



# FAMILY ENGAGEMENT

## New Mexico's Statewide Literacy Framework

# What's In It for Me?

- Learn about Family Engagement resources
- Find ways to incorporate Family Engagement components into your Striving Readers grant
- Build a sustainable Family Engagement plan for your school
- Network with colleagues from around the

# Introductions

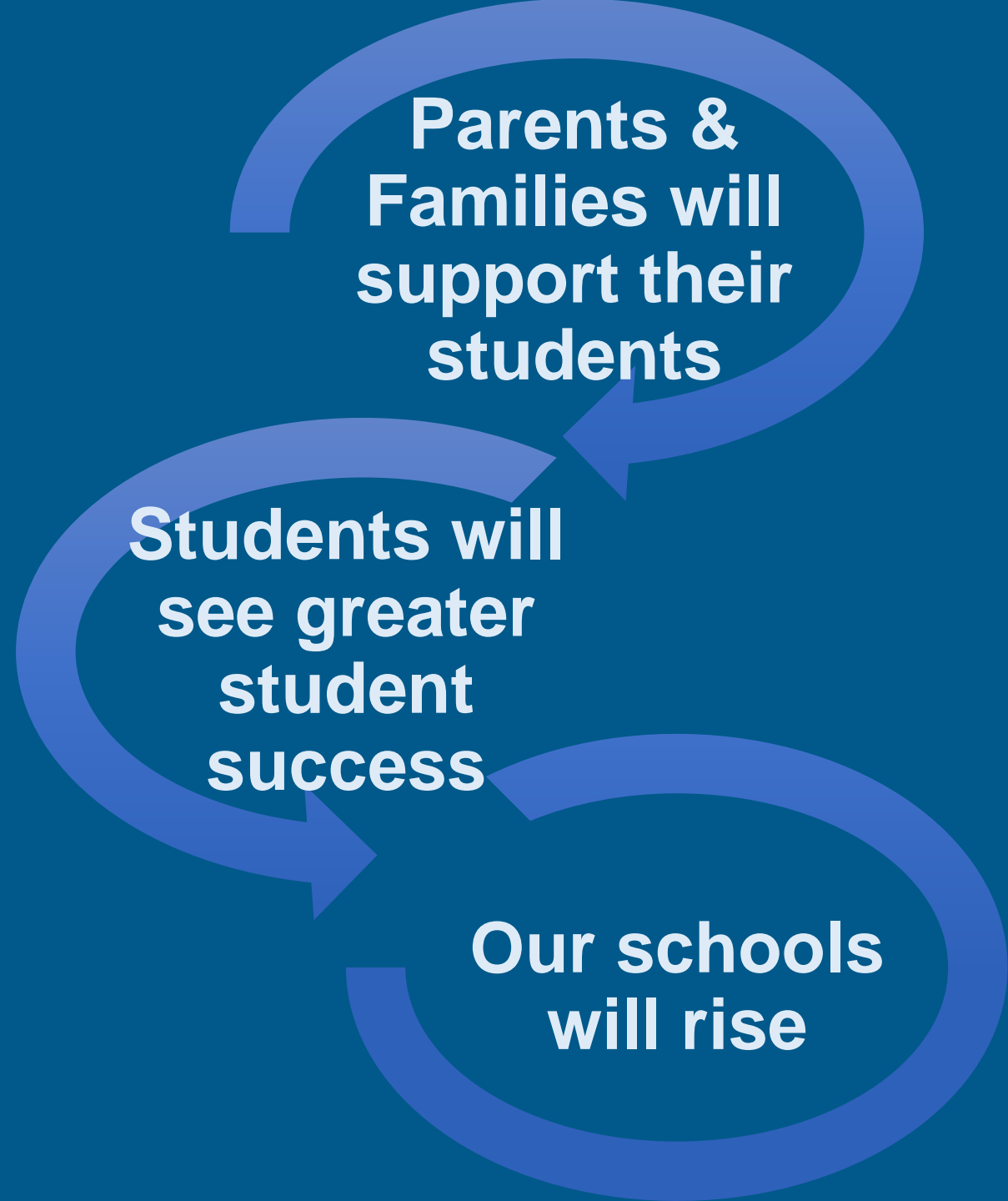
- Name
- School/district
- Role in Family Engagement in your school/district

