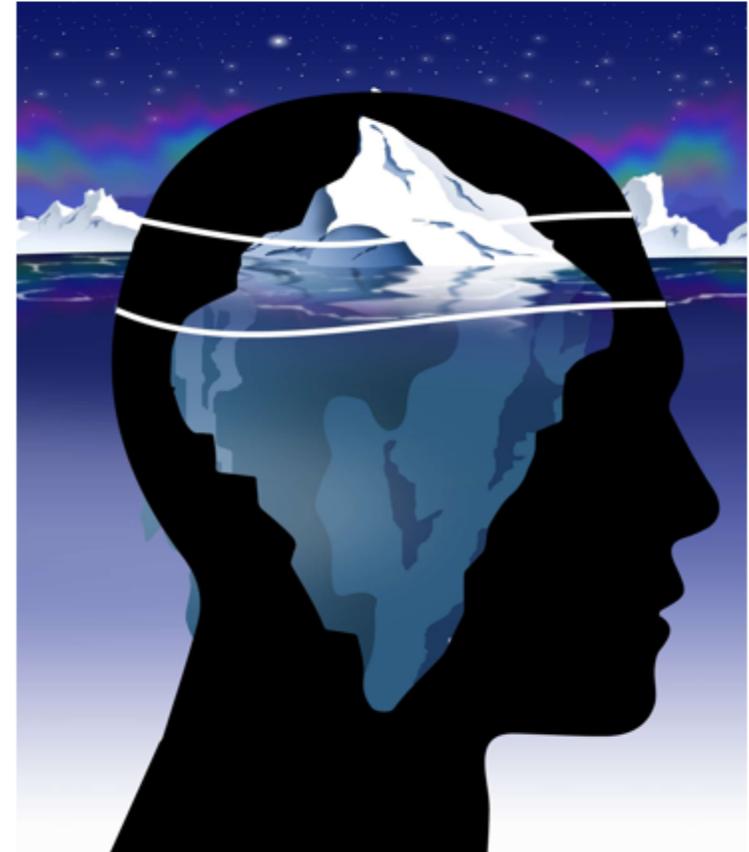
# Checking our Assumptions



# Explicit Bias



# Implicit Bias



# Understanding Implicit Bias

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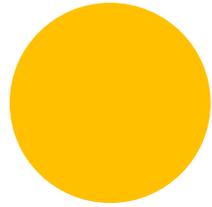
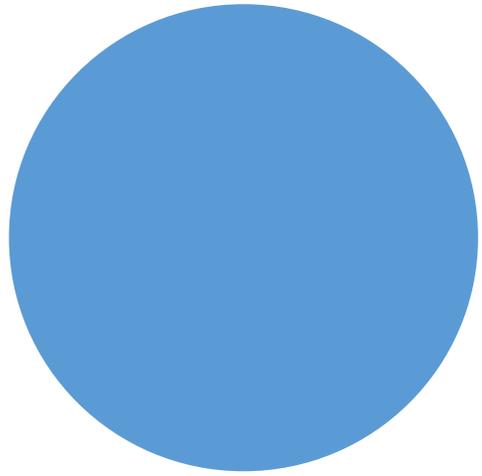
- Everyone has implicit bias.
- The implicit associations we hold **do not necessarily align with our declared beliefs** or even reflect stances we would explicitly endorse.
- We generally tend to hold implicit biases that **favor our own ingroup or that are influenced by societal norms.**



