
Parent and Community Engagement

— January 16th 2019 —
4PM LHS Media Center

What the Committee put in motion last meeting

- We wanted to explore best practices and research around parent and community engagement.
- We also wanted to share what works now as well as in the past in terms of engagement within Londonderry.
- When we are done teasing out best practices, research, and what works here, we wanted to make more of a concerted effort - as a Committee - as a District - to engage with parents and the community on one topic to start.

As we go through the resources and research - are we focusing on . . .

- 1) Parent Engagement Only
- 2) As a District, engaging with the larger community to support our students, only
- 3) Or Both?

Resources and Research: Ohio - Community

Schools

“Community Schools” are an intentional effort - first started in Cincinnati - to center the public school as the main resource hub of the community. (Mostly to better help communities in need) From that “Community Schools” Model - Ohio has an impressive collection of resources, and best practices to share:

[Models for Family and Community Engagement](#)

Models for Family and Community Engagement

The following are researched-based family and community engagement models to help school districts create effective practices.

The Ohio Collaboration Model for School Improvement makes school improvement a family and community priority. It is designed to help Ohioans close achievement gaps, increase graduation rates and improve the well-being of children. Each chapter of the model is presented below in Adobe Acrobat PDF files

- » [Contributors and Table of Contents](#) 
- » [Introduction](#) 
- » [Getting Started](#) 
- » [Collaboration and Collaborative Leadership](#) 
- » [Designing Successful Programs and Services](#) 
- » [Academic Learning](#) 
- » [Youth Development](#) 
- » [Family Engagement and Support](#) 
- » [Health and Social Services](#) 
- » [Community Partnerships](#) 
- » [Evaluation](#) 
- » [Planning for Sustainability](#) 
- » [Conclusion](#) 
- » [Appendix A - Design Principles Self Assessment](#) 
- » [Appendix B - Resources](#) 

Ohio - Resources Continued - Family Engagement and Support

Ohio offers us many resources to think through, but as a Committee member please read through the “Family Engagement and Support” Section and be ready to discuss some of your key takeaways at our meeting. (There will be paper copies of the document at our Jan. 16th Meeting)

Looking through their “[Family Engagement and Support](#)” document you will find:

- Table 7.1 - Why we would want to pursue deeper family engagement.
- Table 7.3 - Comprehensive approach to a design strategy for a full family engagement strategic plan.
- Pages 7.9 and 7.10 - School Based Family Engagement vs Community Based Family Engagement.
- Tables 7.6 to 7.9 - Barriers for Family Engagement.

Resources from EAB



They are a research and consulting firm that we started work with this year. We have access to all the research and reports they have done, the two big projects they do each year K to 12. They also do “on demand” research projects for us. They will not be done with our request around best practices with family engagement until our February Meeting, but they sent us two high quality sources to start with before we get a more comprehensive report.

[Trends in Community Engagement - Blackboard](#)

US DOE - Family and Community Engagement - Toolkits:

[Part 1 - Building and Understanding of Family and Community Engagement](#)

[Part 2 - Building a Cultural Bridge](#)

[Part 3 - Building Trusting Relationships . . .](#)

[Part 4 - Engaging All in Data Conversations](#)

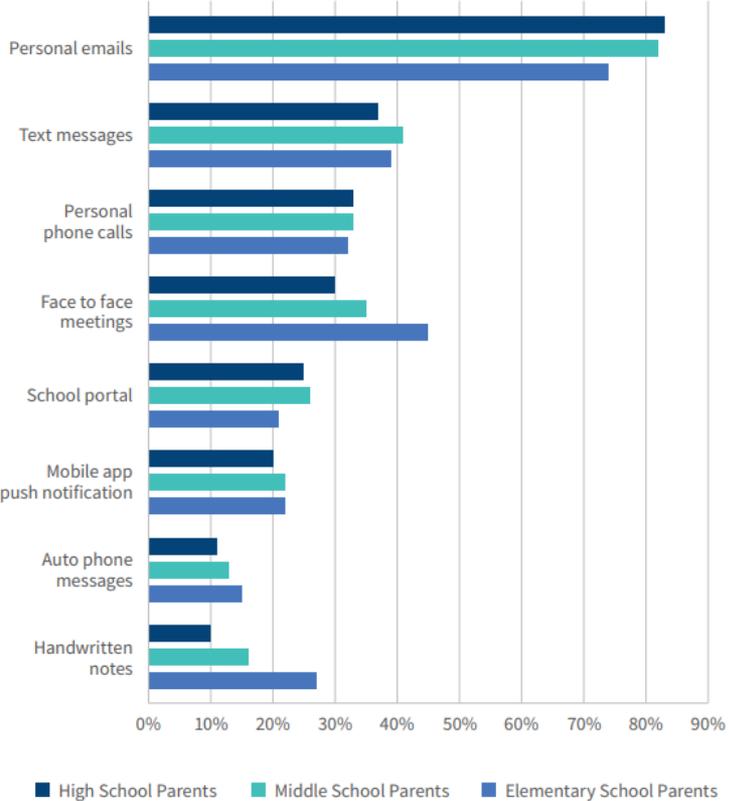
They also sent us work they did for colleges a few years ago who have the opposite problem - too many, super involved parents:)

Snapshots from Blackboard Report

Key findings from this year's community engagement trends report include:

- 1. School principals say effective communications with parents is a major challenge for them, a challenge that may even be “waking them up in the middle of the night.”
- 2. Increasingly, principals are turning to social media tools to communicate with the parents of their students, but parents' choices for communications tools are often at odds with the administrators' choices.
- 3. Parents of elementary-aged children report higher levels of satisfaction with teacher and school/district communications than parents with children in middle school or high school.
- 4. Parents value convenience, personalization, and timeliness in communications strategies and increasingly want information pushed out to them rather than having to search for it.
- 5. Schools and districts need to learn how to differentiate their messages and the tools they use to meet the needs of parents who are increasingly tech-savvy and value greater communications with their child's teacher and school.

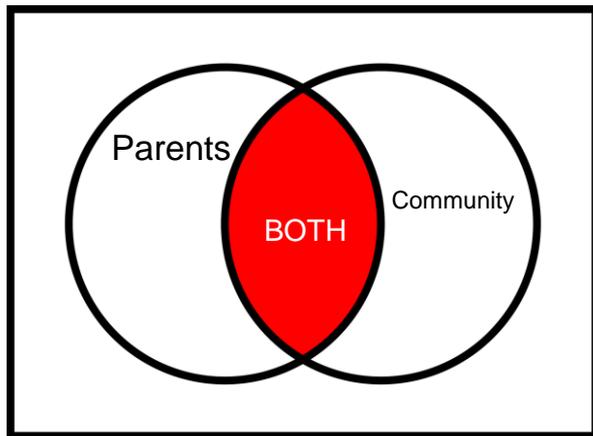
Figure C: Parents' assessment of most effective way for their child's teacher to communicate with them about their child's progress in school



What did you all bring in terms of effective practices - past and current?

What will our focus be? What more do we want to learn?

Our EAB report will highlight tried and true - “best practices” based on research as well as examples from K to 12 school districts that have good practices in place. (Coming Next Month)



Do we want to get better at . . .

- 1) Parent engagement?
- 2) Community Engagement?
- 3) Both?