

# Guiding Principles for Quality Family Engagement

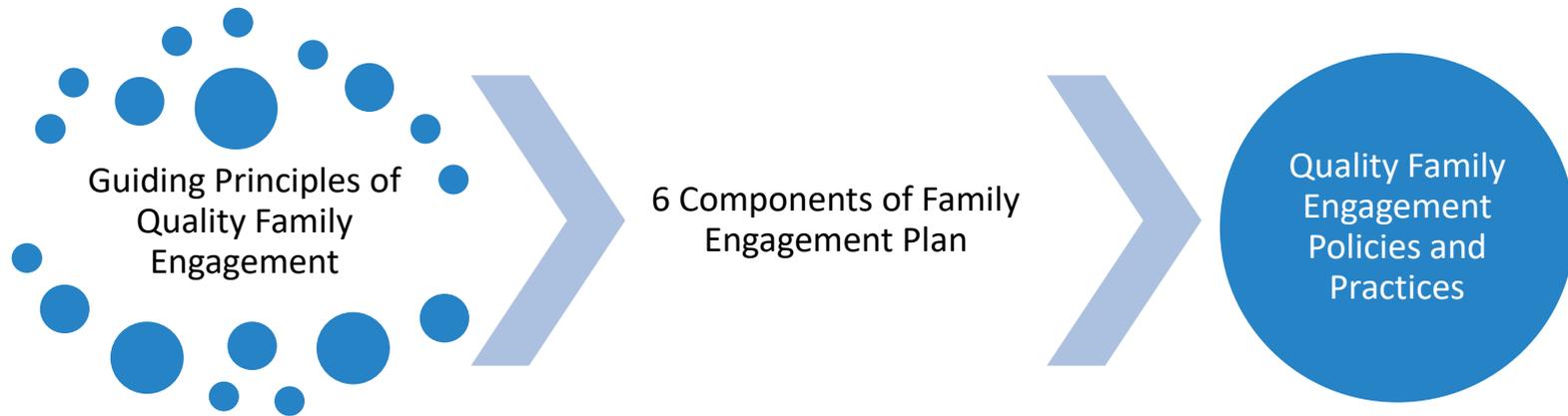
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EARLY CHILDHOOD EDUCATION DIVISION



# Goal

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# Agenda

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- Review definitions
- Review expected components of the family engagement plan
- Introduce and explain the guiding principles of quality family engagement
- Learn from a district with high-quality family engagement policies and practices

# Definitions

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**Family Engagement** - The mutual responsibility of families, schools and communities to build relationships to support student learning and achievement, family well-being and the continuous learning and development of children, families and educators. Family engagement is fully integrated in the child's education experience, supports the whole child and is both culturally-responsive and linguistically-appropriate.

**Family** - Adults responsible for the child's care and children in the child's life who support the early learning and development of the child.

# Six Components of the Family Engagement Plan

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The family engagement plan shall:

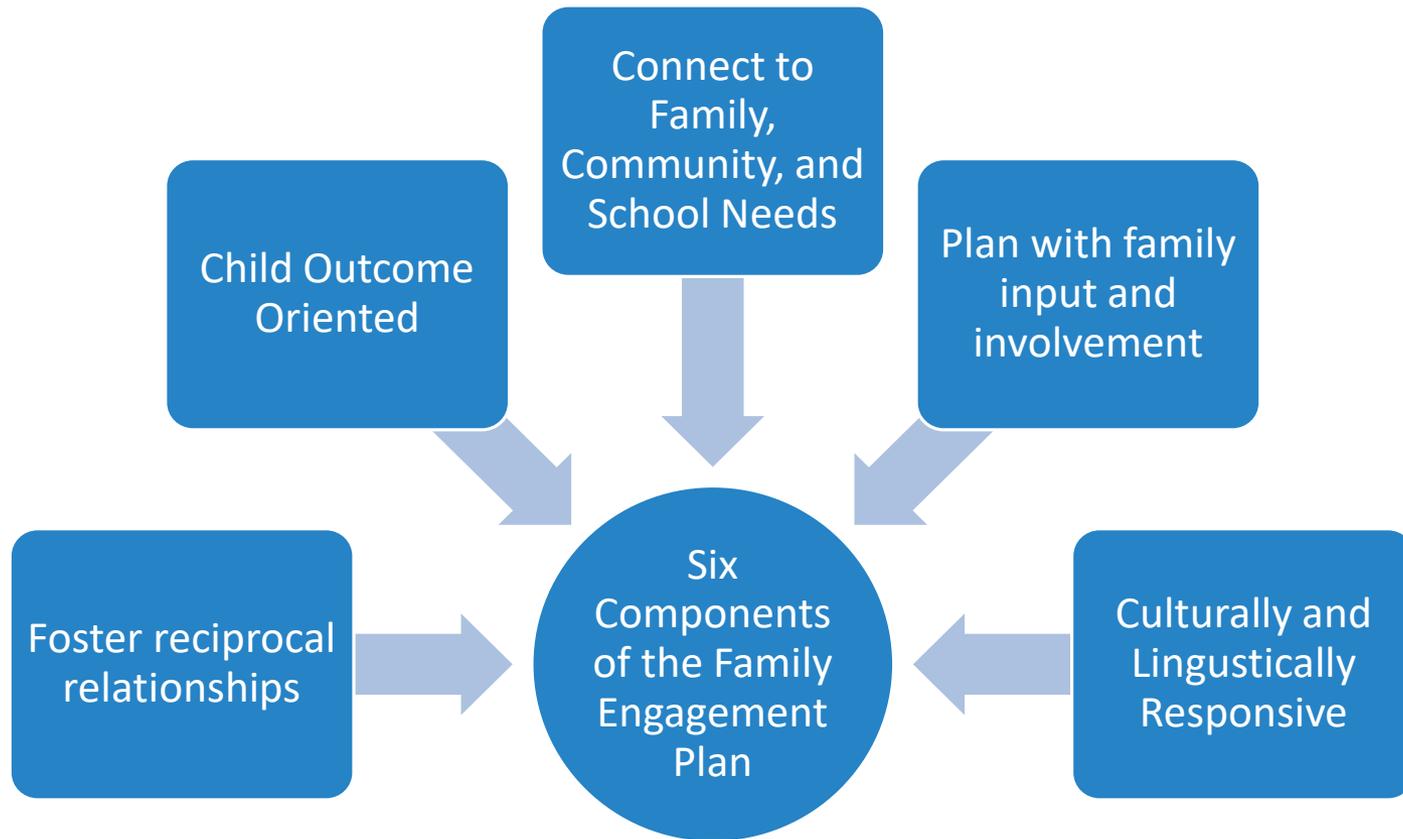
- facilitate family-to-family support
- establish a network of community resources
- increase family participation in decision making
- equip families with tools to enhance and extend learning
- develop staff skills in evidence-based practices that support families in meeting their children's learning benchmarks
- evaluate family engagement efforts and use evaluations for continuous improvement

