Building Capacity -- Building Relationships

This session will present the building capacity requirements in the context of school culture and building relationships. Meeting the requirements of the statute is satisfactory, but doing so while valuing the contributions of parents and building partnerships with families and the community is exemplary. The session will address the question about how to make connections with parents and families. Attendees will also learn about the newly updated Dual-Capacity Framework. A model school will also share their story and practical strategies in the afternoon. A variety of resource materials will be provided.

Intended Audience: PFE Coordinators, PFE Liaisons, Counselors, Teachers, Federal Programs Staff, School Administrators, and ESC Staff
AN ADMINISTRATOR'S GUIDE TO ESSA, SECTION 1116, PARENT AND FAMILY ENGAGEMENT

For schools and districts across the nation, parent and family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts. This session will provide attendees an in-depth review and explanation of ESSA, Section 1116 – Parent and Family Engagement. Attendees will leave with the information necessary to successfully comply with requirements of parent and family engagement, complete the annual random validations required by TEA, as well as learn strategies to strengthen parent and family engagement programs at their schools. Extensive handouts will be provided.

Intended Audience: Administrators and Federal Program Directors

Dates and locations offered:
- September 25, 2019; Region 9, Wichita Falls
- October 16, 2019; Region 3, Victoria
- November 1, 2019; Region 18, Midland
- January 28, 2020; Region 2, Corpus Christi
- February 19, 2020; Region 10, Richardson
- March 3, 2020; Region 5, Beaumont

An Administrator's Guide to ESSA FLYER
Click on the Newsletter Below to gather all the information you need to know about attending the Statewide Parental Involvement Conference in December! Hope to see you there!

FAMILY ENGAGEMENT NETWORK MEETING #1

Family Engagement Network Meetings are for any community, district or campus staff that work directly with families.

The purpose of the Family Engagement Network Meetings are to provide resources and support in areas to strengthen family-school partnerships.

Community resources are shared along with hot topics and networking opportunities.

**Time:** 9:00 AM–12:00 PM  
**Fee:** $0  

**Tuesday, October 1, 2019**  
Session ID# 58830  
Register [HERE](#)
AGENDA:
1. Welcome & Connecting/Networking Activity
2. Hot Topic Training: Families Preventing School Violence
3. Break
4. Community Education Spotlight: Adult Education & Literacy Alamo Consortium
5. District Spotlight
6. ESC-20 Family Engagement News & Updates

Who should attend these sessions?
--Family Specialists, Counselors, Social Workers, Community Agencies, any professional staff that provides direct support to families and those wanting to network with other schools on methods to increase effective home-school partnerships.

DISTRICT LEVEL FAMILY ENGAGEMENT NETWORKING

I was recently asked, "Why isn't there an opportunity in Region 20 for Family Engagement leaders to come together to share best practices and learn from each other?"

Good question! This spurred on more conversations and this interest was expressed among several other district level leaders.

So....I'd love to be a part of helping facilitate this and offer additional support for district level leaders that support Family Engagement initiatives.

The Family Engagement District Level Network Meeting is intended for administrators and professionals in a leadership role that supervise and direct Family Engagement initiatives at the district level.

Desired Outcomes:
- to share Family Engagement best practices across Region 20;
- to develop a deeper understanding of Family Engagement as an instructional strategy and how to support this district-wide; and
- more to be determined by participants.

This first meeting of the Family Engagement District Level Network Meeting will be to share current family engagement practices occurring across Region 20, including challenges.

This group will determine together future meeting dates and agendas.
BUILDING CAPACITY AND STRENGTHENING PARTNERSHIPS FOR FAMILY ENGAGEMENT

An effective parent and family engagement program is an important piece that contributes to student success. This one-day professional development session: Building Capacity and Strengthening Partnerships for Family Engagement will provide a quick overview of ESSA Section 1116, Building Capacity requirements and strategies to help work innovatively with parents and families.

Date: Wednesday, October 2nd
Time: 9:00 AM–3:30 PM
Session ID# 61427
Fee: $0
Register HERE.

Who should attend this session?
-principals, teachers, parent liaisons/family specialists, and other educators or district-level staff that work with and support families.

CHECK OUT WHAT PARENT TRAININGS & WEBINARS ARE COMING UP IN OCTOBER!
Ohio State Department recently rolled out their new Family Engagement website! They have some great resources. Click on the image below to check it out!

**NEW! Family Engagement Playbook**

Over the years, Global Family Research Project has cataloged research-based strategies for working with and building strong connections with families. This new Family Engagement Playbook takes that work to the next level.

The Playbook is a collection of evidence-based approaches that individuals, groups, and organizations can easily integrate into existing professional learning opportunities to cultivate meaningful and co-created family engagement. The approaches have the potential to change mindsets, build trusting relationships, and transform organizational practices.
The Playbook responds to the question posed in our report commissioned by the Carnegie Corporation of New York:

How do we work with families and communities to co-create the next generation of family and community engagement?

Download it HERE.

