

Bristol Public Schools

Family Engagement Requirements for Grants

Prepared and Presented by C.Fortin for Student Achievement Committee September 20, 2023

CURRENT STATUS

1. Title I Parent Engagement Funds

- a. Title I schools for the past four+ years: GHS, WBS, EPH, STAFF, SSS, CHMS; upcoming year will be ALL elementary, K-8, and middle schools.
- b. Required to:
 - i. Spend 1% of TI allocation on Parent Engagement (ranged from \$2000-\$5000)
 1. Funded on PPA for every impoverished student at the school
 - ii. Provide notice and information regarding the education of their children
 1. Right to Know
 - a. Qualifications of teachers based on family request
 - b. Achievement and assessment information
 - c. 4-week notice
 - iii. Implementing activities that engage families in the school community and with their children
 1. Input on the school improvement plan at the beginning and periodically throughout the year
 2. Contribute to the development of the family compact
- c. Use of funds:
 - i. **Supported Family Resource Center; especially for South Side School (GHS, WBS, SSS)**
 - ii. Family events
 1. **During the day--Classroom visits and observations**
 2. Before/After school activities
 - a. **Back-to-school celebrations (BBQ, dinners, etc.)**
 - b. **Relationship-building Events such as:**
 - i. Family Field trips
 - ii. Breakfasts with family (eg., Doughnuts with Dads)
 - iii. Activities utilizing the talents of our teachers
 1. Boomwacker night
 2. Paint Night
 3. ST Math night
 - c. Family-Staff-Student Competitions, eg.: Glow Ball
 - d. 23-24: Schools will have between \$1000-4000 for family activities; to continue to support the FRC, we'll be coordinating family activity planning with one to two individuals who will plan activities across the district. There will be a range of 2-6 activities per school planned; funds for supplies will be limited.

Other Grant-Funds with voluntary set-asides for family engagement

McKinney-Vento Homeless Assistance funds 3 homeless family liaisons

Title IV funds 4 family liaisons to support families new to the district

ESSER II funded 2 bilingual family liaisons; using the Alliance grant to continue this support.

ESSER ARP funded Family Partnership Activities planned by schools at their application for a total of \$16,825 over the past three years. Activities included: Quarter One is over, now what?, WB Family Literacy and Math Nights, LEAD Sensory Awareness Day, Caring Adult Day at EPH, ACES Writing Celebration, Family Story Time, Family Turkey Bingo, Pre-K Winter Fun with Valentine the Clown, and more.

ESSER ARP also funded \$80,530 in wraparound services, a portion of which included home visits for students who are not regularly attending school. Wraparound funds also included tutoring services before and after school.

Adult Education PEP Grant for Family Literacy funds parent education classes for families enrolled in Adult Education. The greatest number of adults in our Adult Education program are those for whom English is another language. Many adults with children in BPS participate in this program.

EFFECTIVENESS

1. In order to access any funds from the grants listed above for the purpose of family engagement, school leaders must submit an activity proposal. We seek to ensure that activities that are funded are those with moderate to high impact based on state guidance.
2. Right now, we collect information regarding family participation and some anecdotal feedback from school principals. Schools conduct their own evaluation based on participation and feedback. That information is housed with our principals and is not centrally available.

CAPACITY/RESOURCES

The Office of Teaching and Learning has provided professional development, especially post-COVID to support school leaders' and teachers' understanding of family engagement. Slides copied below.

In addition, we partner with the Family Resource Centers at Greene-Hills School, West Bristol School, and South Side School to coordinate activities with them. Family connection is

most critical in their work so we tap into their knowledge and expertise in the design of our activities.

Part B: Communicating with Families



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Your voice, your communication, is valued by our
students and families.

Thank you for making those connections!



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Learning Targets

- I can envision how I will partner with parents, guardians, and family members to better serve the students I teach.
- I can plan a communication strategy that aims to fostering the partnerships I envision in all learning formats (in-person, blended or distance learning).



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Success Criteria



Learning Targets	Success Criteria
<ul style="list-style-type: none"> • I will envision how I will partner with parents, guardians, and family members to better serve the students I teach. 	<ul style="list-style-type: none"> • My vision for partnering with families will be crafted so that I can express to the families of the students I work with how family partnership will help our children succeed.
<ul style="list-style-type: none"> • I will plan a communication strategy that aims to foster the partnerships I envision in all learning formats (in-person, blended or distance learning). 	<ul style="list-style-type: none"> • I will have a communication strategy that will consider and utilize the methods of communication families prefer and will fit within a regular routine of my instruction.



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ENGAGE

What words come to mind when we think of the word “Partnership”?

Answer this question with a few words in the poll that accompanies this slide.



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Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar



EXPLORE

CSDE Family Partnership Guiding Principles

Read the CT Department of Education publication:

[Full, Equal and Equitable Partnerships with Families](#)

Discuss:

How did distance learning impact your ability to enact these guiding principles? Did distance learning provide any new opportunities that resulted in positive outcomes? Did distance learning present new challenges in enacting these outcomes?



