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# Engaging and Empowering Parents

— Jenn Bolling, —  
Wildwood Public Schools

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# Introduction

- Three words to describe yourself.



# Itinerary

- Purpose of Engaging and Empowering Parents
- Establishing a PTO
  - Mission Statement, Goals: Long term and short term
- Activities and Ideas
- Family Engagement Literacy Educational Research

## Itinerary (continued)

- Future Implications
- Questions and Answers



# Purpose of Engaging and Empowering Parents

- Students' academic achievement
- Home and school connection
- Setting an environment within the school



A child's first and most influential teacher is the **parent**.

# Family Engagement

- Definition
  - Parents and school personnel working together at the classroom, local, and system level to support and improve the learning, development, and health of children and adolescents. (Family Engagement, n.d.)

# Types of Family Engagement

- Communication with parents and teacher
  - Newsletter/ Calendar
  - Homework
  - Remind App
- After School Events
  - Movie Night, Literacy Night, Back to School Night
- Becoming Involved
  - Parent- Teacher Organization (PTO)
  - Wellness Committee
  - Attending Board Meetings



# Establishing a PTO/ Bilingual Parent Committee

- Survey parents
- Advertise/ hand out flyers
- Have a meeting
  - Use parents' input in creating mission statement, goals, and events.
- Plan another meeting
- Promote meeting
  - See which times work best: day or night
- Talk about details of the executive board positions at meeting.

# Establishing a PTO/ Bilingual Parent Committee

- Plan another meeting to vote for executive board.
- After this meeting, plan a date to have an executive meeting to create bylaws for the organization.
- Research Robert's Rules on web or samples of bylaws.
- Bylaws should include:  
Name of organization,  
day of general meetings,  
general voting and  
election procedures, etc.

# Establishing a PTO/ Bilingual Parent Committee

- Expect conflicts
  - Scheduling
  - Disagreements
- Make expectations clear that this will be ran by the parents.
- Be hesitant to comment, allowing the parents to problem solve.
- Create forms of communication with members
  - Remind App, Email address, School Website

# Great Resource

- PTO Today
  - Ideas of events
  - Forms
  - Videos



# Creating a Mission Statement and Goals

Working in small groups, please answer these three questions.

- What do we want to accomplish in engaging and empowering parents?
- If you could describe your school community in a few words, what would it be?
- Imagine your PTO/ BPC in two years. How would you describe it?



# Goals

## Short Term



- What is something that you would like to see happen this year?
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# Goals

Long Term



Dream question:

- Is there one big wish that you want your parents to have that they did not have?

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**Mission  
Statement**

**Goals: Short  
term and Long  
term**



Let's put it all together!

# Family Engagement Activities

- Back to School Informational Night
- Harvest Festival
- Thanksgiving Potluck
- Movie Night
- Holidays Around the World
- Internet Safety/ Tech Talk
- Bingo Night

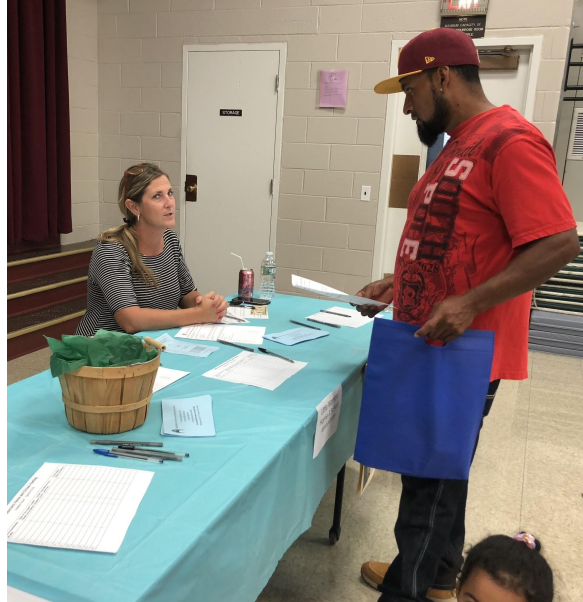
## Family Engagement Activities (continued)

- Family Paint Night
- Multicultural Night
- Lego Club at Library
- Ice Cream Social
- Family Talent Show
- Barbeque with Books
- Camp out with Books Literacy Night
- Math/ STEM Nights



