

Meeting 4: Drafting Your Family Engagement Plan

Key Dates and Milestones

Our Project Calendar

| Meeting 1 February 4 | Meeting 2 March 1 | Meeting 3 March 30 | Meeting 4 April 27 | Meeting 5 May 18 | Presentation June (TBD) |
|---|--|---|---|--|--|
| <ul style="list-style-type: none"> •Overview •Formalize Definition •Develop goals •Plan for more voices (student, parent, etc). | <ul style="list-style-type: none"> •Research Presentation Anne Henderson, •Understand assets and barriers •Begin strategies | <ul style="list-style-type: none"> •Document processes to include parents in planning •Understand underlying issues •Identify partnerships | <ul style="list-style-type: none"> •Further develop strategies •Determine resources needed •Develop logic models •Action Planning | <ul style="list-style-type: none"> •Peer review •Complete and enhance all sections of the plan | <ul style="list-style-type: none"> •Share plans with the WCSD leadership and other community partners |

Meeting 4 Objectives

Develop plans and enhance their quality, to include:

- Reviewing input from additional parents, students, and teachers
- Aligning specific strategies to objectives
- Creating implementation plans for strategies that include community partners
- Identify needed resources to implement the plans and address resource gaps

Key Elements of Planning

The overarching goal of the project is to improve the graduation rates at our schools through enhanced parent involvement and family engagement

Project Purpose

Our task:

- To embark on a planning process that engages stakeholders to develop a plan that is specific, actionable, and that builds on local assets and challenges

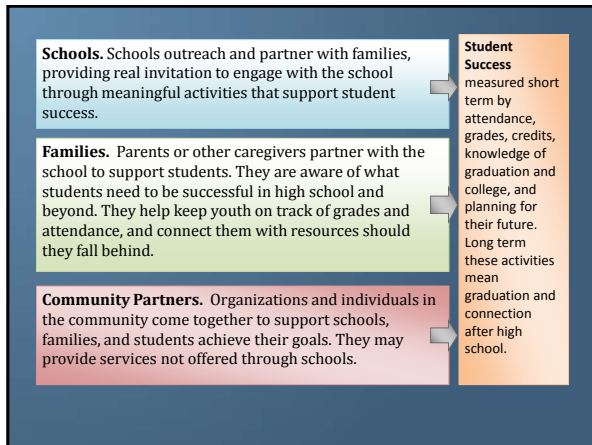
Qualities of Highly Effective Projects

Highly effective projects are able to:

- Achieve their stated objectives
- With high stakeholder satisfaction
- On time and in time
- Efficiently (and within budget if there is one)
- Predictably
- In a manner that is repeatable

Tenants of Project Planning

- Planning is a continuous process, not a point in time activity
- Good plans require solid underlying data
- Planning is best done as a team effort
- The schedule (or calendar) is not the plan
- Planning is focused on achieving the desired outcomes



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Questions about your Plan

- Does your plan have strategies to address family engagement for the focal population?
- Is it innovative?
- Does it build on strengths, assets, and partnerships?
- Has your planning process really included and valued the parent voices at table?
- Are your objectives ambitious, yet actionable?

Task 1

- *Our Definition of Family Engagement*
- *Our Vision for Family Engagement*
- *About this Plan*

Steps

- Beginning on Page 1, read the content through the end of "About this Plan."
- Using narrative, describe the approach to get additional data from stakeholders (e.g. surveys, focus groups, etc)
- Discuss key findings from this effort; document in the box.

Describing your Data

- What was confirmed? In other words, what did you already know that your data tells you?
- What is new or surprising?
- What additional questions does this information raise?
- Do you need to develop or revise strategies based on this new information?

Task 2

- *Our School*
- *Our Families*

Steps

- Read the content through the end of “our families”, paying attention to both the description of your school, and the new data.
- Revise the sections to include an honest and positive description of your school.

Task 3

- *Our Partnerships*
- *Assets and Barriers*

Steps

- First, review the partnerships you have listed. If you have none, refer to the handout you worked on at the last meeting / email attachment.
- Next, read “assets and barriers.” Do you have assets you want to list? If not, delete “assets.” Review your barriers, and compare them with the list in the master plan. Do you need to expand them? Consolidate them? Reorganize them?

Task 4

- *Goals and Objectives*
- *Strategies*

Steps

- First, read these sections in the **master plan**.
- Revisit your objectives and get them to 4 or fewer. (You can cut and paste the “family objectives” to the strategies section).
- Make sure that objectives are both realistic and ambitious.*
- In reviewing your strategies, make sure they are logical conclusions from your barriers *and* link to the desired objective. Make changes if you need to.

Task 5

• Logic Model Development

Steps

- Cut and paste your objectives into the 4th column (student outcome).
- Cut and paste your strategies into second column, matching them with the objective you are trying to achieve. There will likely be several strategies for each objectives.
- Link your barriers to the strategies. This will help you to assess whether your strategies really address the issues you've identified in previous meetings.
- Develop one or two ways you could measure whether your strategies are working. These go in the next to the last column.

