Envisioning and Building Family and Community Engagement 2.0

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Global Family Research Project

ARACY Parent Engagement Conference
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Global Family Research Project

Connecting research, innovation, and practice to support learning for children and families around the globe.

We believe all children and youth, from birth on, deserve quality learning opportunities and experiences.

Children learn anywhere, anytime. For all children to succeed, powerful family and community engagement and high-performing schools are essential.
It is a new world

“I appreciate the text, Kate, but next time you can just raise your hand.”
The Funeral Procession

150 men carried this enormous platform and casket from the palace to the burial ground. A total of 1000 men took turns carrying.
Students in Wait

These USP students made good use of their waiting time.
The Shift to Anywhere, Anytime Learning

Children and youth — in fact, all of us — learn anywhere, anytime, not just in school.
Anywhere, Anytime Learning Ecology
Operating Definition:

Family engagement is all the things families do to support children’s learning and development from birth on.
Framing: Family Engagement Defining Principles

- Family engagement is a shared responsibility.
- Family engagement happens across settings.
- Family engagement is continuous over time.
Welcome

Come in
Carer
Parent Learning Corner

Parent Room
Coffee/tea
COME IN
CAREER
PARENT LEARNING CORNER

Parent Room
Coffee/tea
40 Years of Research Tell Us Family Engagement Is...

• A very powerful predictor of school and life success

• Important anywhere, anytime, not only at school but at home, in the community, afterschool, and during the summer

• Critical for helping children and families access ALL learning opportunities

• Important from birth through secondary school and beyond

• Not an event, but an ongoing process

• Lower (and especially important) for families impacted by income, racial, and ethnic inequities and immigrant status
Leadership for Transition

Leaders must:

• Cross boundaries
• Build bridges
• Lead change
The Equity Gap in Anywhere, Anytime Learning

**6,000 Hour Learning Gap**

By the time they reach 6th grade, middle class kids have likely spent 6,000 more hours learning than kids born into poverty.

**Parents**
- 220 hours: That’s how much more time Jack’s family members are likely to have spent reading to him, compared to Mike’s.

**Pre-School**
- 1,395 hours: That’s the difference between having and not having Pre-K education, which kids like Mike access at significantly lower levels.

**After-School & Extra-Curriculars**
- 3,060 hours: Kids like Mike lose more ground in grade school. They’re significantly less likely to be able to enroll in enriching activities.

**Summer Learning**
- 1,080 hours: Children like Jack are eight times more likely than Mike to enjoy camp or another summer learning opportunity.

**Field Trips**
- 245 hours: That’s how much more time Jack has likely spent than Mike visiting zoos, museums or other such places during summers.

6,000 hours difference by the 6th grade. Learning time is a resource that is unequally distributed, and disadvantaged students suffer the consequences. While middle class children learn to read, create, persist and problem-solve at home and through after-school and summer experiences, parents stressed by poverty are far less likely to be able to ensure those opportunities for their children.

**Sources:**
There is a gap in opportunities to build knowledge, skills and experiences...

Spending on enrichment 1972-2008
(in 2008 dollars)

The Power of Afterschool, Summer, and Community Programming

6,000 hours of awake time we all have annually, including children

1,000 hours the average US student attends school annually (with 100% attendance)

5,000 available hours to impact, educate and enhance the learning of American children beyond status quo

SOURCE: Expanded Learning & Afterschool: Opportunities for Student Success
The Vision: Creating Family Engagement Pathways

- Home Visiting Programs
- Early Childhood Classes
- Afterschool Programs
- STEM courses
- Teen clubs
- College readiness & preparation courses
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Welcome to School!!

- Library
- Park
- Cultural Center
- Police Station
- Grocery Store
- Family Recreation Center
- Senior Center
- Zoo

Fire Department

Passport
To Kindergarten

Pediatrician
Anywhere, Anytime Learning

Even on the subway!

Build your child’s brain on the train!

Look around! Describe what you see! Ask questions while on the T! Doing these activities together will help your child learn!

Count the stops

Tell a story
Laundromats
Go Beyond the Usual Suspects and Build Bridges Among Community Learning Settings
What Families Say: We Need Information

Information must be:

• Accessible
• Understandable
• Actionable
Empower Families with Access to Information About Anywhere, Anytime Learning and How to Use It

After-School Programs

They begin when the school day ends?

After-school programs provide children with a variety of supervised activities while their families are at work, in school, or who want their child to be with other children.

The goal of after-school programs is to support children's healthy social and emotional development. Activities vary according to age and have different focuses.

Most programs offer a mix of:
- Homework support
- Enrichment activities
- Arts and crafts
- Sports and recreation
- Field trips

The cost of after-school programs varies. Generally, it costs $20 to $200 per month for a five-day week program.

Some after-school programs are one to three days per week program. Most less than the 5-day program.

Some programs offer state income eligible financial assistance in the form of vouchers and/or reduced rates.

Programs may also offer scholarships.

January:

Think about your needs.

Start thinking about what your family needs from an after-school program for January. Meet before your child enters kindergarten.

February & March:

Check what is available.

Make a list of the after-school programs that fit your needs. What programs are in your area? Call each to make an appointment for your visit. Decide which program or programs you would like your child to attend.

April:

Apply to programs.

