

Family Engagement IN and BEYOND the Classroom

Reyes Navarro Gargallo
Marisol Wharemate

10 years
teaching
experience



5 years ELA - E
5 years ELA - S

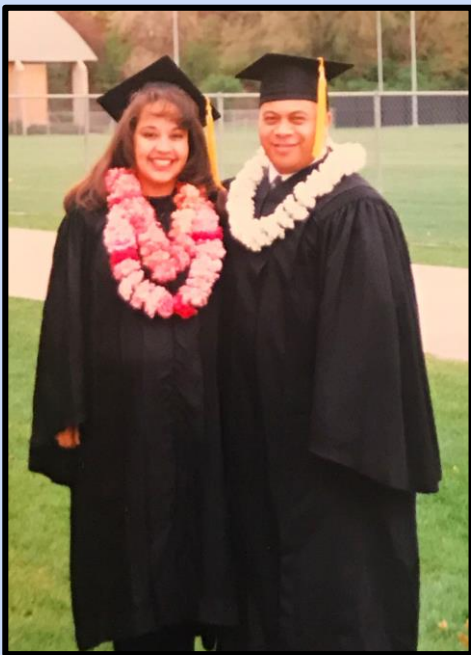
Grades: K, 1,
3 - 5, reading
interventionist

Charter
Traditional
Home-School



Teachers Improving Learning in Dual Language

TILDE





Universidad de Valladolid



Mathematics and Science
LEADERSHIP ACADEMY

Where everyone is a learner, teacher and leader

SINERGIA

"Mi escuela es mi
segunda casa pero
mi casa es mi
primera escuela."

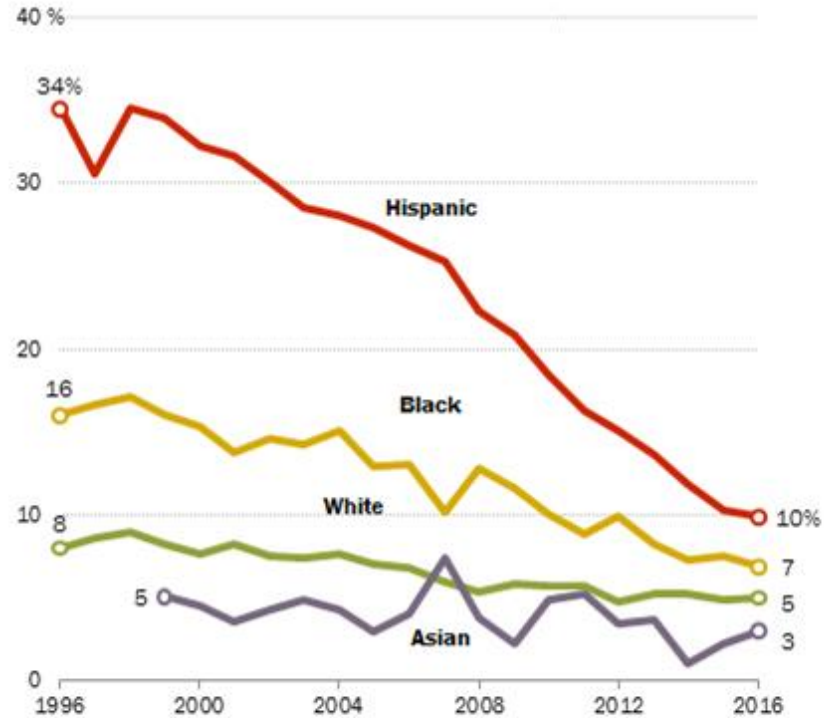
*-Maestra Genoveva HI
González*



- What are some of your noticings?
- What questions does this graph provoke?

Hispanic high school dropout rate has plummeted in past two decades

% of 18- to 24-year-olds who dropped out of high school, by race and ethnicity (1996-2016)



Note: Civilian noninstitutionalized population. Blacks and Asians include the Hispanic portions of those groups. Whites include only non-Hispanics. Hispanics are of any race. Source: U.S. Census Bureau October Current Population Survey.

PEW RESEARCH CENTER

Research shows that parental involvement in a child's education is a key indicator to a child's success in school.

How do we engage our
Culturally and Linguistically
Diverse (CLD) families,
leading to their child's
educational achievement?

