

Parent Engagement

What it is?

What's Next?

Sheryl Ellsworth



Utah State Board of Education

Newer Position

Title 1, State School Turnaround, and Special Education

Schools in improvement and schools looking to improve their relationships with families

Provide Technical Assistance and coaching to LEAs who get a risk score of 4 or 5 on their annual RDA determination related to OSEP Indicator 8:
Annual Parent Engagement Survey

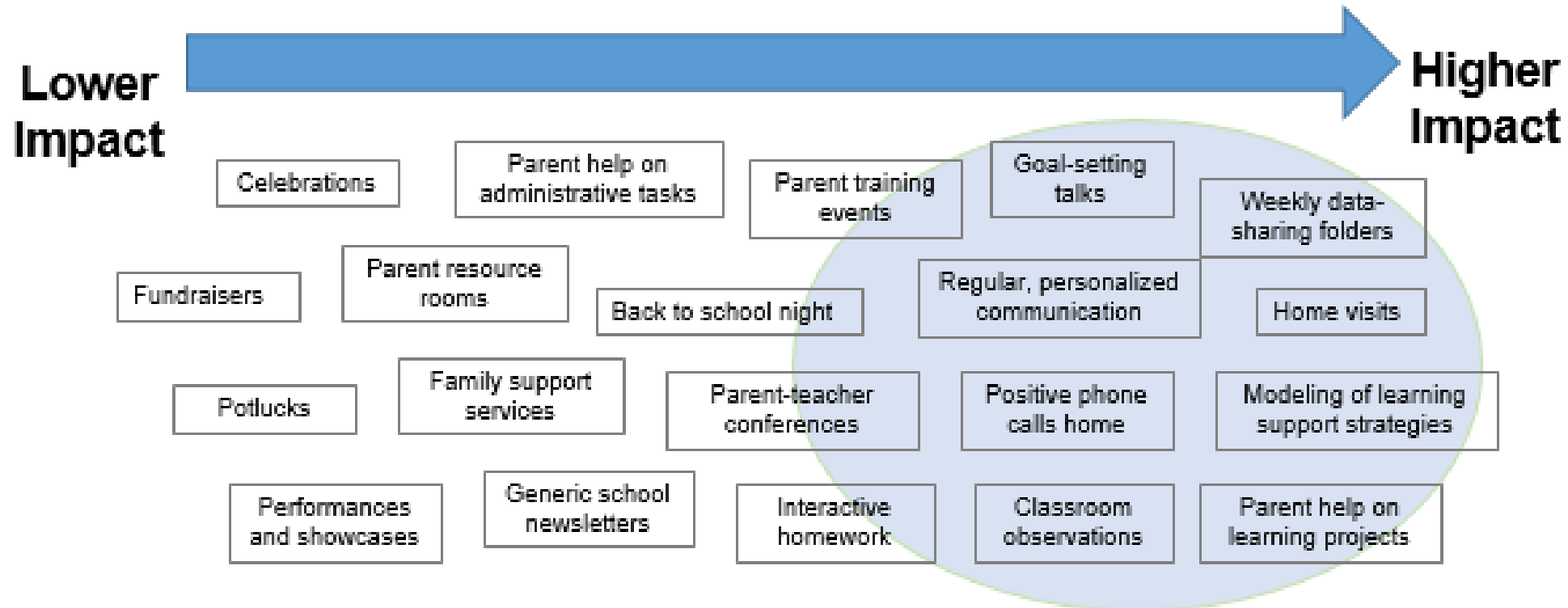
Provide technical assistance and coaching to LEAs who have had findings of noncompliance related to a lack of meaningful parent participation in Due Process Hearings or Formal State Complaints in the past APR year

