

ILLINOIS QUALITY AFTERSCHOOL



Building Engaging Afterschool Programs with Families

Illinois Quality Afterschool Webinar

April 19, 2017



Presenters

- * Lacy Wood, Project Manager, Illinois Quality Afterschool, American Institutes for Research
- * Sarah Ogeto, Principal Consultant, Illinois State Board of Education
- * April Langworthy, Director of Community Schools, Center for Community Arts Partnerships, Columbia College Chicago
- * Danny Martinez (Moderator), Senior TA Consultant, American Institutes for Research

Family Engagement

Meaningful family engagement should be ***systemic, integrated, and sustained***. To achieve this, family engagement must be:

- * A core component of educational goals
- * Embedded into existing structures and processes to meet these goals
- * Operated with adequate resources to ensure that effective strategies can be implemented with fidelity and sustained (Weiss et al., 2010)

Engage Families in Program Design and Improvement

- * Share information about issues affecting children and families.
- * Provide a parent voice to programming.
- * Assist in recruiting families and students.
- * Help ensure the needs of ALL students are addressed.

Why Engage Families?

A large body of research has demonstrated that:

- * Community-based parent support programs, operated in a family-centered manner, increase parents' self-efficacy and competence (Dunst, et.al, 2006; and Dunst, et.al, 2008)
- * Community-based parent support programs can positively impact the social and emotional development of young children (Dunst and Trivette, 2005; and Layzer, et.al, 2001)



Why Engage Families?

Programs that partner with families are able to:

- * Leverage their resources to address student learning and healthy development
- * Have families that are more connected to both afterschool programs and schools
- * Partner with community organizations and coordinate efforts across multiple settings
- * Develop programming that is contextualized to the needs of students, families, and the community



Why Engage Families?

Programs that partner with families are able to:

- * Inform and strengthen instructional practice and programming
- * Contextualize instruction
- * Identify multiple pathways to support learning
- * Create activities that engage families and focus on a student-centered approach



Why Engage Families?



Families are experts on their own experiences. Without regularly listening and responding to families, policies and programs can be ineffective and even alienating to those they aim to help.

Building Capacity to Support Family Engagement

- * Research has found that parents' personal self-efficacy has a significant impact on whether or not they will engage in activities that support their children's learning and healthy development (Eccles & Harold, 1996; Grolnick et al., 1997; Sheldon, 2002; Bandura et al., 1996; and Shumow & Lomax, 2002).
- * Personal self-efficacy = a parent's belief that he/she has the necessary knowledge and skill sets and the belief that they can help promote positive outcomes for his/her child.

Building Capacity to Support Family Engagement

Afterschool programs and districts and school personnel can help build self-efficacy by:

- * Promoting family assets, including their cultural and linguistic backgrounds
- * Helping parents understand and interpret rules, laws, and policies related to their rights and responsibilities in their child(ren)'s education
- * Showing family members how they can support learning at home
- * Helping parents understand data and how it is used to inform instruction

Conditions for Family Engagement

Parents

- Believe they have a role
- Have confidence in ability
- Develop skills and knowledge

21st CCLCs

- Invite engagement
- Welcome, honor, and connect families to learning

Sharing Power with Families

Why do we want to share power with families?

- * Programs that provide opportunities for shared leadership with families are better able to meet the needs of the school and community.¹
- * Parent leaders may help organizations become aware of a range of issues, and provide valuable insights about their family and community experiences.

¹Auerbach, S. (2010). Beyond coffee with the principal: Toward leadership for authentic school-family partnerships. *Journal of School Leadership*, 20(6), 728-757.

Delgado-Gaitan, C. (1991). Involving parents in the schools: A process of empowerment. *American Journal of Education*, 100(1), 20-46.