# TODAY'S AGENDA

- WELCOME AND INTRODUCTIONS
- PARENTAL INVOLVEMENT VS FAMILY ENGAGEMENT
- PTA RESOURCE: READ-TURN-TALK
- BREAK
- NMENGAGED WORK
- PRESENT YOUR ACTION PLAN TO THE GROUP
- WRAP UP & NETWORKING

# Our Mission

If we ENGAGE,  
EDUCATE and  
EMPOWER New  
Mexico parents &  
families then:



# What Drives Us?



1. Families need to have a strong conceptual understanding of the key learning skills for their child's grade level.
2. Families need effective and practical strategies to practice these skills anywhere and anytime.
3. Build trusting and collaborative relationships between teachers and families.



FIND YOUR  
GROUP OF FOUR

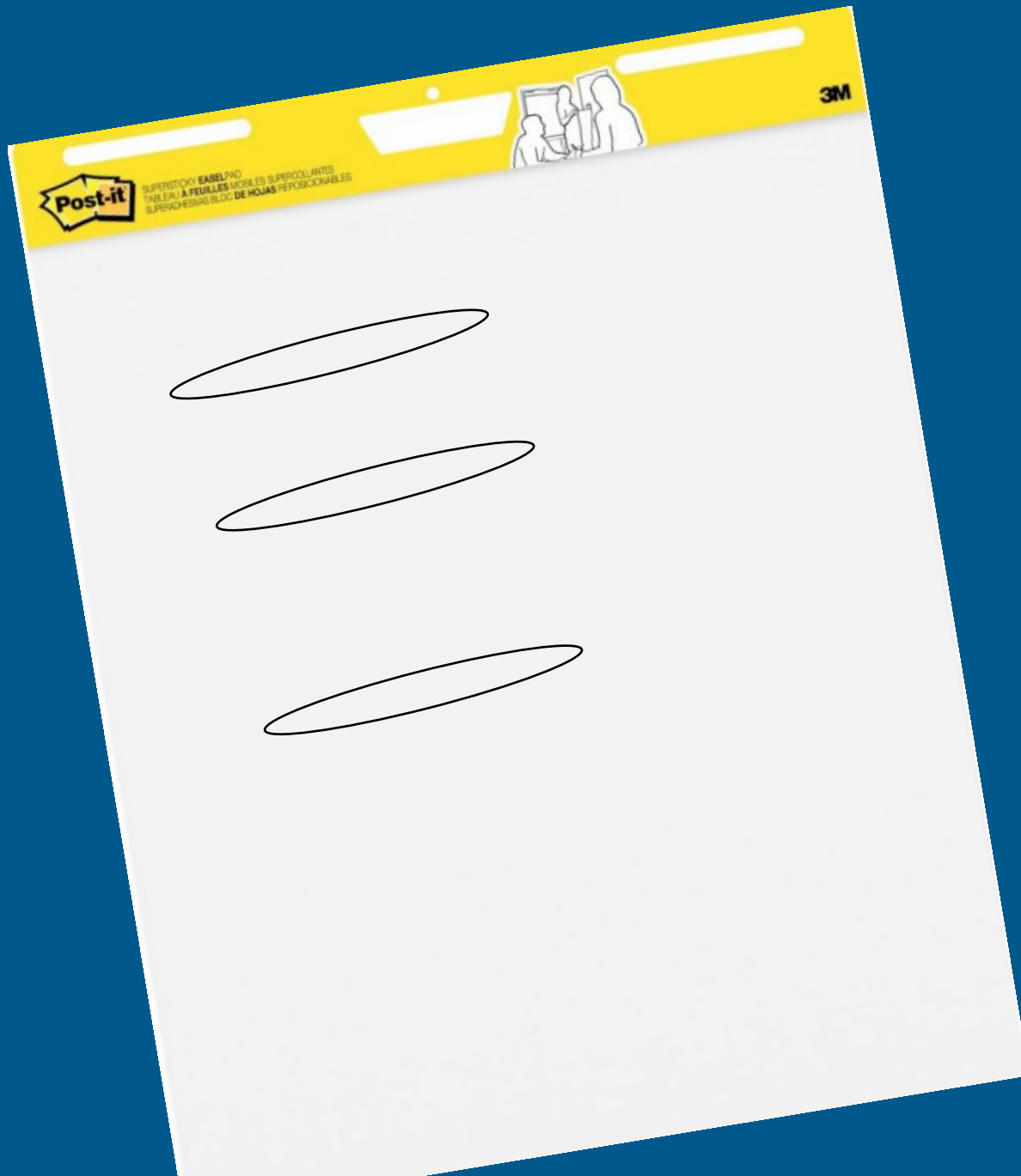
# Your Family Engagement Efforts

## STEP 1:

On chart paper, create a list of all the family engagement efforts at your school.





