Parent Involvement Coordinator Network Regional Meeting

Speed Networking

SCHOOL QUESTIONS

Locate someone you do not know who works with the same grade levels of students as you (same color name tag). Briefly introduce yourselves and take ten minutes to discuss the first scenario and question about family engagement. When time is up, swap contact information so you can keep in touch and continue to share resources. Then, find someone new to discuss the second scenario and question about family engagement and repeat! This exercise will repeat three times.

① A certain percentage of parents will almost always participate and show up when called upon by the school. While there are other families who may need the information, but rarely participate in events/activities or communicate with the school. In order to make a difference, schools need to engage the families who are disengaged. *Share with your partner some methods and ideas your school has used to successfully reach those hard to reach families in order to build relationships, communicate and provide them with helpful resources. Does your definition of family engagement change when working with these families?*

② Schools rely on a core group of parents each year to support and assist the school in various roles. These parent leaders, unfortunately, are only available for a few short years while their child attends the school. *Discuss with your partner how your school identifies, trains, and sustains parent leaders to ensure continuity and availability of this important group of parents. What does vertical alignment and transition look like with our parent leaders? Do we consider this with our parents in the same way that we address it with our students?*

③ Engaging families in their child's education is sometimes viewed as the responsibility of a select person in the school rather than a collective commitment of all staff. Furthermore, not all educators feel that it is a valuable use of their time to contact, assist, and work with parents to help them support their child. *Talk with your partner about how you help change the mindset to get staff on board to view family engagement as an effective strategy to improve student academic achievement. How do you gather administrator and staff buy-in for this important work?*

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DISTRICT QUESTIONS

Locate someone you do not know who works with Title I Parent Engagement at a District level (same color name tag). Briefly introduce yourselves and take ten minutes to discuss the first scenario and question about family engagement. When time is up, swap contact information so you can keep in touch and continue to share resources. Then, find someone new to discuss the second scenario and question about family engagement and repeat! This exercise will repeat three times.

❶ While Title I schools actually implement many of the parental involvement programs, activities, and procedures mandated by federal law, it is ultimately the District's responsibility to ensure that these requirements are being met both at the school level and District level. This requires strong procedures and thoughtful organization. *Share with your partner some tips and strategies that you use to maintain proper documentation and provide proper technical assistance to ensure compliance for all Title I schools. How, as a District, do you ensure compliance and effectiveness of family engagement at each individual school level?*

❷ The District oversees the final decision regarding how parental involvement funds are spent by Title I schools. *First, discuss with your partner how your district determines if the money spent is providing the desired effect for family engagement and its impact on student achievement. Secondly, share some examples of how Title I schools in your district use their parent involvement funds to improve the quality of family engagement and build parent capacity.*

❸ When it comes to effectively engaging all families in their child's education, the District establishes the expectations and sets the tone for schools to follow. Often viewed as something nice to do when time allows, family engagement should become the expected way rather than the exceptional idea. *Talk with your partner about the District's role in building a universal approach to meaningful family engagement for schools to follow. How do you establish buy-in from your district colleagues and school administrators? How is family engagement embedded into district expectations?*