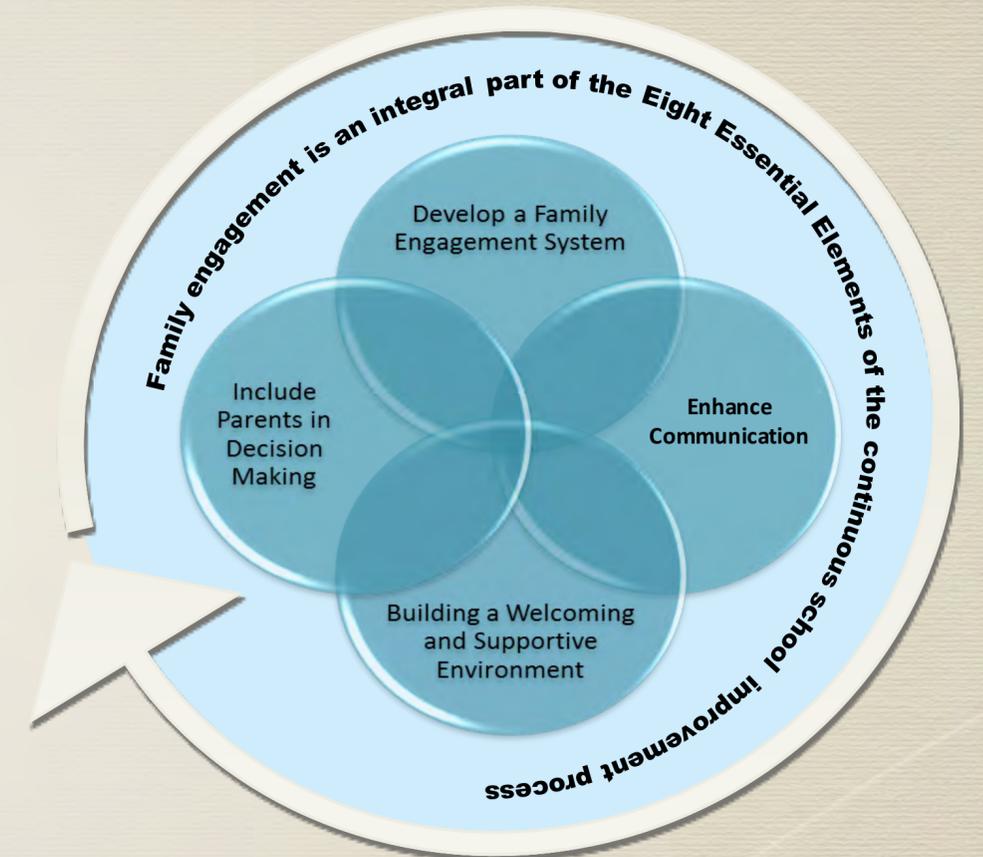
How Does Your Program...

- * Communicate concerns to parents in a timely manner?
- * Include parents in the problem-solving process?
- * Survey parents on student needs and school climate?
- * Support parents' understanding of policies, academic standards, and community issues?

ISBE FE Framework

Components

- Family Engagement Framework Overview
- Research Review
- Family Engagement Standards
- Integrating Family Engagement Matrix
- Legislative Requirements/References



ISBE Family Engagement Principle 4: Include Families in Decision Making

Standards for Principle 4:

- * Empowers parents to be involved
- * Solicits input from families
- * Includes parents in the district/school continuous improvement process
- * Jointly develops and reviews programming for families to support learning and healthy development
- * Engages parents to participate in problem-solving discussions related to their child

Meeting the Needs of Families

- * Survey families to identify needs and concerns.
- * Work with families to design effective ways to communicate with parents.
- * Use family recommendations to create a plan each year for communicating about afterschool programming and their children's progress.



Meeting the Needs of Families

- * Ensure families know their opinions or contributions matter.
- * Highlight solutions or improvements made based on survey data and family feedback.
- * Be transparent by posting survey results.



Gathering Family Input

- * Be inclusive of all types of family structures.
- * Hold smaller meetings or create small discussion groups within larger settings.
- * Create opportunities for families to dialogue with each other.
- * Use communication journals.

Henderson, A.T., Mapp, K.L., Johnson, V.R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

Ideas for Involving Families in Decision Making:

- * Establish a governance council that includes parents (elected by parents) and has a voice in major program decisions.
- * Include parent and community members on staff selection committees.
- * Survey parents annually — have parents co-design the survey and analyze results.
- * Hold focus groups to elicit ideas and surface concerns.

Focus on Co-Creation With Families



Families can help design and even implement components of an evaluation process, helping to decide the focus of the evaluation, defining or validating questions, administering surveys and other tools, and making meaning from results.