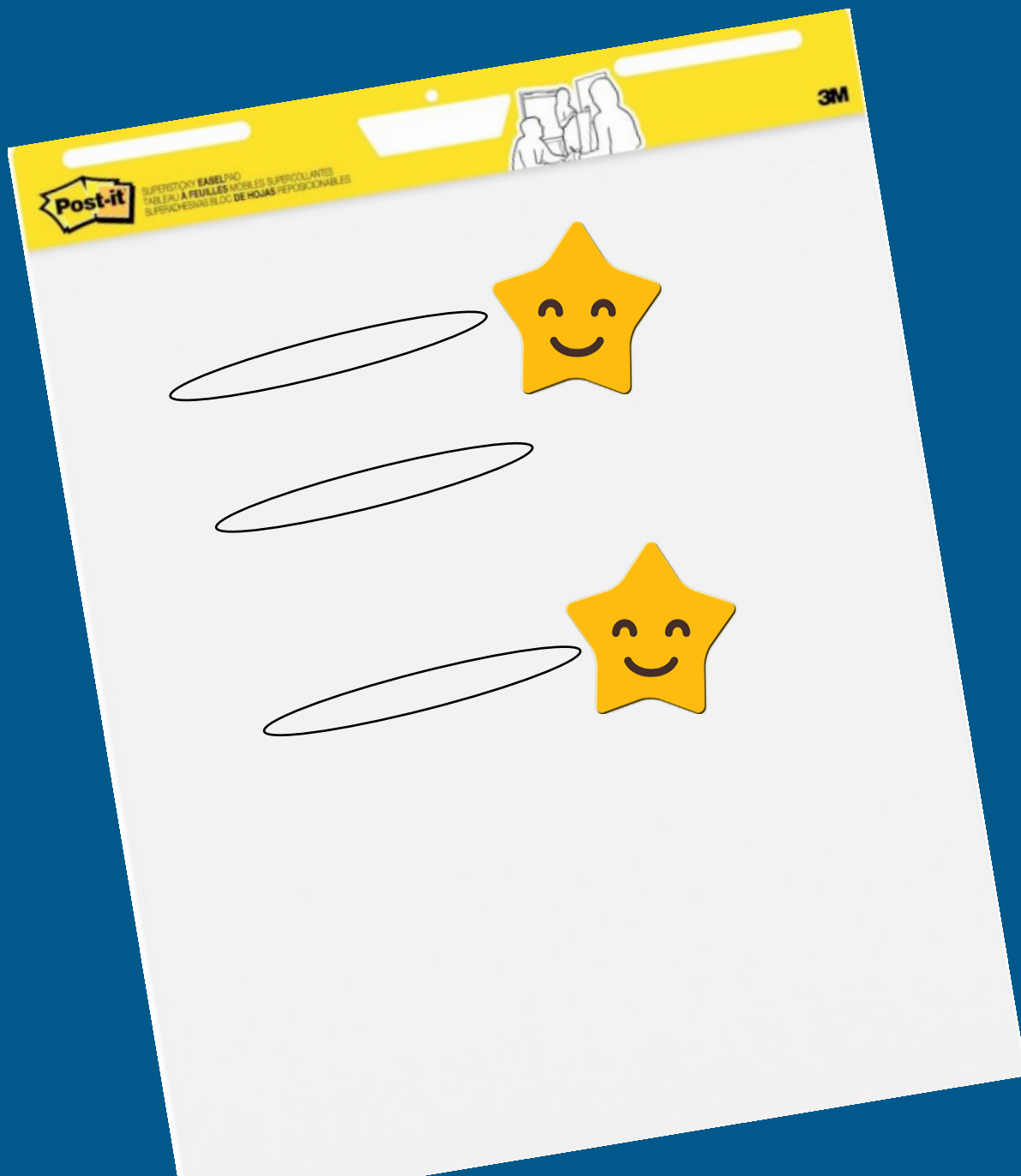


## STEP 2:

Review the list and circle everything that is linked to *learning*.

