



SPP Community Meeting - Family Engagement

November 22, 2014, 10:00am – 12:30pm

Key objectives

- Identify best practices for family engagement
- Share community partnership strategies

Question 1: What are some of the strategies used to engage families?

- Why do they work?
- When they don't work, what are the challenges?

Question 2: What policies, procedures or practices are needed to support family engagement?

| | Group 1 | Group 2 | Group 3 | Group 4 | Group 5 | Group 6 |
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| Question 1 | <p><i>Strategies used to engage families:</i></p> <ul style="list-style-type: none"> ○ Home visits/conferences ○ Field trips (volunteering) ○ Parent meetings ○ Volunteer opportunities ○ Open door policy ○ School events | <p><i>Strategies</i></p> <p>Solution is not to “train” parents to be better parents.</p> <p>Better family-leave policy – more paid-time off for parents.</p> <p>Training/Workshops :</p> | <p>Parent social connectors, natural leaders (can be teacher or administrator) and eliminates isolation.</p> <p>Challenge – bias, racism</p> <p>PTA and \$, name recognition,</p> | <p><i>What’s Happening:</i></p> <ul style="list-style-type: none"> ○ Open House ○ Family/Parent Teacher Conferences ○ Family Nights <ul style="list-style-type: none"> • Cultural • Food • Childcare • Subject-focused • Info night 1- | <p><i>Why did it work?</i></p> <ul style="list-style-type: none"> ○ Available for their schedule <ul style="list-style-type: none"> ▪ Evening events ▪ Translation/interpreters ▪ Home visits ▪ Phone check-in’s ▪ Various modes of communication (phone, email) ▪ Open | <p><i>Engaging families in non-traditional settings:</i></p> <ul style="list-style-type: none"> ○ Church ○ Mosques ○ Community Centers ○ Farmers Market ○ Curriculum Nights |