Shift in Terminology

Parent Involvement → *Parent Engagement*

Family Engagement Practices

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



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

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

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

SURVEY REPORT
AUGUST 2017



Parents 2017: Unleashing Their Power & Potential

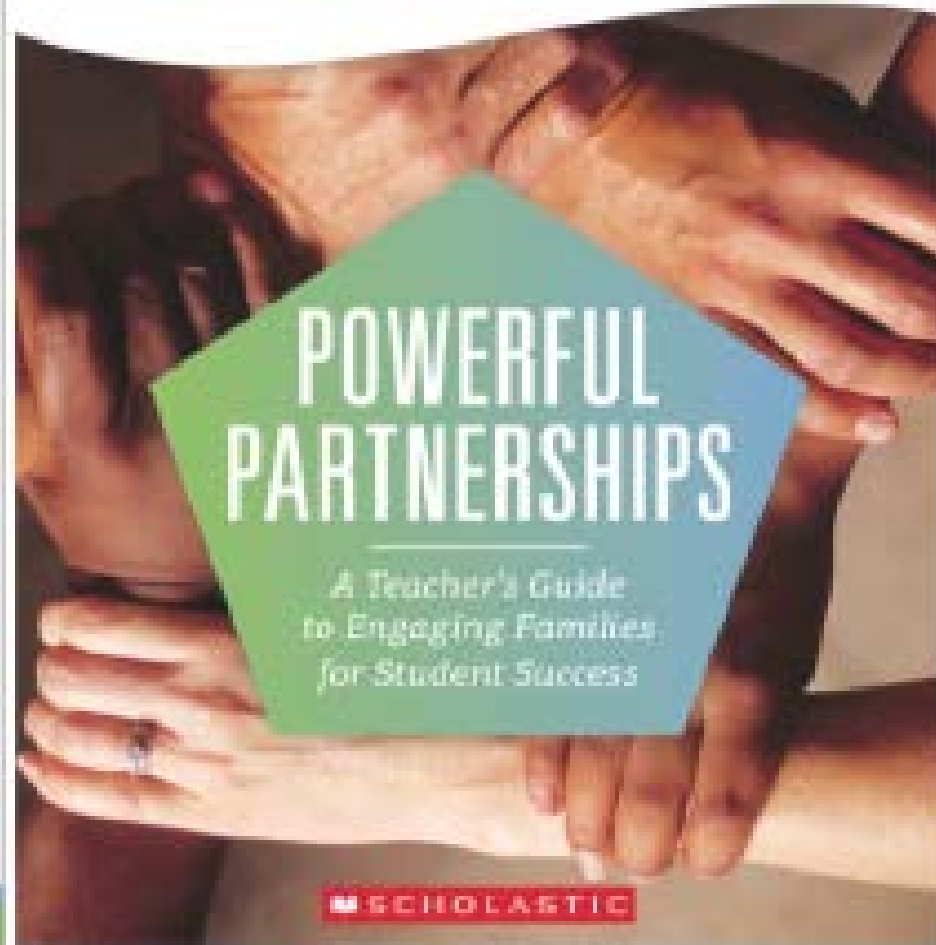


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Family Foundation

KAREN L. MAPP, ILENE CARVER, AND JESSICA LANDER



Dr. Karen Mapp
July 2017

Prerequisites of Effective Family and Community Engagement

<https://www.youtube.com/watch?v=u-zlb5wVUAs>

Padres

Comprometidos:

Parent Engagement
Curriculum for our
English Language
Learning Parents

Two Initiatives:

Home Visits

**Academic Parent Teacher Teams
(APTT)**

Ready Rosie: Family
Engagement
curriculum, video
modeling

The Utah Parent Center: Parent
advocate who help other parents with
IEP support; currently two of the LEAs
that have the parent advocate have
additional volunteer parent liaisons
within their districts

**Recognizing the day
to day practices of
parents:** Example,
celebrating parents
for attendance

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.