FAMILIES ARE THE 'SLEEPING GIANT' THAT WILL REDEFINE EDUCATION

Watch the video below & read the article HERE.

Excerpt:

"With back to school season in full swing, it’s the perfect time for educators and families to become true partners. That means:

- Families are seen as decision-makers and have seats at decision-making tables.
- We trust families to surface the complex challenges they’re facing and create their own solutions.
- Educators are co-creating learning experiences with families to improve academic achievement, and trusting families’ expertise and guidance.

If we do not support low-income families and families of color to lead the movement for educational equity, we’ll be having these same conversations in the next 10 or 20 years. Students of color will continue to graduate at levels far below their White peers until the system is changed. Our fates are intertwined—if our education system is failing students of color, then it’s failing all of us.

Families are ready to lead. It’s time to awaken the sleeping giant!"
Partnering with Newcomer Families

Strategies for working across language and cultural differences to make families feel at home in new schools

How to Have a Successful IEP Meeting

Engaging and empowering families at the start of the year

BUILDING TRUST, AND CAPACITY, WITH FAMILIES

My favorite excerpt from this article:

"Every night at dinner, my dad would ask me the same question: "What did you learn in school today?" And every day I would answer: "Nothing." And he would respond, "You learned nothing in school?" And I would say, "Yep."

My father was always trapped in that conversation. He wanted to be engaged with my learning, but he didn't know how.

**Here's an idea:** send home a question families can ask their students every once in a while (through an email, a text message, or in your classroom newsletter). Maybe something like, "Ask your student what happened with Lady MacBeth today." When our elementary-aged boys
come home with information in their backpacks like, "Today, we learned about rhinos!," it cues us at home with what we can ask about.

We also need to engage with families collaboratively and interactively; when we meet or speak with families for the first time, we often have so much information we want to give them. **But what information can we learn from them?** In the Relationship-Building Home Visit protocol, educators ask families about their hopes and dreams for their child. The role of the educator on these visits is really just to listen and learn (pssst: research shows that home visits support students learning).

You might not be ready for a home visit right now, but you can still ask families what their hopes and dreams are. You can find out what worked best for their child in school last year, and what they love to do when they are with their friends. You can ask families what they expect and need from you this year **before** you share what you need from them.

Ask your families questions — elementary educators, you can send the questions home through a backpack folder for families to complete, or even for families to interview their child (or vice versa!). Secondary educators, you can ask students these questions directly. It was always helpful for me to know who in my class was watching the same TV shows as I was. But then call home – yes, build relationships with your students, but make sure to call and introduce yourself and learn from the family, too. Families can and will provide a wealth of information when it comes to teenagers, especially if you ask, "What worked best last year in English class?" or "What do you need from me this year to support [student]?"

That kind of engagement goes a long way. Dauber and Epstein (1989) identify that "the strongest, most consistent predictor of family engagement are the specific school and teacher practices that encourage and guide a family's engagement" (p. 8).

Read the Full Article [HERE](#).

**WHAT I'M STILL READING!**

The ESSENTIAL Conversation: What Parents and Teachers Can Learn From Each Other by Sara Lawrence-Lightfoot.

The Essential Conversation is the crucial exchange that occurs between parents and teachers—a dialogue that takes place more than one hundred million times a year across our country and is both mirror of and metaphor for the larger cultural forces that shape the development of our children.

Participating in this twice-yearly ritual, in a meeting marked by decorum and politeness, parents and teachers frequently exhibit wariness and assume defensive postures. Even though the conversation appears to be focused on the student, adults may find themselves playing out their own childhood histories, insecurities, and fears. Through vivid portraits and parables,
Sara Lawrence-Lightfoot captures the dynamics of this complex, intense relationship from the perspective of both parents and teachers. She also identifies new principles and practices for improving family-school relationships. In a voice that combines the passion of a mother, the skepticism of a social scientist, and the keen understanding of one of our nation’s most admired educators, Lawrence-Lightfoot offers penetrating analysis and an urgent call to arms for all those who want to act in the best interests of their children.

A New Way of Thinking About Family Engagement

Moving from Program to Practice
Moving from Informing to Empowering
Moving from Extra to Essential

Questions? Comments? Feedback?
Let Kimberly know!

Please share any questions, comments or other feedback with Kimberly!

Your answer

Email Address
KIMBERLY BAUMGARDNER, CONSULTANT, FAMILY ENGAGEMENT--EDUCATION SERVICE CENTER, REGION 20

Kimberly has worked in the field of special education for 19 years. She has been on staff at ESC-20 for 10 years. She spent 7 years as a special education curriculum specialist and is currently the Family Engagement Consultant.

Kimberly has become quite passionate about empowering families to be more involved in their child's education and future as well as challenging and supporting schools to increase their efforts to involve families in their child's educational journey and focus on Family Engagement as an instructional tool that improves student's academic outcomes.

Kimberly enjoys living out in the country with her husband, Tyson and two daughters, Lynette & Lucy Sue.

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