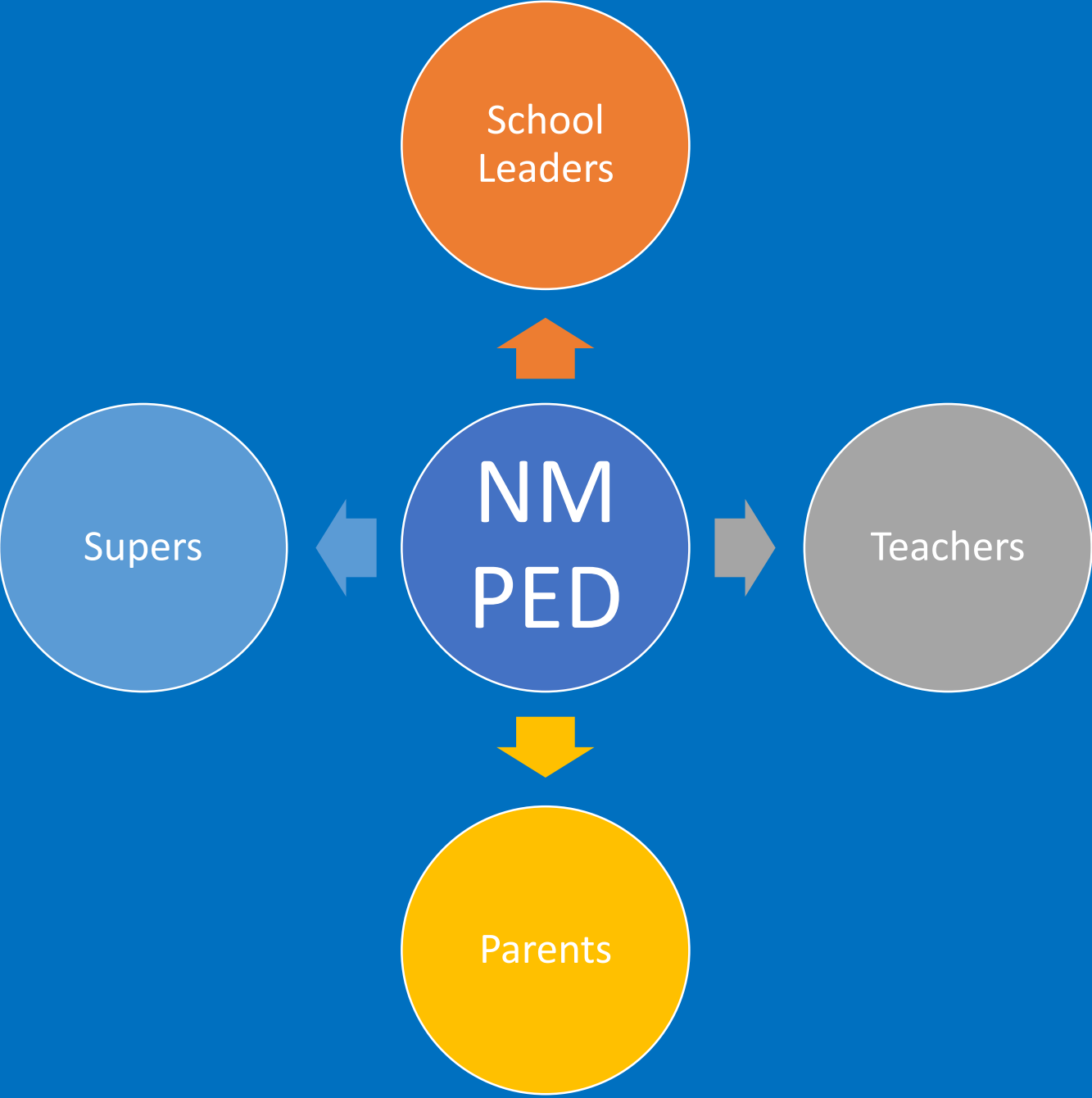


NMPED Outreach Division

Sustainable School-Family Partnerships

NMPED's Outreach
Division builds
sustainable
relationships and
provides resources to
superintendents,
school leaders,
teachers, and
parents.



