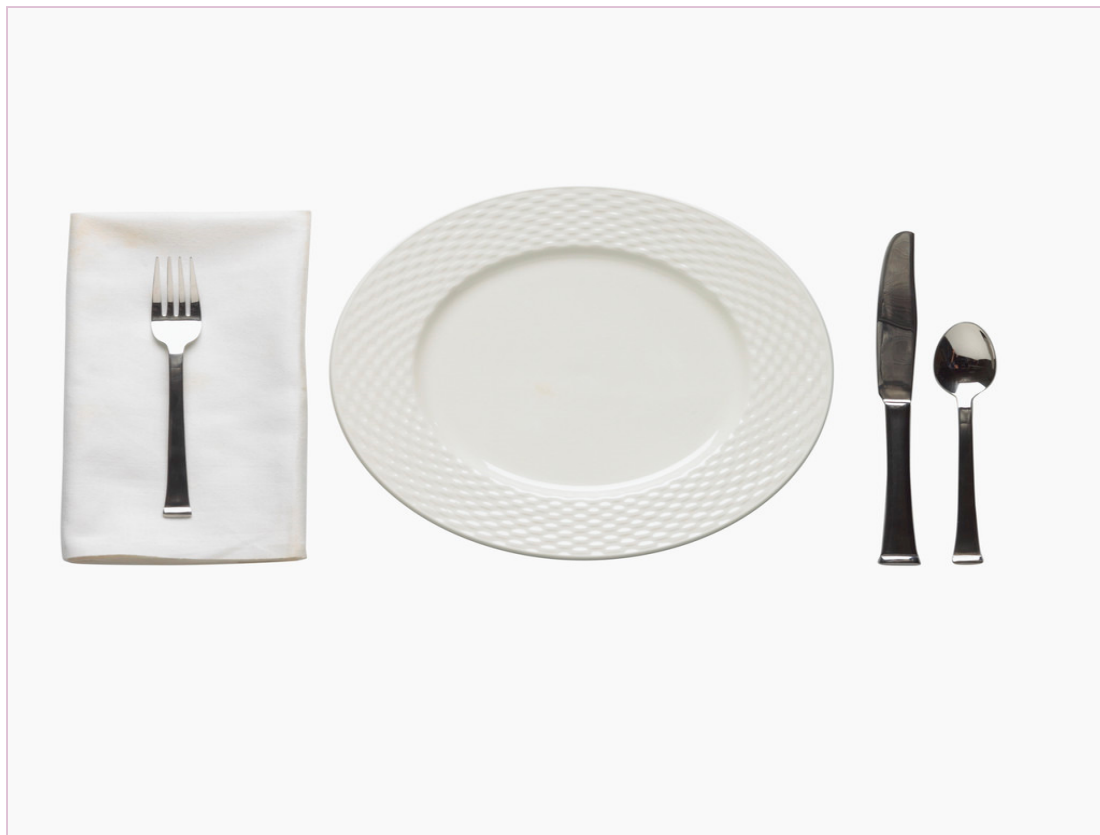


A Menu for Successful Family Engagement- How Administrators Set the Table

Early Childhood Investigations July 2104



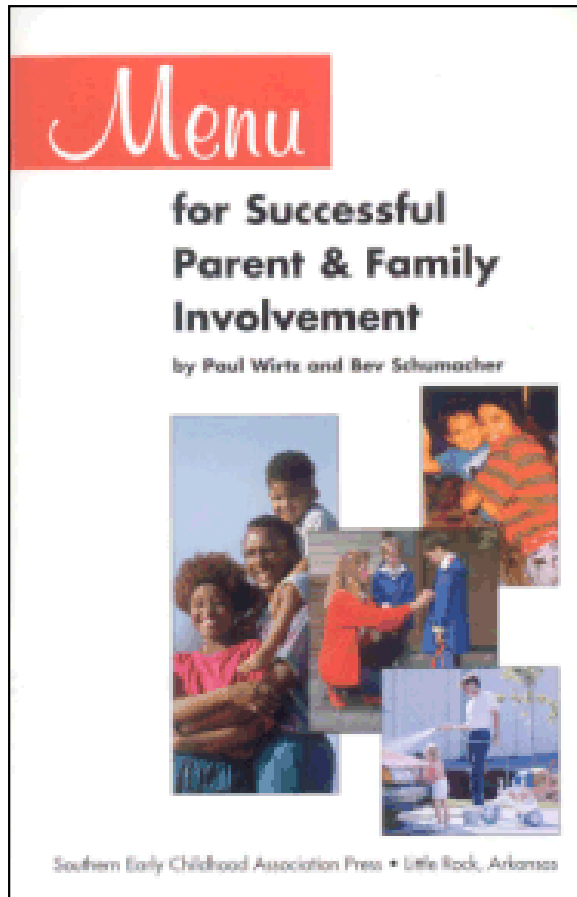
Bev Schumacher

**Learning Props LLC
PO Box 774
Racine, WI 53401**

**Phone/Fax 262.619.1119
www.learningprops.com
bev@learningprops.com**



**You are Invited to contact me with
any questions / concerns / needs...
related to building stronger
relationships with families in your
program!!!!**



Parent Involvement
Coordinator



Research Project-
What strategies are effective
in engaging families?