Adams & Christenson, 2000; Bronfenbrenner, 1986; Chrispeels & Rivero, 2001; Comer & Haynes, 1991; Kayuma, Karsli, Allexsaht-Snider, & Buxton, 2015; Lightfoot, 2004; Delgado-Gaitan, 1991

What teachers of CLD students should know:

“Existing school structures, such as ‘parent meetings and parent advisory councils, which have historically initiated communication and contact with the school been effective in drawing Anglo parents into the schooling process, have not proven useful (Vasquez, Pease-Alvarez, & Shannon, 1994, p. 43) for Latino parents” (Chrispeels & Rivero, 2001, p. 123).

So what can we do to engage our CLD families?

A Brief Overview

of adults who've
attended FEP

Oct.- 43

Nov- 41

Dec - 33

Jan - 28

of projects
completed

Oct.- 33

Nov- 31

Dec - 18

Jan - 25

The whys

Help
families
build social
capital

Create
relationships of
trust so we can
work together when
facing challenges

Change
parents role
construction

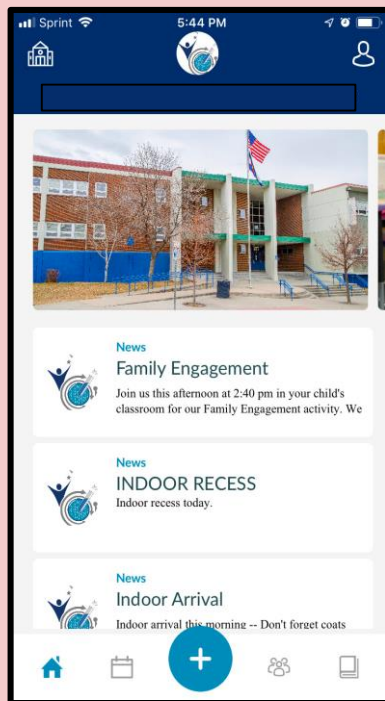
Dear Family,



Make a project
with me!

When: Friday, Nov. 2
at 2:40 pm

Where: In my classroom



Querida familia,

Ven y haz un proyecto
sobre nuestra familia
conmigo.

Cuándo:

Viernes, 7 de Febrero de
from 2:35 - 2:55 pm.

Donde: En mi aula

Dear Family,

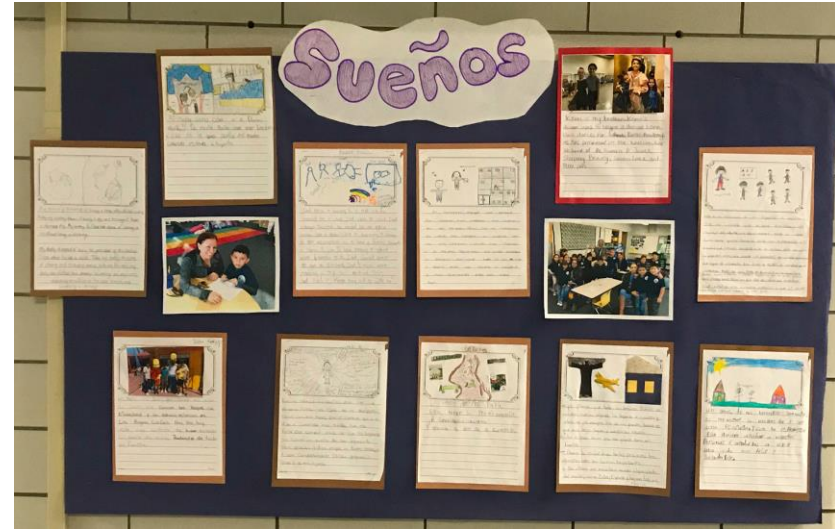
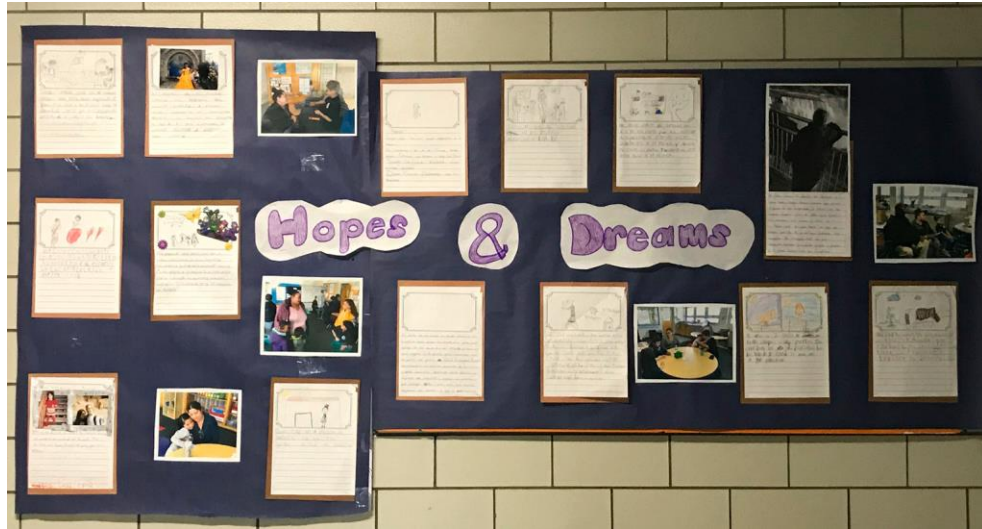
Come and make a project
about our family with me.