Focus on Families' Assets

- * Listen to the concerns and needs of families.
- * Ask families what they think about the program, how they can contribute to the program, and how they can be served in return.
- * Gather family feedback on current programming and implement their ideas for new programming.
- * Provide opportunities for families to have a role in shaping program goals and activities.
- * Collect information through surveys, focus group discussions, one-on-one meetings, and even suggestion boxes.



What Do You Think?

In general, why does your program engage families?

What is

Family Engagement?



A Strategy Not a Goal

for Educational Excellence and Equity

**Shared Responsibility
Deliberate Process
Empowers Adults
Mindful of Diversity
Responsive**

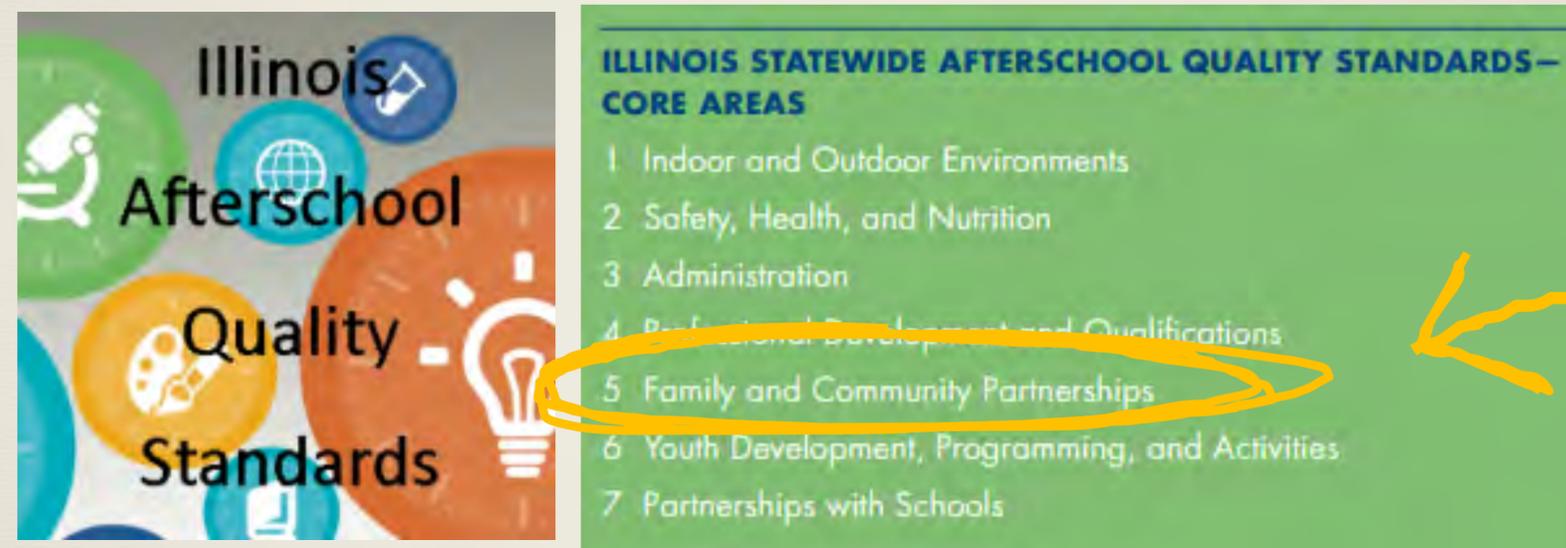
(Henderson & Mapp 2002)



Where?



Family Engagement Is a Core Part of High-Quality Afterschool Programs



Afterschool programs are often times the first point of entry for family and community engagement.

A close-up photograph of several hands in red gloves assembling wooden puzzle pieces. The scene is set against a warm, golden-yellow background. A semi-transparent dark grey horizontal bar is overlaid across the center of the image, containing the word "How?" in a large, bold, white sans-serif font.

How?

Standards for Engagement:

18

The program has a systemic approach and structure for family and community engagement

19

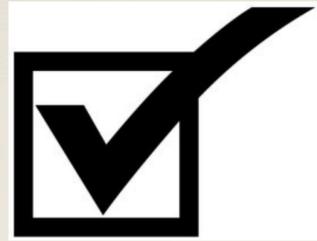
The program builds a welcoming environment that is responsive to youth and family needs

20

Staff engage in ongoing and meaningful two-way communication with families to support youth learning and healthy development

21

A quality program develops, nurtures, and maintains strong relationships with community organizations to fully support youth.