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

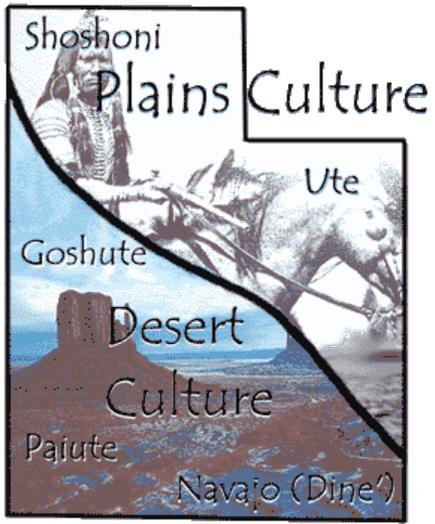
# Implicit Bias and PB&J

- <https://www.youtube.com/watch?v=1JVN2qWSJF4>



Statewide Learning





# UTAH FAMILY ENGAGEMENT LANDSCAPE ASSESSMENT

National Flamboyant Family Engagement Fellowship



# Team Introductions

- **Sheryl Ellsworth**, Family/Community Engagement Specialist, Utah State Board Of Education
- **Jennifer Mayer-Glenn**, Former Director of Family School Collaboration, Salt Lake City School District, Director, University Neighborhood Partners, University of Utah
- **Jadee Talbot**, Associate Director Community Centers, Granite School District
- **Paul Kuttner**, Education Partnership Manager, University Neighborhood Partners, University of Utah