When:

Friday, February 7th,
from 2:35 - 2:55 pm.

Where: In my classroom.

¡Gracias por asistir al FEP del mes pasado y por devolver sus proyectos familiares!



Thank you for attending last month's FEP and for returning your family projects!

Mentores son personas a quienes admiramos y que tuvieron algún tipo de impacto positivo en nuestras vidas.



Mentors are people who we look up to and who have had a positive impact on our lives.

Admiramos y respetamos las cualidades que poseen. Si miras a alguien con la sensación de que es increíble, lo estás admirando.



We admire and respect the qualities that they possess. So, if you think "Wow, they're amazing!", you are admiring them.

Los mentores pueden motivarnos. Por eso, admirar a alguien puede resultar de ayuda para alcanzar nuestros objetivos. Admirar a otros nos permitirá aprender y progresar.



Mentors can be a motivation that help us achieve our goals. Admiration of good mentors can allow us to learn and progress.

Hablemos-



Let's talk about it -

1. ¿Quién es una persona a la que tu admiras?
1. ¿Qué hizo esa persona que te causó admiración?
1. ¿Cómo has cambiado desde que adoptaste ese nuevo modelo?

1. Who is someone that you admire?
1. Why do you admire them?
1. How has that person impacted your life or caused you to change for the better?



Proyecto~ Pídale a su hijo/a que escriba un breve párrafo sobre un mentor o persona que admire. Esto puede ser un hermano, un abuelo, un maestro, una persona famosa o cualquier modelo a seguir.

~ ~ ~

Project~ Ask your child to write a short paragraph about a mentor or person that they admire. This can be a sibling, a grandparent, a teacher, a celebrity or any role model.

Una de las personas que yo he admirado y que mayor impacto ha tenido en mi vida, fue mi maestra de Kindergarten, mi señorita Maria José. Su cultura como persona y su dedicación como maestra, me hicieron ver en ella la persona que quería ser de mayor. Desde bien pequeña supe que quería ser maestra como ella y hoy me siento agradecida ya que me dedico a la profesión más linda y gratificante del mundo.

All families receive a summary of the activity along with the project so that they can discuss each month's theme as a family.

Nombre / Name: _____ Maestro(a)/ Teacher: _____

Dear family,

Today we discussed that mentors are people who we look up to and who have had a positive impact on our lives.

This month's project will be to write about someone your child admires. Ask him/her to write a short paragraph about a person they admire. This can be a sibling, a grandparent, a teacher, a celebrity or any role model. Encourage your child to be descriptive, and include specific reasons why he/she admires this person and how they changed her/his life.

Who you are is not what defines you, but rather what you choose to do to become who you really want to be .

