



DESIGNING ACTIVITIES FOR FAMILY ENGAGEMENT

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FAMILY ENGAGEMENT



YOUR FACILITATORS



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AGENDA: WHAT TO EXPECT

- Three live webinars
- Interactive sessions
 - Discussion Board: Office hours from 2 PM-3 PM Eastern
- Links to Y4Y resources
- Peer networking
- Certificate of Completion
 - Participate in all 3 webinars



HOUSEKEEPING



YOU FOR YOUTH



- Tell us if you are sharing a computer
- Your questions
- Chat box
- Web recording

WEBINAR 1 REVIEW



YOU FOR YOUTH



- Identify building blocks of family engagement
- Discuss barriers to engagement and other obstacles
- Develop strategies for reaching families
- Plan for creating a welcoming environment
- Network and communicate on the discussion board



BUILDING BLOCKS OF FAMILY ENGAGEMENT

- Building relationships with families
- Communicating with families
- Creating a welcoming environment
- Understanding the cultures of the families you serve





BARRIERS TO ENGAGEMENT

- Transportation
- Multiple jobs
- Cultural or language barriers
- Younger children to care for
- Discomfort or fear
- Socioeconomic barriers



CULTURE AS AN ICEBERG



REACHING FAMILIES



- Reframe assumptions
- Case-by-case basis
- Pay attention to positive traits and values
- Meet families where they are



CREATING A WELCOMING ENVIRONMENT FOR FAMILIES

- Create a sense of welcome, community, and connection among families
- Share information about program goals, needs, and accomplishments
- Recognize and celebrate families





SESSION OBJECTIVES

- Get input from families to plan activities to meet their needs.
- Develop shared activities and events to connect students and staff with family members.
- Brainstorm service or leadership opportunities to further engage key family members.





DRIVING QUESTION

What activities best serve to bring students, their families and 21st CCLC programs together?



INTRODUCTION: FAMILY ENGAGEMENT



- Challenges
- Know Families
- Involve Families
- Support Families

BRAINSTORMING IDEAS



Discuss:

- In what ways have you involved families?
- How did the families respond?
- How did this effort help your program?



WHAT DO FAMILIES NEED?





TYPES OF DATA

- School Level Data
- Student Level Data
- Student Voice





COMMUNICATION & COLLABORATION

 You for Youth | Aligning With the School Day 1

Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

	In place	Can work on now	Long-term
<input type="checkbox"/> Establish process to meet or talk regularly with school principal, afterschool liaisons, and/or teachers			

 You for Youth | Aligning With the School Day 1

Communication and Collaboration Checklist

Review the techniques you can use to build communication, relationships, and collaboration with schools. Check those you already do, those you can achieve in the next several weeks, and those that will be long-term initiatives.

<input type="checkbox"/> Obtain and make available copies of textbooks and/or reading materials used in classes			
<input type="checkbox"/> Understand school behavior expectations and regulations			
<input type="checkbox"/> Attend PTA meetings and support PTA activities			
<input type="checkbox"/> Participate in parent/family meetings			
<input type="checkbox"/> Create shared plan for student recruitment and parent outreach			
<input type="checkbox"/> Participate in Individual Education Plan (IEP) meetings for program youth with special needs			
<input type="checkbox"/> Provide teachers with evidence of learning and achievement in afterschool			
<input type="checkbox"/> Other:			
<input type="checkbox"/> Other:			



STUDENT LEVEL DATA



Survey of Teacher Programming Needs

Directions: Use the following survey to ask school-day teachers about the subjects or topic areas in which students need additional assistance. For each subject or topic area, have them list specific skills in which students need assistance. Then ask them to assign a priority level—low, medium, or high—to these skills. Teacher suggestions should be based on assessments of student achievement, observation, student preferences, and parent feedback.

School-Day Teacher Name: Mr. Kotter

Grade Level(s): _____

Subject/Topic Area	Specific Skills	Priority Level
<i>English /Language Arts</i>	<i>Establishing context and event sequencing</i>	<input checked="" type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low
		<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low



STUDENT VOICE DATA

- Student survey
- Interest inventory
- Focus groups



YOUTH CENTERED PLANNING



- Think about some of the youth you serve in your program(s).
- Consider how the youth would want their families involved in the program.



SURVEYS: FAMILIES/COMMUNITY



You for Youth | Summer Learning

2

Summer Learning Family Survey

Perception

Check one response in each row to indicate how you disagree or agree with each statement.

Statement	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
Without the summer program, I believe that my child would stay out of trouble.					
Without the summer program, I believe my child would have fun things to do during the summer.					
Without the summer program, I believe my child would practice reading or doing math.					
Without the summer program, I believe my child would be exposed to positive influences.					

Impact

Check one response in each row to indicate how you believe the summer program impacted your child.