# Guiding Principles for Quality Family Engagement

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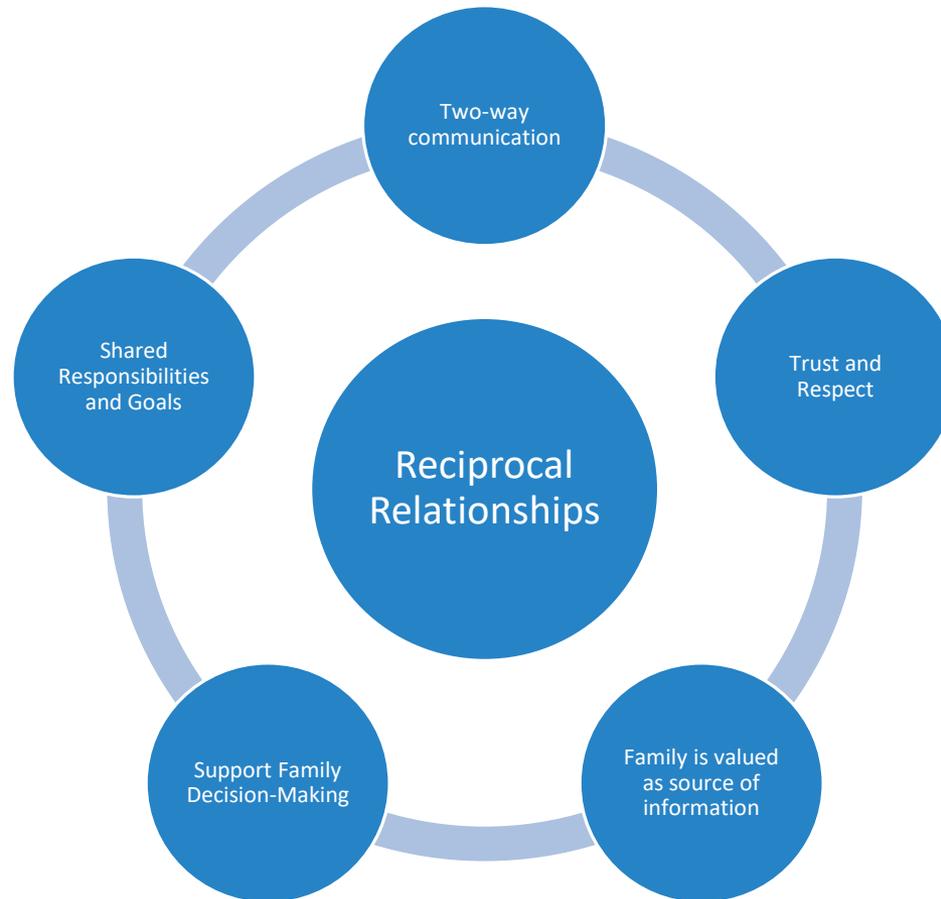
# Guiding Principles for Quality Family Engagement

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# Foster Reciprocal Relationships

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# Foster Reciprocal Relationships