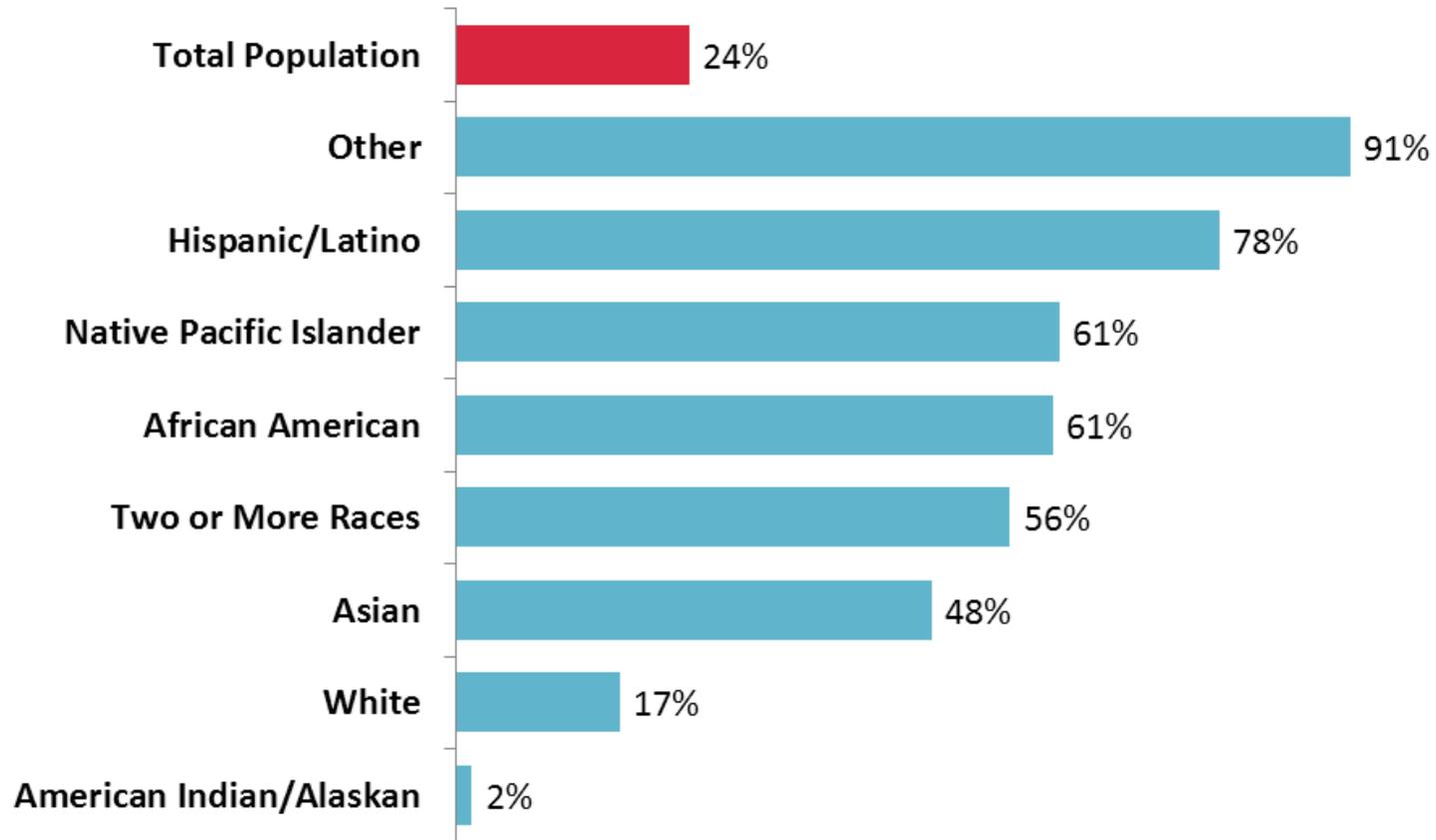


# Utah Context

History and current day relations  
between home and school.



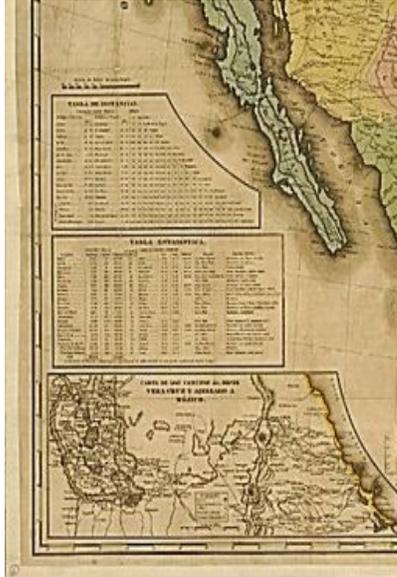
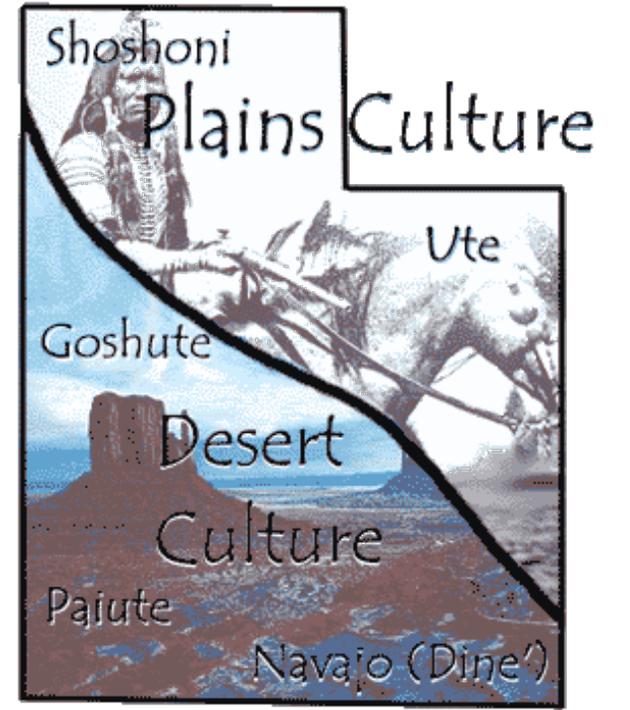
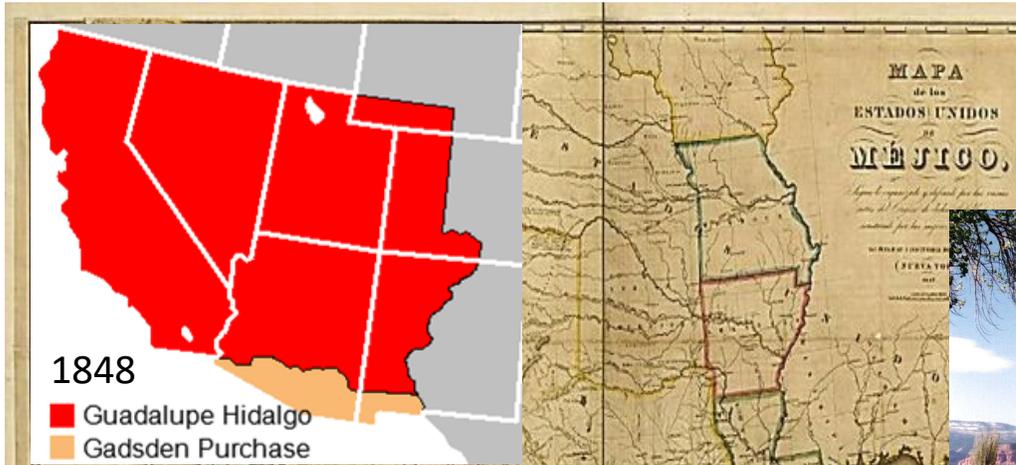
## 2000 – 2010 Growth in Utah's Population by Race and Ethnicity



