

Building Relationships

- Communication Strategies
- Linking with the School Day
- Family and Community Partnerships

SHARING SUCCESS

- Who needs to know about your program?
- Why is it important for them to know?
- What do you want them to know?
- What do you want them to do?
 - Be aware?
 - Engage?
 - Take action?
 - Share?

COMMUNICATION STRATEGIES



- What strategies have been challenging for you?
- What strategies have worked well for you?
- What advice would you give about effective ways to communicate with co-workers, school day partners, community partners, families, politicians, funders?

Linking with the School Day



- Strong leadership-connecting afterschool with school, district, and community
- Formal system of communication between school day and afterschool staff, including sharing data on academic performance
- Coordination between school and afterschool staff trainings
- Connections to learning objectives of school day to increase student achievement

Professional Development Areas

- Connecting afterschool learning with day school curriculum
- Applying state standards to afterschool curriculum
- Helping students with content areas
- Evaluating the program (self-evaluation)
- Working with English language learners
- Content specific training
- Assessment

Why Engage Parents and Families?



Impact of Family Engagement





“When parents talk to their children about school, expect them to do well, help them plan for college, and make sure that out-of-school activities are constructive, their children do better in school.”

Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement* (p. 8). Austin, TX: SEDL.

Key Components of Family and Community Engagement



Essential elements within the practice of family and community engagement include

- helping families to understand what is expected of their children;
- providing families with information they need to support their children's learning; and
- letting families know what they need to do to support their children's education.

Ferguson, C., Jordan, C., & Baldwin, M. (2010). *Working systemically: Engaging family & community* (p. 12). Austin, TX: SEDL

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Parent and community engagement that is linked to improving student learning has a greater effect on achievement than more general forms of engagement.



Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement* (p. 38). Austin, TX: SEDL.

Building Sustained Engagement

Effective programs to engage parents and community embrace a philosophy of partnership. The responsibility for children's educational development is a shared, collaborative enterprise among parents, school staff, and community members.



Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement* (p. 51). Austin, TX: SEDL.

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Collaboration allows us to accomplish together what we could not accomplish alone.

Collaboration: Bottom Line



- Win-win
- “Synergistic Effect” — the whole is greater than the sum of its parts
- Services delivered more effectively