Learning Props CEO-
Developing resources to
support working with families

Consulting-Coaching-Training-
Former Classroom Educator

Co-Author:

Menu for Successful Parent and Family Involvement
final stages of refinement for republishing

Webinar Learning Goals:

Participants will:

- **Become more mindful** of the value of engaging families
- **Consider how you can intentionally guide** your program in reaching stronger engagement levels
- **Implement action steps** to support parents as partners

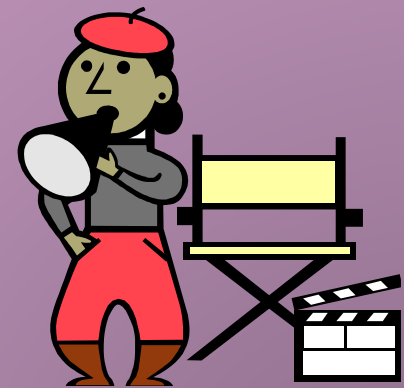
Administrators Set the Table for Achieving Effective Engagement

Acquire knowledge & skills about engagement

Establish policy and procedure

Train and coach staff & parents

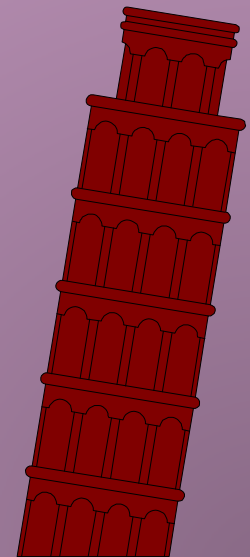
Sell the idea of “PARTNERSHIP”



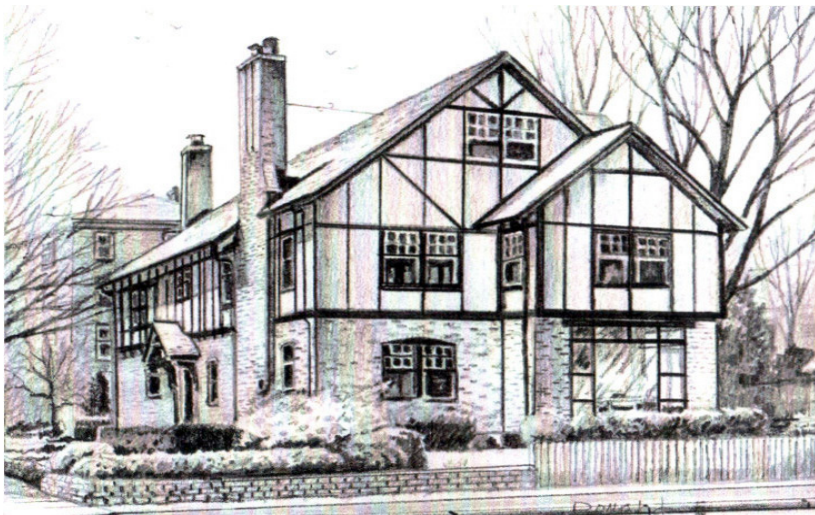
Why does this title say: *How Administrators Set the Table?*

The idea of working with families starts with leadership and spreads through the program.

A sturdy building is built by first establishing a good foundation.



To everything there is an exception!



There are times when the initiative for parent engagement starts from parents or staff...

Moving from Conversation to Action

- Goal # 1 **Become more mindful** of the value of engaging families

Does your program and staff **really** believe that engaging parents is important?

Clarifying Terminology

Involvement vs. Engagement



Family / Parent

Framework

Conversations about parent engagement:

Spring 2014
Department of Education
Released New Parent
and Community
Engagement Framework

More information on the
Dual Capacity Framework,
www.ed.gov/family-and-community-engagement

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships



Conversations about parent engagement:

