



Equitable Family-School Partnerships to Support High Early Literacy Outcomes

2022 National ESEA Conference
February 16, 2022

Melissa Manko, Michigan Dept. of Education
Sarah Sayko, Region 8 Comprehensive Center



Photo is for illustrative purposes only.
Any person depicted in the photo is a model.

Session Outcomes

Participants will leave the session with:

- An increased understanding of the shift from traditional family involvement to equitable family-school partnerships that achieve high early literacy outcomes.
- The ability to explain the benefits of and practices for overcoming barriers to equitable family-school literacy partnerships that achieve high early literacy outcomes.
- The ability to articulate the benefits of using the *Prekindergarten Through Third Grade Equitable Family-School Literacy Partnership* resources to increase family-school literacy partnerships to support high early literacy outcomes.
- The ability to articulate ways these resources can be used to support high early literacy outcomes.
- Ideas for disseminating and supporting others in the use of these resources through intentional planning.

What Is Equitable Family Engagement? Why Is It Important?

Why Is Equitable Family Engagement Important?

➤ Reflect on why you believe family engagement is important.

Benefits:

- Family engagement is positively linked to enhanced literacy outcomes for all children.
- Families from all backgrounds can become more engaged in literacy activities with their children.

Definition of Family Engagement

- » Take a minute to write down your definition of **family engagement**.

- » With a partner:
 - > Share your name, role, and office/school.
 - > In round robin fashion, share your definition of family engagement.
 - > Listen for common themes across definitions.
 - > Discuss the themes you heard.



This photo by Unknown Author is licensed under CC-BY-SA-NC

MiFamily Engagement Video

It's not that family involvement is bad. Research demonstrates that any kind of increased parent interest and support of students can help.

From Involvement to Engagement



- » Listen for the definition of Family Engagement and the five principles.
- » Compare your definition of family engagement to the one in the video.

4/29/2020

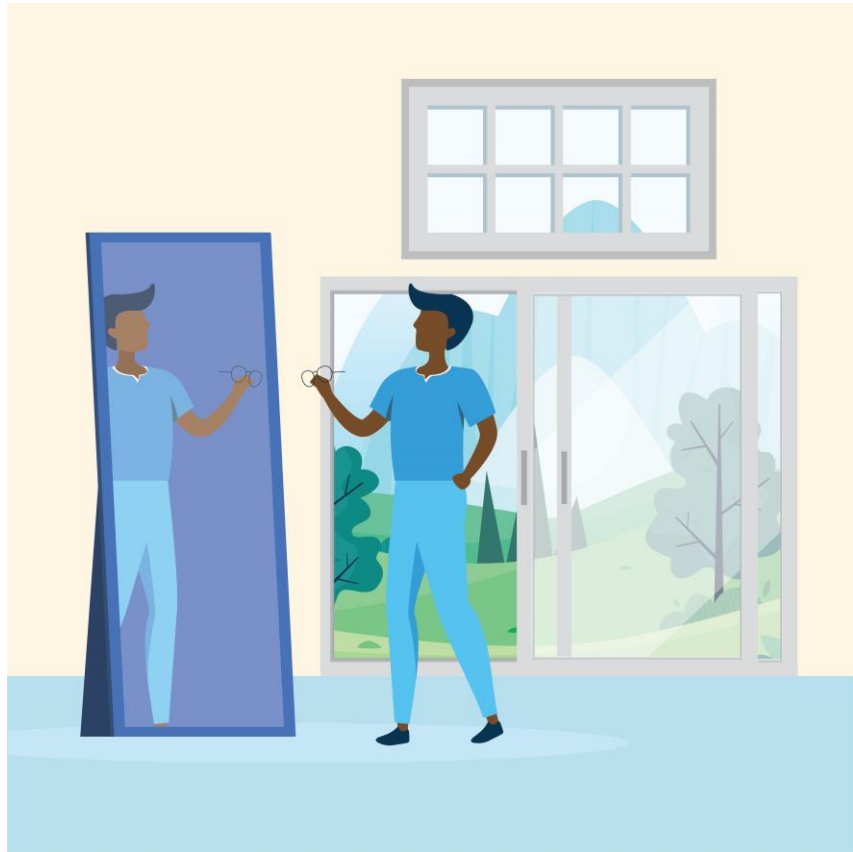


The MDE Family Engagement Definition

- » A **collaborative** relationship between families, educators, providers, and partners to support and improve the learning, development, and health of every learner.