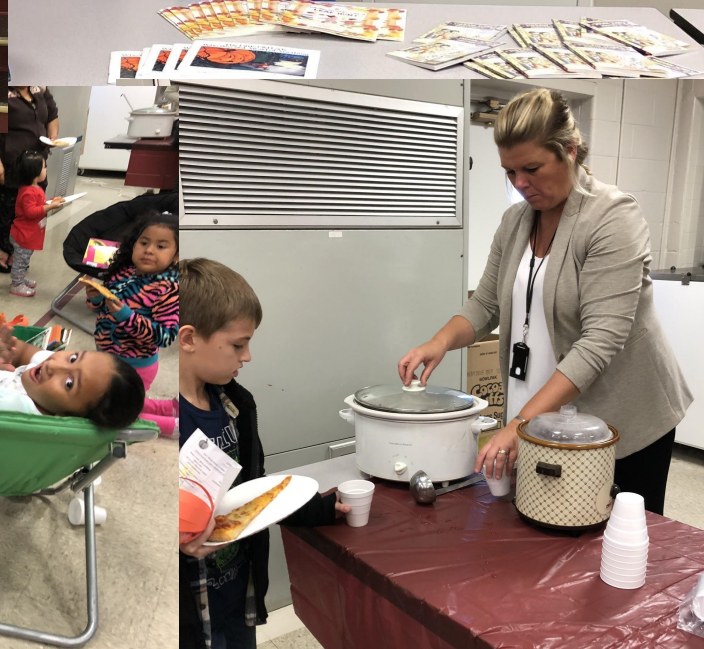
# Pictures of Events

## Informational Night





# Harvest Festival





# Family Paint Night



# Bingo Night





# Events for PTO/ BPC

- Clothing Sale
- Sweetheart/  
K.I.S.S. Dance
- Dinner with Bunny
- Ladies Night Out
- Donuts with Dad



# Benefits of PTO/ BPC

- Participation
  - Read Across America Week
  - Beach Day
  - Teacher Appreciation Week



# Family Engagement Literacy Activity

- Studied 17 first grade English Learners and their parents to see if ten-minute storytime at home could improve first grade bilingual student's language and vocabulary by using the dialogic approach of PEER and CROWD.
- This research lasted for eight weeks.
- Every Monday, students brought bags with a book, vocabulary cards, bookmark of PEER and CROWD, and a reading log.
- Students also enjoyed ten minute storytime at school with books in English.

# PEER Strategy

Prompt

Evaluate

Expand

Repeat

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Example	How does it help?
Teacher: "What is this?" Student: "A truck."	Increases attention
Teacher thinks about response and information to add.	Teacher gives student feedback
Teacher: "Yes, it's a big, red fire truck. Can you say that?"	Encourages student to say more details.
Student: "A big, red fire truck."	Encourages student to use more vocabulary.

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# CROWD Strategy

Completion

Recall

Open-ended  
questions

“Wh” questions

Distancing

Types of Questions	Examples of Questions
Teacher: <i>Let's finish this page.</i> Together. <i>I do not like them, Sam-I am. I do not like__.</i>	Increase listening comprehension and use of language.
Teacher: <i>Who was in the house with Sam?</i> Students: <i>A mouse.</i>	Engage students in the story and to increase recall of details.
Teacher: <i>Can you tell me what's going on in this picture?</i>	Give an opportunity for children to use language.
Teacher: <i>What's this called?</i> Student: <i>A submarine!</i> Teacher: <i>What does it do?</i>	Help build vocabulary.
Teacher: <i>Have you ever eaten eggs and ham? When? Name some foods that you like... foods you don't like.</i>	Help student make connections between stories and their own lives and to give opportunity for the students to use language.



