



Leadership for Family Engagement

MASC Presentation
November 6, 2013

Overview of Presentation

- What we've done and what we've learned:
Implications for leadership in family
engagement



Who is Somerville?

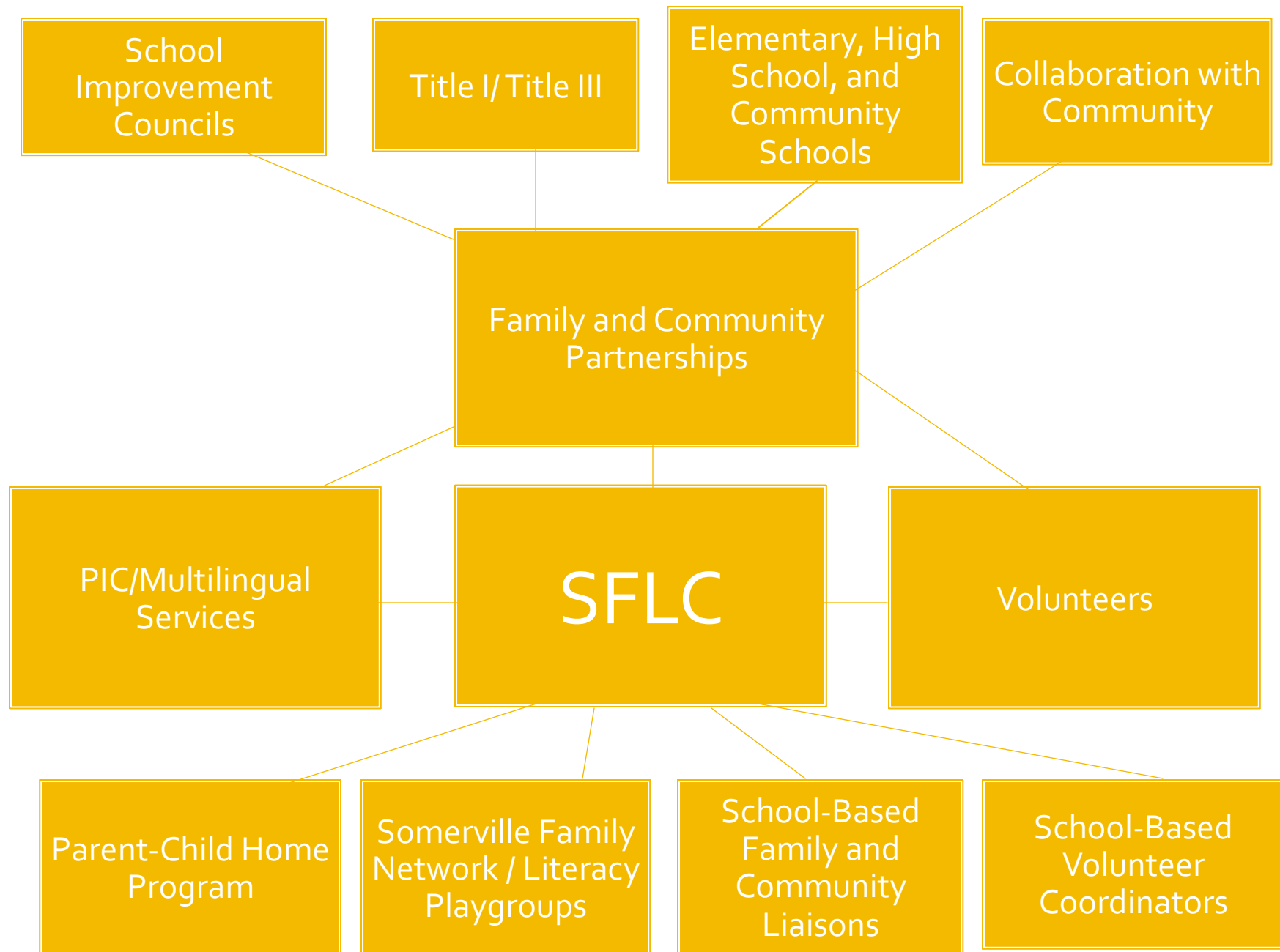
- Small urban district
- Linguistic diversity:
 - 51% FLNE
 - 16% LEP
 - 53 languages spoken
- 66 % low income
- 11 % mobility
- 1 comprehensive High School
- Rising influx of middle income families with young children



School Committee District Improvement Goals

3. Develop stronger Home-School Connections

4. Increase engagement with the community to improve student learning



SFLC Finances	LEA	Grant	Community Collaboration/ In-Kind	Total
School-Based Family and Community Liaisons (10 part-time)	91,000			91,000
SFLC Programming	25,000	60,000 (EEC) 24,000 (Title 1)	25,000	134,000
Multilingual Services	20,000	10,000 (Title 1)		30,000
Parent English Classes and Leadership Development	30,000	17,500 (Title 3)		47,500
Volunteer Program	32,000			32,000
Total	\$198,000	\$111,500	\$25,000	334,500

SFLC Mission :

To enhance the capacity of families to support their children's learning and well-being by collaborating with community partners and promoting welcoming, responsive schools and programs.