What Are Equitable Family-School Partnerships? Why Are They Important?

Windows, Mirrors, and Sliding Glass Doors



Equitable Family-School Partnerships

- Equitable family-school partnerships focus on **meaningful** engagement activities and systems between schools and families that **do not characterize or treat specific parent groups as deficient** in their level of engagement or approach to education.
- Equitable family-school partnerships include specific practices or approaches that **reflect the values** of a general group of families, as well as systems that foster **tailored** supports, **flexible** engagement options, and **coordination** between families and schools.

Day, 2013; Goodall & Montgomery, 2014



What Are the Barriers to Equitable Family-School Partnerships?

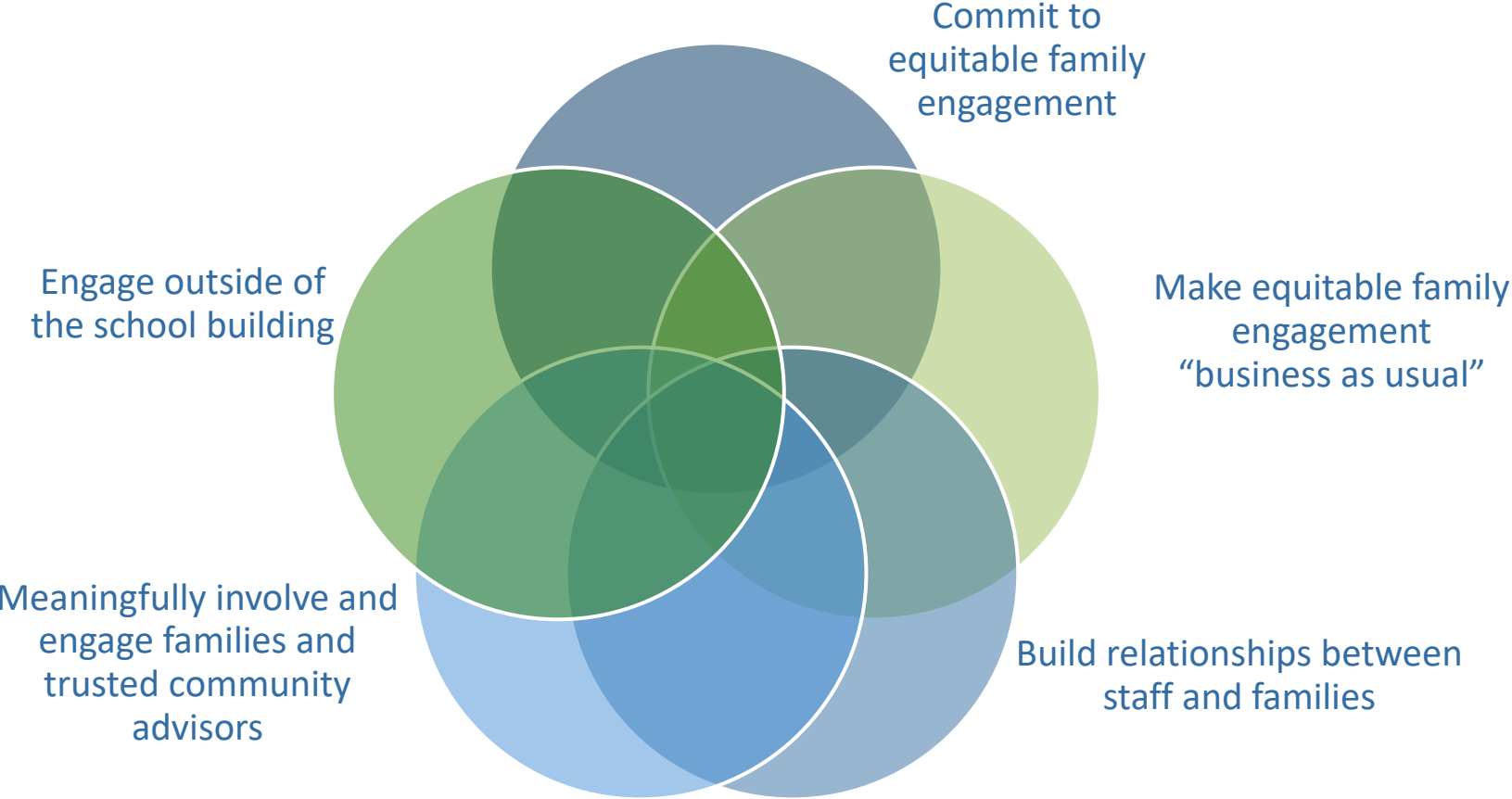
- Jot down any barriers that you are aware of that may impact equitable family-school partnerships. Specifically focus on barriers that impact historically marginalized families or those living in disinvested communities.
- How have traditional notions of family involvement created barriers for families?