HEAD START PARENT, FAMILY, & COMMUNITY ENGAGEMENT FRAMEWORK

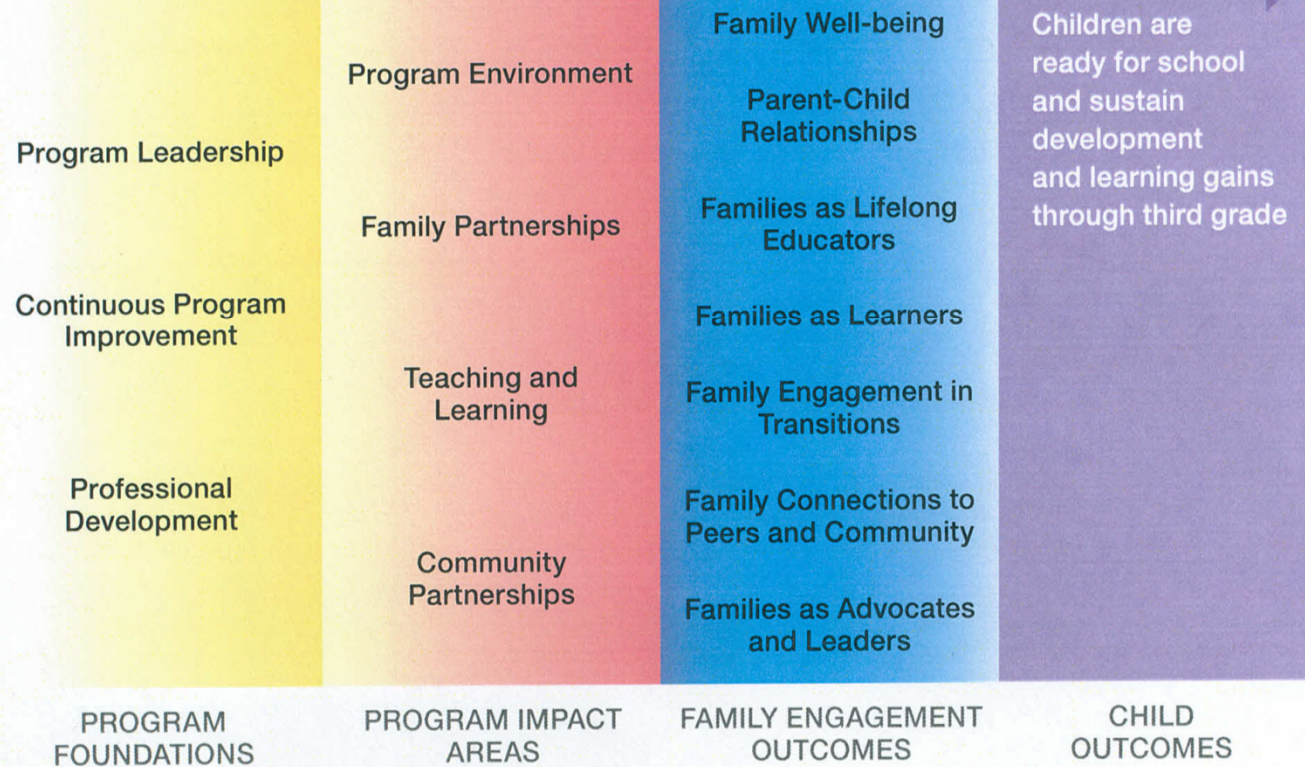
2011

[https://eclkc.](https://eclkc.ohs.acf.hhs.gov)

[ohs.acf.hhs.gov](https://eclkc.ohs.acf.hhs.gov)

PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

Positive & Goal-Oriented Relationships



Conversations about parent engagement:

NAEYC
(National
Association
for the Education
of the Young
Child)
<http://www.naeyc.org>

The screenshot shows the NAEYC website interface. At the top, the NAEYC logo is on the left, and navigation links (Home, About NAEYC, Affiliates, Newsroom, Advertise, For Families, Contact Us) and a search bar are on the right. Below the logo, a secondary navigation bar includes links for Membership, Publications, Accreditation, Conferences, Professional Development, Public Policy, and Topics. The main content area is titled 'Engaging Diverse Families' and features a collage of diverse families. A sidebar on the left lists various topics, with 'Family Engagement' highlighted. The main text describes the project's goal to identify effective family engagement practices and lists two principles: Principle 1 (inviting families to participate in decision-making) and Principle 2 (two-way communication).

naeyc[®] Home About NAEYC Affiliates Newsroom Advertise For Families Contact Us

Membership | Publications | Accreditation | Conferences | Professional Development | Public Policy | Topics

Home > Topics > Family Engagement

Engaging Diverse Families

Member Login »
NAEYC Online Store »
Position Statements »
Get Involved »

Anti-Bias Education: Holidays
Back to School
Common Core
Coping with Disasters and Tragedies
DAP
Ethics
Family Engagement
Guidance
Music
Nature
Obesity Prevention
Play
Research
Summer Learning

Family Engagement

The NAEYC Engaging Diverse Families project identified policies and practices exemplary programs use to engage diverse families successfully. [Learn more about the project.](#) »

Effective Family Engagement Principles

What does effective family engagement look like in action? There's no one formula, but all 15 programs recognized by NAEYC's Engaging Diverse Families project acts on the six principles of family engagement with many best practices in common.

- **Principle 1:** Programs invite families to participate in decision making and goal setting for their child
- **Principle 2:** Teachers and programs engage families in two-way communication

Project Overview
Principles of Effective Practice
Exemplary Programs
Tools & Resources
About Engaging Diverse Families

Position statement of the:
National Association for the Education of Young Children
Standard 7: Families

The program establishes and maintains collaborative relationships with each child's family to foster children's development in all settings. These relationships are sensitive to family composition, language, and culture.

If you are a member they have wonderful tools to use.

Conversations about parent engagement:

Family Involvement Network of Educators (FINE)

<http://www.hfrp.org/family-involvement>

The screenshot shows a web browser displaying the Harvard Family Research Project (HFRP) website. The browser's address bar shows the URL: <http://www.hfrp.org/family-involvement/fine-family-involvement-network-of-educators>. The website header includes the Harvard Graduate School of Education logo and the text "Harvard Family Research Project". A navigation menu is visible with options: Home, Research Areas, Publications & Resources, HFRP News, and About HFRP. The main content area is titled "FINE THE FAMILY INVOLVEMENT NETWORK OF EDUCATORS" and includes a sub-header "FINE: Family Involvement Network of Educators". The text describes the FINE network as a community of educators, practitioners, and researchers dedicated to strengthening family-school-community partnerships. It lists several key features and resources:

- OVERVIEW OF FINE**: Learn more about the benefits of joining FINE.
- FINE ANNOUNCEMENTS**
- FINE NEWSLETTER**: Access the valuable resources announced in past issues in our newsletter archive.
- HFRP INTERACT**: Participate in our informative web chats, web conferences, online conversations, and more. Expect thoughtful, reflective, and inspiring discussions!
- MEMBER INSIGHTS**: Read the insights and opinions of some of the family involvement stakeholders belonging to FINE.
- EDITORIAL GUIDELINES**: Learn how you can propose an article to the *FINE* Newsletter.

On the left side of the page, there is a sidebar with a "COMPLEMENTARY LEARNING" section and a "FAMILY INVOLVEMENT" section with sub-links: Overview, Informing Family Engagement Policy, FINE: Family Involvement Network of Educators, Projects, Publications & Resources, and Staff. Below this is an "OUT-OF-SCHOOL TIME" section, an "EARLY CHILDHOOD EDUCATION" section, an "EVALUATION" section, and an "OTHER RESEARCH AREAS" section. At the bottom of the sidebar, there is a "Join FINE" button and a text size selector (Large, Normal, Small) and a "Print this page" button.

Conversations about parent engagement:

2014 NAEYC Institute-- Research Poster Session-
21% of displays were about parent engagement

Race to the TOP has mandate Parent/Family
outreach

State Learning Standards and Quality Improvement
Initiatives in each state address parent
engagement- be aware of your states
recommendations

A photograph of a woman with long dark hair, wearing a light blue shirt, sitting on a couch and reading a book to a young girl with long dark hair and bangs. The woman is smiling and looking down at the book. The girl is also looking at the book. The background is a bright, slightly blurred indoor setting.