Check-In

Where does strong engagement currently occur within your program?

In the Field



Columbia College Chicago,
Center for Community Arts
Partnerships (CCAP)

April Langworthy, Program Director

Systemic:
FE integrated into
district strategic plan

Welcoming:
Weaving FE goals into
CIP

Communication:
Building audits to ensure
FE links to learning and
being family-friendly

Community
Engagement:
Compact for each Title I
School

**Goal: Engage families in meaningful
ways that support children's learning and
healthy development**

Getting There: The Importance of Asking



- * Getting to and Going Beyond Asset-Based Parental Engagement in Community Schools

Year One: Need-Based Model I

“Here’s what you need us to do for you.”

Where we were:

- * NCLB meetings planned and facilitated by staff members
- * Often off the mark in terms of relevance and popularity (though not always...)
- * 10–15 parents, free food
- * Classes based on assumptions held by school (“You know what these parents need...”)
- * Not much communication between school and parents
- * No structure for critique or asking principal questions

Turning Point:

Maria Sanchez-Rico
Parent Resource Leader



Year Two: Need-Based Model II

What do you need us to do for you?

At least now we're asking...

- * Surveyed parents on what classes they wanted, then made those classes happen
- * Brought in “experts” as presenters
- * First year of Parent Center and Parent Resource Leader
- * Maria also NCLB president

Turning Point:

NCLB committee members started planning their own meetings.

Year Three: Asset-Based Model

What can you do?

Parents as Resources

- Surveyed parents on their interests and hobbies
- Painting the room
- Matching assets to interests
- Parent-taught classes



Turning Point:



Parents started suggesting classes they'd like to teach instead of classes they wanted to take.

Year Four: Participatory Planning Model

How do we support you in being resources
for the school and each other?

Building Leadership Density

- Professional Development for Parents: ICVP, Literacy Works, Columbia College ECE, BlackStar, etc.
- Parents as Program Planners: Family Nights, Carnival, “What to Expect” Series, Advocacy Efforts
- Parents on Leadership Team: Transition planning, SIPAAA, Relationship between principal and PRL, NCLB committee meetings at 40-50



Year Five: Sustainability

How do we ensure this work continues after
the money is gone?

Lessons Learned

- * The principal must trust the parents.
- * Treat parents like assets.
- * Start small and grow a bit each year.
- * Empower parents to identify their own needs and to think in terms of solutions.
- * Develop a structure for parents to communicate directly with the principal.
- * Engage teachers as partners.
- * Be visibly of service.
- * It matters that you ask, and it matters what you ask.