Barriers to Equitable Family-School Partnerships

- Narrow definitions of family engagement
- Deficit lens
- Hostile environments or lack of cultural responsiveness
- Negative school experiences
- Communication built on misinformation, assumptions, biases, or stereotypes
- Time conflicts
- Language barriers
- Social barriers

How Do You Establish and Sustain Equitable Family-School Partnerships?

Systemic Approach to Equitable Family-School Partnerships



Equitable Family-School Partnership Practices

- See families as partners and celebrate assets to learning
- Use frequent and multiple forms of communication
- Provide resources and materials in all languages represented within the school community
- Provide families with a variety of opportunities to be involved, give feedback, and make decisions
- Find creative solutions to conflicts of time, language, and social barriers
- Provide staff with professional learning in cultural humility and bias
- Consult with cultural stakeholders in the community

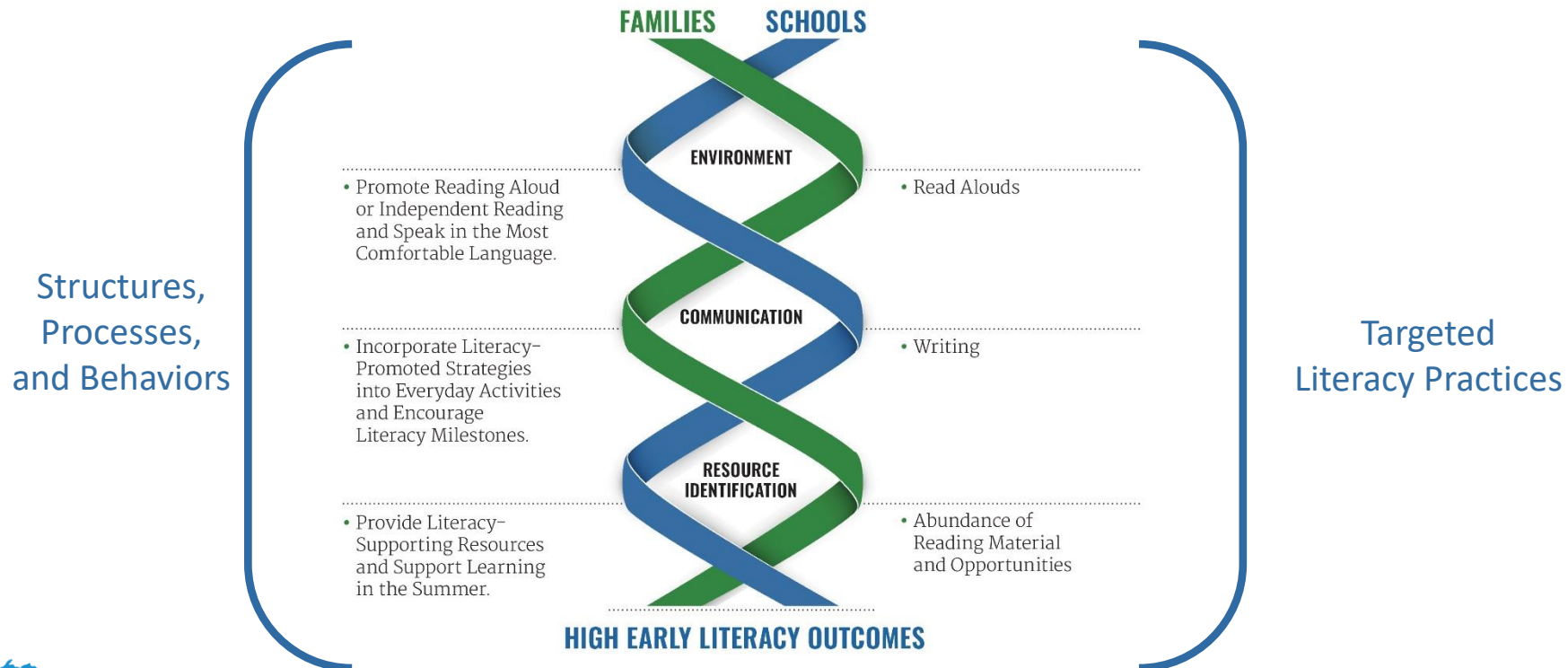
What Are the Benefits of Equitable Family-School Literacy Partnerships?