Contact the after-school program and ask how to apply. Complete and submit any required forms. Application process vary from program to program. Some programs require parents to apply one time – in April or May. Other programs ask families to register several times during the school year for specialty classes.
9th Grade Parent Involvement

Conceptual Model

**PARENTS**

**TEACHERS**

**STUDENTS**

**COMMUNICATION COLLABORATION**

**BENEFITS for Parents**
- Understand college readiness benchmarks
- Better able to monitor student’s progress and to support his/her college career aspirations
- Collaborate with teachers and school staff in getting/keeping their student on track for graduation and post-secondary education
- Aware of and able to access academic enrichment and other resources in the school and the community to support student’s progress

**BENEFITS for Teachers**
- Understand college readiness benchmarks
- Positive interaction with parents & students
- Feeling supported by parent in getting and keeping students on track
- Collaborating with other staff to involve parents in improving student performance

**BENEFITS for Students**
- Understanding college readiness benchmarks
- Setting and monitoring progress toward graduation and post-secondary education
- Feeling supported by parents and teachers in setting/reaching graduation and post-secondary education goals
- Working with teachers to improve academic performance

**School-Level Capacity Building**
- Professional development sessions for teachers and school staff on parent involvement and college readiness
- Student performance data tools to monitor student progress and drive academic interventions
- Intensive PE Institutes, workshops and TA on 9th Grade parent involvement in college readiness

**Parents/Students Support & Resources**
- Bilingual Parent development sessions on college readiness
- 9th Grade CR goals setting sessions with students
- Parent-Student friendly data tool to monitor progress
- Bilingual, parent-friendly publication on college readiness
- College-Career Resources Fair for parents & 9th graders to connect them to community resources to enhance CR

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**Global Family Research Project**
New Visions Data Tracker Tools for ensuring families have the data and supports they need to support education from cradle to career
New Visions Data Tracker Tools for ensuring families have the data and supports they need to support education from cradle to career

AMINATA MARQUEZ
Sample School, Class of 2009

Course History

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<th>Course Code</th>
<th>Course Name</th>
<th>Grade</th>
<th>Credits Earned</th>
<th>Credits Required</th>
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Credit Count

The student is on track to earn 11 credits each year, including their freshman year.

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<th>Subject</th>
<th>Credits Earned</th>
<th>Credits Required</th>
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AMINATA MARQUEZ’s Plan for Graduation

Amanita needs to attend a credit recovery course this semester in science, and should plan to attend summer school to make up the missing math credit. Amanita can attend afternoon tutoring to improve her grades and hopefully will be ready to retake the math and science Regents this spring.
High Leverage Family and Community Engagement Opportunities
What Is the Transition to School?

- A shared responsibility among families, early childhood programs, schools, and communities.
- A move into different learning settings, in and out of school.
- A process – not just a one-time event – that brings during the preschool years and continues through 3rd grade.
- An opportunity to build strong and continuing family and community engagement pathways to support children’s learning in and out of school.
What We Know

1. Transition is a matter of equity.

1. Families play an important role in the transition to school.

1. It’s all about relationships – among families, early childhood programs, schools, and communities.

1. A smooth transition to school with strong family and community engagement makes a difference for children’s learning and school success and promotes continued family engagement.
Transforming the Transition
Where We Are Now, Where We Are Going

From

- School and readiness focused
- Institutions centered
- Siloed

To

- Focus beyond the school, child, and curriculum
- User/Human-Centered
- Integrated; Focused on anywhere, anytime learning and pathways
Harnessing Diversity and Building Inclusion

Design thinking is a process of bringing diverse people together to collectively generate new and potentially more effective user centered ideas and solutions.
Prototype

Your prototype should:

- Engage all types of families;
- Include coordination among diverse stakeholders;
- Build new or existing pathways & relationships across time; and
- Involve an unusual suspect.
Public Libraries
A Vital Space for Family Engagement

M. Elena Lopez
Margaret Caspe
Lorette McWilliam

Harvard Family Research Project
Public Library Association

Ideabook
Libraries for Families

Heather B. Weiss | Margaret Caspe | M. Elena Lopez | Lorette McWilliam
Why Libraries Matter

Families who are from low-income homes use the library at a high rate compared to other community spaces.
Librarians are interested in learning more about family engagement

Top three family engagement interests

1. Making the library a welcoming and safe space for families
2. Helping families feel confident in supporting young children’s learning and development
3. Supporting families in using technology to enhance children’s learning and development
LIBRARY ELEMENTS TO SUPPORT FAMILY ENGAGEMENT

**LEADERSHIP**
- Create possibility
- Build professional capacity
- Secure resources
- Learn and improve

**ENGAGEMENT**
- Reach out
- Reuse
- Relate
- Reimagine

**SUPPORT SERVICES**
- Update collections
- Create welcoming spaces
- Provide technology access and guidance

**Outcomes**
- Libraries will: Increase outreach to underserved families, Elevate family voice and perspectives in designing services, Facilitate peer-to-peer interactions, Build family engagement pathways from early childhood through young adulthood, Increase partnerships with community agencies, Provide spaces that promote family interaction.
- Families will: Be more knowledgeable about library resources, Improve their health, well-being, and positive parenting practices, Be more connected to peers in the community, Increase their knowledge, skills, and confidence to support children’s learning, Improve their ability to advocate for their community and the library, Be more knowledgeable about how to access community resources.
- Children will: Be more prepared for school, Have more support with their school work, Improve their skills to fulfill their interests, Be on a pathway to lifelong learning, Experience positive interactions with their families.

Library Elements to Support Family Engagement

- Create possibility
- Build professional capacity
- Secure resources
- Learn and improve
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