PARENT or PARTNER
What is the difference?

P A R E N T

P A R T N E R

PARENT



PARTNER

PARENT or PARTNER
What is the difference?

You “R”

It is about

“R”relationships

You Do the Math:



- Select a student in your program:
How many hours are they in your program each week? X
- There are 24 hours a day x 7 days in a week = 168 hours per week
- For calculations purpose assume children sleep 8 hours a day, 7 days a week (56 hours) Subtract that from 168 hours ... that leaves 112 awake hours
- 112 awake hours per week minus hours child is in your program X . Who has more impact potential?

What is your program to parent time ratio?

Preschool

12 hours a week
(4 days @ 3 hours)

112

-12 program hours

100 family hours

Child care

45 hours a week
(5 days @ 9 hours)

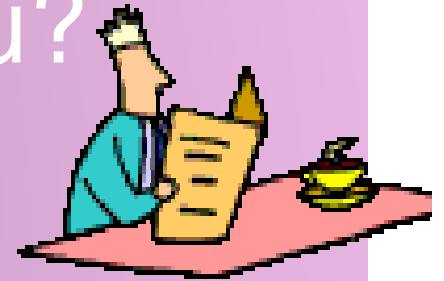
112

-45 program hours

67 family hours

We must WORK together ...

What is already on your Menu?
What would improve it?



Self reflect on:

Strengths of your program:

1.

2.

3.

Areas for growth:

1.

2.

3.

Be Attentive to Your Program

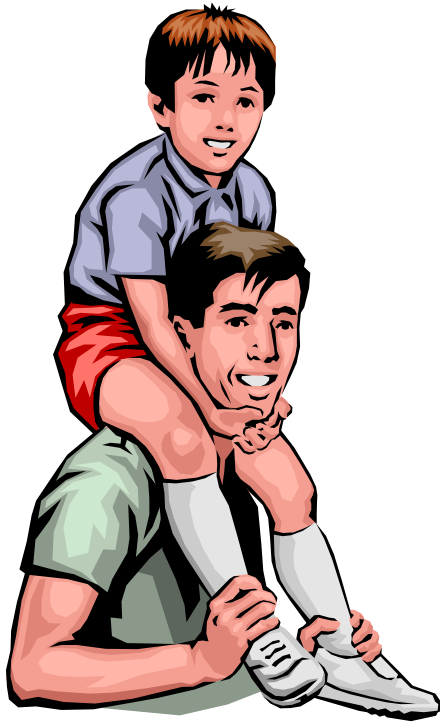
What issues are families facing?

Are there staff assumptions regarding parents?

Are families empowered and honored?

Identify parent/family perception of your “*Relationship*”.

SEEK PARENT INPUT!





Sharing Information with Families*

Welcoming Families

Involving Parents in the Program

Supporting Home Learning*

Working With the Community

Moving from Conversation to Action

Goal # 2 and 3:

- Consider how you can intentionally **guide** your program in reaching stronger engagement levels
- **Implement action steps** to support parents as partners

What will you put on your *Menu*?

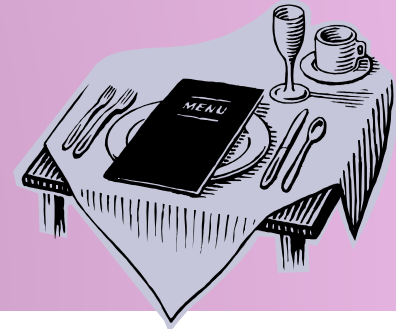
1



2

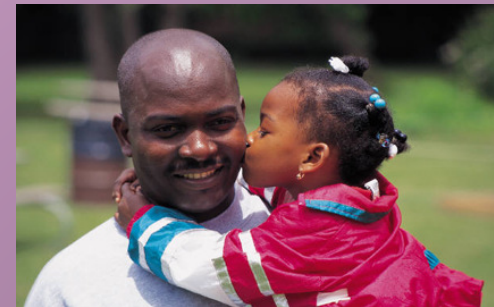
3

Welcoming Families



Provide name tags for events

Establish parent places in your program



Make connections with families meaningful

Prepare Nametags for Visits and Events with Additional Information

Sue Smith

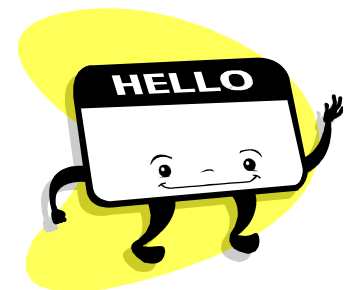
Parent of: Amy Smith

Grandparent of:




We like to **FISH** together

Guest of:

We are honored to have you here!



Provide Parent Places

- Where should guests park? 
- Where do personal belongings go?
- Is there a place for visitors to sit? 
- Are there *waiting* materials?
- Is there a recommended visit time? 
- Might refreshments be available?
- Who will greet & meet guests?

Make connections with families meaningful

Address each family member by name

Intentionally engage them at each encounter

How was
XXX's
weekend?

We talked about the
color red today—find
red things on the way
home

They should leave:

- knowing their child is in good care
- with knowledge about their child's day
- given an idea to supporting learning

Involving Parents in the Program

Events:



Blues Clues

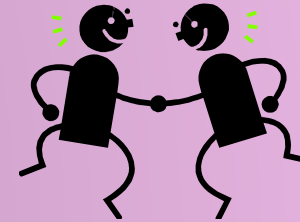


RIF book event

Invite, INVITE, INVITE

Avoid assuming and judging parents

Event Design



Does the event fulfill program goals?