- Shared literacy goals and expectations between families and schools
- Greater insight into students' literacy identities, skills, histories, and perspectives
- Improved ability to recognize problematic labels and biases
- Increased culturally responsive literacy instruction for all students
- Improved ability to interrupt the processes that create distrustful students and families

**How Can Equitable
Family-School Partnerships
Promote Prekindergarten
Through Third Grade
Literacy Development?
What Resources Are
Available to Promote Such
Partnerships?**

Promoting Prekindergarten Through Third Grade Literacy Development Through Equitable Family-School Partnerships

MiFamily: Michigan's Family Engagement Framework Guiding Principles —
Relationships, Partnerships, Learner-driven, Tailored to All, Positive Learning Environments



Promoting Prekindergarten Through Third Grade Literacy Development Through Equitable Family-School Partnerships

MiFamily: Michigan's Family Engagement Framework Guiding Principles — Relationships, Partnerships, Learner-driven, Tailored to All, Positive Learning Environments



FAMILIES SCHOOLS



- Promote Reading Aloud or Independent Reading and Speak in the Most Comfortable Language.

- Read Alouds

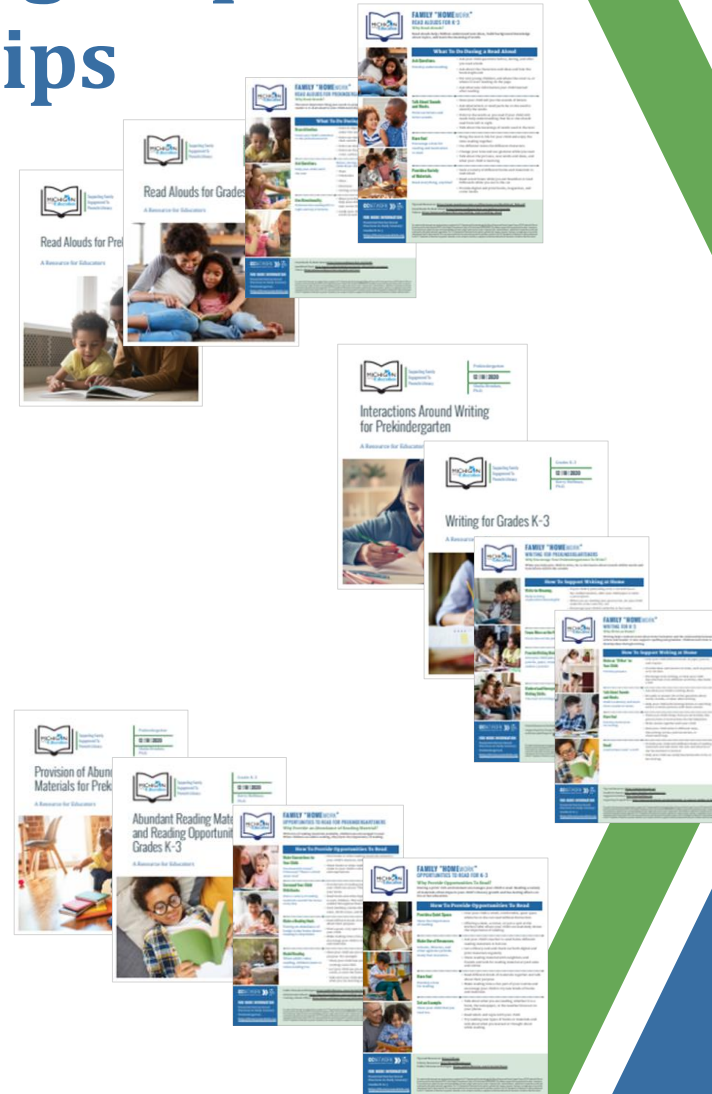
- Incorporate Literacy-Promoted Strategies into Everyday Activities and Encourage Literacy Milestones.

- Writing