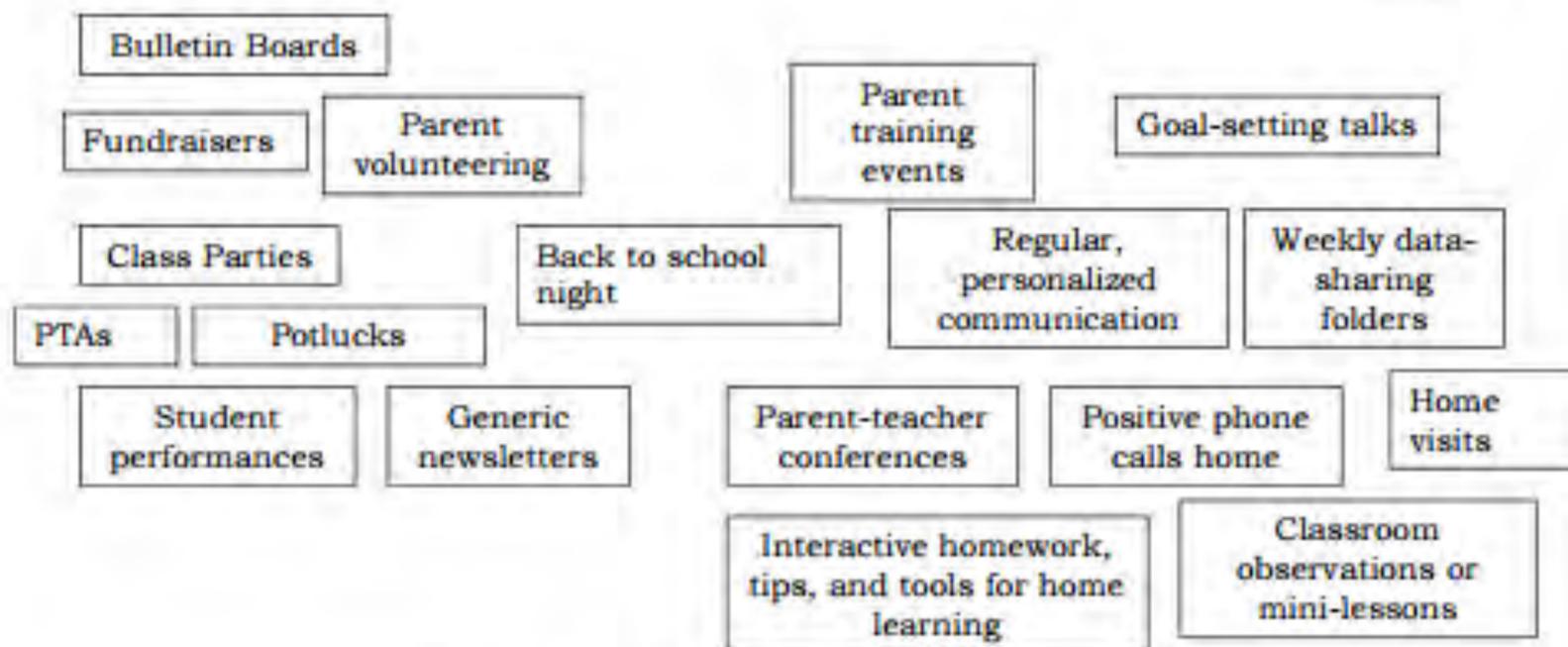
High Impact

FSCE High-Impact Strategies

Lower
impact



Higher
impact



Source: The Flamboyant Foundation, 2012

Components of Meaningful and Effective High-Impact Strategies:

- 1 Provide training and supports for both educators and families.
- 2 Leverage funds and resources from multiple sources.
- 3 Create staff positions dedicated to family engagement.
- 4 Focus on school improvement instead of procedural compliance.
- 5 Make student and school data accessible and meaningful to families.
- 6 Link family engagement efforts to learning.
- 7 Build relational trust and respect.



Access



Take Action Today
click here to find out how

@ Newsletter 

Illinois Afterschool Quality Standards

Tell your story

Tweets by @ACTNowCoalition

IL ACT Now Coalit...
@ACTNowCoalition

City Nature Challenge 2017

Afterschool In The News

- Teen REACHing for Success
- Teen REACH Among Proposed Rauner Budget Cuts
- Local Boys and Girls Clubs Program Faces Cuts
- Quincy Teen REACH Receives 2017 Humanitarian Award
- Illinois Budget Crisis Hurting Public Safety, State's Attorneys Say
- Boys and Girls Club of Carbondale Teen Reach program restarts, funding still a concern
- Teen REACH to return to Hoopston
- Cass County Health Dept. Teen Reach Program

Upcoming Events

- April 10-21, 2017: ACT Now Afterschool Advocacy Initiative
- April 28, 2017: IAN Pre-Conference Quality Standards Training
- April 29, 2017: IAN 31st Annual Spring AfterSchool Conference
- May 10, 2017: IL 21st CCLC Spring Conference
- June 6-7, 2017: Afterschool for All Challenge
- July 14, 2017: National Summer Learning Day
- July 20, 2017: College Changes Everything Conference

ACT Now Website
<http://www.actnowillinois.org/>

Foundational Services



****Click Here to Request Your Evaluation **** (formerly called Statewide Foundational Services Calendar)

- Balanced Assessment
- Continuous Improvement
- ELA
- Family Engagement**
- Math
- Science
- Teacher Evaluation

Need help with your evaluation? e-mail abchelp@i-kan.org

This program is fully (100%) funded by the United States Department of Education using No Child Left Behind, Title I Part A Funds through a grant from the Illinois State Board of Education, Statewide System of Support funds.

Low cost capacity-building trainings on family engagement for schools and district teams.