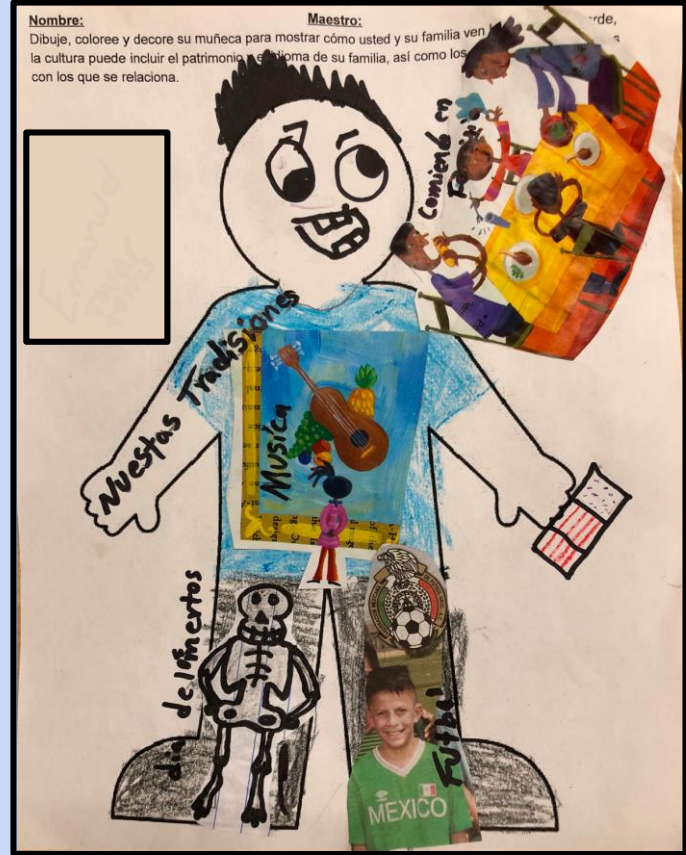
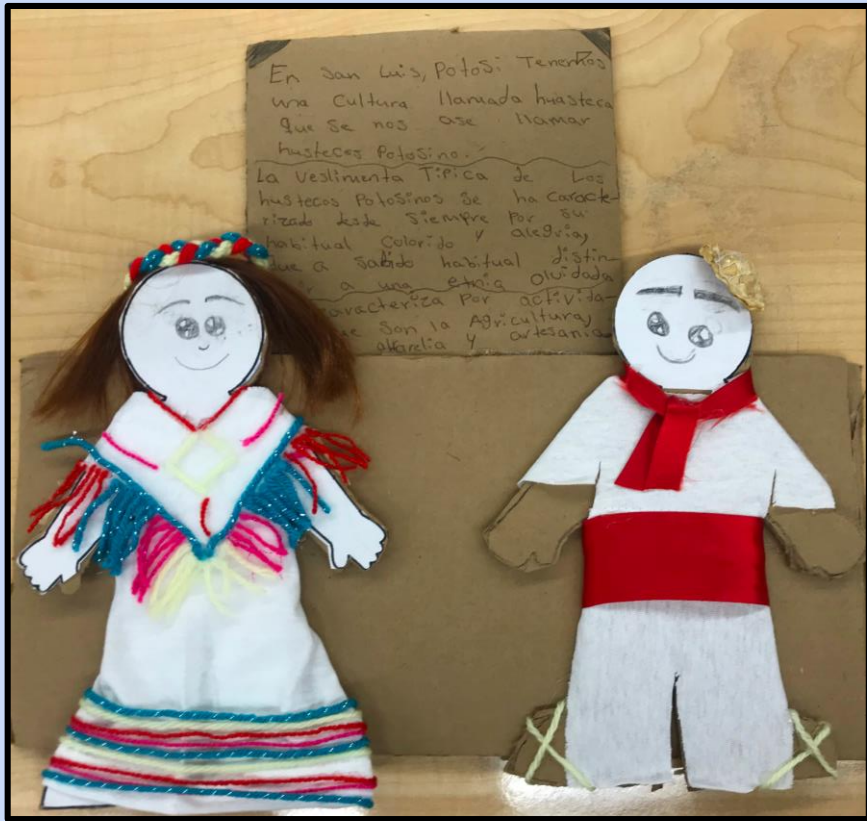
~~~~~

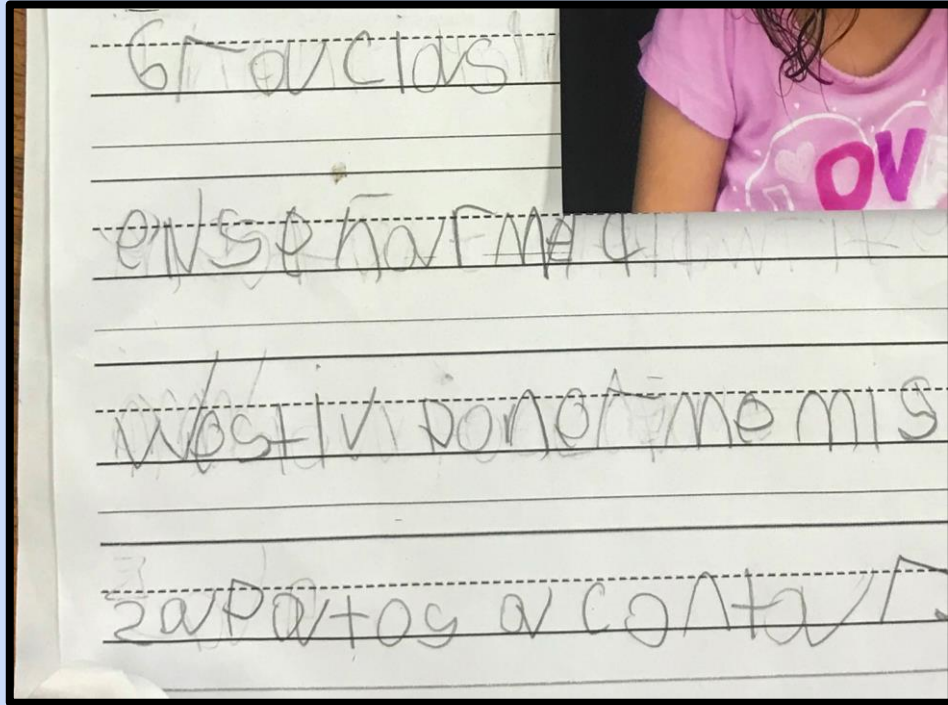
*Lo que te define no es quien eres, sino tus actos para convertirte en la persona que quieres ser.*

Querida familia,

Hoy hablamos de mentores o personas a quienes admiramos y que tuvieron algún tipo de impacto positivo en nuestras vidas.

El proyecto de este mes será escribir sobre alguien a quien su hijo admire. Pídale que escriba un breve párrafo sobre una persona a la que admire. Esto puede ser un hermano, un abuelo, un maestro, una persona famosa o cualquier modelo a seguir. Anime a su hijo a ser descriptivo e incluya razones específicas por las que admira a esta persona y cómo le cambió la vida.





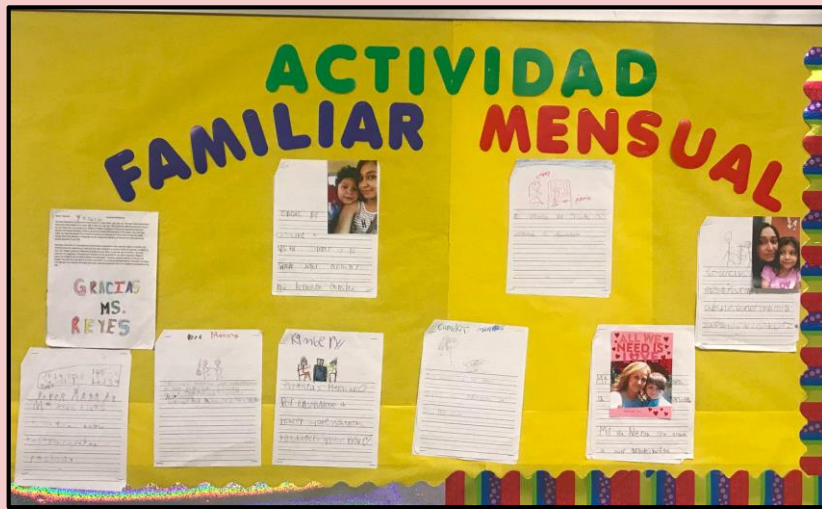
Gracias  
enseñarme a  
Westir poner me mis  
zapatos a contar.



El sueño de mi mamá  
 cuando era pequeña era  
 conocer Disney y estuvo  
 muy contenta de realizarlo.  
 Ahora su sueño es llevarnos  