Tier 1 Notes: Family Engagement

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| <p>(PTA, dances, fundraisers, curriculum nights)</p> <ul style="list-style-type: none"> ○ Orientations/Program expectations ○ Newsletter <p><i>Why they work:</i></p> <ul style="list-style-type: none"> ○ Build relationships ○ Build parent confidence ○ Build community ○ School-home connections ○ Create sense of fun with meaningfulness ○ Parent networking ○ Engaging activities <p><i>Challenges:</i></p> <ul style="list-style-type: none"> ○ Attendance/Participation ○ Timing (date/time of day) ○ Best mode of communication ○ Language barrier | <ul style="list-style-type: none"> ○ Not working: language, cultural challenges ○ The wrong philosophy/approach “deficit-model” <p>Cultural Competency-</p> <ul style="list-style-type: none"> ○ Help parents understand/navigate dual-cultures (native vs US) ○ Need to include measure of love and quality time with kids (not just vocabulary) | <p>support of community and administration. Challenge: elitist, cliquey, Roberts Rules, can be intimidating</p> <p>Events – + food, fun</p> <p>Challenge – get usual suspects attending – never get hardest to reach families, shallow touch</p> <p>CBO’s – Home visits: + can build trust, challenge: expensive, can foster mistrust, can be siloed, apart from pre-k, K-12</p> <p>School home visits – + Relationship-based</p> | <p>10x/year</p> <ul style="list-style-type: none"> • Fun ○ All School Events ○ Student Performances ○ Field Trips ○ Family Strengthening Training ○ Home Visits ○ Phone calls, emails, text ○ Family/school communications: newsletters, bulletins ○ Fundraising <p>Why it works:</p> <ul style="list-style-type: none"> ○ Invitation process using the kids ○ Food ○ Childcare ○ Teacher connection ○ Families feel welcomed and valued ○ When families feel involved | <p>house/conferences</p> <ul style="list-style-type: none"> ▪ FEAT – Family Engagement Action Team <p>Challenges?</p> <ul style="list-style-type: none"> ○ Staffing – lack of subbing staffing for home visits, OT ○ Budget – additional funds for training, supplies, staff ○ Flexibility ○ Different economic levels – multiple jobs ○ Need childcare to attend events ○ Language differences ○ Cultural differences ○ Connecting providers with school district to smooth kindergarten transitions | <ul style="list-style-type: none"> ○ International Potlucks ○ ESL “Graduation” ○ Orientation ○ Cooking classes ○ “Bullying Seminar” <p>Challenges:</p> <ul style="list-style-type: none"> ○ Language ○ Lack of transportation ○ Lack of childcare especially for infant and toddlers ○ Working 2 jobs ○ Lack of extended network |
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| | <ul style="list-style-type: none"> ○ Conflicting schedules | | <p>Challenge – uncomfortable, power dynamics, intrusive</p> <p>Conferences (parent-teacher)- + one on one, child focus, insight for all parties Challenge- language barriers, using kids as interpreters, anxiety provoking, relies on skilled communication by teacher which is not always present</p> <p>Community Programs like Play and Learn + in neighborhoods, strength-based, low cost or free, start early Challenge – not evidence-based, not at scale</p> | <p>Why not:</p> <ul style="list-style-type: none"> ○ Communication, language barriers (some languages are not writing-based) ○ Cultural barriers ○ Some cultures not involved traditionally in school ○ Not enough notice ○ Lack of families involved in the planning (doesn't meet families' needs and families don't feel ownership) ○ Transportation - lack ○ Food, childcare ○ Families blamed when not successful | | |
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| <p>Question 2</p> | <p><i>Policies:</i> Include family partnership why's and how's in teacher and administrator training.</p> <p><i>Procedures:</i> Connect families with each other –</p> <ul style="list-style-type: none"> ○ Social activities ○ Directory ○ Introductions <p>System navigators – childcare, pre-k, family support, early learning. A way to vet childcare quality – parent reviews?</p> <p><i>Practices:</i> Disseminate all info in multiple languages and venues. Food Works. Challenge: Mail fatigue (flyers) Events that are all family inclusive.</p> | <p>Training for Teachers</p> <ul style="list-style-type: none"> ○ Cultural competency, inter racism ○ Meeting families where they are at ○ Child development <p>Communication</p> <ul style="list-style-type: none"> ○ Active listening. ○ Be aware of your communication style. ○ Child development. ○ Two-way conversation about the system. ○ Sharing and identifying responsibility. ○ How to create a shared agreement about goals and expectations. ○ Regular | <p>Policy regarding communication.</p> <p>Policy regarding home visits-</p> <ul style="list-style-type: none"> ○ Training supporting practices such as home visits. <p>Hiring practices regarding diversity of staff (staff reflect the community served):</p> <ul style="list-style-type: none"> ○ Bilingual (multi-lingual) ○ Multi-racial <p>Flexibility in participation rather than mandating parents to be involved. Encouragement is key!</p> <p>\$\$\$:</p> <ul style="list-style-type: none"> ○ Creating a budget for | <p>Home Visits – gain comfort level between parents and educators; get to know families.</p> <p>Welcoming environment within classroom and school (policy and practice).</p> <p>Planning volunteer opportunities and parent training.</p> <p>Teacher introduction (bio/poster/pictures)</p> <ul style="list-style-type: none"> ○ School staff included <p>Open door policy</p> <p>Parent space within building or classroom</p> <p>Encourage parents to gain deeper understanding of ECE and potential career pathways.</p> | <p>If you don't state it and write it down, it's as if it doesn't exist – therefore, must have policies stating family input and voice are needed and provide \$\$ recognition (pay childcare, mileage costs).</p> <p>Family Input: But also, families need to be part of decision-making, governance and advisory boards.</p> <p>Interpreters and translation.</p> <p>Gender divide.</p> <p>Digital divide.</p> <p>Meeting times/places at times that can include working people and working childcare providers.</p> <p>FLASH. Child sex education and</p> | <p>Training/enabling families. <i>What is family engagement?</i></p> <ol style="list-style-type: none"> 1. Family engagement support beyond preschool. 2. More comprehensive family leave policy: <ul style="list-style-type: none"> ○ Program needs to be conscious of burden on families (e.g. financial, time, transportation). 3. In-language resources: online, books, information, data. 4. Prioritize |
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| | | <p>availability of language assistance.</p> <ul style="list-style-type: none"> ○ Connecting families and educators in other settings; social connection. ○ Preschool for 3 and 4 year olds. | <p>family engagement</p> <ul style="list-style-type: none"> ○ Designate the budget <p>Inviting families input on</p> <p>Consider networking across providers to leverage resources.</p> | <p>Build parent confidence through experiences.</p> | <p>development is needed.</p> | <p>relationship-building with parents, starting at enrollment.</p> |
| <p>Bike rack</p> | <ul style="list-style-type: none"> ○ Program needs cultural liaison and navigators. ○ Please consider F.E. strategies outside of the classroom or building and in the community. ○ Please don't adopt the "professional development for parents" paradigm. ○ CPPS presentation conflated PreK with K-12. Confusing - Where is focus? ○ Suggest moving from family "engagement" to family partnership. ○ Take "should" out of your vocabulary – please! ○ Family engagement from birth-5 will generate best results for children and requires different strategies. ○ What in the world is evidence-based activity? ○ Given that parent engagement is a priority but family support roles are not included in the SPP, what support will teachers and directors have for taking the steps (and time) needed to engage parents in conversation and activities? ○ How will SPP address the family support needs of families with multiple challenges (e.g., homelessness, substance abuse, incarceration, etc)? ○ How will SPP work to support families who choose non-center based childcare? ○ I'm disappointed with the limited time allowed for group discussion. ○ STEM and the Project Approach are really up and coming ideas in the K-5 arena. Please consider allowing established preschools into the Seattle Preschool plan that use these (and not a chosen boxed curriculum). Thank you | | | | | |