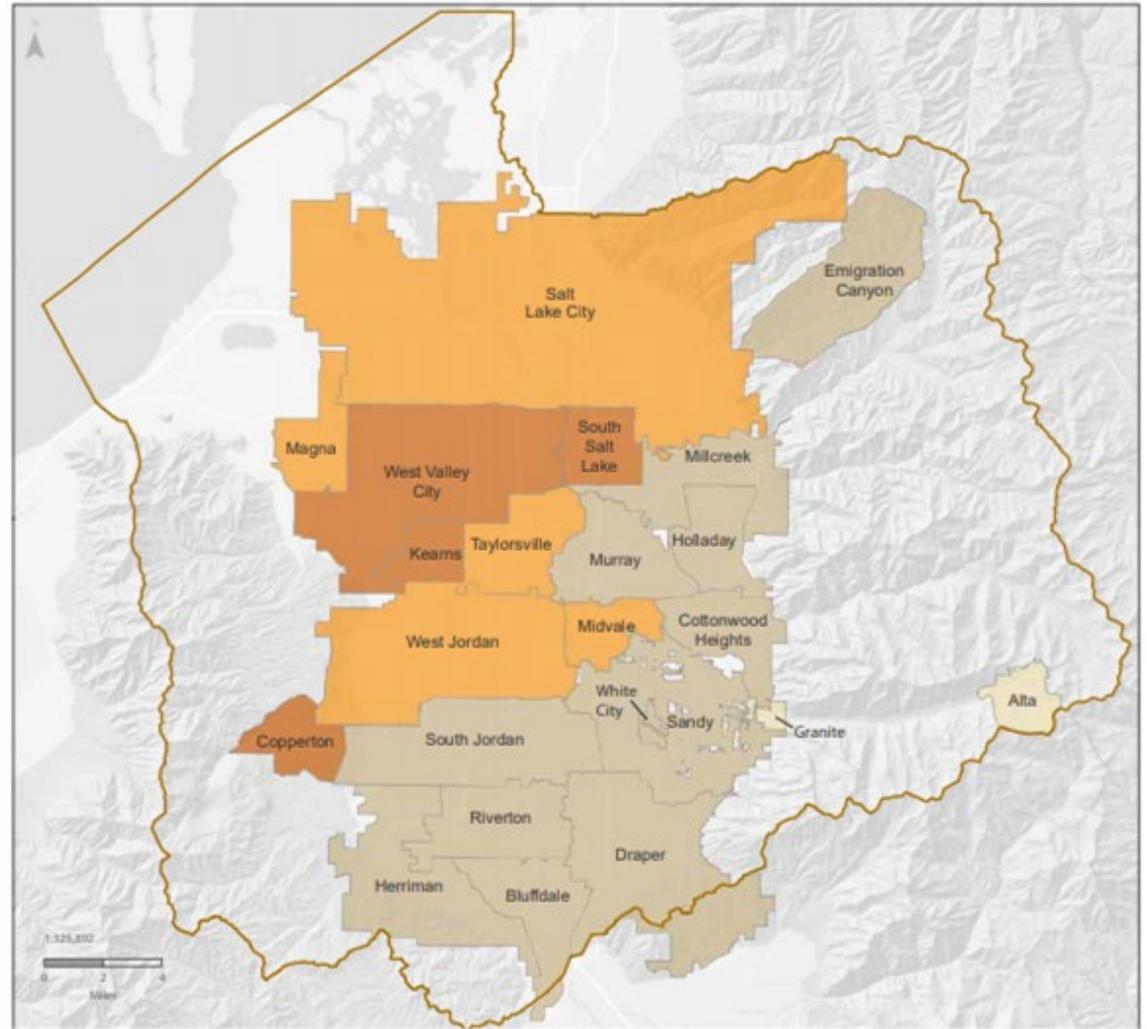
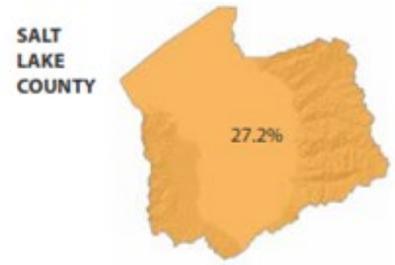
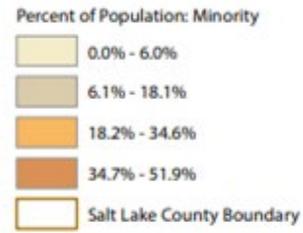
Source: U.S. Census Bureau; 2010 Census.