 a mi y a mis hermanos a  
 conocer Disney y disfrutar  
 todos juntos.



My mother's family comes from Zacatecas, Mexico. The typical food is mole and Birria. Its language is Spanish. They love to dance. My Dad's family is from Mexico City and from Puebla, Mexico. The typical food is mole and tamales. In my grandfathers' town, there are many mango trees.



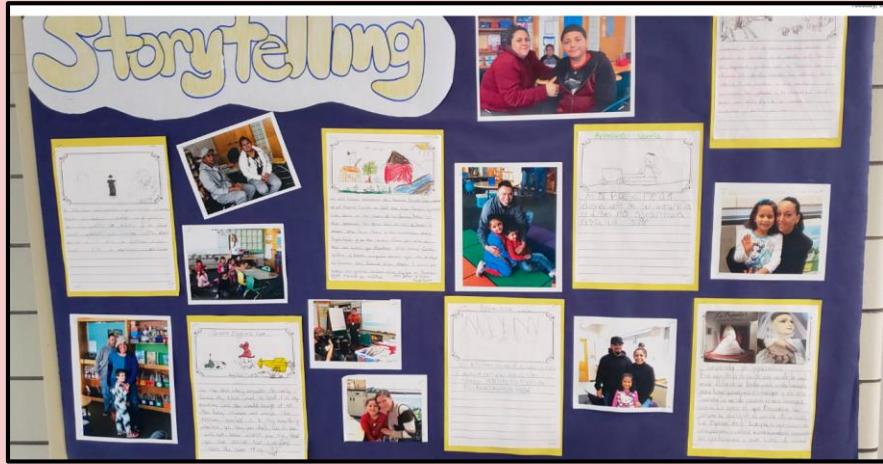
## 2018-2019 Themes:

- What culture means to me
- The teachers in my life
- Traditions
- Friendship

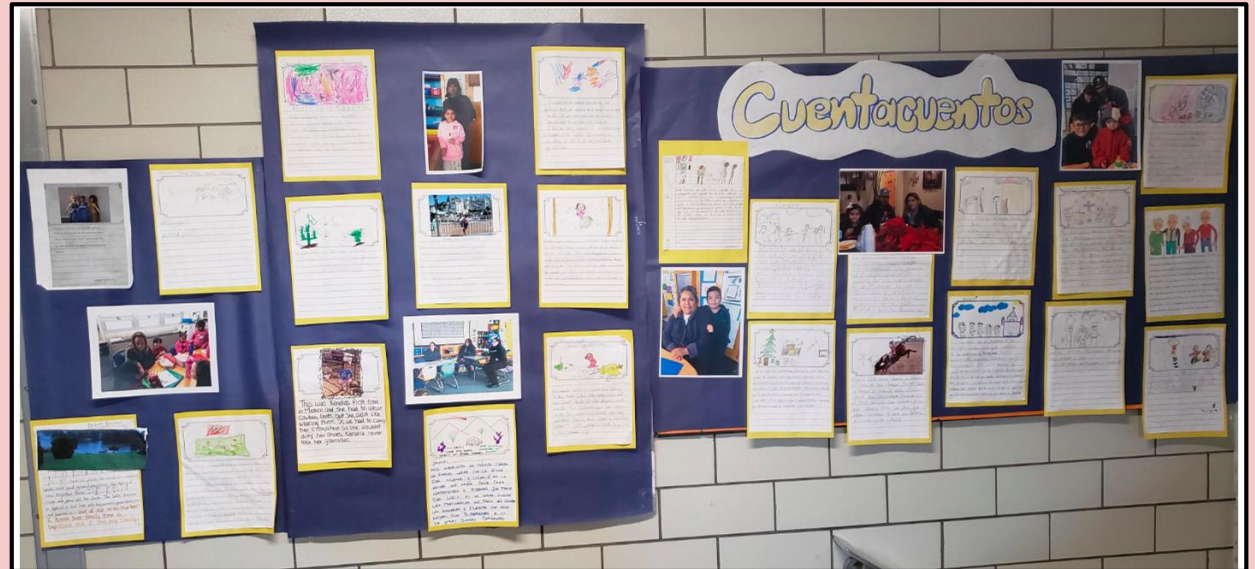


# Octubre /October

The display board is divided into several sections. On the left, there is a grid of 18 world maps, each with a different color scheme and some text below it. The maps are arranged in three columns and six rows. The first column has maps with various colorings (green, blue, red, yellow, etc.). The second column has maps with more complex colorings, including some with human figures. The third column