## STEP 3:

Now, place a star next to everything on your list that is *focused on student grade level learning goals.*



# Family Engagement Efforts: Reflect



- Can you modify your efforts to be of higher impact?
- Are these efforts producing results for student learning?
- Can some of these efforts be integrated for efficiency?
- Can some of these efforts be put on hold or eliminated?

# Defining Family Engagement



Family Engagement is parent-teacher collaboration to drive student learning and achievement.

# School-Based Family Engagement



## PARENT INVOLVEMENT

- What a school does to *bring* parents onto a school campus
- Conferences
- Festivals/celebrations
- PTA/PTO/PTSA
- Workshops
- Volunteer opportunities

## FAMILY ENGAGEMENT

How parents *apply* what they learn in order to *support student learning* at home and in the community





## RAISING READY READERS

**The Key? Start Early  
and Practice Often**

**Long before they enter school and begin formal instruction, children can and should begin developing the basic language skills they need to become readers. These pre-literacy skills include letters, sounds, speaking, listening and understanding that the printed word has meaning.**

Researchers agree that it's never too early to begin reading to your child. Imagine what happens when you hold your baby in your lap and read to them. You point to the pictures. Your voice changes tone as you describe each one. Your face reacts as you turn the page and see something different. In those moments, you've taken your child to the next step beyond talking. You've shown them that words and pictures connect. You've started your child on the path to understanding and enjoying books.

Even after your child starts kindergarten, you should still set aside time to read each day. Prompt your child

to identify words that are all around them, such as on billboards or labels or instructions. This will help your child understand that reading is the gateway to experiencing the world.

By age six or seven, most children are reading. However, some take longer than others and some need extra help. Don't consider the various milestones you read about in books or online to be hard and fast rules. But do know that giving your child the right kind of help in their early years can prevent reading difficulties later in life.

### **Raising a Successful Reader**

#### ■ **Teaching the Alphabet**

Recognizing the letters of the alphabet is one of the strongest predictors of reading success for children entering school. To help foster this ability in your preschooler, practice letters as you go about the day. Ask your child to look for certain letters on signs as you run errands. Draw them from play dough or shaving cream. Search the Internet for "alphabet games" and you'll find all kinds of ideas for making learning the alphabet both fun and effective.

#### ■ **Building Vocabulary**

Research shows that by five years of age, most children have learned between 3,000 and 5,000 words. They certainly haven't done this through memorization. Most vocabulary comes from listening. Children first learn the words and word combinations they hear repeated most often in conversations or books. The context helps them understand what words mean and how they are used.

The best way to help your child expand their vocabulary is to provide a word-rich environment—reading many different kinds of books with them, discussing those books, and exposing them to conversations on diverse topics with diverse people.



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# Read-Turn-Talk



# Turn to a partner and share:

- *How can you support parents in Connecting Reading to Writing?*
- *How can you support parents in Making Reading a Daily Part of Life?*



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## DEVELOPING YOUR CHILD'S READING SKILLS

### Tips for Every Age

Fostering a love and aptitude for reading is critical to your child's success, from the moment they start school all the way up to their high school graduation. Your child needs strong reading and comprehension skills to succeed—not just in English, but in science, math, social studies and various school activities as well.

Use the following tips to support your child at each stage of their education. Readers at all levels should be encouraged to read books that celebrate diversity, focus on social and emotional learning and books that foster critical thinking.

### Reading with infants and toddlers

Goals at this age include fostering a love of reading, an understanding of the relationships between pictures, words and sounds, and responsiveness to rhythms and rhymes.

- ✓ **Have lots of books at home.** This doesn't have to cost a lot. Visit the library, ask family members to read to your child and ask for books as gifts.
- ✓ **Read with expression.** Use different voices for different characters and animals. Point to pictures that relate to what you're saying.
- ✓ **Find stories with strong rhythms and rhymes.** Have your child repeat or sing them along with you.
- ✓ **Make reading a daily habit.** Pick a regular time, such as before bed or after breakfast or lunch.
- ✓ **Use pictures to start building vocabulary.** Talk with your child about what the pictures show. Ask them to point to things as you say them.