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EXPLAIN

Being intentional with your communication strategy

Who?	<ul style="list-style-type: none">• What audience am I trying to reach?• What do I know about them and their understanding, their information needs, and their preferences?• What secondary audience am I also trying to reach?
Why?	<ul style="list-style-type: none">• What purpose do I have in mind?• What am I trying to achieve?• What do I want the audience to do?
What?	<ul style="list-style-type: none">• What information or messages--what content do I want to communicate to achieve my purpose, to motivate and activate?



EXPLAIN

Being intentional with your communication strategy


How?	<ul style="list-style-type: none">• What options do I have for communicating with families?• What communication methods will be most effective for my audience?
When?	<ul style="list-style-type: none">• What critical timing is involved?• Should I establish a routine?• When is the best time for families to receive messages?
How is it going?	<ul style="list-style-type: none">• Is the communication working? Is it achieving what I hoped it would?• What feedback am I receiving?

Spotlight on Equity: Communication Strategy



**“We see things not as they are, but as we are.”
Anais Nin**

How does this quote describe what our experiences and expectations regarding family communication may be?



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Students, write your response!

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Spotlight on Equity: Communication Strategy

Working from a Culturally Responsive Perspective toward Authentic Partnership

Exploration	Identify and describe culturally-based practices and resources from diverse perspectives--funds of knowledge--and integration this exploration into the experiences of children in their learning environments at home and school.
Expectation	Expect that diverse families will be intentionally and proactively engaged in their children's learning and school experiences by providing ways for participation that are responsive to the contexts and benefits for these families (e.g., that acknowledge and honor their funds of knowledge).
Education	Teach families about the educational system (e.g., milestones, key agencies and administrators, interpreting school data) to help them advocate effectively for their children.
Empowerment	Empower families with tools they need to support and advocate as authentic partners in the education of their children.



High Impact Family Engagement-Early Childhood

CHART 1

What Does High-Impact Family Engagement Look Like in Early Childhood Programs?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
1. Families and childcare providers do neighborhood walks to meet prospective families and hand out program information, books, and growth charts.	Springtime open house for new families, hosted by current families.	Preschool registration on program website or drop in.
2. Family-to-Family Learning! Pre-K families share family engagement strategies with new families in familiar neighborhood settings and sign them up for things like Parent Teacher Home Visits, Ready4K, and Community Café. Short videos of families' sharing are sent with texts or emails to families who couldn't attend, with sign-up sheets and surveys attached.	Family Night. Families visit classrooms, meet teachers, view children's work, sign-up to volunteer, and receive a family phone tree compiled by staff.	Back to School Night. Families visit classrooms, meet teachers, and have refreshments.



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
3. A program communication app, like Class DOJO, creates two-way communication and ongoing exchange of knowledge between families and teachers.	Monthly phone calls, emails, or texts with information on program activities.	Program newsletter with generic messaging.
4. Children take turns taking home The Book Bag (a book, a journal with family assignment, and colored pencils). When the Book Bag is returned after two nights, children share their experience and drawings during morning meeting.	Children pick a book to take home so their families can read aloud.	Families volunteer to read stories in the program.
5. During classroom observations, teachers model strategies to support specific learning at home. Families ask questions and practice strategies with each other then go home with a "tip sheet." Short videos modeling the strategies are sent with emails or texts to families who couldn't attend, and a list of the families' questions and teachers' answers are attached along with the tip sheet.	At evening meetings, staff share information regarding areas of child development with families and show how those areas are covered in the classroom.	Teachers send home written materials on developmental areas (e.g. social-emotional, motor, cognitive).



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
6. Parent Teacher Home Visits twice a year. Teachers visit in the fall to launch relationships and in winter or spring to share information to support smooth transition to kindergarten.	Parent-Teacher Conferences twice a year, available evenings and on weekends.	Parent Teacher Conferences by appointment during work days.
7. Monthly Community Cafés Hosted by trained family members, parents take part in meaningful, guided conversations during which they support and learn from each other and collect input and feedback for the program.	Monthly breakfast gatherings for families and staff.	Families can visit the program site by appointment.
8. Community Café participants have a voice in all major program decisions and develop and support parent-initiated projects.	Families can volunteer to meet with program director or family care provider quarterly to share family feedback.	Suggestion box in the office/provider's home.



High Impact Family Engagement-Early Childhood

Higher Impact on student learning and development	Moderate Impact	Lower Impact
9. Families Come to Build Day! Scheduled throughout the year, family members come to school to build with their children. Teachers collect a huge variety of blocks, put up posters with tips for the activity so family members ask open-ended questions, model appropriate descriptive vocabulary, and document the building process with photos and dictated stories from the children.	Family Day Events planned by families, family members come to school, read to their children, do crafts, and enjoy refreshments.	Family Day Celebration Annual party with games and food.



High Impact Family Engagement-Elementary

CHART 2 What Does High Impact Family Engagement Look Like in Elementary Schools?

