

SCHOOL BOARDS &



FAMILY ENGAGEMENT



# Family Engagement



- Board Influence and Role
- What do we know about family engagement?
- What does successful engagement look like in Alaska and nationally?
- What are the key components
- Exploring family engagement as a board member: vision, structure, accountability, advocacy, and ethics.



# WHAT DO BOARD STANDARDS SAY ABOUT YOUR ROLE?





## VISION

The board creates a shared vision to enhance student achievement.

## STRUCTURE

The board provides a structure that supports the vision. This includes policies, strategic plans, budgets, etc.

## ACCOUNTABILITY

The board measures district performance toward accomplishing the vision, and reports the results to the public.

## ADVOCACY

The board champions the vision.

## CONDUCT-ETHICS

The board and its individual members conduct the business of the district in a fair, respectful and responsible manner.

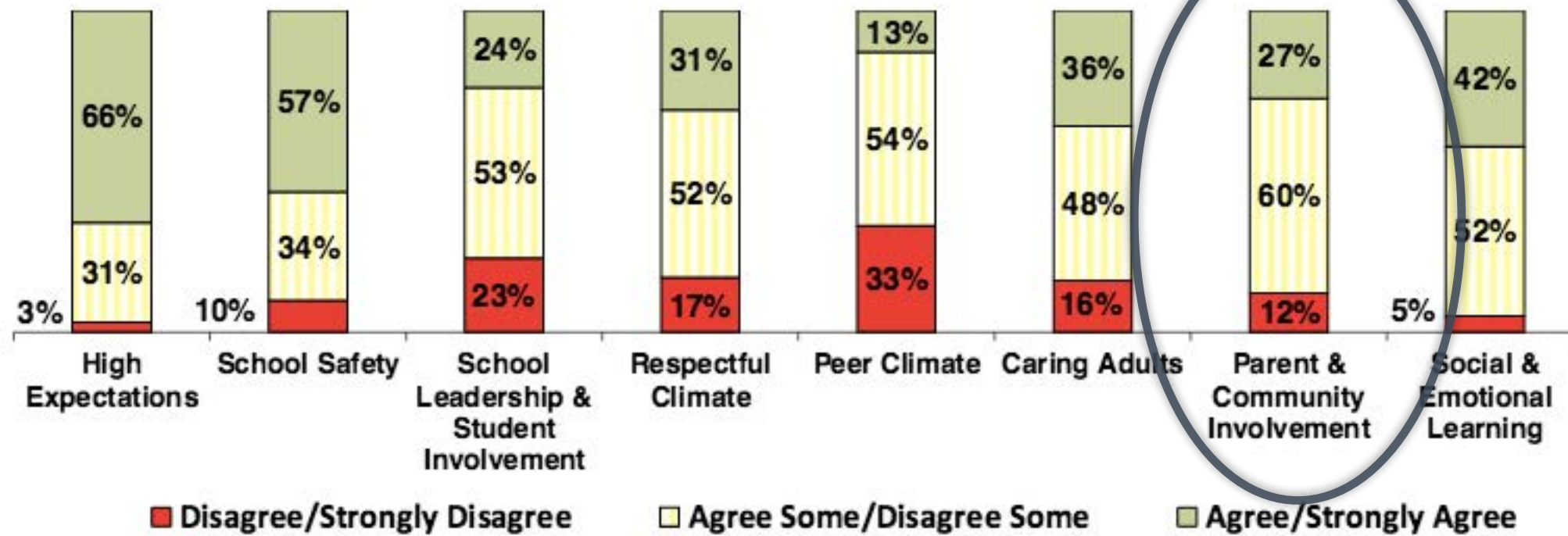


# What Do We Know About Family Engagement?





Figure 1. Students: 2014 Opinions of School Climate and Connectedness

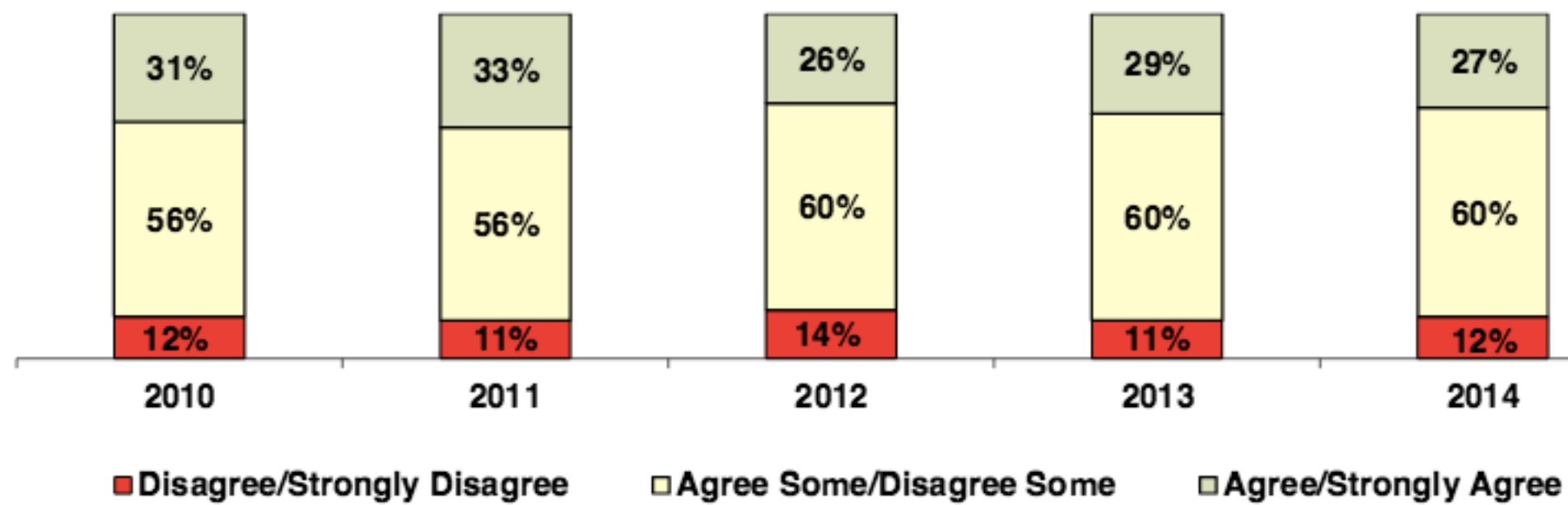


# Students Responses

## Parent and Community Involvement



**Figure 17. Students: Agreement for Parent and Community Involvement**



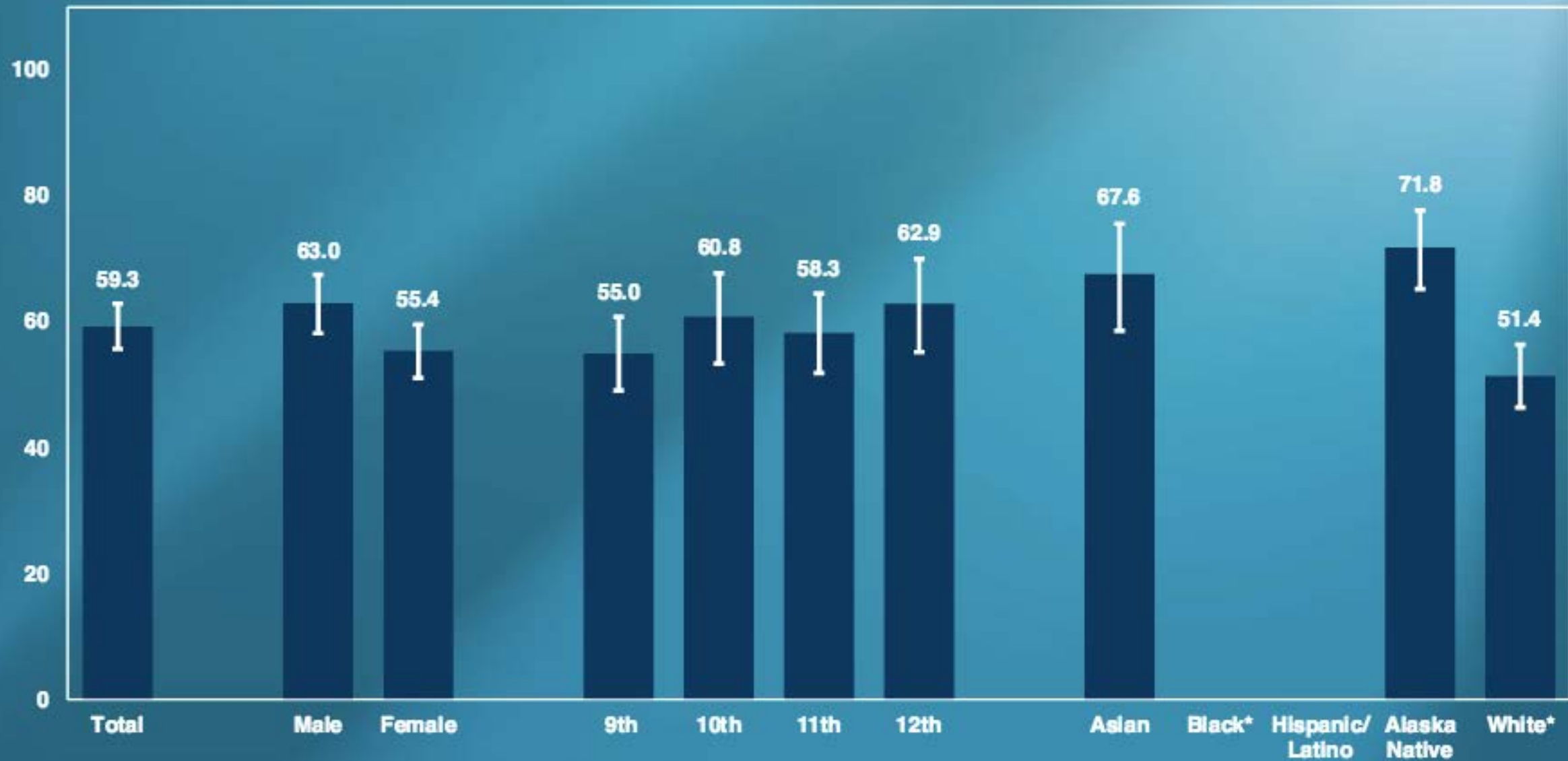


	Categories	# Students	Overall Climate	Overall Connectedness	High Expectations	School Safety	School Leadership & Student Involvement	Respectful Climate	Peer Climate	Caring Adults	Parent & Community Involvement	Social & Emotional Learning