has mostly black and white maps. To the right of this grid is a section titled "Mis antepasados" (My ancestors) in a white banner. Below this title are several small photographs of people, likely students, in various settings. To the right of the photos are three more world maps with different colorings. Below the "Mis antepasados" section is another white banner titled "My heritage". Below this title are more small photographs of people. To the right of the "My heritage" section is one more world map with a green and yellow color scheme. The entire display is mounted on a wall with a light-colored brick pattern.

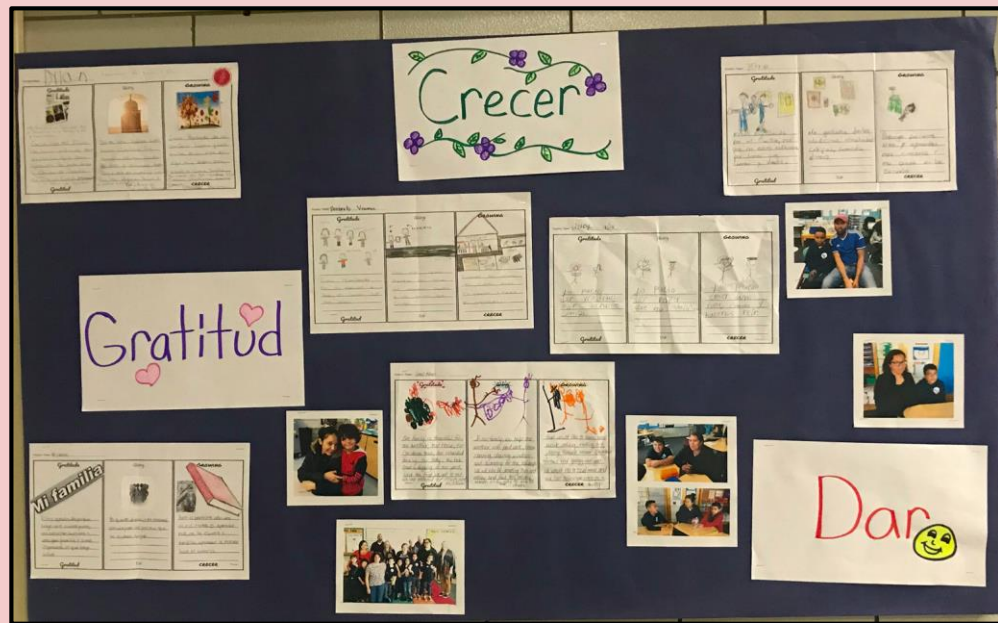
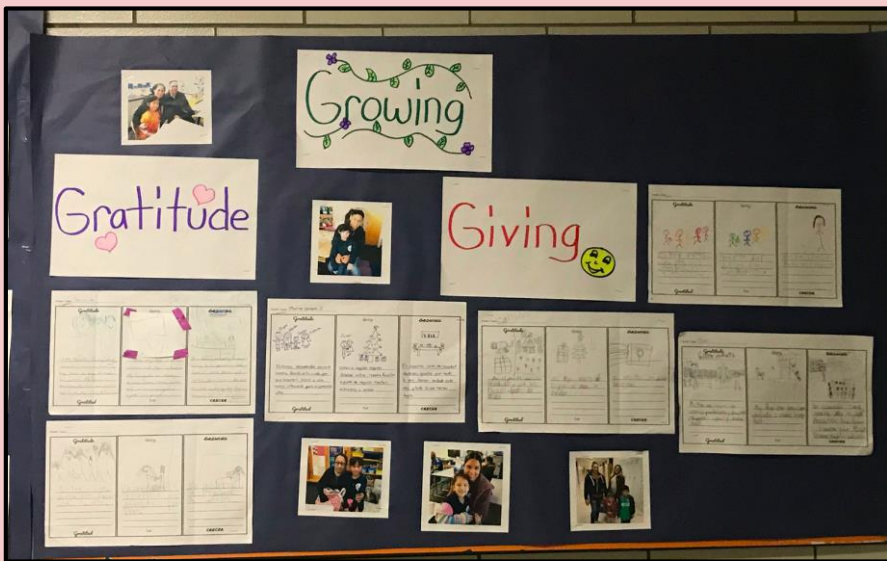


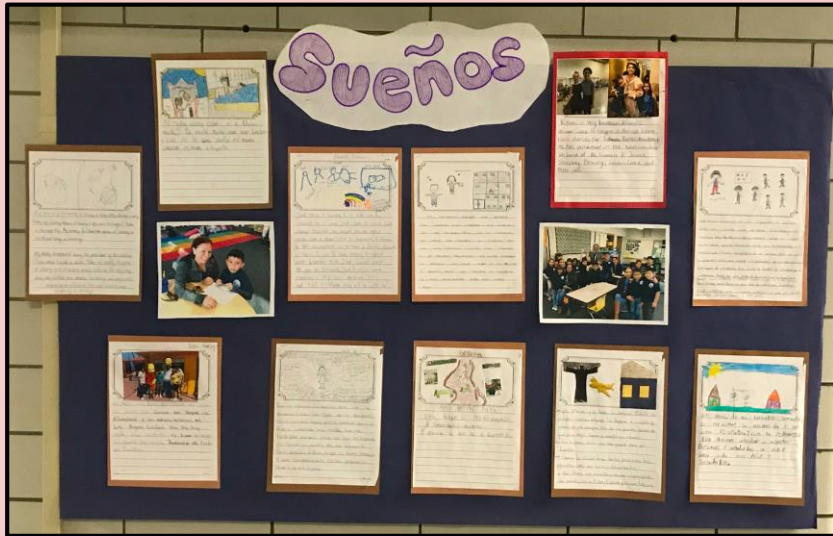
Noviembre /  
November



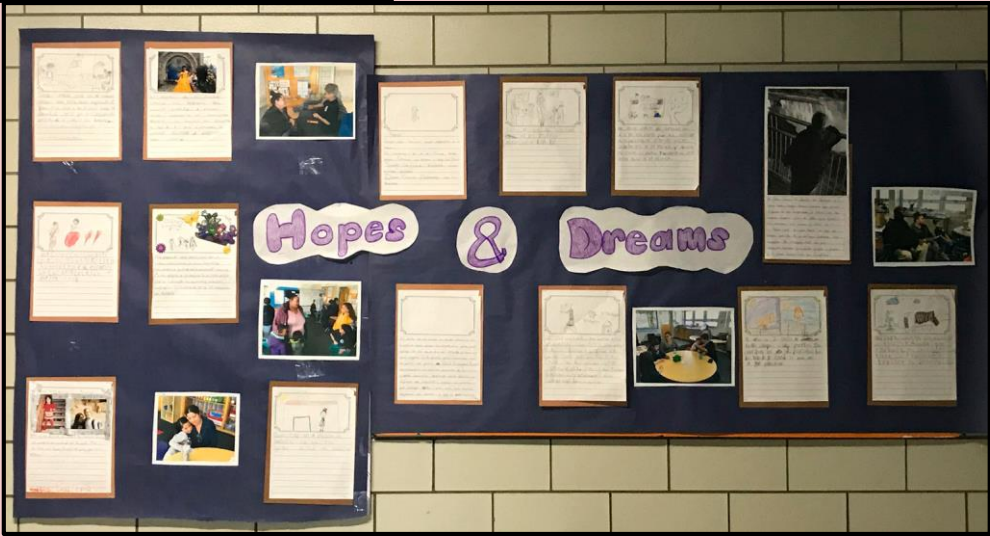


# Diciembre / December





Enero /  
January



# **FEP Parent Survey Takeaways**

## **19 surveys returned (Jan. 2020)**

### **What have you enjoyed most about the FEP?**

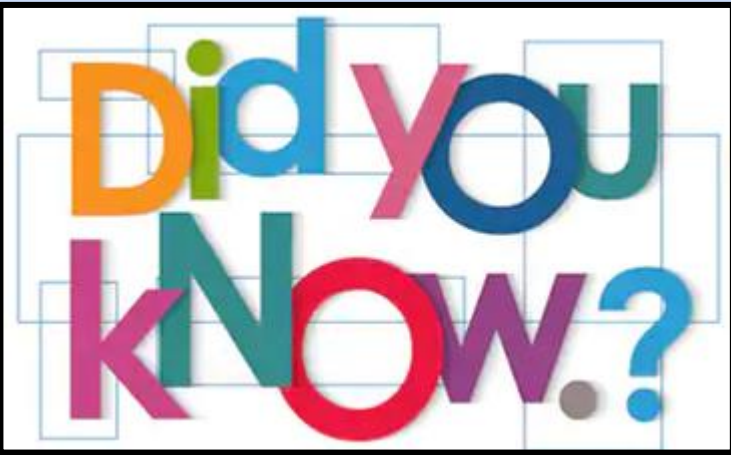