What % are coming to events?

Not everyone will select the same “menu” selections?

After an event record attendance, get feedback, make a summary, continue to promote the message...



Guide staff
to effectively
use parents /
volunteers



Training volunteers

Train staff to effectively
use support

Assuring security,
confidentiality,
reliability

Computer Area

Helpers can:

- Join the students at the computer and help as needed.
- Allow the children to be the ones to operate the computer.
- Read the computer rules posted or ask the classroom team to explain the room's process for computer use.
- Set the timer for the time allowed for each turn. Be the enforcer to end the turn when the timer goes off.
- Alert the next child on the turn list when their turn comes up.
- Acknowledge the student's efforts and good behavior in using the computer.
- Control fighting, instead encourage problem solving by reviewing computer rules and ask them, "What else can be done?"
- Help children with questions about operating the computer or the program being used.
- Ask questions that require thought, not just yes - no response questions? Open your questions with words like, who, when, where, why, how.

Computers enhance learning for all types of learners. The screen stimulates the visual learner, the listener hears the verbal tasks and reward sounds, and the active learner reacts to the computer activity with the keys and mouse.

Children of today will grow up in a computer world. They need to have computer confidence and skills for the work force of tomorrow.

You are welcome to play on the computer and explore programs when the children are busy with other activity.

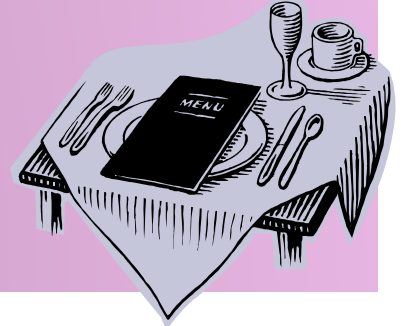
©1999 JAMES E. BIGGS EARLY CHILDHOOD EDUCATION CENTER

Staff created resource:

Top portion: How can volunteers help in this learning center

Bottom section: Information about how center supports learning

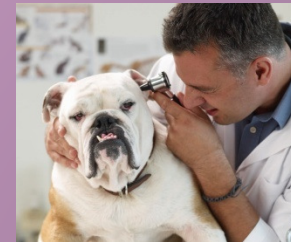
Working With the Community



Be aware of community culture



Reach out to community members and welcome them as guests



Sell your program to families and community members

Sell your program

What is being learned?---Why?



**Look at us exploring-
new words: investigate, cooperating**

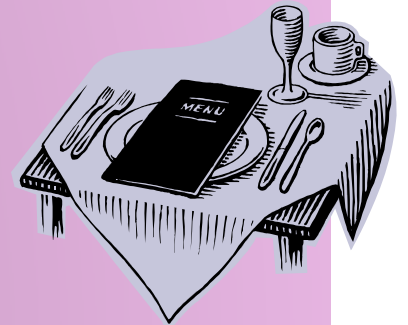


**Which balls are spheres?
Which displaces the most water?**



**Using thinking skills
to solve a problem—
finding the right piece ...**

Sharing Information with Families



Reminder what are you adding to
your menu?

**Communication should be:
2-ways and 3 x 3**



**Send every
message 3
times in 3
different
ways**

3 x 3

Gather contact information

Name _____

Child's name _____

Phone (c) _____ (w) _____

Email _____

Preferred form of contact:

Phone

Email

In-Person

Text message

Are you able to receive images via your phone plan? Yes No

Best time of day to reach you:

Morning

Afternoon Evening

Address Language Barriers

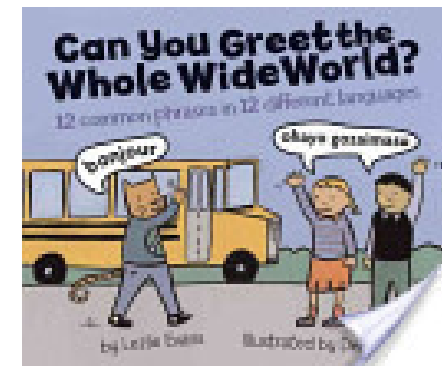
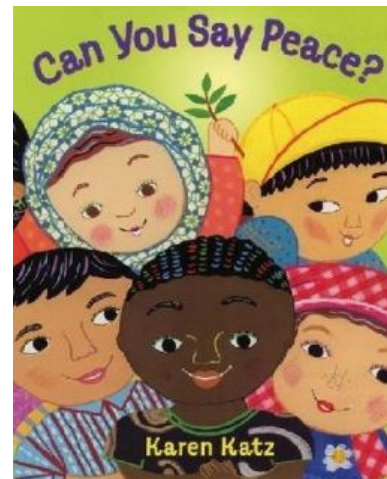
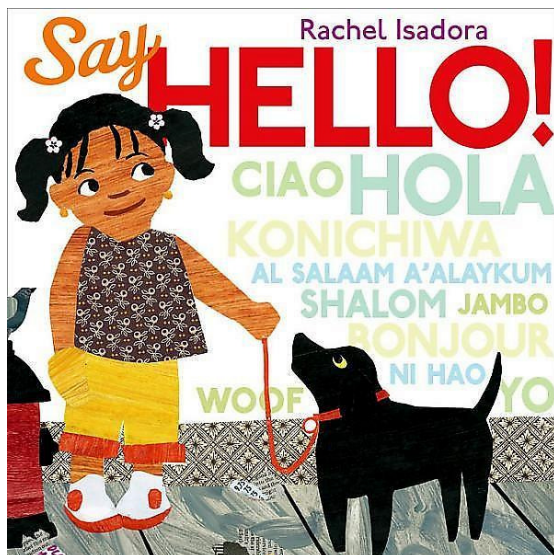
Honor families and their language