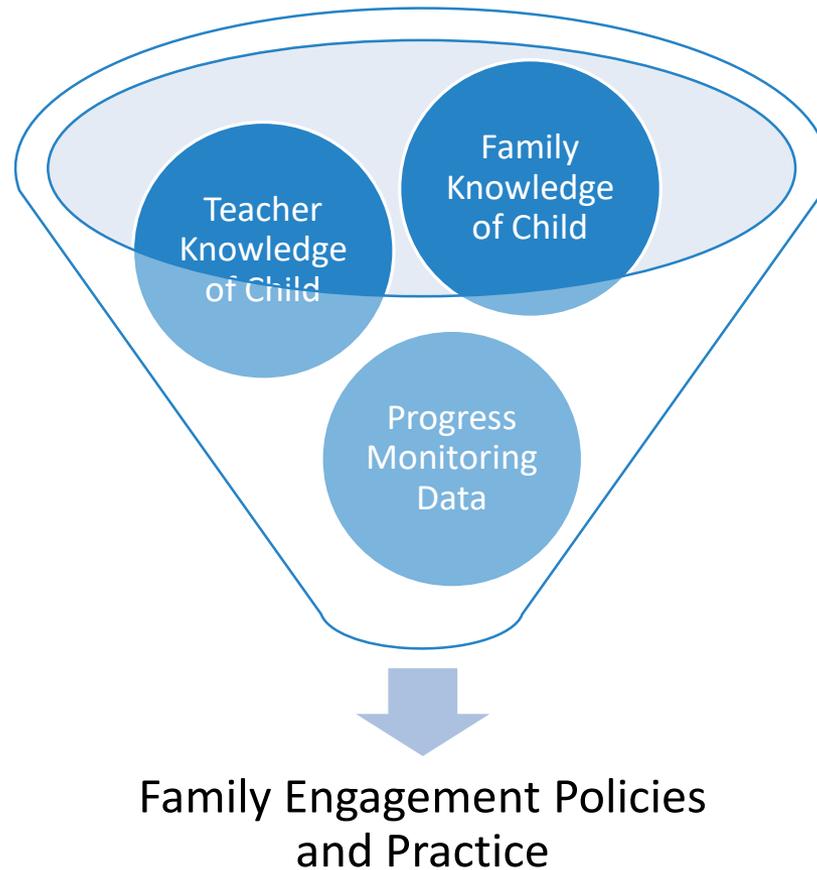
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Examples of policies and practice:

- Standard two-way communication strategies across a program
- Family-teacher conferences at least twice a year
- Frequent informal check-ins with families
- Home visiting throughout the year
- Welcoming families into the classroom throughout the day
- Q&A sessions with program administrators
- Streamlined registration/enroll process

# Child Outcome Oriented

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# Child Outcome Oriented

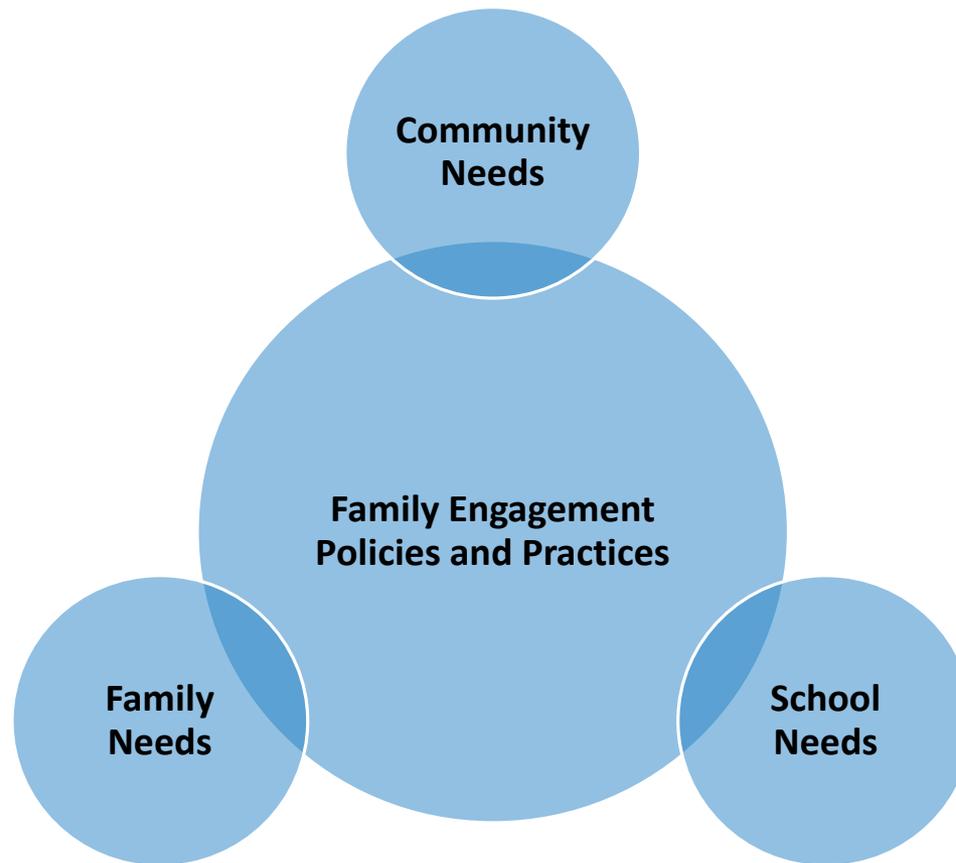
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Examples of child outcome oriented family engagement policies and practices:

- Provide family education classes based on trends in student progress monitoring tools and information about children learned from program staff and families.
- When hosting a book fair, provide parents with bookmarks that provide information on specific literacy skills.
- Provide learning activities for use at home based on each child's outcome data
- Host a curriculum overview event
- Report cards that are easily understood by families
- Tailor a math or literacy night to focus on specific skills with which students need extra support

# Connect to Family, Community, and School Needs

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# Connect to Family, Community, and School Needs