Higher Impact on student learning and development	Moderate Impact	Lower Impact
<p>1. Back to School Night class meetings where parents and teachers:</p> <ul style="list-style-type: none"> • Share learning strategies • Review key skills for students with home learning tips • Develop a communications plan 	<p>Open House</p> <ul style="list-style-type: none"> • Parents tour school, chat with teachers • Classroom visits to meet teacher • Exhibits of student work 	<p>Back to School night in the auditorium</p> <ul style="list-style-type: none"> • Panel of speakers • Pass out student handbooks • Hand out school calendar



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
2. Regular two-way calls/texts/emails to share progress and tips.	Positive personal phone calls home	Robocalls about school events
3. Family center, staffed, with workshops on learning strategies, referrals to social services, and informal gatherings.	Parent resource room with toys, games and books to borrow	School newsletters with generic messages
4. Relationship-building home visits by teachers, voluntary for both teachers and families and available for all families.	Coffee with the principal; Muffins for Moms; Donuts with Dads	Potlucks, other traditional whole-school-based events



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
5. Story quilting workshops and poetry slams where parents, teachers and students all tell their stories, share their work.	School book club and authors' tea featuring student writers	Student performances
6. Classroom observations with mini-lessons; weekly data-sharing folders go home, with space for parent comments.	Interactive homework with tips for home learning	Curriculum nights
7. Student-led conferences with portfolios of student work, followed by 1:1 conversations about learning, to set goals.	Parent-teacher conferences twice a year, available evenings and weekend	Parent-teacher conferences, during work day
8. Tours of school led by students and community walks led by parents and custodians.	Monthly breakfasts for new families	Visit school by appointment



High Impact Family Engagement-Elementary

Higher Impact on student learning and development	Moderate Impact	Lower Impact
9. School council has voice in all major decisions; develops and supports parent-initiated projects.	Parent organization meets with principal to discuss suggestions	Suggestion box in office
10. Candidate forum at Fun Fair; parents and students meet in advance, prepare to ask questions regarding issues affecting families.	Candidates for election invited to Fun Fair	Fall Fun Fair
11. Parent leadership classes strengthen family capacity to navigate the system, be effective advocates, and take part in school councils and committees.	Adult learning evenings	Parenting classes



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>1. Transition program – events at feeder schools, tours of new school, 4-week HS prep summer course – welcomes families:</p> <ul style="list-style-type: none">• Convey college/career prep focus - your student will graduate in 4 years with college acceptance letter in hand• Relate academic programs to careers• Prepare students for high school work• Help families construct their role in supporting their students' success	<p>Fall Family Academy to orient incoming families to expectations of students, such as attendance requirements and credits needed for graduation.</p>	<p>At freshman orientation, parents can pick up their students' class schedules and bus passes, and tour the school.</p>
<p>2. Workshops for families:</p> <ul style="list-style-type: none">• Courses needed to graduate and go to college/post-secondary education• What high-level academic work looks like at each grade level• Where to get needed help for students• Tests, applications and timelines required for college	<p>Staff conduct trainings for families to help them understand how to navigate the requirements of high school.</p>	<p>Information sheets about school programs and college resources available in the school office.</p>
<p>3. Advisory System: Each student has an adult advisor who develops close relationships with families to co-design students' academic program, set up regular communications, and serve as main contact.</p>	<p>Parent liaisons check in with parents about use of homework help and other resources for students.</p>	<p>Parents receive "early-bird" notices from school when their students fall behind.</p>



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>4. Monitoring progress:</p> <ul style="list-style-type: none"> Coursework sequence and college track requirements are clear and explicit Advisors keep parents current on student progress, with focus on students at risk Parents invited to exhibits of student work, where students present and critique their work Parents are reminded to check classroom websites for information on projects and student work Student-led conferences review portfolio of student work, supports needed to do their best work and stay on track 	<p>Parent liaisons help parents use district's student performance tracking system. Teachers keep a record of students' "positive traits" to share in "good news" calls.</p>	<p>School contacts families when students are having a problem with academics or behavior.</p>
<p>5. College and career planning begins early, a graduation plan is done by end of 9th grade:</p> <ul style="list-style-type: none"> Parents invited to post-secondary education fairs Staff recruit parents to visit colleges Workshops for parents on PSAT, SAT, and ACT exams; offer help completing college applications and applying for financial aid Parents given guiding questions for discussing Student Success Plans with their student to reflect on successes, areas for growth and new goals Special assistance for undocumented families 	<p>College/Technical Program fair every fall, with focus on 11th and 12th graders. Parent liaisons and community partners reach out to invite families and remind them to review the Student Success Plan for their child.</p>	<p>Parents can make appointments to confer with guidance counselors, and receive a handout with information about how to review the Student Success Plan.</p>



High Impact Family Engagement-Middle/High

Higher Impact on student learning/success	Moderate Impact	Lower Impact
<p>6. Parent organization and leadership represent all families in the school.</p> <ul style="list-style-type: none"> Parent leaders sit on college pathways and school leadership teams Parent organization does focus groups with families to surface issues and report back to school leadership 	<p>Homework help and mentoring program to ensure families know about and can access academic help for their student.</p>	<p>AmeriCorps volunteers distribute flyers throughout the community to remind parents about events and parent-teacher conferences.</p>