Provide resources in their language even if not doing direct instruction in their family language

Show respect by learning key phrases

Google Translations

<http://translate.google.com>



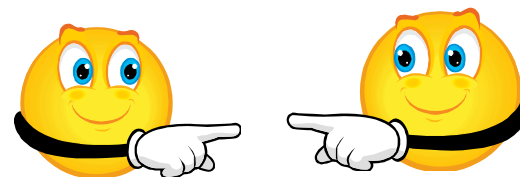
Can You Greet the Whole Wide World? 12 common phrases in 12 different languages

FollettEarlyLearning.com
phone 888.511.5114-over
80 languages carried

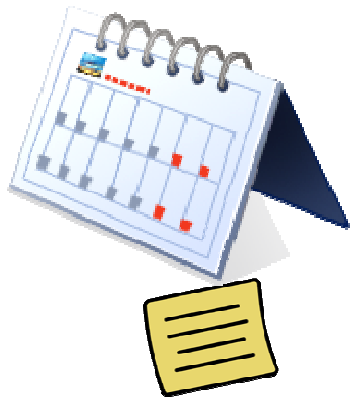
www.learningprops.com
Arabic, Chinese, Spanish

Gathering information

- Use how and what questions?
How can we help your child?
What do you like best about ...
How can we support ...?
- Listen between the lines...
- Ask for input... Tell me... What works for your child? How do ...?



After an issue has been raised and addressed make note to follow-up.



Richly convey mission / caring statements

Create a mission statement “WE CARE”
Begin statement with action expectation:



Examples:

Committed to excellence for ...

Guiding Students to Achieve...Succeed

Confirm all staff deliver caring / mission statements



News Sharing tips... PLUS



Include pictures and graphics (secure photo releases)

\$ test



Proof read 3 times by 3 people

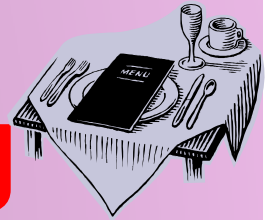
Report but also inform...give information about activities to come

Every article must answer who, what, when, where, why, how...

Color catches more attention

Share with predictable frequency

Supporting Home Learning

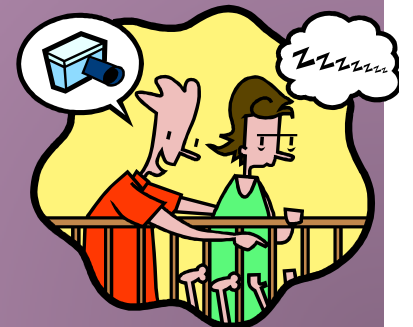


Take Home Resources
Kits / Lending Library



Make-It Take-It

Show and Tell / Learning Stations



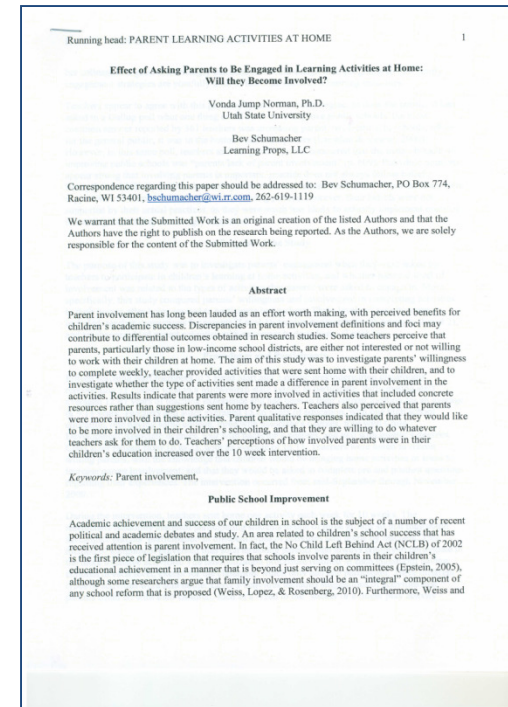
Conference Research Proceedings:

Title:

Effect of Asking Parents to Be Engaged in Learning Activities at Home: Will they Become Involved?

Vonda Jump Norman Ph.D.
Utah State University

Bev Schumacher
Learning Props



[http://www.ed.psu.edu/educ/goodling-institute/
research/2013-ncfl-conference-proceedings/view](http://www.ed.psu.edu/educ/goodling-institute/research/2013-ncfl-conference-proceedings/view)
22nd National Conference on Family Literacy Research Strand Conference
Proceedings, 2013 pages: 57-62

2009 Research Project

What strategies are effective in engaging families?

- **83 participating families**, assigned randomly
- **10 weeks: September-November, 2009**
- **8 classrooms (Head Start and Public Pre-K programs) (11 classes)**
- **Pre/post tests from families and staff**
- **93% of families completed project**
- **3 Intervention levels**
 - **Suggestions**
 - **Suggestions with prompts**
 - **Shared resources**

Pretest findings:

Families reported being involved.

When asked:

“How else would you like to be involved in your child’s education?”

Of those that responded to open ended question – 35% said:

Any way possible/whatever the teacher recommends



3 levels of engagement...