Statement	N/A 0	No Impact 2	Some Impact 3	Significant Impact 4
My child developed positive relationships with teachers.				
My child is more enthusiastic about school.				
My child did more reading as a result of the program.				
My child exercised more as a result of the program.				
My child is getting along with peers better.				
My child made new friends.				
My child learned new skills.				
My child was more active.				
My child is more prepared to return to school in the fall because of this program.				
My child experienced new places as a result of field trips.				
The at-home family activities showed me what my child was learning in the program.				



POLL

Which strategies do you want to prioritize for supporting and engaging families?

1. Develop their own skills and talents
2. Engage in fun and educational activities with their children
3. Participate in running out-of-school time programs
4. Connect with schools and with community resources



GETTING FAMILIES INVOLVED



- Family events, shared with children
- Helping, planning or leadership roles in the program



SHARE OUT

What is the most successful family engagement activity or event you have done?

What do you think made it successful?





GETTING TO KNOW FAMILIES



What places within your community do families gather together?

SHARED ACTIVITIES



- Family Activity Nights
- School and Community Linking
- Celebrations of Learning

FAMILY LITERACY NIGHT



Vocabulary Parade

Create a simple “costume” that visually represents a vocabulary word

Display the definition of the word and use the word in a sentence



FAMILY MATH NIGHT



Is there room for
all these

Figure This!
Math Challenges for Families

gifts?



Figure This!

Exponent has won the grand prize in a radio sweepstakes. His gifts will be delivered over 10 days. On the first day, he gets a kitten. On the second day, he gets two hummingbirds and a kitten. On the third day, he receives three rings, two hummingbirds, and a kitten. This pattern continues for seven more days! The remaining gifts, in order of appearance, include books, boxes of candy, bracelets, bouquets, cologne, CDs, and puppies. After 10 days, which gift did he receive most?

Organizing information and making decisions based on the information are necessary to solve problems. Census takers, librarians, managers, and demographers have methods to organize large quantities of information.



FAMILY SCIENCE NIGHT



Your Challenge:

Your team is an engineering company hired by the goats' parents. Design and make a model of an invention that would enable the goats to get to the green grass safely and avoid the troll...

Note: Each team needs to come up with a solution without harming the troll.



AFTERSCHOOL TRAINING TOOLKIT



- Quilting the Past and Present
- Art in Public Places
- Oral Traditions
- Cultural Dance or Music Festival

Tools/ Afterschool Training Toolkit/ Arts/ Involving Families and Communities/ Sample Lessons



SAMPLE ACTIVITY

- On one card, draw your experiences of school, clothing and entertainment when you were your students' age.
- On the other card, draw your students' experiences of school, clothing and entertainment.

Involving Families and Communities

The arts combine learning with fun afterschool activities that engage students. In working with dance, music, theatre, and visual arts, students explore, apply, and understand the meaning of the arts in their own lives.



Practice in Action

Planning Your Lesson

Sample Lessons

Resources

Sample Lessons

Quilting the Past and Present (2-8)

Students interview older people in their family or community, and work together to create a paper quilt that represents the past and present.

Duration: Three 45-minute sessions

Learning Goals

- Learn about the cultural history of quilting
- Use interviews to research the past
- Develop an appreciation for a community and its history

SCHOOL AND COMMUNITY LINKING ACTIVITIES



- School/Program Events
- Homework Contracts
- Community Fair
- Resource Center



COMMUNICATING ABOUT HOMEWORK

- Gain buy-in from students, families, and teachers
- Track student progress
- Ask family members to sign the form when HW is done

Tools/ Aligning with the School Day/ Plan and Implement

 You for Youth | Aligning With the School Day 1

Homework Contract

Student
Name: _____ School grade or class: _____

I work best (check all that apply)

<input type="checkbox"/> when it's quiet	<input type="checkbox"/> with a little background noise	<input type="checkbox"/> on a sofa or soft chair
<input type="checkbox"/> with food	<input type="checkbox"/> at a desk and chair	<input type="checkbox"/> after doing other activities
<input type="checkbox"/> on the floor alone	<input type="checkbox"/> with other people	<input type="checkbox"/> other: _____
<input type="checkbox"/> after a snack	<input type="checkbox"/> after a break	
<input type="checkbox"/> right away, before other things	<input type="checkbox"/> with music	

My best subject areas are _____

My worst are _____

I need the most help with _____

When I need help I usually (check all that apply)

<input type="checkbox"/> ask for it	<input type="checkbox"/> ask, but still don't understand	<input type="checkbox"/> other: _____
<input type="checkbox"/> get frustrated	<input type="checkbox"/> give up	
<input type="checkbox"/> look for information on own	<input type="checkbox"/> try harder	

