

THE CONNECTICUT BLUEPRINT PROJECT



**Commissioner's Roundtable for Family and
Community Engagement in Education**

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The Blueprint Project

- ❑ To create a clear, useful definition of ***high-impact*** family and community engagement in children's learning and development.
- ❑ To include core values, basic principles, effective strategy examples, and user-friendly tools and materials.
- ❑ To promote the integration of this definition into policy and practice across the state.

Goals for our Meeting

- Review the Blueprint Project Plan and timeline
- Consider definition language from the Design Team
- Engage in visioning around the work
- Identity our audiences and their needs

Tasks and Timeline

1. Develop draft language for definition (May)
2. Get input and ideas for tools and materials from Roundtable and others (June)
3. Revise and obtain review from CSDE and OEC officials + Roundtable (July - September)
4. Share with an invitational symposium from across the state (October)
5. Revise and release final version with plans for follow-up (November - December)

High-Impact



What does it mean?

What does it look like?

High-Impact Strategies

High-impact policies, strategies and practices:

- Are backed by high-quality research
- Have significant, positive effects on children's academic success
- Promote children's healthy social and emotional development from cradle to career.

High Impact Strategies

- ❑ **Build personal relationships** via small in-person meetings, informal one-on-one conversations, regular exchange of messages, and home visits
- ❑ **Keep families well informed** about child's progress
- ❑ **Model high-quality learning practices** so families can use similar strategies at home
- ❑ **Learn from families about their children's** interests and challenges. They are experts about their children.
- ❑ **Incorporate content from families' home cultures** into lessons and learning experiences.

Impact of Teacher Outreach Strategies

Students' reading and math scores improved 40-50% *faster* when teachers:

- meet with families face-to-face
- send materials on ways to help their child at home
- Telephone/text routinely about progress

High vs. Low-Impact Engagement

High impact:

- ❑ **Demonstrate and practice a read-aloud**
- ❑ **Hold learning conversations with parents**
- ❑ **Co-construct plans for improving learning skills at home and in class**
- ❑ **Host class visits to show what students learn and do in class**

Low impact:

- ❑ Tell parents to read 20 minutes a day
- ❑ Offer parenting classes
- ❑ Ask parents to sign compacts to improve student behavior
- ❑ Have a back-to-school night in the cafeteria

Let's Look at Some Language



A Definition Collection

Let's Look at Some Language

In your small groups, consider each section:

- What language do you like? Circle or underline.
- What doesn't belong? Cross out.
- What do you want to add? Write your ideas on sticky notes, numbering each note by section.


We want to collect all your notes!

Visioning



WHAT IF: High-impact strategies of family engagement / were fully incorporated in every school and program / as a core strategy for improving children's learning and development?

Who Will Use This?



Who do we want to use this?

Who would be interested?

How Will They Use This?

- How could this group ***use/apply*** the definition? (policy, strategy development, goal-setting, evaluation criteria, RFP design.....)
- What might they ***need*** -- information, materials, tools, examples -- to use it fully and well?

Closing



Follow-up
Next meeting