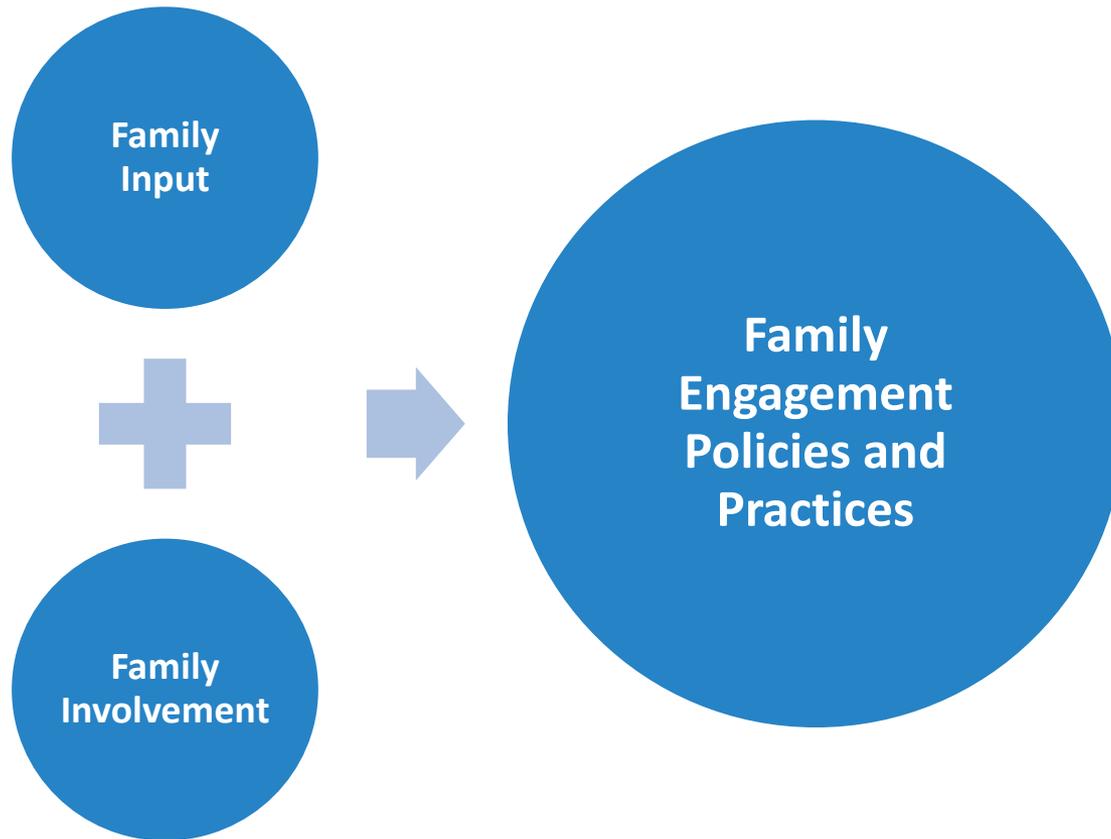
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Examples of family engagement policies and practices that connect to family, community, and school needs:

- Conduct a family and community needs survey
- Have a centrally located information board for families to identify community and school resources they may need
- Use informal check-ins and family-teacher conferences to learn about family needs
- Form partnerships with community businesses
- Engage school in community service projects

# Plan with Family Input and Involvement

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# Plan with Family Input and Involvement

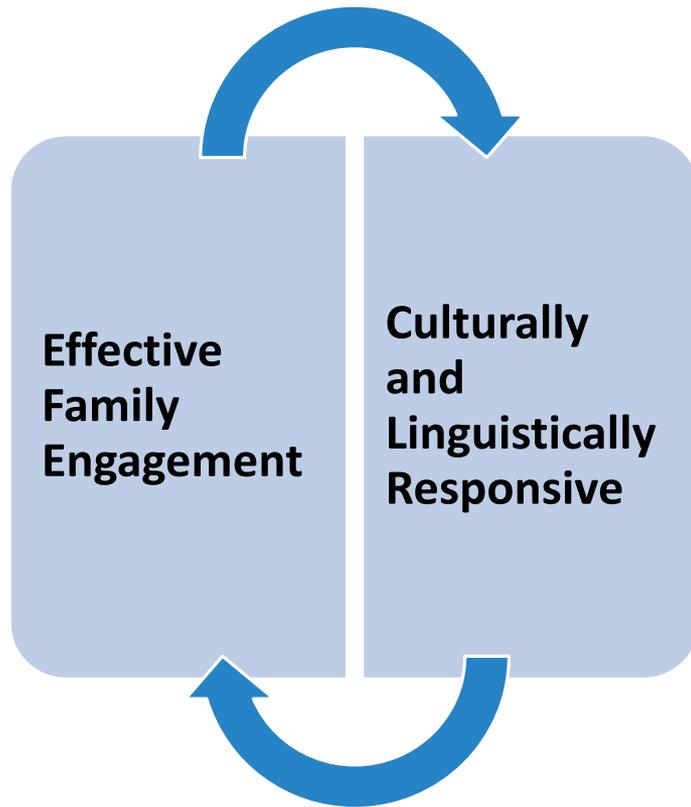
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Examples of policies and practices that encourage family input and involvement in planning:

- Include family members on the district/charter and campus family engagement committees
- Conduct a beginning of the year survey on families' desired family engagement practices
- Send family surveys after each family engagement event
- Host regular volunteer opportunities at a variety of times
- Barriers for family involvement are identified and eliminated
- Provide families with the knowledge needed to feel comfortable participating in school activities

