

# HIGH-IMPACT FAMILY ENGAGEMENT STRATEGIES

## Promoting Equity and Student Success



# Who Are We ?



Judy Carson, Education Consultant  
State Department of Education

Betsy LeBoriosis, Program Manager  
CREC: CT Family School Partnership

Dena Booker,  
Office of Family and Community Engagement  
Stamford Public Schools

Christina Morales,  
Coordinator, Office Family and Community Partnership,  
Windsor Public School

# CT's Definition and Framework for Family Engagement

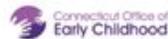


## Full, Equal and Equitable Partnerships with Families

Connecticut's Definition and Framework for Family Engagement



CONNECTICUT STATE DEPARTMENT OF EDUCATION



Connecticut Office of  
Early Childhood

Connecticut Early Childhood  
Funder Collaborative  
A PROJECT OF:



CONNECTICUT  
COUNCIL for  
PHILANTHROPY

Family engagement is

**A full, equal and equitable partnership**

- among families, educators and community partners
- to promote children's learning and development,
- from birth through college and career.



## Guiding Principles



**Build Trust and Respect**



**Listen to Families:  
Two-way Communication**



**Link to Learning**  
Model learning practices



Share academic  
information frequently



Talk with students



**Co-Create Cultural  
Competence**



**View Families as Assets  
& Leaders**

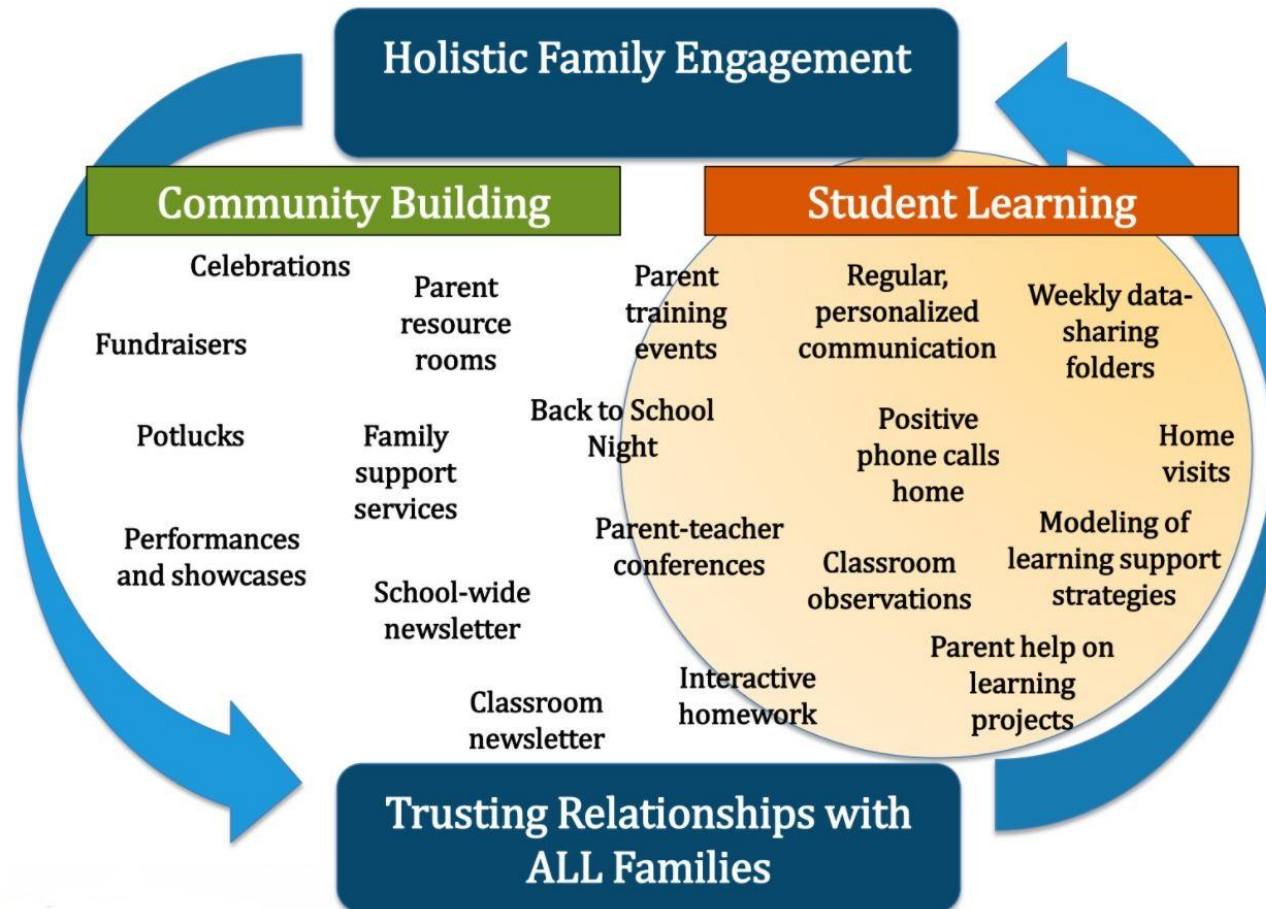
# Impact of Family Engagement Strategies On Student Learning