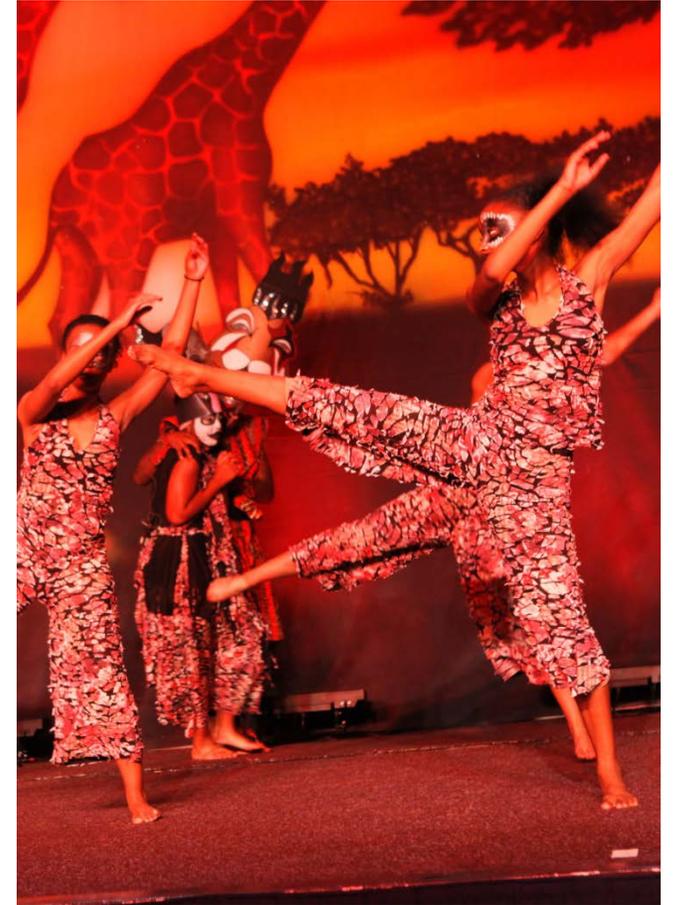
The hardest part about homework for me is:

<input type="checkbox"/> finding the time	<input type="checkbox"/> it's not particularly hard	<input type="checkbox"/> having the right books/supplies
<input type="checkbox"/> it's too hard	<input type="checkbox"/> understanding assignments	<input type="checkbox"/> other: _____
<input type="checkbox"/> getting started	<input type="checkbox"/> it's boring	
<input type="checkbox"/> remembering the assignment	<input type="checkbox"/> other responsibilities	



DEMONSTRATE LEARNING: CULMINATING PRODUCT OR EVENT

- Project culminates in a final event or product
- Celebrate learning, achievement
- Public demonstration
 - Inventors' fair
 - Community meeting and presentation
 - Play with original script





VIDEO





PARENT LEADERSHIP OPPORTUNITIES

- Advisory Boards
- Voting on Program Initiatives
- Feedback
- Planning or Leading Activities



CONNECTIONS TO FAMILY

- Identify “family liaison”
- Build one-on-one relationships with family members





CREATE AN ADVISORY BOARD



- 1. Provide feedback on achieving program goals**
- 2. Invite:**
 - Representatives from partner organizations
 - School leadership
 - Teachers
 - 21st CCLC staff
 - Family Members



TOOLS FOR CREATING A PARENTAL ADVISORY BOARD

Y4Y Panel Discussion: Creating a Parent-Community Advisory Board

Tuesday, April 07, 2015 at 9:00 AM (Eastern)

During this virtual panel discussion and webinar, Y4Y hosts spoke to three experienced out-of-school time practitioners:

- Lea Ann Johnson, Director of Lincoln Community Learning Centers, Nebraska
- Cynthia Okazaki, Site Manager for PACT Kaneohe Community Family Center, Hawaii
- Lynn Malinoff, Director of EMU Bright Futures 21st CCLC Programs, Michigan

Learn strategies and best practices for setting up advisory boards from our panelists and discover resources and tools for advisory board development available on Y4Y.



<https://y4y.ed.gov/webinars/y4y-panel-discussion-creating-a-parent-community-advisory-board>

LEARN MORE LIBRARY



External Videos ↓

Publications ↓

Web-Based Resources ↓

Lesson Plans and Activities ↓



CHECK FOR UNDERSTANDING

What are some shared activities or events you can use to strengthen family engagement?



UNTIL NEXT TIME...

Go to the **Virtual Institute Page on Y4Y**, **BE SURE TO LOG IN...**

<https://y4y.ed.gov/family-engagement-virtual-institute>

- Courses
- Links to Y4Y Resources
- Discussion Board

Office Hours Today: 2:00-3:00 PM Eastern

NEXT TIME...

- Review of what you shared during the week
- Topic: Connecting Families to Support and Resources

Wednesday, November 8: 1:00-2:00 PM Eastern



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YOU FOR YOUTH