“Wasatch  
Front” Metro  
Region Schools  
Fall Enrollment  
2017 - 2018

District	Total Students	Number Students of Color	Percentage Students of Color
Granite	66,024	32,402	49.08%
Salt Lake	22,845	13,006	56.93%
Jordan	53,519	12,244	22.88%
Davis	71,908	11,902	16.55%
Alpine	78,853	14,296	18.13%
Ogden	11,736	6,769	57.68%
Canyons	33,907	8,906	26.27%
Weber	31,957	5,730	17.93%
Provo	15,991	5,254	32.86%
Nebo	32,809	5,184	15.80%
Murray	6,416	1,971	30.72%
<b>Utah State Total</b>	<b>652,348</b>	<b>165,711</b>	<b>25.40%</b>



**Figure 28: Minority Population**  
**Salt Lake County Places, 2011-2015 Five-Year Estimate**





# THE UTAH COMPACT

## A DECLARATION OF FIVE PRINCIPLES TO GUIDE UTAH'S IMMIGRATION DISCUSSION

**FEDERAL SOLUTIONS** Immigration is a federal policy issue between the U.S. government and other countries—not Utah and other countries. We urge Utah's congressional delegation, and others, to lead efforts to strengthen federal laws and protect our national borders. We urge state leaders to adopt reasonable policies addressing immigrants in Utah.

**LAW ENFORCEMENT** We respect the rule of law and support law enforcement's professional judgment and discretion. Local law enforcement resources should focus on criminal activities, not civil violations of federal code.

**FAMILIES** Strong families are the foundation of successful communities. We oppose policies that unnecessarily separate families. We champion policies that support families and improve the health, education and well-being of all Utah children.

**ECONOMY** Utah is best served by a free-market philosophy that maximizes individual freedom and opportunity. We acknowledge the economic role immigrants play as workers and taxpayers. Utah's immigration policies must reaffirm our global reputation as a welcoming and business-friendly state.

**A FREE SOCIETY** Immigrants are integrated into communities across Utah. We must adopt a humane approach to this reality, reflecting our unique culture, history and spirit of inclusion. The way we treat immigrants will say more about us as a free society and less about our immigrant neighbors. Utah should always be a place that welcomes people of goodwill.