Lower  
impact



Higher  
impact



# CT Survey on Family Engagement: Key Themes



- ▶ Most parents are working **and** helping their children with schoolwork at home, but teachers **may not see** the ways that parents are supporting their children at home
- ▶ Teachers have **increased** their family engagement, **strengthened** relationships with families, and want **additional resources** for family engagement
- ▶ Families **appreciate** their teachers' support, and want **more** communication and support for home learning – an opportunity for teacher-parent communication



## High Impact Strategy: Reducing Chronic Absenteeism

# 3 P's: Purpose, Process, Payoff

1

**Purpose:** To provide a brief overview of how Windsor is using a High Impact Strategy to support Family Engagement

2

**Process:** Highlight Windsor's implementation of the National Parent/Teacher Home Visit Model

3

**Payoff:** District will use this model to support family engagement and reduce chronic absenteeism



# PTHV NATIONAL OUTCOMES

## For Staff and Families

- ❖ Increased trust and empathy for co-educators
- ❖ Increased capacity to better engage students academically

## For Students

- ❖ Increased student attendance rates
- ❖ Increased academic success for students
- ❖ Decreased suspension/expulsion rates
- ❖ Decreased vandalism at school site



# Non-Negotiable Core Practices

1

VISITS ARE  
VOLUNTARY FOR  
ALL

2

EDUCATORS  
ARE TRAINED &  
COMPENSATED

3

WE DON'T  
TARGET  
STUDENTS

4

WE SHARE  
HOPES, DREAMS,  
GOALS

5

EDUCATORS GO IN  
PAIRS & REFLECT

# LISTEN TO FAMILIES: TWO WAY COMMUNICATION



Why Home Visits?

# BUILDING TRUST AND RELATIONSHIPS



## Visit

### Relational

- Focus is on building trust and opening new lines of communication
- In-Person: 30-40 minutes in length;  
Virtual: 20-25 minutes
- Mutually agreed by parent and teacher/staff
- Summer/Fall with follow up if funding available



# The Visit



- Introduction
- Listening
  - Family Experience
  - Student's interest
  - Hopes and Dreams
- Sharing
  - Expectation
  - Invitation
  - Strategies
- No paperwork, please



# LINKING TO LEARNING



- Did your thinking about the family and/or student change as a result of this visit? If so, how? What might you do differently to engage the family in a more meaningful way?
- What are the family's hopes and dreams for their child(ren)?
- What do you now know about the student and their family culture that you didn't know before?
-

# LINKING TO LEARNING



## Data Collection

*How might you use the families hopes and dreams from your visit to influence or impact your instructional planning?*

Ex 1: Shaina's teachers did not experience a change in thinking. They had Shaina's sibling as a student so they are familiar with the family. The teacher plans to form a new relationship with the family. The family hopes for Shaina to speak up for herself and speak clearly. Mom works from home with three kids who are distance learning. The teacher plans to work with Shaina on retelling books and thinking before speaking.

Natalie's parents went to the same college and have lived in Windsor for the last 11 years. The family hopes for Natalie to learn how to read and make new friends. Natalie has a two year old brother and has a lot of toys to play with in their playroom. The teachers plan to introduce reading strategies to Natalie and share new ideas with the family.

# High Impact Strategies in Stamford



**Stamford** Public Schools

EXCELLENCE IS THE POINT.

**OFCE**

OFFICE OF  
FAMILY AND COMMUNITY  
ENGAGEMENT



# LISTENING TO FAMILIES



We heard:

- Gaps in technology
- Lack of consistent communication
- Lack of awareness of resources and support



# VIEWING FAMILIES AS ASSETS & LEADERS



## Train the Trainer: Parent/Community Leaders

- Focused on Technology Support
- SPS teachers as trainers
- Open to any member of the community
- Once trained will conduct trainings for families

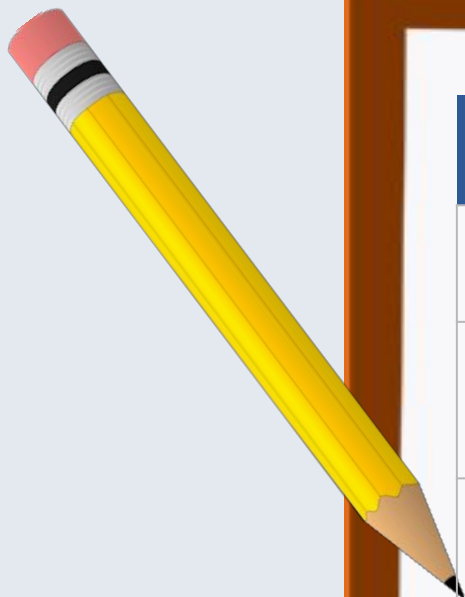
# Ongoing Collaboration



What we have learned:

- “It takes a village”
- New, creative and unfamiliar ways to connect with families
- This is a process and takes time
- The importance of reflection and inclusion





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Competence**



**View Families as Assets  
& Leaders**

# RESOURCES --- Q & A



1. Parent/Teacher Home Visit Training -  
<https://www.ct-fsp.org/events-calendar/>
  
2. Framework for Family Engagement -  
<https://portal.ct.gov/SDE/Publications/Full-Equal-and-Equitable-Partnerships-with-Families>
  
3. Local Contacts
  - a. Dena Booker (Stamford) - [dbooker1@stamfordct.gov](mailto:dbooker1@stamfordct.gov)
  - b. Christina L. Morales, MSW (Windsor) -  
[cmorales@windsorct.org](mailto:cmorales@windsorct.org)