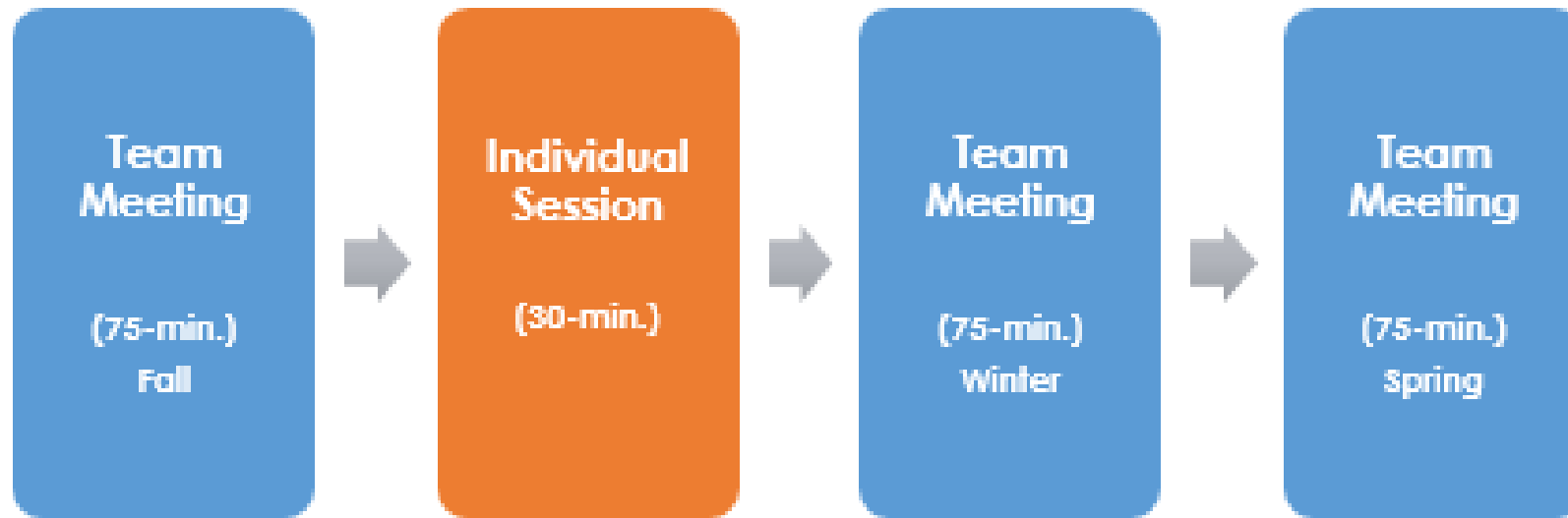
Tracking Progress



Academic Parent Teacher Teams (APTT)

The APTT Model

Classroom teachers invite all families in for three 75-minute meetings held in the fall, winter, and spring, and one 30-minute individual session