Task 5

• Logic Model Development CONTINUED

Steps

- ***This exercise forces you to link your barriers to strategies, and your strategies towards reaching a desired outcome.*** You may find that you need to develop new strategies, delete strategies that don't help you accomplish the desired objectives, etc. This means that you are doing it correctly!
- While this can feel like rework, you are actually refining and increasing your school's chance of being successful.

Schools. Schools outreach and partner with families, providing real invitation to engage with the school through meaningful activities that support student success.

Families. Parents or other caregivers partner with the school to support their students. They are aware of what students need to be successful in high school and beyond. They help keep youth on track of grades and attendance, and connect them with resources should they fall behind.

Community Partners. Organizations and individuals in the community come together to support schools, families, and students achieve their goals. They may provide services not offered through schools.

Student Success measured short term by attendance, grades, credits, knowledge of graduation and college, and planning for their future. Long term these activities mean graduation and connection after high school.

Task 6

• Action Plan Development Steps

- Begin by copying a strategy into the table.
- Think through the steps that it will take to actually make it happen.
- Do this for each strategy (you will need to time box your efforts).
- This task may make you realize that you have too many strategies, and need to revise your approach to be more realistic.
- You may also find that your tasks relate to each other and can be "bundled." For this reason, *wait until you finished your task list before filling in tasks and timing.*
- Once you have the tasks laid out for your strategies, assign people and timing. (Or, get as far as you can get!)

Next Steps



- Save your plan to the thumb drive and another location.
- Assign one Plan Leader. This person will edit the plan (typos, clarity, etc), identify areas that need to be developed, and will assign homework if needed to the team.
- Write down questions and ideas that come to you before the next meeting. You may also contact the planning team with questions.

If your Action Plan isn't realistic, revisit it. Figure out what you'd like to do in Year 1. Make a step to revisit the plan at 6 months and 1 year to plan future implementation.

REFERENCE SLIDES



Plan Requirements

- ❑ A definition of family engagement that is shared by families, schools and community partners
- ❑ Strategies for reaching out to and engaging families of students most at risk for academic failure
- ❑ Use of research and innovation to develop engagement strategies that connect families to student learning
- ❑ Creation of family engagement pathways for continuous family involvement
- ❑ Strategies for building the capacity of schools, districts and community partners to promote family engagement in education
- ❑ Strategies for leveraging and connecting community and other relevant resources

What Does Matter?

GRADES

- >95% of students with B average or better graduate
- 80% of Freshmen with B average or better graduate with at least a 3.0 GPA
- Freshman with less than a C average more likely to dropout than graduate

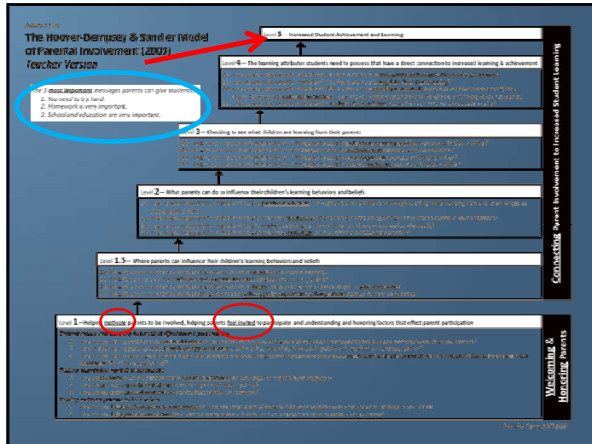
ATTENDANCE

- 90% of Freshman missing *less than* 1 week of school per semester **graduate** – regardless of 8th grade test scores
- Freshman missing *more than* 2 weeks of school **flunk** 2 classes on average – regardless of high test scores upon entering high school

Source: Consortium on Chicago School Research at the University of Chicago, 2007

What it Means for Parents & Students

- Freshman year is important chance for fresh start
- Strong students fall off course quickly from missing classes or not doing homework
- Middle school students can turn things around by focusing on B average and attending everyday
- Chicago high school students say a B average in high school path to succeeding in college



| Family Involvement: | Critical obstacles: | Underlying Issues: | Potential strategies: |
|--|---|--|--|
| Parents check grades and attendance regularly using the online system. | <ul style="list-style-type: none"> Parents lack web access, computer literacy, or both. Parents aren't aware of how important this action is. Once they get information, sometimes it's "too late" (kids are already behind and it is harder to get them back on track). Parents may get pushback from their kids, especially if this level of involvement from parents is new / especially punitive. | <ul style="list-style-type: none"> System is set up to meet the needs of families with specific resources (computers, literacy, etc) We don't really have special ways to engage families that don't come to us for information. School information may not be updated in "real time" High schoolers are typically independent and may feel resentful, embarrassed, etc. | <ul style="list-style-type: none"> Partner with library (computer stations available for parents, training on how to access edline) Invite parents to an event at school; use laptops or the computer lab to show how to access students grades and attendance Ensure that teachers understand expectations around posting grades and attendance Create an activity (at school or at home) where youth "train" their parents— demonstrate how to access online grades. |

Examples of Partnerships

| Name | Example of a partnership |
|-------------------|--|
| INTUIT Volunteers | Train parents in the use of Smarthinking.com to help parents help their children at home with home work. |
| Run for Education | Provide 50% fee waiver to help take credit recovery such as Summer School or WOLF. |
