

FAMILY ENGAGEMENT NEWSLETTER

This month's topic: *Family Engagement*

Upcoming Statewide Events

Wisconsin Transition Conference

Attend the 11th annual Wisconsin Transition Conference to hear from state and nationally known speakers, learn about transition-related agencies and businesses, and network with professionals and parents.

Date: February 19-21, 2014

Location: Kalahari Resort, Wisconsin Dells

For more information and to register, visit <https://www.edevents.org/conferences/3/wisconsin-transition-conference/speakers>

Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESP-DHH) 2014 Family Conference

Registration is now open!! Our theme this year is: "Renew, Re-energize, Relax."

Date: March 7-9, 2014

Location: Olympia Resort and Conference Center, Oconomowoc.

To register, please go to: <https://classic.regonline.com/buildersite/?eventid=1325312>

For more information regarding the conference schedule, please go to:

<http://www.wesp-dhh.wi.gov/wesp/>

FAMILY ENGAGEMENT IMPACT

Helping Teachers Help Families

By *Matthew Zellmer*

From the HFRP FINE Newsletter, Vol. V, Issue 4. For the full article, go to: <http://tinyurl.com/p9mwf7u>

Family engagement in schools definitely involves purposeful action. But it also involves a productive mindset. One college professor in PA who trains pre-service teachers has prepared workshops to help mold such a mindset.

It started when as a young teacher, she was told to temper expectations of parent involvement and noticed how quickly her colleagues simply accepted that there wouldn't be any. It was a school with a large Latino population, so she posted a "Need Volunteers" sign (in Spanish) and had five the first day.

Simply put, the teacher believed that parents want to be engaged in their children's education. That belief had been informed by her own upbringing, and she

sought to transform the learning experience in her own classroom. Her homemade sign exemplified the value of Joyce Epstein's second strategy for family involvement: Volunteering Activities. (For more information about these strategies, go to: <http://tinyurl.com/p2lfmeh>.)

The teacher's actions also led to her discovery that many teachers simply did not have the training to engage families effectively. As a college instructor, she created family engagement workshops for educators and parents. The workshops, some of which are targeted to Spanish-speaking families, are based on her belief that families want to help their children succeed but need specific guidance on how to best assist.

Some of the content includes listening to audio of your child's homework assignment so you can learn and engage with them, scheduling a meeting with your child's teacher, talking with your child about his or her academic future, and learning how to address your concerns to school leadership. One particular

workshop culminates with a college tour for parents and youth.

She uses "mock parent-teacher conferences" as a major tool to train future teachers. Future teachers play the role of parents one day and teachers the next and are given a number of scenarios. It might be a parent who wants to help their child with homework but is still learning English or a single parent is working late and lacks time to help the student. Through these exercises, the future teachers learn to communicate in ways that show they believe each child is capable of succeeding and prepare them for future conversations with families.

Detailed rating scales and rubrics are used- tools that they can use in the future to make sure they establish a classroom culture of keeping families engaged.

After many years of using these family engagement activities, the teacher who created them says that seeing highly engaged parents is among her greatest rewards. The lesson for parents who want to be more engaged in their child's education but may not know how to start: Help is out there, and yes, you can make a difference.

RESEARCH TO READ

Professional Development in Family Engagement : A Few Often-Overlooked Strategies For Success

Patton, C. & Wanless, S. (2013). Professional development in family engagement: A few often overlooked strategies for success. *Family Involvement Network of Educators (FINE) Newsletter*, 5(4). Retrieved January 6, 2014, from <http://tinyurl.com/p2k2eve>

Abstract:

In this article, Christine Patton

and Shannon Wanless discuss the importance of professional development (PD) in the area of family engagement, point out effective professional development strategies, and highlight the changing nature of PD in general.

Partnering with Families and Communities. Epstein, J. L., & Salinas, K. C. (2004). Partnering with families and communities. *Educational leadership*, 61(8), 12-19. Retrieved January 6,

2014, from <http://tinyurl.com/q9ug8g3>

Abstract: A well-organized program of family and community partnerships yields many benefits for schools and their students.

Upcoming Statewide Events

Save the Date! Collaborative Leadership Forum: Preserving Early Childhood (PEC)

Join us at the 15th annual Preserving Early Childhood Collaborative Leadership Forum for inspiration, practical details, networking and more!

Date: March 19 & 20, 2014
Location: Holiday Inn Hotel & Convention Center, Stevens Point, W

Save the Date! Collaborative Leadership Forum: Preserving Early Childhood (PEC)

Join us at the 15th annual Preserving Early Childhood Collaborative Leadership Forum for inspiration, practical details, networking and more!