History of Parental Involvement & Family Engagement in Federal Law

The Elementary and Secondary Education Act (ESEA) of 1965, signed into law by President Lyndon B. Johnson as part of the “war on poverty” movement. This law required only PARENT NOTIFICATION of certain required services.

The No Child Left Behind Act (NCLB) of 2001, signed into law by President George W. Bush brought increased accountability through PARENTAL INVOLVEMENT with school improvement plans.

The Every Student Succeeds Act (ESSA) was signed into law by President Obama in 2015. The emphasis shifted from “INVOLVEMENT” to “ENGAGEMENT” and in addition, “PARENT AND FAMILY” has replaced the NCLB’s use of the singular word “parent.”

NMENGAGED FRAMEWORK

Designed to support sustainable family engagement initiatives that build capacity among educators and families to partner around student success.

Not an “add-on”.

Not a prescribed or packaged curriculum.

Not a “one-shot” program.





It is an **organizer**.

It gives schools the **freedom to design** a family engagement plan that fits their population and needs.

It allows schools in “**weave in**” **current initiatives**.

<http://nmengaged.com/>

Example of how a school leader empowers their family-engagement team using NMENGAGED.com

1

Team completes the inventory

2

Team chooses 1 focus area and reviews rubric

3

Team explores NMENGAGED and chooses resources

4

Team designs then implements plan

5

School leader checks in on progress quarterly

Take 10-15 Minutes to Complete Inventory


- The inventory includes six focus areas
- Most school leaders and family-engagement teams choose 1 focus area per school year
- Use this tool at the beginning of the school year and at the end of the school year to measure progress

New Charter School Inventory Starting Points: Family, School, and Community Partnerships

Use this inventory to strengthen partnerships between school personnel and the school's families and community members.

This inventory may be modified for use in planning and evaluation within specific grade levels and school communities.

Rating Scale	
Frequently	Occurs in most classes or grade levels. Receives substantive time and emphasis. A highly prevalent component of the school's parental involvement plan.
Sometimes	Occurs in some classes or grade levels. Receives minimal or modest time and emphasis. Not a prevalent component of the school's parental involvement plan.
Never	Strategy does not occur at the school or occurs in isolation.

	1. WELCOMING ALL FAMILIES INTO THE SCHOOL COMMUNITY	<i>"All" families includes culturally, linguistically, economically diverse families, and families with English Learner students and/or students with disabilities.</i>
Our School:		
	a. The school has standards of welcoming behavior that apply to all staff, including office staff, teachers, bus drivers, security, custodians, cafeteria staff, etc.	
	b. The school climate reflects a welcoming tone and respect for all families, regardless of culture, ethnicity, language or disability. <ul style="list-style-type: none"> • Signs by the school entrance clearly guide visitors where to check in. • The school campus and entrance to the building is inviting with a sign/banner/bulletin board welcoming parents. • ADA requirements are met. • The culture and language of the community is clearly reflected. 	
	c. There are designated parking areas and parents are thoroughly informed of parking arrangements when visiting the school.	

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Adapted from Dr. Joyce Epstein, et al, 2002 & PTA National Standards for Family-School Partnerships 2016



For Today, Let's Choose This
Focus Area:

Welcoming All Families Into
the School Community

Review the Welcoming All
Families Into the School
Community Rubric

WELCOMING FAMILIES INTO THE SCHOOL COMMUNITY SCHOOL LEVEL REFLECTION RUBRIC

Use this school-level rubric to focus on your goals for creating a welcoming school climate.