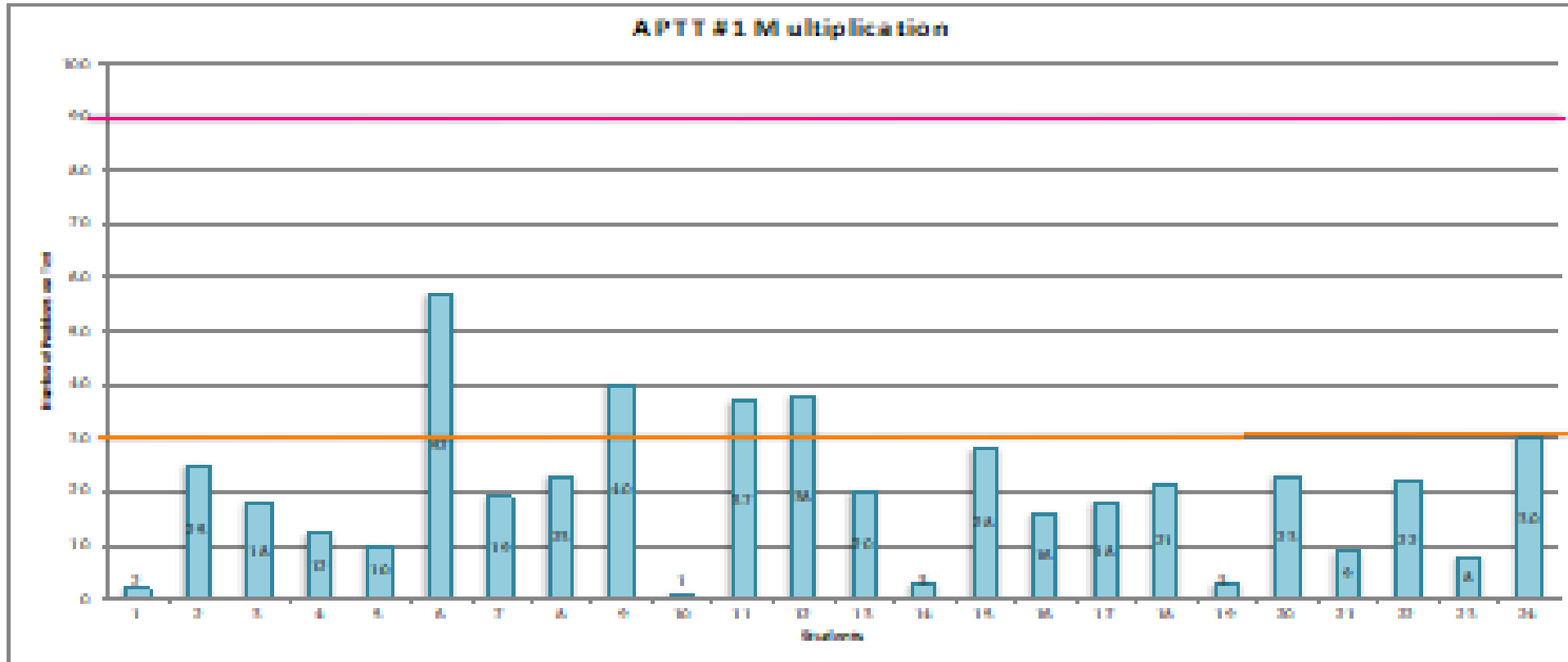
During APTT meetings:

- teachers share student performance data that are actionable
- review grade-level foundational skills
- demonstrate concrete activities that families can do at home to help students master the target concepts

The families practice the activities with other families in the class, and each family sets 60-day academic goals for their student.

3rd Grade Multiplication Fluency Classroom Data

Datos de 3^o: Fluidez en la Multiplicación



Línea horizontal (**NARANJA**) es la referencia actual
 La línea superior (**ROSA**) es la referencia para fin del año
AQUA es donde su hijo inició a principios del año

Bottom horizontal line (**ORANGE**) is the current benchmark
 Top line (**PINK**) is the End of The Year benchmark
BLUE bar is where your child started at the beginning of the year

How the two work together...

- https://www.youtube.com/watch?v=pEn06v3Pl_4&t=10s

What's Next For Utah?

- 3 Part Professional Development
 - What is family engagement? (1 hour)
 - Home Visit Training (2 ½ hours)
 - Now that we've done home visit, what next? (1 hour)
- Interested in Home Visits or APTT?
 - Email Me
 - Attend an APTT Meeting
 - Tuesday, March 20, 2018**, Roosevelt: 5:15-6:30PM & 6:30- 7:45PM
 - Wednesday, March 21, 2018**, Oquirrh Elementary: 5:15-6:30PM & 6:45-8:00PM
 - Thursday, March 22, 2018**, Vae View Elementary: 6:30-7:45PM, Lincoln Elementary: 5:00-6:15PM
- Flamboyant Fellowship
 - Local Task Force

Panel

Q & A Time



Thank You!

Stay In Touch...

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Utah State Board of Education