



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







- 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?







- 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







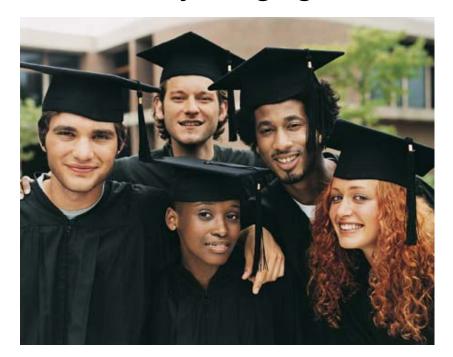
- Connecting afterschool learning with day school curriculum
- Applying state standards to afterschool curriculum
- Helping students with content areas
- Evaluating the program (self-evaluation)
- Working with English language learners
- Content specific training
- Assessment







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.







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

SEDL

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.

ILLINOIS QUALITY AFTERSCHOOL





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