Date: March 19 & 20, 2014
Location: Holiday Inn Hotel & Convention Center, Stevens Point, WI

Who should attend: Early childhood leaders from schools, child care, Head Start, home visiting and other related programs and services.

25th Annual Autism Society of Wisconsin Conference

Hear from prestigious speakers, engage in valuable networking and visit the large exhibitor hall.

Date: April 24-26, 2014
Location: Kalahari Resort, Wisconsin Dells
For more information and to register:
http://events.r20.constantcontact.com/register/event?oeidk=a07e8dbvdhv8eafd0ab&l_r=tdgpwmkab

RESEARCH TO READ

Parents' management of their children's education within the home, at school, and in the community: An Examination of African-American Children Living in Poverty.

Gutman, L. M., & McLoyd, V. C. (2000).

Parents' management of their children's education within the home, at school, and in the community: An examination of African-American families living in poverty. *The Urban Review*, 32(1), 1-24. Retrieved January 6, 2014, from <http://tinyurl.com/ngbrvr5>

Abstract:

Using parents' answers to open-ended questions, we examine variation in parents' management of their children's education within the home, at school, and in the community

as a function of whether their children were experiencing academic success or academic problems. Within the home, parents of high achievers used more specific strategies to help their children with their schoolwork and had more supportive conversations with their children than parents of low achievers. At their children's school, parents of high achievers not only were more involved but had different reasons for their involvement than parents of low achievers. In the community, more parents of high achievers explicitly engaged their children in activities to support their achievement than parents of low achievers. Implications for parents, schools, and communities are discussed.



SUPPORT GROUPS

Urban & Autism Support Groups

When: 2/15/14, 11am
Topic: Q&A About Medication
Where: WI FACETS
600 W. Virginia St., Suite 501
Milwaukee, WI 53204

Grupo de Autismo

When: 2/22/14, 10 AM-12 PM
Tema: Respuesta a la intervencion
Where: WI FACETS
600 W. Virginia St., Suite 501
Milwaukee, WI 53204

STATEWIDE PARTNERSHIP: FAMILIES, SCHOOLS & COMMUNITIES (TITLE 1)



Title I is a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments. The program contains provisions for ensuring that children who are disadvantaged enrolled in private schools also benefit from the academic enrichment services funded with Title I, Part A funds.

Family involvement is a critical component of all Title I

programs. Every school is required to complete a parent involvement compact. Each compact requires schools to obtain parent input and assistance in its completion, establishes that schools will create an environment favorable to learning, and makes sure students and their families understand their roles in that learning. Communication is at the heart of any effective family engagement effort and the compacts required by Title I ensure that schools take responsibility for establishing two-way communication with the family. This includes making sure students understand not only daily expectations, but also the compacts themselves. When young people understand

that

their parents are directly involved in their education, that can only help motivate them to success.

There are myriad ways schools can foster good parent involvement, and schools can always glean good ideas from each other. To view a partial list of school, family and community partnership resources, visit <http://tinyurl.com/lg3muoo>. For a list of Title I related resources, go to http://titleone.dpi.wi.gov/tlone_parent_index

FEATURED ONLINE RESOURCES FAMILY ENGAGEMENT

Modules from the National Professional Development Center in Autism Spectrum Disorders These modules are available on the Autism Internet Modules (AIM) website hosted by the Ohio Center for Autism and Low Incidence (OCALI). The AIM website features content from experts on ASD across the nation on topics including assessment and identification, characteristics, evidence-based practices and interventions, transition to adulthood, and employment. Information is presented at a universal reading level with activities providing support to those with introductory or advanced knowledge on ASD. For more information, visit: <http://autismcdc.fpg.unc.edu/content/autism-internet-modules-aim>

SEDL: Family and Community

Southwest Educational Development Laboratory (SEDL) has a mission to strengthen the connections among research, policy, and practice in order to improve outcomes for all learners. They are a nonprofit education research, development, and dissemination organization. They offer professional development and technical assistance to support schools, districts, and agencies in engaging families and the community as a school improvement strategy. Visit their site to view online modules, archived webinars, and other resources.

<http://www.sedl.org/cgi-bin/mysql/corp/redirect.cgi>

Project Appleseed: National Campaign for Public School Improvement

Project Appleseed provides resources for parents who want to be engaged in their children's schools and for schools who seek their involvement. They are a nonprofit resource, advocate, and voice for families, in the pursuit of life liberty and happiness, by means of a quality education in America's public schools. Project Appleseed has three purposes—improvement in learning, wellness, and school facilities. For more information, please visit <http://www.projectappleseed.org/>

National Coalition for Parent Involvement in Education: (NCPIE): This professional association is committed to building school family partnerships that work, using evidenced-based approaches. Their goals are better academic and life achievement, empowering parents, improving teacher morale, for the ultimate purpose of improving schools and the communities they occupy. NCPIE is a coalition of major education, community, public service, and advocacy organizations working to create meaningful family-school partnerships in every school in America. Visit <http://www.ncpie.org/> to learn more.