Gender	Male	15,885	3.83*	3.50*	4.13*	3.94*	3.41	3.57	3.26*	3.58	3.56	3.86*
	Female	15,881	3.86*	3.48*	4.17*	3.98*	3.41	3.57	3.20*	3.58	3.56	3.92*
Race/Ethnicity	Alaska Native	5,358	3.83	3.49	4.12	3.83	3.53*	3.58	3.20	3.59	3.59*	3.84
	Amer. Indian	316	3.84	3.49	4.12	3.90	3.48*	3.60*	3.22	3.55	3.58	3.94*
	Asian	2,419	3.87	3.50	4.21*	3.83	3.57*	3.66*	3.32*	3.46*	3.56	3.96*
	African Amer.	1,071	3.81	3.45	4.15	3.81	3.43	3.48	3.16	3.60	3.54	3.87
	Latino	1,180	3.82	3.44	4.13	3.90	3.43	3.53	3.25	3.49*	3.49	3.88
	Hawaii/PI	931	3.88	3.56*	4.24*	3.72*	3.64*	3.67*	3.31*	3.64	3.63*	4.00*
	White	14,680	3.86	3.51	4.16	4.07*	3.34	3.59	3.25	3.61*	3.57	3.90
	2 or more races	6,350	3.80	3.44	4.11	3.93	3.36	3.50	3.17	3.56	3.52	3.85
Grade Level	5	3,831	4.02*	3.73*	4.35*	3.96	3.72*	3.86*	3.39*	3.81*	3.84*	4.02*
	6	4,808	3.99*	3.64*	4.34*	3.98	3.65*	3.78*	3.30*	3.70*	3.75*	3.99*
	7	4,533	3.90*	3.51*	4.23*	3.92	3.54*	3.66*	3.18	3.55*	3.61*	3.89
	8	4,520	3.83*	3.42*	4.16*	3.94	3.38*	3.49	3.15	3.51*	3.52*	3.85
	9	4,551	3.77	3.37	4.08*	3.92	3.29*	3.47	3.18	3.40	3.44	3.80*
	10	3,832	3.69*	3.34	3.96	3.93	3.18	3.38*	3.16	3.46	3.39	3.80*
	11	3,553	3.75	3.42*	4.00	4.02*	3.20	3.43	3.24*	3.58*	3.43	3.85
	12	2,832	3.74	3.47*	3.97	4.03*	3.22	3.45	3.28*	3.70*	3.45*	3.89
Grades Obtained	A's	11,560	3.97*	3.61*	4.33*	4.10*	3.46	3.70*	3.32*	3.74*	3.66*	4.04*
	B's	13,061	3.84*	3.48*	4.14*	3.94*	3.42	3.56*	3.24*	3.56*	3.56*	3.87*