- Getting to know my child, their classroom and teacher.
- Getting to know different cultures
- Sharing ideas among parents
- Sharing our lives with our children

## **What can we do to improve the FEP?**

- Provide more time for the FEP
- Allow families to bring snacks to share so that students who don't have family there can still feel joy
- Require parents to attend so that they get to know their child and so that they are aware of what is being presented in the classroom
- Provide age appropriate activities
- Have it on a different day or time

## **How has the FEP helped you connect with the school or your child's teacher?**

- When we attend the FEP we are better participants in the project.
- It improves communication between parents and their children
- It is helpful for new students so that they and their families can get to know the teacher.
- Teachers are kind and take time to get to know the parents
- It helps us feel like we are a community
- I like the bulletin board and projects displayed



Thank you to all for the great work that you do. We will try to get into more of your classrooms this Friday to learn how you engage families and students.

- Ms. Mimovich has reached beyond the classroom to involve families. Ask her about the StoryCorps podcasts that her class created.
- Mr. Kaufman and Ms. Sain allow their students to lead the FEP. Student leaders read both the text in English and Spanish. Then a small group of students and parents break out into mini-sessions to discuss the the prompts.
- Ms. Williams is able to break down complex ideas such as “What are dreams (aspirations) vs. dreams (what you think about when you sleep) for her younger students.”



**At your table, consider how you could apply these ideas in your school.**

1. What might you try?
2. How would you adapt it to meet the needs of your school?
3. What questions do you still have?