1. **Ideas recommended to parents-
simple suggestions**
2. **Suggestions with prompts--low
cost/no cost props...give-a-way or
make-and-take activities**
3. **Resources shared with families**

Recommendation of the research that all 3 of these practices be engaged in by programs

Opposites / Direction Words

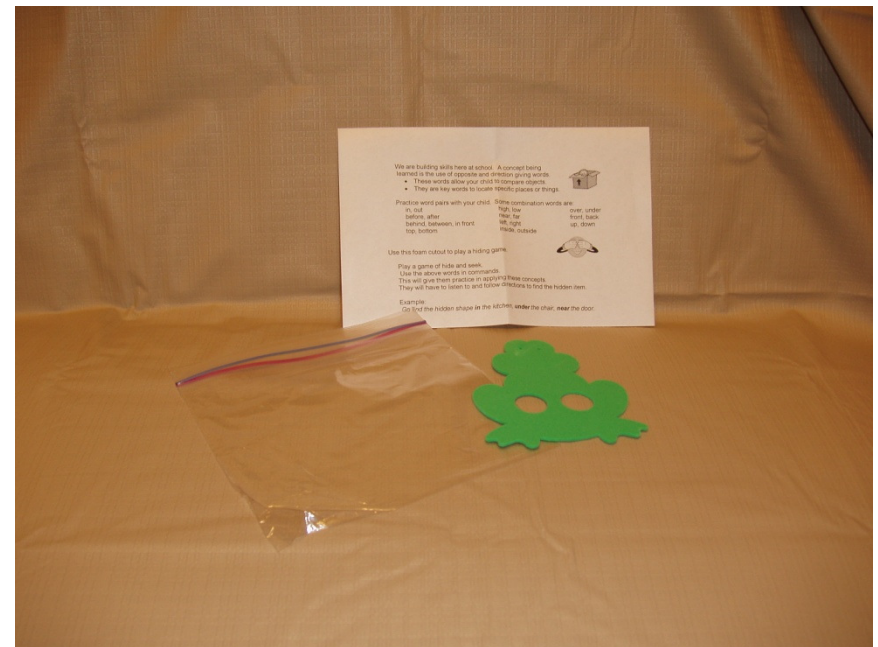
Level 1

In a face-to-face exchange educators were to suggest that the family play a game of hide-and-seek with the parent giving clues for the children to apply directional words.

If face-to-face opportunity was not available teacher was asked to make a phone call.

Level 2

Foam shape with directions



Opposites / Direction Words

Level 3

Game Kit

Eng. Or Bilingual

Spanish-English



Learning Props Games

www.learningprops.com

Phone 877-776-7750



11 themed kits

**Each has:
book,
home activity
page, dice &
movers**

**Also
available:**

**Bilingual
Spanish /
English**



Parent Posttest Data

	Level 1	Level 2	Level 3
How many total activities did you do with your child? (out of possible 10)	6.44	7.33	8.24
How many people worked with your child on activities?	2.04	1.93	2.56
How long did you spend doing activities? (minutes)	13.94	17.91	22.88
How many times did you work on the activities?	2.15	2.34	2.72

Level 1–Suggestions; Level 2 – Suggestions with Prompts; Level 3- Resources

	Level 1- Suggestions	Level 2 Suggestion with Prompt	Level 3 Shared Resource
	8 Activities averaged more than 11 minutes of engagement time	9 Activities averaged more than 13 minutes of engagement time	All Activities averaged more than 18 minutes of engagement time
	Range 5.88 - 19.00 Average 13.94	Range 8.7 - 24.15 Average 17.91	Range 18.42 - 29.58 Average 22.88
Best	Body Part activity page / read to me sticker	Finger play stick puppets	Color supply bag
Worst	Door sign	Assignments to record activities and return	No significant low item

Home Activity Page

Home Activity Page / Página De Actividad Para La Casa

This is a vocabulary building task.

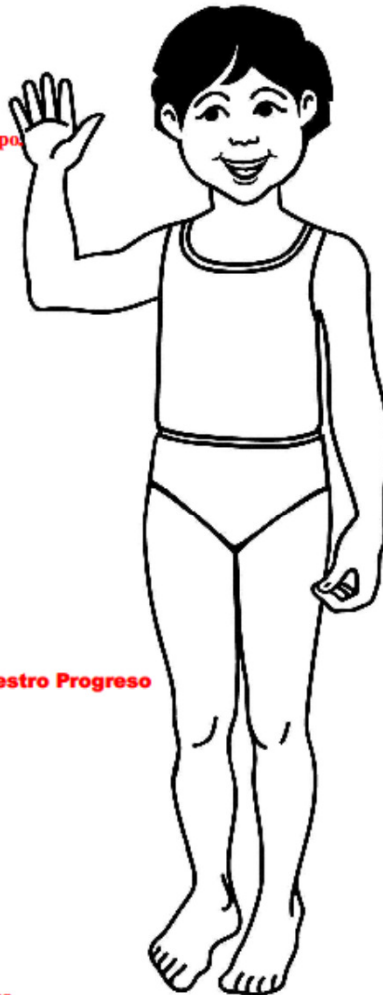
Ésta es una tarea para aumentar el vocabulario.

Talk about the body parts listed below:

Hablen acerca de las partes del cuerpo listadas abajo:

- Find the parts on the drawing.
Busquen las partes en el dibujo.
- Ask your child to find and name their body parts.
Pida al niño que señale y nombre sus partes del cuerpo.

ankle / el tobillo	hip / la cadera
arm / el brazo	knee / la rodilla
cheek / la mejilla	leg / la pierna
chest / el pecho	lips / los labios
chin / la barbilla	mouth / la boca
ear / la oreja	neck / el cuello
elbow / el codo	nose / la nariz
eyebrow / la ceja	palm / la palma
face / la cara	shin / la espinilla
feet / los pies	shoulder / el hombro
finger nail / la uña	stomach / el estómago
fingers / los dedos de la mano	teeth / los dientes
foot / el pie	thigh / el muslo
forehead / la frente	thumb / el pulgar
hair / el cabello, el pelo	toes / los dedos del pie
hand / la mano	tongue / la lengua
head / la cabeza	waist / la cintura
heel / el talón	wrist / la muñeca



✓ Checking Our Progress / Anotando Nuestro Progreso

Which body parts did your child know?