Accessible through local Regional Office of Education

Training Offerings Include:

- Making the case for FE
- Cultural Competency
- FE Framework
- Collaborative Approach
- Assessment and Action Planning

www.foundationalservices.org

Questions?



References from ISBE Family Engagement Framework Guide

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Website

The screenshot shows the homepage of the Illinois Quality Afterschool Program website. The header features the title "ILLINOIS QUALITY AFTERSCHOOL" in white on a blue background, accompanied by a ribbon icon and a map of Illinois. Below the header is a navigation menu with links for GRANTEES, EVENTS, REQUEST ASSISTANCE, ABOUT US, NEWSLETTER, and RESOURCES. The main content area is divided into two columns. The left column features a large image of four diverse students in a science lab, with a blue overlay on the right that says "How can we help?" and a yellow "REQUEST ASSISTANCE" button. Below this is a "Welcome to the Illinois Quality Afterschool Program." section with a paragraph of text and a link to a "tour of the website." The right column has three sections: "Grantees" with a link to an interactive map of grantees, "Upcoming Events" with a list of four events (January 29, February 14, February 19, and February 26), and a "View All Events >" link. At the bottom of the page is a search bar.

ILLINOIS QUALITY AFTERSCHOOL

GRANTEES EVENTS REQUEST ASSISTANCE ABOUT US NEWSLETTER RESOURCES

How can we help?

REQUEST ASSISTANCE

Welcome to the Illinois Quality Afterschool Program.

SEDL provides technical assistance and professional development to Illinois 21st Century Community Learning Centers (CCLCs). We hope you will take some time to explore the resources on our website—[workshop and conference archives](#), [webinar recordings](#), [newsletters](#), and [resource bulletins](#). Do you have a question about afterschool? Illinois 21st CCLC grantees can [request technical assistance](#) from the Illinois Quality Afterschool team or you can join our private Facebook group and ask other grantees for feedback.

Click here to view a [tour of the website](#).

Quick Links for Grantees

Our [calendar of Illinois 21st CCLC events](#), including webinars, conferences, workshops, and data reporting deadlines.

- [Workshop and Conference Archive](#)
- [Webinar Archive](#)
- [Calendar of Events](#)
- [Request Assistance](#)
- [Subscribe to Mailing List](#)

Illinois Quality Afterschool Quarterly

The [Illinois Quality Afterschool Quarterly](#) is a resource for Illinois 21st CCLC professionals.

[VIEW CURRENT ISSUE](#)

[SUBSCRIBE](#)

Grantees

Click here for an online [interactive map of grantees](#) that provides information on grantee locations, number of sites, grantee type, and contact information.

Upcoming Events

- **January 29:** Professional Development Advisory Group Call
- **February 14:** Winter 2014 Resource Bulletin Release
- **February 19:** Webinar
- **February 26:** Special Topic Workshop: Sustainability

[View All Events >](#)

Search

<http://www.sedl.org/afterschool/iqa/index.html>

Resource Database

The screenshot shows the website for the Illinois Quality Afterschool Resource Database. At the top, there is a blue header with the text "ILLINOIS QUALITY AFTERSCHOOL" and a logo featuring a house icon and the state of Illinois. Below the header is a navigation menu with links for "GRANTEES", "EVENTS", "REQUEST ASSISTANCE", "ABOUT US", "NEWSLETTER", and "RESOURCES".

The main content area is divided into several sections:

- Resource Database:** A text block explaining that the database was created to help staff provide high-quality 21st CCLC programming. It includes a photograph of a teacher and students working together.
- Search:** A section with a search box and a "SEARCH" button. Below it, a search result is displayed for "Creating a Community of Practice to Support English Language Learner Literacy", including a brief description and a "View Resource" link.
- Menu of Topics:** A list of topic categories such as "Family and Community Engagement", "Diverse Learners", "Afterschool Enrichment", "Academic Enrichment", "Classroom Management", "College and Career Readiness", "Program Management", "Social-Emotional Learning", "Sustainability", and "Technology".
- Recent Resources:** A section titled "20 Ways To Use Twitter's Vine In Education" with a brief description and a "View Resource" link.

http://www.sedl.org/afterschool/iqa/iqa_database/resources

Facebook



<https://www.facebook.com/groups/IQA.SEDL/>