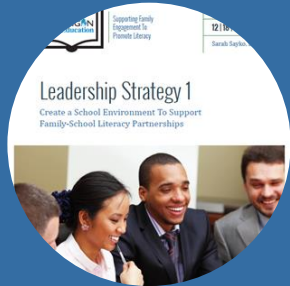
- Provide Literacy-Supporting Resources and Support Learning in the Summer.

- Abundance of Reading Material and Opportunities

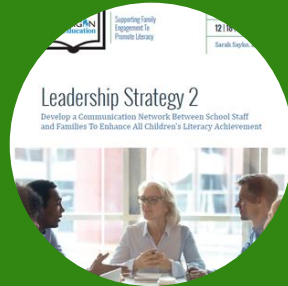
HIGH EARLY LITERACY OUTCOMES



Leadership Briefs



Create a School Environment to Support Family-School Literacy Partnerships



Develop a Communication Network Between School Staff and Families to Enhance All Children's Literacy Achievement



Allocate Resources for School Staff and Families to Increase Children's Literacy Achievement

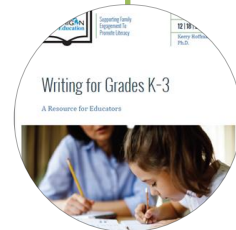
Teacher Briefs: Prekindergarten and Grades K-3



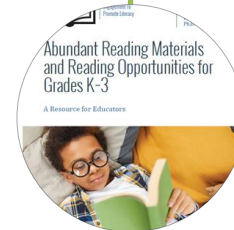
Teacher Briefs (two sets)



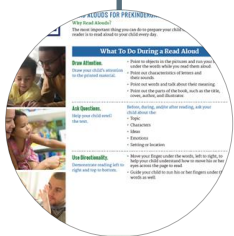
Read Aloud



Writing



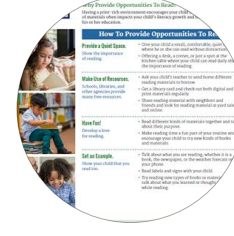
Abundant Reading



Family Infographics



Family Infographics



Family Infographics

Reflections

- What information needs clarification? What questions do you have?
- How might you use this conceptual framework to explain equitable family-school literacy partnerships to promote high early literacy outcomes?

Exploration of the Resources



Purpose

- >> Explore and become familiar with the content and structure of the resource(s).
- >> Determine some of the benefits of using the resource(s) to increase equitable family-school literacy partnerships for high early literacy outcomes.