# Culturally and Linguistically Responsive

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- Family make-up
- Family job and work schedule
- Family values
- Home language(s)
- Family education levels
- Important education outcomes to family
- Pronunciation of immediate family member's names
- Diet associated with culture or religion
- Transportation needs

# Culturally and Linguistically Responsive

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Examples of family engagement policies and practices that are culturally and linguistically responsive:

- Support program staff's ability to utilize strengths-based approaches when working with families
- Plan events and activities at times that work best for families
- Provide translators at meetings and translate written materials
- Utilize family members learning styles when hosting family education classes
- Integrate families' cultures into the curriculum using family support
- Build families' capacity by explicitly using a family's culture as a base for bridging understanding of program goals and child outcomes

# Applying the Guiding Principles for Quality Family Engagement

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HOW ARE THEY USED TO INFORM FAMILY  
ENGAGEMENT POLICIES AND PRACTICES?

# How to Utilize the Guiding Principles

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- Planning and developing family engagement policies and practices
- Implementing family engagement policies and practices
- Evaluating family engagement policies and practices

Questions to consider:

- Are **all** of the guiding principals for quality family engagement being utilized?
- What can be done to **increase** the use of the guiding principles for quality family engagement?
- How can the guiding principles for quality family engagement be used for **continuous quality improvement**?

# Quality Family Engagement Evaluation Tool

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Guiding Principles for Quality Family Engagement	Emerging	Proficient	Advanced
Fosters Reciprocal Relationships			
Child Outcome Oriented			
Connected to Family, Community, and School Needs			
Planned with Family Input and Involvement			
Culturally and Linguistically Responsive			

# Learning from the Field

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# L.C.I.S.D PRE-KINDER

*Parental Engagement Outreach Plan*

*Gloria Stewart-Kooper*

*Accelerated Language Program Director*

# JUAN SEGUIN EARLY CHILDHOOD CENTER: FULL DAY CAMPUS

## Demographics:

312 students enrolled

Expenditures per student \$7,000

42.7% English Language Learners \*

62.3% Economically Disadvantaged\*

## Top languages other than English served in LCISD:

Spanish

Vietnamese

Arabic

Urdu

Yoruba



\* Per 2015-2016 Attendance Rate

# HALF-DAY PRE-K PROGRAM OVERVIEW

18 Teachers

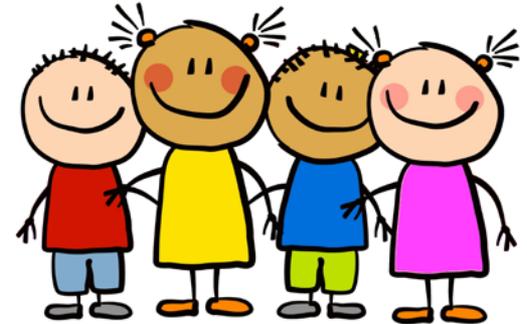
Demographics

505 enrolled students

1 Bilingual campus

Morning and afternoon classes (AM, PM)

12 campuses served





# SEGUIN ECC LEADERSHIP

Ms. Mary Ellen Rocha  
Campus Principal

# HOW DOES THE LEADERSHIP AT SEGUIN SUPPORT PARENTAL ENGAGEMENT?



Leadership and office staff is  
Bilingual

Tea time library

Donuts for dads/Muffins with mom  
(parent involvement with the focus on  
active parent engagement)

Family nights in collaboration with  
the Children's Museum

After school PDs



# HOW DOES THE LEADERSHIP AT SEGUIN SUPPORT PARENTAL ENGAGEMENT?

Providing the resources for parents to use at home

Being visible for parents

Soliciting assistance from parents in our Project Learn Program to serve as volunteers

Monthly newsletter is used to communicate our needs to parents

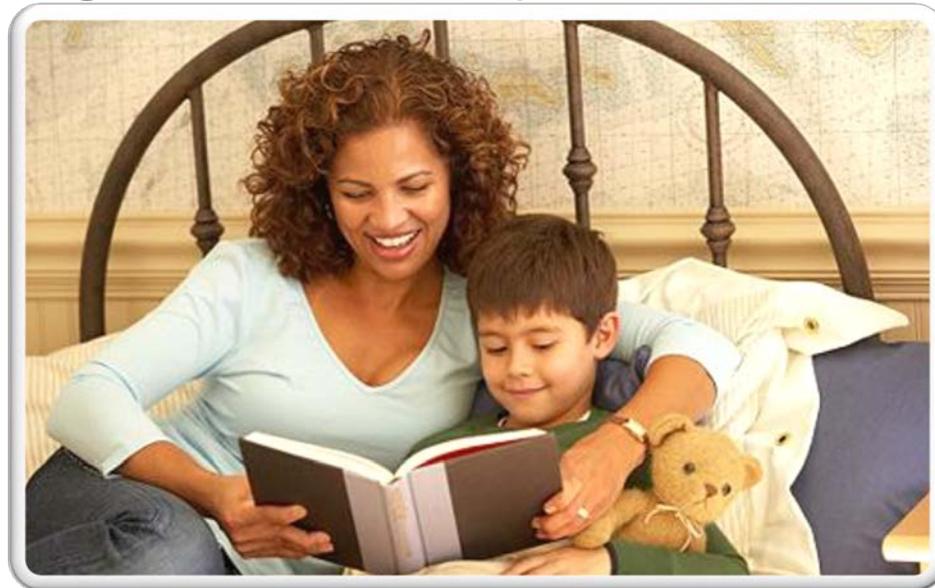


# WHAT DOES EARLY CHILDHOOD PARENT ENGAGEMENT LOOK LIKE IN LCISD?



# PARENT ENGAGEMENT SPECIALIST: MS. STACY PEREZ

"Extending training to families so they can reach their children at home."