SFLC Strands

- Family in the Community
- Leadership and Advocacy
- Teaching and Learning
- The Whole Child

Please see our Brochure



2012-2013 Successes

- Number of participants = 3,000
- Number of new participants = 1,000



SFLC Focus Areas for 2014

■ Parent – Teacher Conference

- School-based teams develop new ideas for content and structure of P-T Conferences
- Teachers initiate contact with families in the beginning of school year
- Joint Study Committee on P-T Communication with Teachers Association and Administration
- *Essential Conversations*, Professional Development Course for teachers and parents
- Forum for sharing innovations in Spring 2014

■ Leadership Development

- Emerging Leaders – Workshop Series
- Existing Leaders – Community Leadership Resource Team

Leadership in Family Engagement

(Henderson, Mapp, Johnson, and Davies, 2007)

- Each school develops a plan to engage families and community members (SIP; Title I)
- School Principals are accountable for strong and measurable outreach to families and community members
- The school district shares examples of schools and practices that work effectively
- The school district provides technical assistance to schools to develop and implement family engagement plans

SPS Current: Impact and Possibility

- Measurable improvements in family engagement efforts (Multilingual Services, attendance at PTA Conferences, attendance at SFLC activities)
- Family engagement work is simple but not easy: “a smile doesn’t cost a thing”
- Vertical Alignment:
District Goals, School Improvement Plans,
SFLC Goals
- Ed Evaluation Standard 3 and rubric validates our work
- Longer term evaluation efforts will include impact on student learning

Mapp's Model for Building Partnership Schools



Fortress School (Below Basic)

- “Parents don’t care about their children’s education, and they are the main reason the kid’s are failing”
- “Parents don’t come to conferences, no matter what we do”
- Principal picks a small group of “cooperative parents” to help out
- “We’re teachers, not social workers”
- “Curriculum and standards are too advanced

Mapp's Model for Building Partnership Schools



Come-if-we-call School(Basic)

- Parents are told what students will be learning at the fall open house
- Workshops are planned by staff
- Families can visit school on report card pickup day
- Parents call the office to get teacher-recorded messages about homework

Mapp's Model for Building Partnership Schools



Open-Door School (Proficient)

- Parent-teacher conferences are held twice a year
- There is an "Action Team" for family engagement
- School holds curriculum night three or four times a year
- Parents raise issues at PTA meetings or see the principal
- Multicultural nights are held once a year

Mapp's Model for Building Partnership Schools



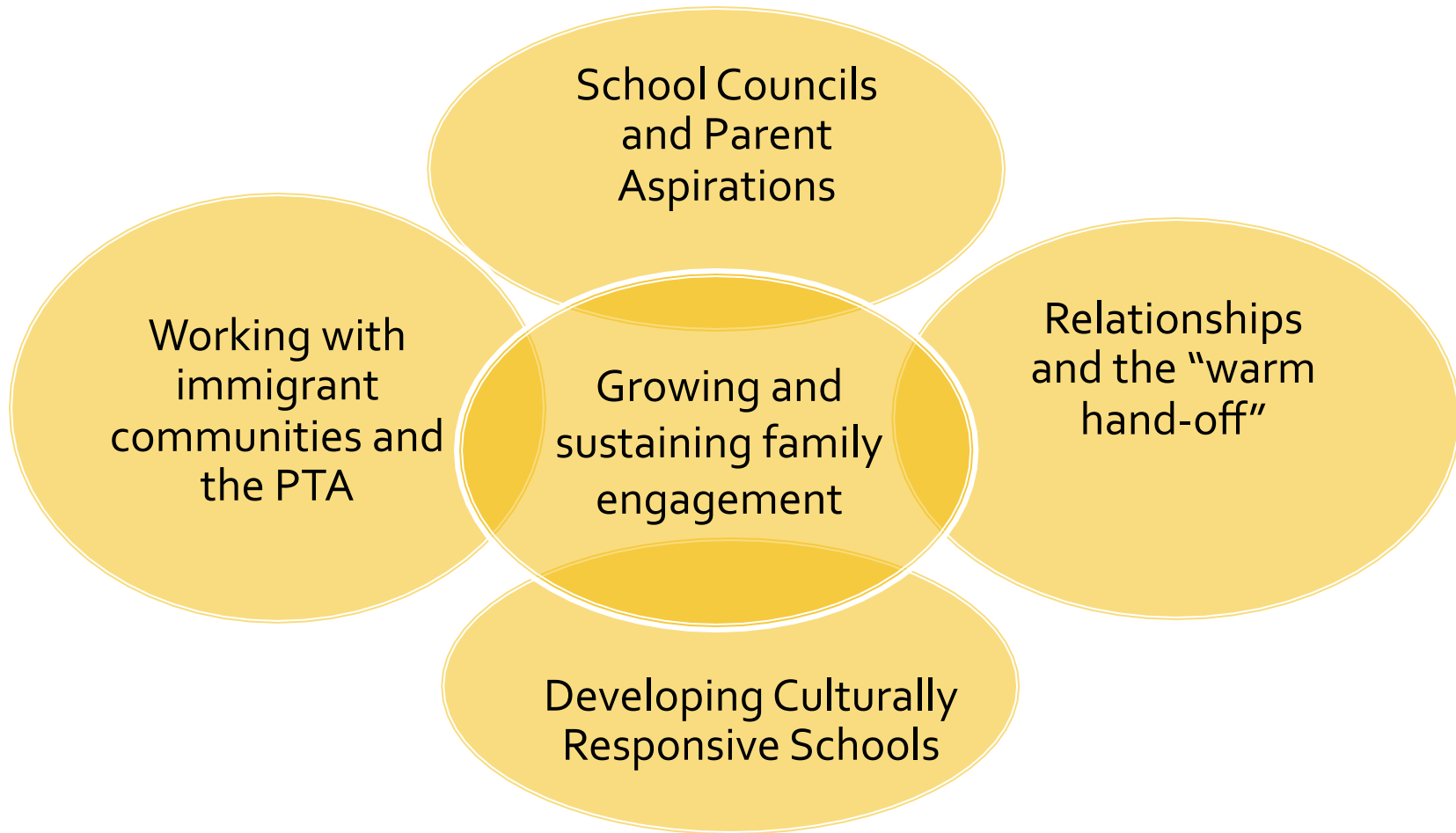
Partnership School (Advanced)