Exploring the Resources

Directions:

- In pairs or small groups, individually read a resource and prepare to share the following with the others:
 - > The content and structure of the resource
 - > Some of the benefits of using the resource to increase equitable family-school literacy partnerships for high early literacy outcomes

- After reviewing the resource, come back together in your pair or small group and share:
 - > An overview of the content and structure of the resource(s) you reviewed
 - > Several benefits of using your resource(s) to support an increase of equitable family-school literacy partnerships for high early literacy outcomes

How Can You Share These Resources to Ensure Ongoing Use?

Considerations for Effective Sharing the Resources

What groups or individuals are you connected with?	What are the ways you communicate with them?	How will the group or individual engage with the resources?
Example: Head Start Programs	<ul style="list-style-type: none">• Newsletters• Website• List serv• Directors' meetings• Weekly webinars	<ul style="list-style-type: none">• Teachers can use these in the classroom.• Programs can share infographics with parents.• Teachers can share infographics during conferences or family events.• Centers can have these available in waiting areas.

Considerations for Effectively Sharing the Resources (Continued)

What are potential challenges or barriers to using the resources?	What questions might the group or individual have about the resources?	How will you respond to those challenges and questions?
<p>Example: Head Start Programs</p> <ul style="list-style-type: none"> • Language differences • Access to online versions • Lack of paper resources to print for teachers and families • Little or no follow-through or up-front support for teachers and families 	<ul style="list-style-type: none"> • How do I know if I am doing this correctly? • Are these available in another language? • Who should be in charge of sharing these with families? • How do I support families once I share this with them? 	<ul style="list-style-type: none"> • Provide workshops for families. • Share any available translations or help translate with Google Translate or a similar app. • Determine policy and procedure for use at program level. • Provide continued learning opportunities for families.

Reflection

- > Take a moment to reflect on the benefits of using the resources.
- > Write down three ways that you can see these resources being used to increase equitable family-school literacy partnerships for high early literacy outcomes.

Final Reflections



What squares with your beliefs?



What is still circling around in your head?



What are three things you want to be sure to remember?

Thank you



Melissa Manko
Office of Educational Supports
mankom@michigan.gov



Sarah Sayko, Ed.D.
Region 8 Comprehensive Center
saykos@rmcres.com

References

- » Bishop, R. S. (1990, Summer). Mirrors, windows, and sliding glass doors. *Perspectives: Choosing and Using Books for the Classroom*, 6(3), ix – xi.
- » Day, S. (2013). “Terms of engagement” not “hard to reach parents”. *Educational Psychology in Practice*, 29(1), 36–53.
- » Finigan-Carr, N. M., Copeland-Linder, N., Haynie, D. L., & Cheng, T. L. (2014). Engaging urban parents of early adolescents in parenting interventions: Home visits vs. group sessions. *School Community Journal*, 24(2), 63–82.
- » Gonzalez-DeHass, A. R., & Willems, P. P. (2003). Examining the underutilization of parent involvement in the schools. *School Community Journal*, 13(1), 85–99.
- » Goodall, J. & Montgomery, C. (2014). Parental involvement to parental engagement: A continuum, *Educational Review*, (66)4, 399-410.
- » Hill, N. E., & Tyson, D. F. (2009). Parental involvement in middle school: A meta-analytic assessment of the strategies that promote achievement. *Developmental Psychology*, 45(3), 740–763.
- » Jacques, C., & Villegas, A. (2018, December). Strategies for equitable family engagement. *State Support Network*. Retrieved from https://oese.ed.gov/files/2020/10/equitable_family_engag_508.pdf
- » Michigan Association of Intermediate School Administrators, General Education Leadership Network, Early Literacy Task Force. (2016). Essential instructional practices in early literacy: Grades K to 3. Retrieved from https://literacyessentials.org/downloads/gelndocs/k-3_literacy_essentials.pdf
- » Michigan Association of Intermediate School Administrators, General Education Leadership Network, Early Literacy Task Force. (2016). Essential instructional practices in early literacy: Prekindergarten. https://literacyessentials.org/downloads/gelndocs/pre-k_literacy_essentials.pdf