# Procedure of the Study

Assessed Reading Accuracy Levels: Reading A to Z's Running Records, Pre- and Post Vocabulary test, Pre- Post Comprehension

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Day of Week	Task
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<b>Monday</b>	Students received a bag with a book, reading log sign in sheet, a vocabulary word, and PEER/ CROWD bookmark.
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<b>Tuesday-Thursday</b>	Teacher introduced vocabulary and reading story in English to students. Parents read story in Spanish at home (at least 3 times/ week) and in school (once a week) with child.
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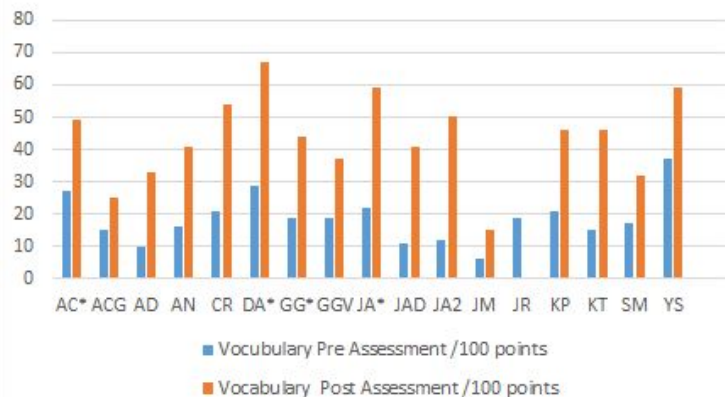
<b>Friday</b>	Students returned bags with materials. Teacher collected reading logs and replaced materials.
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# Results of the Study

Vocabulary Assessments



Reading Comprehension



Reading A to Z Running Records

Name	Sept.		Nov.		Jan.		Mar.	
	<u>Span</u>	<u>Eng</u>	<u>Span</u>	<u>Eng</u>	<u>Span</u>	<u>Eng</u>	<u>Span</u>	<u>Eng</u>
AC*	E	B	-	D	-	E	-	K
ACG	AA	-	AA	-	A	A	-	A
AD	AA	-	B	-	B	A	-	C
AN	AA	-	C	-	D	A	-	E
CR	A	-	B	-	C	A	-	C
DA*	D	A	-	B	-	C	-	J
GG*	AA	-	B	-	C	A	-	C
GGV	AA	-	C	-	D	A	-	D
JA*	B	-	C	-	E	C	-	F

# Sample of student JA's work

	Words	Pre-Score (Out of 2 Points)	Pre- Vocabulary Assessment 1/17/19	Post-Score (Out of 2 pts.)	Post- Vocabulary Assessment 3/25/19
1.	colorear	1	“Yo colorear un muñeco.” <i>I to color a doll.</i>	1	“Yo pinté un libro.” <i>I colored a book.</i>
2.	mar	0	n/a	2	“Yo fui al mar.” <i>I went to the sea.</i>
3.	correr	1	“Yo correr muy rápido.” <i>I to run very fast.</i>	2	“Yo corré lejos.” <i>I ran far.</i>
4.	mayor	2	“Yo soy un mayor de mi hermano.” <i>I am an older of my brother.</i>	2	“Yo soy el mayor.” <i>I am the oldest.</i>
5.	den	0	“Then I was playing.”	2	“I did not go to a den.”
6.	burrow	0	n/a	2	“I make a burrow for a fox. I want to trap him, so he doesn't do nothing.”
7.	destroyed	2	“I destroyed my toys by accident.”	2	“I destroyed my mom's phone. She already buy another one.”



# Future Implications

- In regards to PTO, step back for parents to step up.
- In regards to Family Engagement, host an educational session at Back to School Night to teach parents of four steps of engagement- Support, Monitor, Advocate, and Partnership.
- For the Educational Research, I would like to implement this activity on a larger scale for a eight weeks in the fall for the parents to come in to school read with their child after hours and also take home books to read for ten minutes.

# Questions and Answers

Feel free to ask a question or comment.

Email: [jbolling@wwschools.org](mailto:jbolling@wwschools.org)

# Resources

Engagement.(n.d.) In *Family Engagement Inventory*. Retrieved from:

<https://www.childwelfare.gov/fei/definition/>

PTOToday. (2013, Jul. 26). *Parent Involvement Matters*. Retrieved from:

<https://www.youtube.com/watch?v=nOhZ6U5yaXA&t=7s>

Santana, L., Rothstein, D., & Bain, A. (2016). *Partnering with Parents to Ask the Right Questions*. Alexandria, VA: ASCD

**Thank you for your participation!**

*Thank  
you*