# How are parent engagement events planned for the year?



*Through collaboration with campus administrators as we review needs assessments based on demographics and unique parental needs.*

**Step 1:** Once school starts, email Pre-K campus administrators and coordinate a face to face meeting to discuss parent engagement plan



**Step 2:** Review campus needs and calendar in order to schedule 1-3 parent events for the year. Discuss topics and resources that will be presented at each event

**Step 3:** Place dates on the calendar



# HOW DO WE ENCOURAGE PARENTS TO ATTEND EVENTS?

Interactive parent events where children are engaged in a demonstration lesson. Parents then participate in replicating that lesson with their child.

Parents are given take home literacy resources when they participate in the school events.



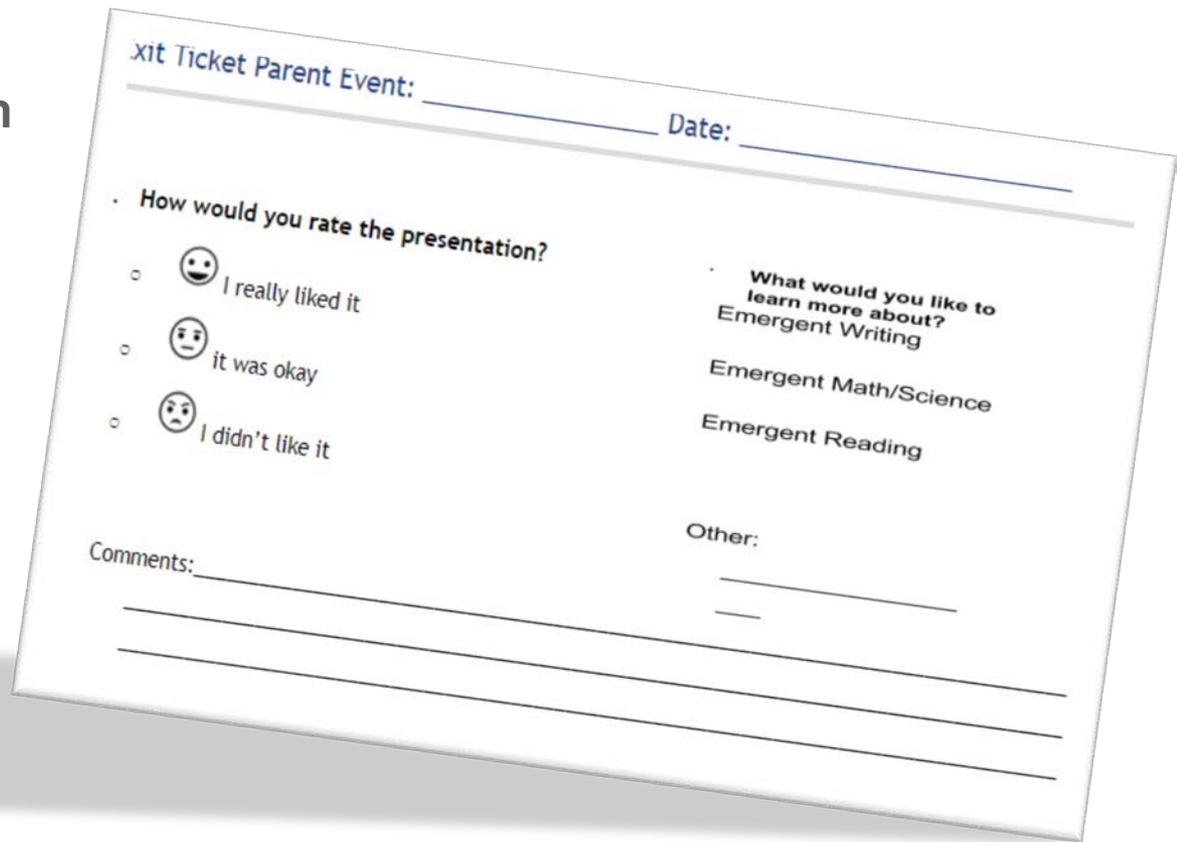
# HOW DO WE INCLUDE PARENTS IN PROVIDING ONGOING FEEDBACK?

## Ongoing program evaluation through parent feedback :

EXIT TICKETS

Feedback shared through school Facebook page

Campus site-base meetings



Exit Ticket Parent Event: \_\_\_\_\_ Date: \_\_\_\_\_

How would you rate the presentation?