References

- » Moodie, S., & Ramos, M. (2014). Culture Counts: Engaging Black and Latino Parents of Young Children in Family Support Programs. *Child Trends*. Retrieved from <https://www.childtrends.org/wp-content/uploads/2014/10/2014-44BCultureCountsFullReport1.pdf>
- » Morton, C. (2017). Equity by Design: Supporting student success through authentic partnerships: Reflection for parents and caregivers. *Midwest & Plains Equity Assistance Center*.
- » National Task Force on School Readiness. (1991). *Caring Communities: Supporting Young Children and Families*. Alexandria, VA: National Association of State Boards of Education.
- » Nuri-Robbins, K., Lindsey, D.B., Terrell, R.D., & Lindsey, R.B. (2007). Cultural proficiency: Tools for secondary school administrators. *Principal Leadership*, 8(1), 16–22.
- » Öztürk, M. (2013). Barriers to parental involvement for diverse families in early childhood education. *Journal of Educational and Social Research*, 3(7), 13–16.
- » Shartrand, A., H. Weiss, H. Kreider, & M. Lopez. (1997). *New Skills for New Schools: Preparing Teachers in Family Involvement*. Cambridge MA: Harvard University Medical School.
- » Stevens, S., & Patel, N. (2015). Viewing generativity and social capital as underlying factors of parent involvement. *School Community Journal*, 25(1), 157–174.
- » Van Voorhis, F. L., Maier, M. F., Epstein, J. L., & Lloyd, C. M. (2013). The impact of family involvement on the education of children ages 3 to 8: A focus on literacy and math achievement outcomes and social-emotional skills. *MDRC*.

ACKNOWLEDGMENTS

Sheila Brookes, Ph.D., is a Subject Matter Expert for the Region 8 Comprehensive Center and is a Research Analyst for AEM Corporation. Dr. Brookes has an extensive background in early childhood education, with experience as a preschool teacher, university lab school director, and university professor before joining AEM as a Research Analyst.

Rose Buckley, Ph.D., is a Technical Assistance Specialist with the Region 8 Comprehensive Center. Previously, her professional experiences included roles as vice president of research, assistant director of technical assistance, education consultant, research associate, adjunct professor, school psychologist, and classroom teacher.

Amy B. Colton, Ph.D., is the Michigan Co-Coordinator for Region 8 Comprehensive Center. Dr. Colton's background in the field of education includes roles as a classroom teacher for students with special needs, a professional learning consultant at the district and international level, a teacher-in-residence for the National Board for Professional Learning, and an author.

Kerry Hoffman, Ph.D., is the Indiana Co-Coordinator for Region 8 Comprehensive Center. Dr. Hoffman's diverse professional background in the field of education includes roles as classroom teacher, assistant professor, school and district administrator, state assessment consultant, and university center director prior to joining ICF as a Senior Consultant.

Sarah Sayko, Ed.D., is currently a Deputy Director of the National Center on Improving Literacy (NCIL) and Senior Research Associate at RMC Research Corporation. She has served as a literacy content specialist with the Center on Instruction (COI), a technical assistance provider with the National Reading Technical Assistance Center (NRTAC) and was an elementary reading coach and literacy specialist.



The contents of this document were developed under a grant from the U.S. Department of Education through the Office of Program and Grantee Support Services (PGSS) within the Office of Elementary and Secondary Education (OESE), by the Region 8 Comprehensive Center at ICF under Award #S283B190013. This contains resources that are provided for the reader's convenience. These materials may contain the views and recommendations of various subject matter experts as well as hypertext links, contact addresses, and websites to information created and maintained by other public and private organizations. The U.S. Department of Education does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in these materials. The views expressed herein do not necessarily represent the positions or policies of the U.S. Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, enterprise, curriculum, or program of instruction mentioned in this document is intended or should be inferred.