- Families are seen as partners in improving educational outcomes
- All family activities are connected to student learning
- There is a clear, open process for resolving problems
- Parent networks are valued and cultivated
- Families are actively involved in decision-making
- Home visits are made to every new family

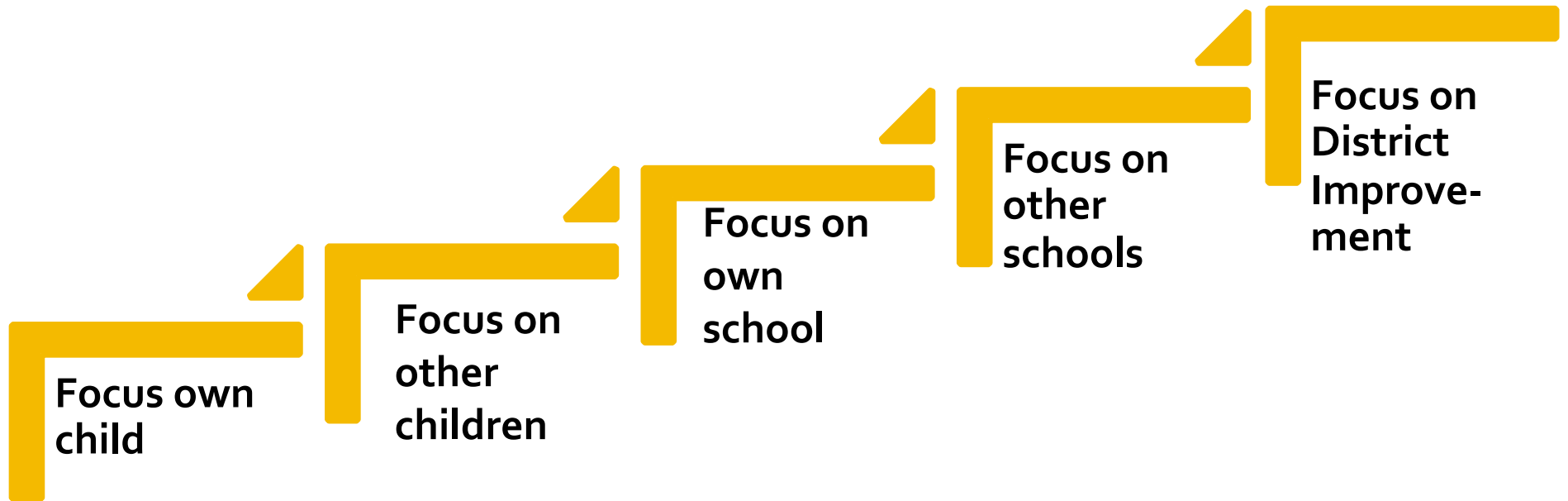
Epstein's 6 Types of Family Engagement

- 1. **Parenting.** Families establish home environments that are conducive to learning.
- 2. **Communicating.** Design effective methods of school-to-home and home-to-school communications about school events and student progress.
- 3. **Volunteering.** Recruit parents for help and support in the school.
- 4. **Learning At Home.** Share ideas with parents and caregivers about how they can help students with homework and other academic related activities.
- 5. **Decision Making.** Develop parent leaders by including them in school decisions.
- 6. **Collaborating With Community.** Involve the community with school programs, student learning, and family practices.

Somerville Liaison Voices



Steps of Family Engagement



Questions and Discussion



Thank You!