Parent Involvement Matters.org: Sponsored by the nonprofit National ParentNet Association, Parent Involvement Matters.org is a leading resource on engaging families in the education and positive development of their children. This online community is made up of advocates who support building family-school-community partnerships that advance student learning and achievement. For myriad family engagement resources in one place, check out <http://www.parentinvolvementmatters.org/>

Upcoming Statewide Events

Circles of Life Conference

Join us for this family-oriented, diverse conference and receive a wide range of information, network with families and visit the many exhibits

Date: April 24-25, 2014

Location: Marriott West, Madison

Registration open soon at:

<http://www.colwisconsin.org/>



WI FACETS Phone Workshops

Registration for all phone workshops:
Contact Sandra McFarland at 877-374-0511, smcfarland@wifacets.org or on line at www.wifacets.org

Postsecondary Transition Plan

When: 2/5/14, 12-1 PM
Presenter: Pam Jenson, CESA 2
Note: This workshop is a Webinar- Internet access is required for participation.

Individualized Education Program (IEP) Part 1

When: 2/7/14, 12-1pm
Presenter: Don Rosin, WI FACETS

WI Special Education Mediation System – Facilitated IEPs

When: 2/10/14, 12-1pm
Presenter: WSEMS Staff

Individualized Education Program (IEP) Part 1

When: 2/11/14, 12-1pm
Presenter: Joe Kluber, WI FACETS

Special Education Discipline Requirements

When: 2/12/14, 12-1pm
Presenter: Patricia Williams, DPI

Individualized Education Program (IEP) Part 2

When: 2/13/14, 12-1pm
Presenter: Joe Kluber, WI FACETS

Programa de Educación Individualizado (IEP) Parte 2

When: 2/14/14, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

Section 504 & The ADA

When: 2/18/14, 12-1 pm
Presenter: Matthew Zellmer, WI FACETS

Specially Designed Physical Education for Students with Disabilities

When: 2/19/14, 12-1pm
Presenter: Suzan Van Beaver, DPI

Response to Intervention (RtI): An Overview

When: 2/26/14, 12-1pm
Presenter: Julia Hartwig, DPI

Bullying & Harassment

When: 2/27/14, 12-1 PM
Presenter: Matthew Zellmer, WI FACETS

Reuniones de IEP Facilitado

When: 2/28/14, 12-1 pm
Presenter: Martha Lechuga, WI FACETS

CONTRIBUTIONS TO NEWSLETTER

Next month's newsletter topic: *Behavior: The Good, the Bad and the Ugly*

There are two ways to submit contributions. Use either the online form at <http://bit.ly/WO9a39> or use the attached fillable PDF form for contributing articles, events, and resources.

Send the fillable PDF form submissions to mzellmer@wifacets.org

Deadline for submitting contributions to each month's issue is by the **20th of each month at noon**. For time sensitive training advertisements, the information should be sent a minimum of two weeks prior to the event date; ideally a month ahead of time.

Material appropriate for the monthly newsletter include web links to sources of family involvement/parent leadership resources, advertisements for statewide trainings for parents, youth or parent/educator audiences, information about statewide parent agencies, recent research pertaining to family engagement, and family engagement success articles. Family engagement success or impact stories can be written at an individual or family level, classroom level, school building level, district level, county level, CESA level, etc.

Your submittal may not be in the final copy of the upcoming month's newsletter if it was in a previous month's email, the event date has passed, the web link doesn't work, or there is already an article in place. Articles and resources will be saved to be used for later newsletters. We reserve the right to edit contributions as needed.

This month's update is provided by Wisconsin Family Assistance Center for Education, Training & Support (WI FACETS) to share statewide information regarding parent leadership and family involvement.



WI FACETS website: <http://www.wifacets.org>

Archived Issues of the Family Engagement newsletter can be found at:

servingongroups.org

DISCLAIMER: Inclusion of information in this newsletter does not constitute an endorsement by Wisconsin Family Assistance Center for Education, Training, and Support (WI FACETS), the Department of Public Instruction, the U.S. Department of Education, or the U.S. Department of Health and Human Services.

NOTE: If you would like to receive this monthly update or if you would like to have your name removed from the distribution list, please contact:

Matthew Zellmer, WI

Coordinator at 414-



FACETS SPDG Research

374-4645 x203 or

mzellmer@wifacets.org