- 😊 I really liked it
- 😐 it was okay
- 😞 I didn't like it

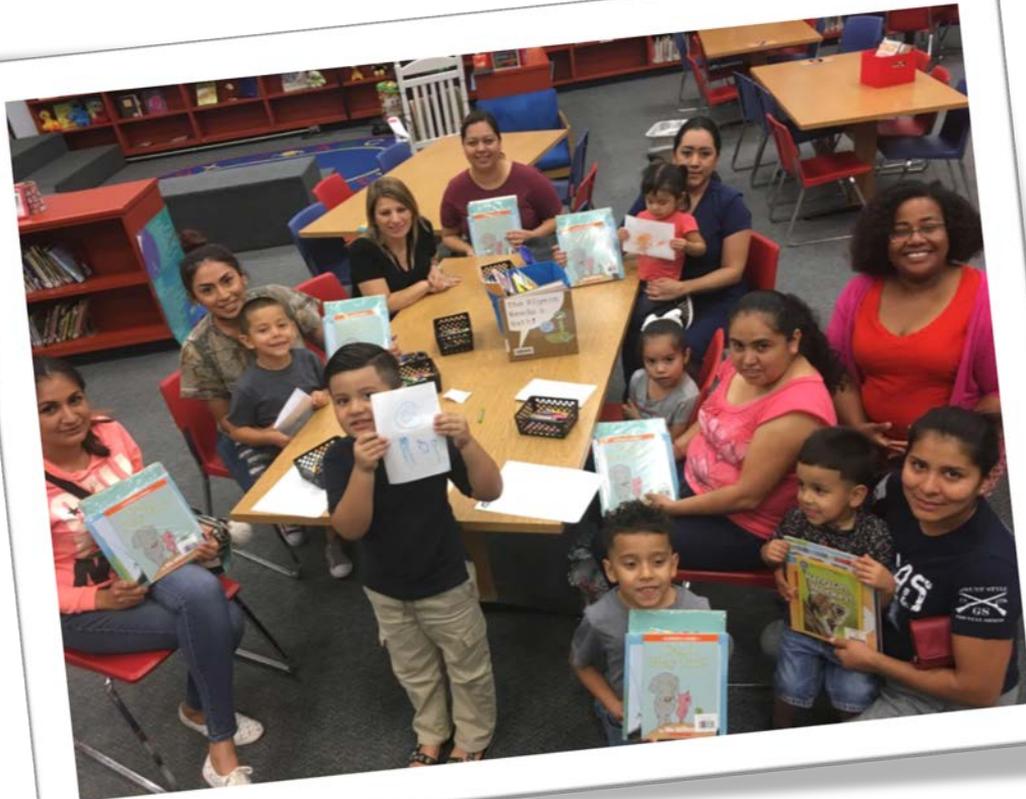
What would you like to learn more about?

- Emergent Writing
- Emergent Math/Science
- Emergent Reading

Other: \_\_\_\_\_

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# WHAT ARE SOME OF THE PARENT EVENT TOPICS?



- "How to do a read aloud with your child at home"
- "Emergent writing by making little books"
- "Emergent reading skills and picture walks"
- "Engaging outdoors activities: Math fun in the sun"
- "Let's talk: Teaching vocabulary at the grocery store"

# HIGHLIGHTS!

Pre Kinder summer school parent presentations in literacy and math followed by activities in child's classrooms. Over 400 parents attended each session!! Each family received books and math manipulatives to take home.



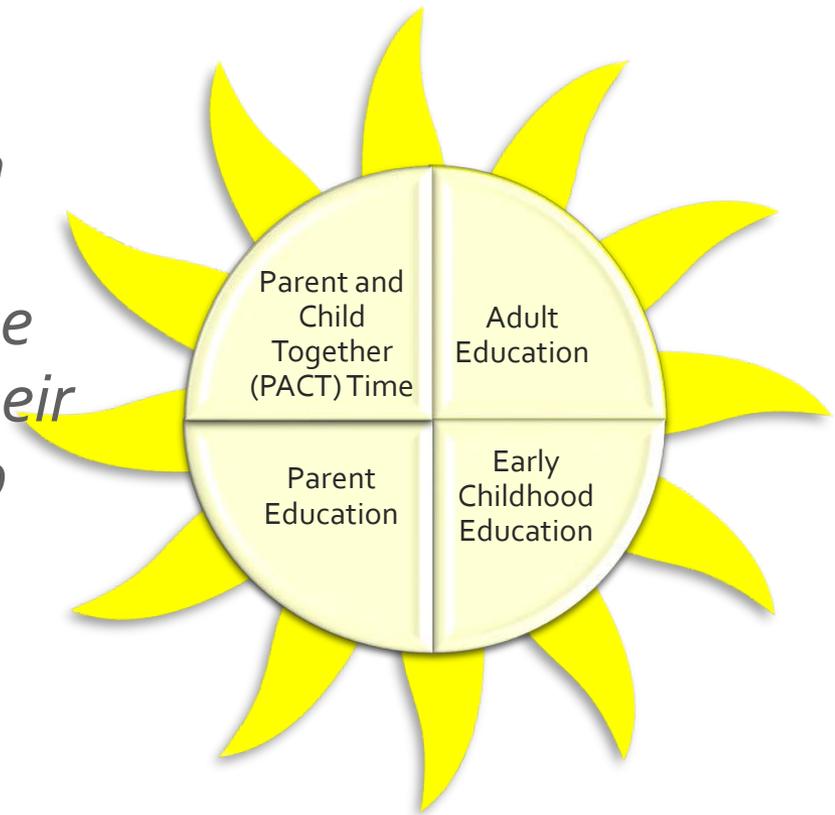


# WHAT IS PROJECT LEARN?

Ms. Crystal Lara  
Program Coordinator

# PROJECT LEARN MISSION STATEMENT

*District's family literacy program that provides the information, resources, support and encourage parents to become partners in their children's education AND to help their children develop to their fullest potential.*





WHAT ARE SOME WAYS PROJECT LEARN ALIGNS  
TO GUIDING PRINCIPLES FOR QUALITY FAMILY  
ENGAGEMENT?