¿Cuáles partes del cuerpo conocía el niño?

What words need to be learned?

¿Cuáles palabras necesita aprender?

☺ More Fun Things To Do!

☺ ¡Más Cosas Divertidas Para Hacer!

Look at books, magazines, or mailed advertisements.

Name the body parts you see.

Miren los libros, revistas, o anuncios recibidos por correo.

Nombren las partes del cuerpo que vean.

©2009 Schencker, 2009 Racine, WI

Read to me 2 X 4 “ label



Read together...

Lean juntos...

Take time to read to your child.

Dedique tiempo para leerle a su niño.

Washington Learning Systems

<http://www.wlearning.com/parent-tools/preschool/>

NAEYC members benefit

Message in a Backpack

<http://www.naeyc.org/tyc/backpack>

On-The-Go In English

Hints


Doing Things with Music

To help your child succeed, you can:

- Encourage your child to make sounds (la-la-la)
- Show your child how to move to the music - car dancing - when you're stopped at a light!
- Ask Yes/No questions (e.g. Does this song make you feel happy?)

To make it more of a challenge, you can:

- Encourage your child to sing without you
- Let your child use a musical instrument such as a toy drum
- Have your child create dance moves - but stay buckled up!
- Ask open-ended questions (e.g. Why does this music make you feel like dancing?)




On the Go

Hints

Beginning to Sing Songs

To help your child succeed, you can:

- Play your child's favorite tape or CD in the car
- Sing his or her favorite song while driving
- Bounce up and down in the car seat!
- Tune the radio to your child's favorite station



To make it more of a challenge, you can:


- Encourage your child to move to the beat on his or her own while in the car seat
- Encourage your child to make gestures that go with the song all by him or herself
- Have your child sing some of the song's words aloud (e.g. Wheels on the Bus)
- Have your child say the rhyming words with you

On the Go

WASHINGTON LEARNING SYSTEMS, SEATTLE | www.wlearning.com 4

message in a backpack™

Make Mealtimes Learning Times



Mealtimes are great opportunities for preschoolers to have conversations, use their manners, and even practice math. Here are some ways to keep the fun and learning going at your next family meal.

- **Set the table.** Together you and your child can count the number of forks you need, note where each piece of silverware goes, and point out that there is one place setting for each person. This lets preschoolers use and practice an important math skill: one-to-one correspondence.
- **Try new foods.** Preschoolers learn to be more independent and open-minded when they choose to try a new food. Vary the foods you serve and introduce new items. Set a good example by trying the food first and describing why you like it. Be patient! It can take up to 12 tries before a child decides she likes a new food.
- **Talk during the meal.** Talking with preschoolers helps them learn new words and understand how to use sentences. They can share their ideas, tell you about the day's events, and make requests. Encourage listening too, so preschoolers can learn about taking turns and the patterns and rhythms of conversation.
- **Encourage self-service.** Preschoolers are able to use utensils, drink from cups, serve themselves, and more. Help your child grow his independence. He can prepare his own plate and pour a drink from a small pitcher.

A message from your child's teacher _____

TEACHING YOUNG CHILDREN NAEYC/ORG/TYC 27

Puppet kit supported with words to finger play



Give-a-way Resource - lunch bag with resources to support color learning



Teacher Posttest Data

	Level 1	Level 2	Level 3
How involved were parents <i>based on scale: 1-Not at all; 2-Very little; 3-neutral, 4-somewhat; 5-Very interested</i>	3.64	4.38	4.62
How involved were students <i>same scale as above</i>	3.54	4.45	4.58
Effectiveness of activities in engaging families by level <i>Teachers gave those they thought effective a +</i>	3.01	5.11	7.03

Level 1–Suggestions; Level 2 – Suggestions with Prompts; Level 3- Resources

Lending Library Can Be Any Size



Log book for parent checkout



Make-It Take-It

Affirms to families that learning activities are possible with what they have

Use materials that are easily available, low cost

Sensory Cup



Puzzle



Egg carton activity

color match-name speller





Show and Tell / Learning Stations

Set up displays (tell why of the learning)

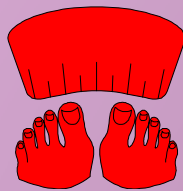
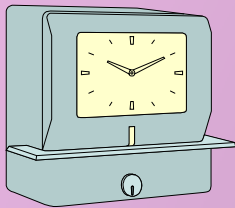
Have children demonstrate skills being
practiced



Measuring engagement

Self reflection:

We pay attention to the things that are measured:



How do you hold your staff accountable?

Can you do comparisons from year to year?

How do you get parent input?

What did you put on your *Menu*?

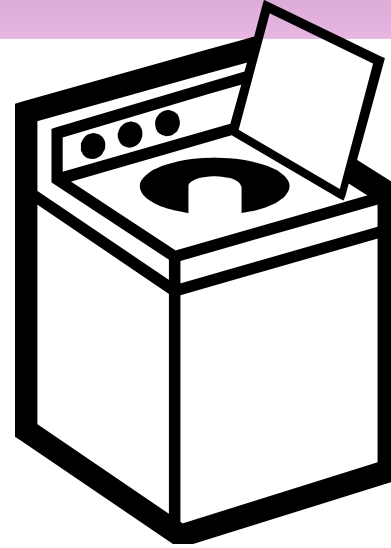
1



2

3

The job that is never done...



Constant process:

**assessing where we are at, what worked
focusing outreach on those not as
connected
training staff and coaching
seeking parent input**

Thank you for taking time to reflect on your relationships with families

Parent or Partner

What is the difference?

YOU “**R**” it is about
“**R**”elationships



Questions????

Feel free to contact me with questions that do not get answered or those that occur to you as you continue your reflections.