- ✓ **Link reading to real life.** For example, once your child learns hot and cold, ask them to find something hot in the picture, like the sun.
- ✓ **Encourage your child to ask questions.** As you read, stop regularly and prompt them with questions of your own, such as "Why did the rabbit get lost?" or "What do you think will happen next?"
- ✓ **Find books on topics you know will interest your child.** Make note of topic preferences, such as cars or animals. Ask your child to choose their own books.
- ✓ **Read the same stories over and over.** Repetition helps your child become familiar with the way stories are organized, as well as concepts and vocabulary.

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# The New Mexico Parent Guide



## Resources Share

5-Minute Break

# Statewide Literacy Framework: Family Engagement

## »»» FAMILY ENGAGEMENT

MULTI-TIERED LEVELS OF SUPPORT • STANDARDS-BASED • RESEARCH-BASED

### FAMILY/COMMUNITY/BUSINESS ENGAGEMENT GOAL

Provide learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate and inclusive of the many diverse populations of the state. In addition, New Mexico will explore and implement opportunities for businesses and statewide associations to support literacy efforts.



### THE FOUNDATION - WHY IS THIS PRINCIPLE IMPORTANT?

The SEDL report, *A New Wave of Evidence*<sup>89</sup>, synthesizes research from 51 studies over the preceding decade to reach conclusions about the effect of parent involvement on student learning. The results indicate that students with involved parents, no matter their income or background, are more likely to:

- earn higher grades and test scores, and enroll in higher-level programs
- be promoted, pass their classes, and earn credits
- attend school regularly
- have better social skills, show improved behavior and adapt well to school
- graduate and go on to post-secondary education

When parents are engaged in their child's learning then they are more likely to:

- support learning at home
- engage in effective collaboration with teachers and schools to support learning (e.g., shared reading, monitoring homework, goal setting, and communicating with teachers about their child's learning).



### ESSENTIAL ELEMENTS - WHAT DO I NEED TO KNOW?

New Mexico is committed to providing learning opportunities, technical assistance and resources for parents, families and communities that will support student learning in the home and community. New Mexico will ensure that such interactions are culturally respectful, linguistically appropriate, and inclusive of the many diverse populations of the state.

At a minimum, to ensure strong parent engagement and to increase student learning:

- families need to have a strong conceptual understanding of the key learning skills for their child's grade level
- families need effective and practical strategies to practice these skills anywhere and anytime
- schools need to build trusting and collaborative relationships between teachers and families

Essential elements in increasing parent engagement include:

- developing relationships
- deepening relationships
- linking families to student learning and sustain relationships
- knowing family engagement resources that support literacy

<sup>89</sup> Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: Southwest Educational Development Laboratory

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# Walkthrough Checklist



## A Family-Friendly School Walkthrough Checklist

**Is Your School a Family Friendly School?** Research shows that when a schools and parents work together to support the education of a child, not only does the student perform better in school, but all throughout life! The best way to nurture a strong relationship between school and family is to create a friendly and welcoming school environment.

**What is the purpose of a Family Friendly School Walkthrough Checklist?** The checklist is designed to allow schools to assess their “family friendly” practices. This tool gives school leaders the opportunity to evaluate how inviting and “customer friendly” their school is to families and the community. It can also help to point out various areas that may have been previously overlooked and can be easily addressed.

### Suggested Walkthrough Guidelines:

- Select a team leader to coordinate the walkthrough.
- Choose at least three (3) people to complete the checklist preferably one school administrator, one parent, and one school faculty member (teacher, secretary, counselor, etc...) Others may include a bus driver, a cafeteria worker, a community leader, or specialist. Each team member can complete the walkthrough separately or as a team but each person must complete their own checklist.
- After all parties have completed the walkthrough, the team leader will collect the checklists and schedule a meeting to discuss the final scores and how to address areas that need improvement.

**Walkthrough Components:** There will be three areas or sections evaluated during the walkthrough:

**A. Welcoming Environment**

**B. Policies & Practices to Engage Parents**

**C. Home-School Communication**

### Using the Rating Scale

Use the “rating scale” below to score the items under each area and provide comments and suggestions in the designated section.

Add your scores at the end of each area section and calculate the total score at the end of the checklist. Please return your completed checklist to your team leader and plan to attend a brief meeting to discuss and address the findings.