	C's	5,939	3.68*	3.34*	3.92*	3.79*	3.32*	3.42*	3.12*	3.41*	3.44*	3.71*
	D's/F's	1,706	3.52*	3.19*	3.67*	3.62*	3.24*	3.28*	2.94*	3.24*	3.31*	3.54*
School Missed w/o Permission	None	22,572	3.89*	3.53*	4.22*	4.01*	3.44*	3.63*	3.26*	3.61*	3.60*	3.93*
	Any	9,748	3.72*	3.39*	3.99*	3.83*	3.34*	3.44*	3.16*	3.51*	3.46*	3.78*



# Alaska (Recoded Race) High School Survey

Percentage of students whose parent talks with them about what they are doing in school about once or twice a week or less



Q100 - Weighted Data

\*Non-Hispanic.

Missing bars indicate fewer than 100 students in this subgroup.





HOW DO YOU MEASURE OR GAUGE  
FAMILY ENGAGEMENT?



# IMPACT OF FAMILY ENGAGEMENT





# ... the list goes on

- Brain development
- Ready for learning (kindergarten and beyond)
- Higher levels of attendance, graduation, and persistence.
- Higher grades and levels of career readiness
- Recent studies indicate even higher levels of staff satisfaction (school, teacher, parent)





# Why?

- Parents are the First and Most Important Teachers
- Most parents can gain skills of play and preparing students
- School staff can gain skills linking parents to learning and building relationships in our communities.
- Most districts can improve comprehensive family engagement to ensure students are prepared for school and beyond





COMPONENTS OF  
MEANINGFUL FAMILY  
ENGAGEMENT





Connection

Confidence

Content

Collaboration

Culture



**CONNECTION:** Relationships and building trust are at the core of parent engagement as schools and families collaborate as equal partners to support student achievement.

**CULTURE:** Families feel welcomed and connected when they see and feel their culture, values and ways of knowing are integrated into the school environment, programs and services.

**CONFIDENCE:** Effective parent engagement builds confidence and capacity within both parents and staff so that they have the skills and feel ready to support students and each other.

Parent Academies (national)

**CONTENT:** Parent engagement that is linked to learning has shown to have significant impacts.

**Collaboration:** In family engagement, families and school staff are equal partner as they work together to support students.





Resources:

AASB (workshops-  
implementing models)

RuralCap

Best Beginnings

Strengthening Families



# AS A BOARD, WHAT WILL YOU DO?





WHAT WILL YOU BRING BACK WITH  
YOU?





Definition: Reflects students' perceptions about how much their parents and community members are involved in their school.

- 31. This school is a welcoming place for families like mine.
- 32. Adults in my community know what goes on inside of schools.
- 33. Adults in my community support this school.
- 34. Lots of parents come to events at my school.
- 35. Most students in this school talk with their parents about what they are studying in class.
- 36. *This school does not involve parents in most school events or activities. (reverse scored)*