ELEMENT	EMERGING	PROGRESSING	EXCELLENT
DEVELOPING PERSONAL RELATIONSHIPS	<p>Families are greeted promptly in their home language by friendly front-office staff who give them correct information and help them connect with appropriate faculty members.</p> <p>For example, a staff member or family volunteer, using the family's home language, gives a new family information about the school and provides a tour of the building.</p>	<p>Family volunteers from different neighborhoods and backgrounds work or volunteer regularly in the school office to provide information and support to families and students and to serve as mentors to help other families become more engaged in the school.</p> <p>For example, a help desk is established and staffed by family volunteers and school employees. Mentors call new families to invite them to attend parent group programs, offering to pick them up or meet them at the entrance of the school.</p>	<p>Family volunteers are invited to speak to small groups of staff to inform them of cultural norms and traditions to help them better connect with students and families.</p> <p>For example, a Navajo elder is invited to share customs and traditions that are common in the community to a group of new teachers.</p>
CREATING A FAMILY- FRIENDLY ATMOSPHERE	<p>The school campus is clean and welcoming to families. The school building is easy for all visitors to navigate, and the community knows what is going on at the school.</p> <p>For example, entrances are clearly marked and a sign inside the front door welcomes families in the main languages of the community. Signs clearly direct visitors to important places within the school such as the library and guidance office. An outside marquee keeps the community informed of upcoming events. Specific environmental design features are considered to make the school more accessible, such as ramps,</p>	<p>The school is a welcoming place where families can visit and connect with school staff and other families. The school regularly opens its doors to families and the community to provide resources such as: internet access and use of the library and school computers.</p> <p>For example, parent groups and school staff work together to create a family resource center staffed with parent volunteers or school staff fluent in community languages and filled with information about the school and community in the languages of that community. The school provides regular opportunities for families to come and</p>	<p>Teachers and staff are encouraged to participate in community events outside of the school in order to connect with families. The school makes a concerted effort to make connections with businesses and nonprofit organizations in the school and provides space for these community entities to participate in the school to provide more seamless access to community resources.</p> <p>For example, the school partners with a local clinic to open a school-based health care center. A GRADS program supports students who are parents in completing their education.</p> <p>The school offers connections with local</p>

Tool that
helps your
family-
engagement
team design a
strong
ACTION PLAN

Design Your Welcoming All
Families Into the School
Community Action Plan

School Name: New Mexico Elementary School

Strategic Engagement Vision Statement: Our school will become a place where all families feel welcome and have access to community resources.

Goal	Activity/Strategy	Person(s) Responsible	Resources Needed
Create a Welcoming and Respectful School Environment	Complete the Welcoming All Families Evaluation Rubric with the Parent School Improvement Team	Family Liaison and the Parent School Improvement Team	- Copies of Rubric Tool - team commitment
Create a Welcoming and Respectful School Environment	Assign committees of parents and staff to develop plans around 2 key areas	School Admin, staff, and the Parent School Improvement Team	- TBD
Create a Welcoming and Respectful School Environment	Implement strategies in each area	Committees assigned to each area	- TBD
Create a Welcoming and Respectful School Environment	Assess progress in each area using the Eval Rubric	Family Liaison and the Parent School Improvement Team	- Copies of Rubric Tool -team commitment

How NMENGEED Supports NMTEACH: Domain 4A

Highly Effective Examples

- provides frequent information to families about student progress, instruction, and assessment
- conducts home visits and communicates constructively with parents on a regular basis
- clearly communicates student goals with specific examples of student progress based on data in parent-friendly language
- responds to family concerns with professionalism and cultural sensitivity
- assists families with setting home conditions to support children as students

How NMENGEED Supports NMTEACH: Domain 4A

Exemplary Examples

- Promotes the school's procedures for communicating with families and works with school and/or district leadership to create a family-friendly school climate and policies
- participates in action teams to create family-school partnerships, that include families as participants in school decisions, and develops parent leaders and representatives
- clearly communicates goals and progress toward goals with specific examples of student progress based on data in parent-friendly language
- actively participates in school PTA, PTO, PTSO or other parent-teacher-student organization
- reaches out to families in community activities when appropriate (e.g. feast days, community meetings, chapter house meetings, etc.)
- publishes accurate information in the newsletter and on the website in multiple languages as needed
- provides workshops and opportunities for parents to learn more about supporting their children as learners
- engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for communicating with families