### Rating Scale:

**1= No Evidence**

**2= Some Evidence, Needs Improvement**

**3= Meets Minimum Standards, Could Enhance Area**

**4= Exceeds Standards**

School:

Date:

Team Leader:

Observer's Name:

- ☐ Parent
- ☐ School Administrator
- ☐ School Staff Community Member
- ☐ Specialist
- ☐ Other



# Walkthrough Critical Questions

1. In what sections (A, B, or C) does your school need the most improvement?
2. What are challenges in these areas?
3. What can be improved?
4. What steps will your school take to make the appropriate improvements?
5. When do you plan to implement the improvements and who will be responsible for making the selected improvements?



# Rubric

## WELCOMING FAMILIES INTO THE SCHOOL COMMUNITY SCHOOL LEVEL REFLECTION RUBRIC

Use this school-level rubric to focus on your goals for creating a welcoming school climate.

ELEMENT	EMERGING	PROGRESSING	EXCELLENT
<b>DEVELOPING PERSONAL RELATIONSHIPS</b>	<p>Families are greeted promptly in their home language by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.</p> <p>For example, a staff member or family volunteer, using the family's home language, gives a new family information about the school and provides a tour of the building.</p>	<p>Family volunteers from different neighborhoods and backgrounds work or volunteer regularly in the school office to provide information and support to families and students and to serve as mentors to help other families become more engaged in the school.</p> <p>For example, a help desk is established and staffed by family volunteers and school employees. Mentors call new families to invite them to attend parent group programs, offering to pick them up or meet them at the entrance of the school.</p>	<p>Family volunteers are invited to speak to small groups of staff to inform them of cultural norms and traditions to help them better connect with students and families.</p> <p>For example, a Navajo elder is invited to share customs and traditions that are common in the community to a group of new teachers.</p>
<b>CREATING A FAMILY-FRIENDLY ATMOSPHERE</b>	<p>The school campus is clean and welcoming to families. The school building is easy for all visitors to navigate, and the community knows what is going on at the school.</p> <p>For example, entrances are clearly marked and a sign inside the front door welcomes families in the main languages of the community. Signs clearly direct visitors to important places within the school such as the library and guidance office. An outside marquee keeps the community informed of upcoming events. Specific environmental design features are considered to make the school more accessible, such as ramps,</p>	<p>The school is a welcoming place where families can visit and connect with school staff and other families. The school regularly opens its doors to families and the community to provide resources such as: internet access and use of the library and school computers.</p> <p>For example, parent groups and school staff work together to create a family resource center staffed with parent volunteers or school staff fluent in community languages and filled with information about the school and community in the languages of that community. The school provides regular opportunities for families to come and</p>	<p>Teachers and staff are encouraged to participate in community events outside of the school in order to connect with families. The school makes a concerted effort to make connections with businesses and nonprofit organizations in the school and provides space for these community entities to participate in the school to provide more seamless access to community resources.</p> <p>For example, the school partners with a local clinic to open a school-based health care center. A GRADS program supports students who are parents in completing their education.</p> <p>The school offers connections with local</p>

# Action Plan



## Action Plan Template

School Name: \_\_\_\_\_ District: \_\_\_\_\_ Initial Date: \_\_\_\_\_

School Advisory Team Members and Roles (parents, grandparents, school staff, teachers, students, administrators):

Family-School Partnerships Vision Statement:

GOAL	ACTIVITY/STRATEGY	PERSON(S) RESPONSIBLE	RESOURCES NEEDED	COMMENTS/EVALUATION	TIMELINE





Share Your Plan & Ideas

# NETWORKING

[illegible][illegible]

Q & A

# NMPED FAMILY, COMMUNITY, and CIVIC ENGAGEMENT

Burt, Rebekka	505-819-9621	<a href="mailto:Rebekka.Burt@state.nm.us">Rebekka.Burt@state.nm.us</a>	Director of Community Engagement
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Johnson, Leah	505-629-9516	<a href="mailto:Leah.Johnson@state.nm.us">Leah.Johnson@state.nm.us</a>	Family Outreach Coordinator
Chavez, M. Zach	505-469-5554	<a href="mailto:MartinZ.Chavez@state.nm.us">MartinZ.Chavez@state.nm.us</a>	Civic Engagement Coordinator