# Findings

Themes & insights from our  
research



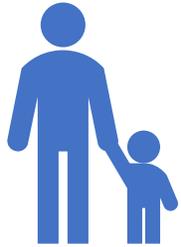


# Insights

- History and current context of inequity have led to a deep lack of trust between families and schools.
- We can begin to heal & rebuild our webs of relationships, so that we have the collective capacity to address root causes.
- Distrust can be maintained or disrupted through micro-interactions that build up to school and district culture.
  - Welcoming & Valuing
  - Reciprocal Learning
  - Impact

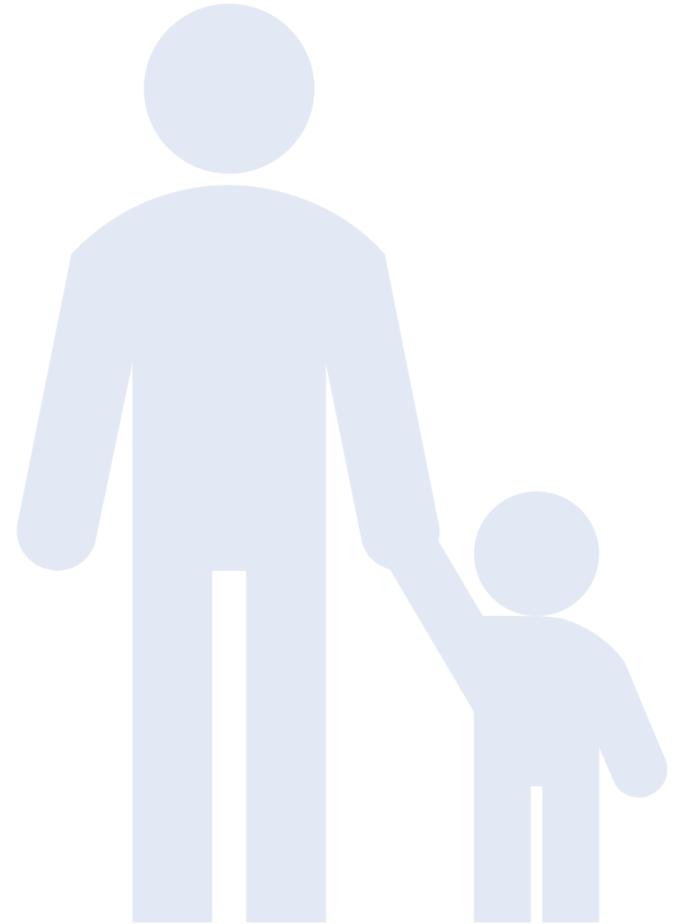
# Welcoming & Valuing

- 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



# Reciprocal 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

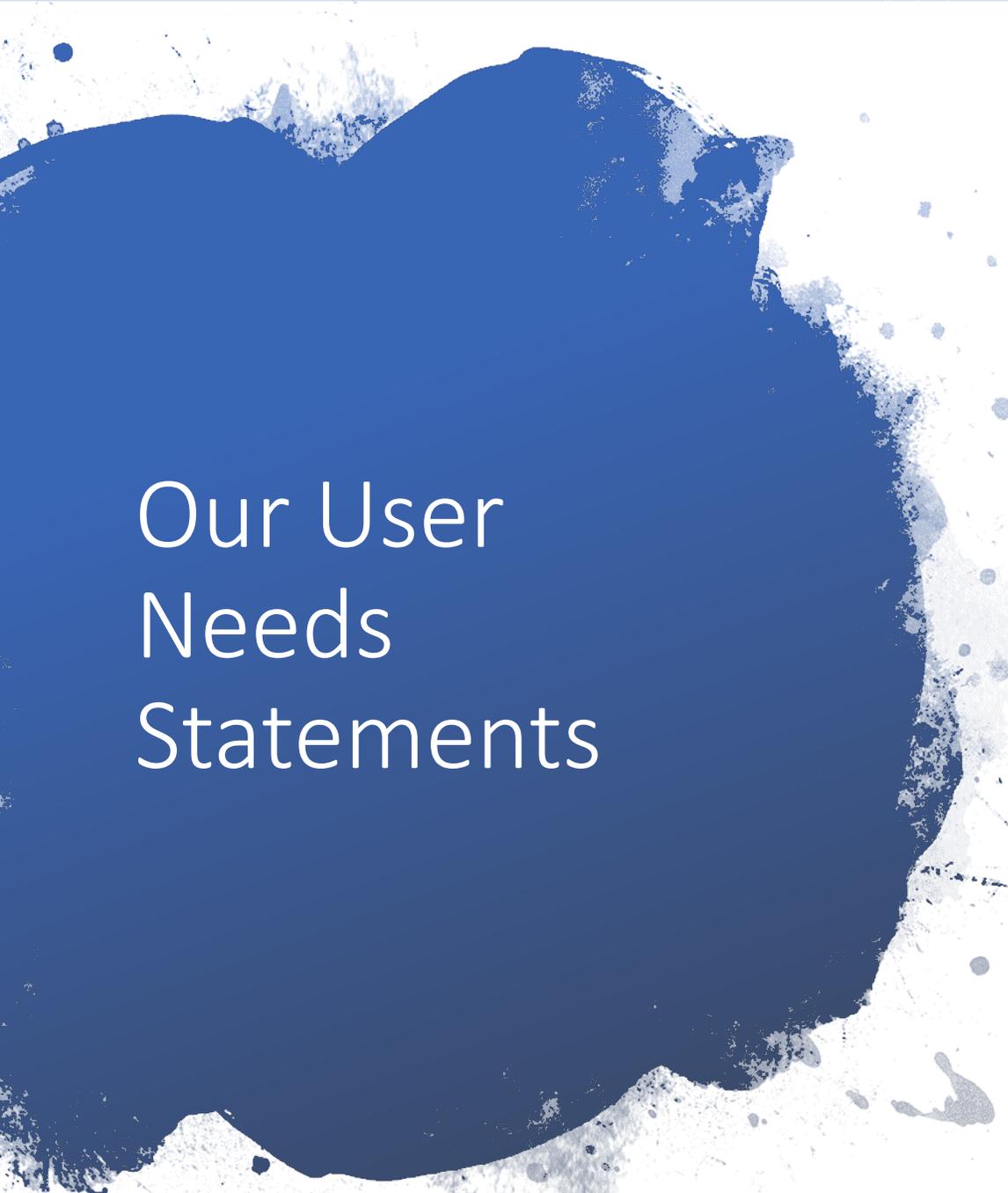
# Impact

- 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



# Our User Needs Statements

- **Welcoming & Valuing:** 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.

Discuss with your  
neighbors

In what ways do the findings  
resonate with your experiences  
and observations?

In what ways does it differ?



Evidence  
Based Family  
Engagement  
Strategy

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# Home Visits:

- Reduces absenteeism
- Fewer suspensions and expulsions
- Improves communication between home and school
- Shared accountability
- Improves test scores

- **“Johns Hopkins University Study 2015: PTHVP-model Home Visits Make Significant Impact on Student Outcomes”**

- **Key Findings:**

- 
- Students had 24 percent fewer absences than similar students whose families did not receive a visit
- Same students were likely to read at or above grade level compared to similar students who did not receive a home visit

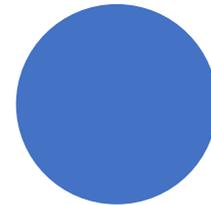


## Under this model:

- Visits last 30 minutes and are voluntary for everyone (teachers and families).
- Educators are trained and compensated.
- Educators go out in pairs.
- All students (or a cross section of students) are visited (no negative targeting).
- Visits focus on shared vision and values for success of students.

# Let's Take a Look...

<https://www.youtube.com/watch?v=3qSdQ5QWxKo&feature=youtu.be>



# Q & A Time



Thank You!



Stay In Touch...

[sheryl.ellsworth@schools.utah.gov](mailto:sheryl.ellsworth@schools.utah.gov)

(801) 538.7733