# CHILD OUTCOME ORIENTED



Parent and Child Together time (PACT)

Train parents on district initiatives

Beginning of year forms

Skyward access (monitor grades)

Course selection



# CONNECT TO FAMILY, COMMUNITY, AND SCHOOL NEEDS

Incorporate community collaborators  
Provide resource connections  
Parent education classes  
Parent educators are available



# FOSTER RECIPROCAL RELATIONSHIPS

Invest in the parent

Parent is child's first teacher

Ongoing Parent Education classes

Address their needs

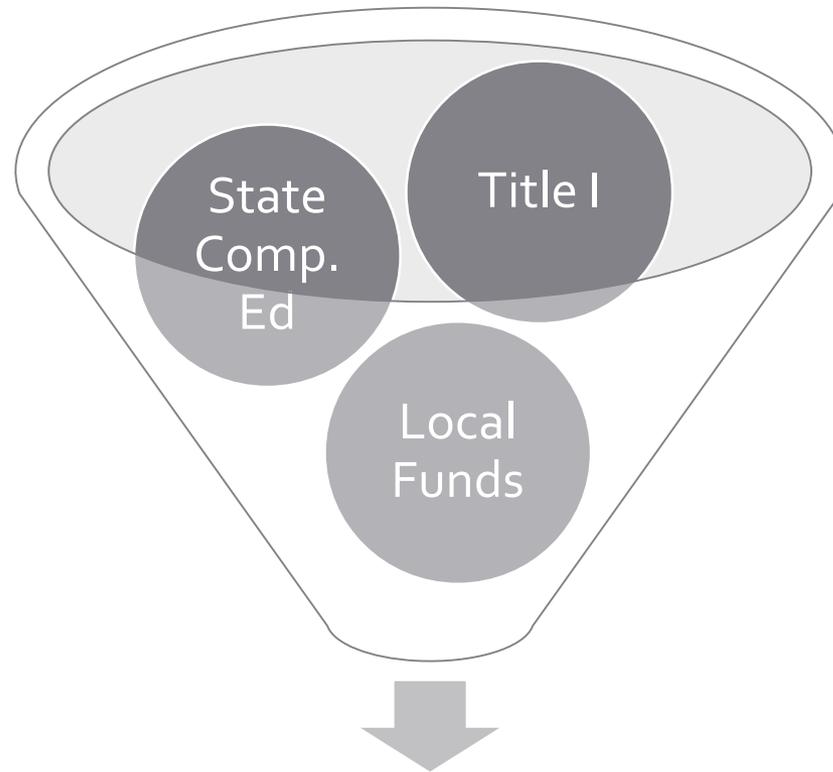
Role plays

Visiting the campuses

Parent-Teacher Conferences

Parents as Teachers Home Visits





## Program Funding\*

- Title III is used to supplement the Project LEARN evening site

# QUESTIONS ABOUT LCISD?

*Contact*

*Gloria Stewart-Kooper*

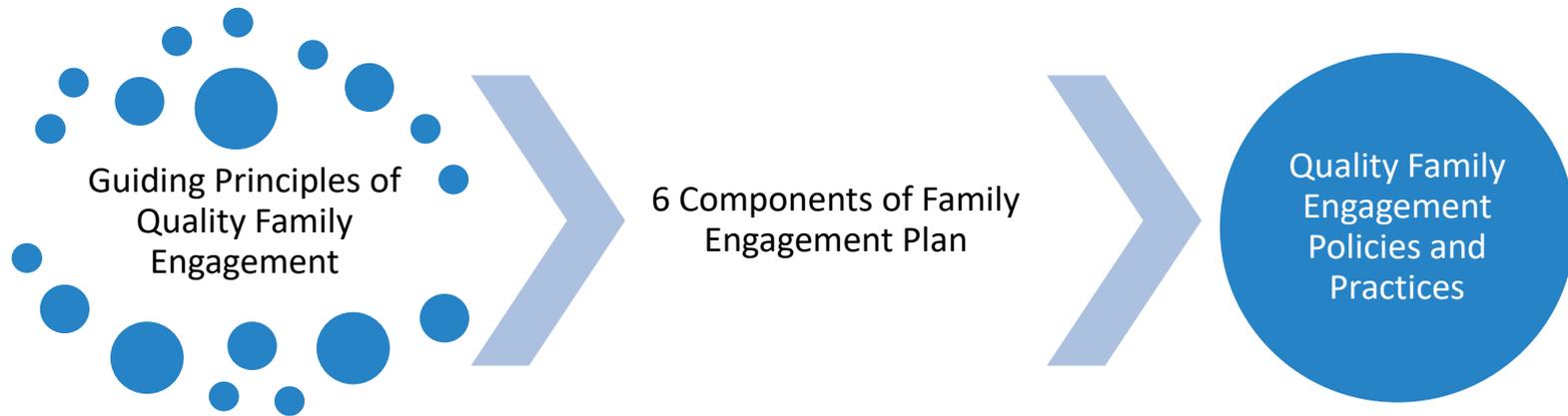
*Accelerated Language Program Director*

*Lamar CISD*

*[gstewart@lcisd.org](mailto:gstewart@lcisd.org)*

# Goal

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# TEA - Early Childhood Education Division

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