

NATIONAL FAMILY & COMMUNITY ENGAGEMENT CONFERENCE

OWNING OUR
MOVEMENT,
MAXIMIZING
OUR IMPACT

June 20-22, 2016
Pittsburgh, PA





Working with communities to engage parents as champions for positive change in their children's education

The W.K. Kellogg Foundation is proud to support the Institute for Educational Leadership's Family and Community Engagement Conference.



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WELCOME TO THE NATIONAL FCE CONFERENCE!

June 20, 2016

Dear Friends and Colleagues:

Welcome to the 2016 National Family and Community Engagement Conference! The Institute for Educational Leadership is proud to host this 3rd national gathering highlighting the central role of strong family engagement in promoting the development of the whole child and preparing them for success from cradle to career.

Generally speaking, the FCE field includes a number of players with different roles, responsibilities, and entry points. These include district and school leaders, teachers, other educators and school-based support personnel, parent leaders and caring adults, community-based partners and nonprofit organizations, funders, public and private agency staff, university partners, and the list goes on. Viewed through a cradle-to-career lens, the key players are plenty and all are represented at this conference.

Our colleague Michele Brooks reminds us: "The opportunity to advance the field is best described as a window. The window is sometimes open and sometimes closed. When the window for opportunity is open, family engagement makes headway. However, when it closes, we seem to lose ground. The question is: How do we maintain ground so that when the window closes, we have a national infrastructure and support in place for districts to avoid losing ground?"

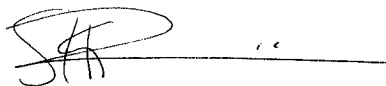
Our conference theme answers that question. We maintain ground by

OWNING OUR MOVEMENT, MAXIMIZING OUR IMPACT.

As is the case during each year's conference, what we do here in Pittsburgh matters. Stay focused. Learn from your peers. Share stories and lessons learned. Discover new friends and allies. Ask for help, and share the love.

Currently, the window is open, and the time is now. Have a wonderful conference!

Sincerely,



S. Kwesi Rollins
Director of Leadership Programs
Institute for Educational Leadership



WELCOME



© Jason Mitzek

COMMUNITIES ACROSS THE NATION ARE MOBILIZING

to ensure that children are healthy and ready for school, attend school every day and are engaged over the summer months. Working together with parents, schools and teachers, we can increase the number of children from low-income families reading proficiently by the end of third grade.

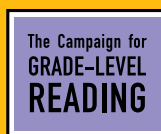


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CONFERENCE APP

1. Scan the QR code below or search for "IEL Events" in your mobile app store.
2. Open the app and tap on "2016 National Family & Community Engagement Conference."
3. Tap the menu icon (three horizontal lines) in the top left corner and tap "Login for more features!"
4. Enter your name and confirmation code. To receive your confirmation code via email, select "Forgot Code."



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COMMONWEALTH OF
PENNSYLVANIA
DEPARTMENT OF EDUCATION

June 20, 2016

Dear Colleagues:

On behalf of the Department of Education, welcome to Pennsylvania and thank you for bringing your energy, enthusiasm, and ideas to the Keystone State.

At PDE we work every day to meet our mission of ensuring that all learners have access to a world-class education system that academically prepares them to succeed as productive citizens.

Over the past year and a half, we've worked hard to broaden our reach, seeking input from our stakeholders on some of the most important education issues in Pennsylvania. It is our stakeholders—lawmakers, advocates, professional organizations, educators, industry partners, and community leaders—who provide the valuable input that the department is using to develop policies that will impact every classroom over the next decade.

As educators, advocates, community partners, and parents representing all 50 states, you each bring unique experience and perspective to this conference. Over the next few days that you spend in Pittsburgh you will have an exciting opportunity to share stories and exchange ideas to further your mission in your communities.

I look forward to spending time and speaking with many of you, and hearing your ideas for how we can all work together to improve opportunities for children, youth, and their families.

Thank you for all you do for our students, and have a fantastic conference.

Sincerely,

A handwritten signature in black ink, appearing to read "Pedro Rivera".

Pedro A. Rivera
Secretary of Education



CITY OF PITTSBURGH

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Office of Mayor William Peduto

June 20, 2016

Greetings Conference Participants:

On behalf of the City of Pittsburgh, I am delighted to welcome friends and colleagues from around the country to the 2016 National Family and Community Engagement Conference!

We are honored to host this year’s event. It is with great pleasure that I welcome you to Pittsburgh. As a Mayor dedicated to keeping Pittsburgh as one of America’s most “livable cities,” I recognize how important it is to support our schools and improve cooperation among educational stakeholders so that our students can become college and career ready. Improving family and community engagement is central to achieving that goal.

Many of your attendees will have an opportunity to visit several of the schools and community-based organizations that serve as shining examples of good family engagement practices. Additionally, over 15 local programs will be featured in various workshops during the course of the conference.

I offer a special thanks to the conference sponsors at the Institute for Educational Leadership as well as members of the local planning committee, representing my office, the school district, our universities, local funders, community-based organizations, unions and other non-profits.

I’m confident that you will learn a lot about Pittsburgh in the next few days and leave with an even stronger commitment to ensuring that our children, youth and families are more successful. We’re proud to partner with you on this journey and encourage you to make the best of this incredible learning opportunity.

Have a wonderful time in Pittsburgh!

Sincerely,

William Peduto
Mayor, City of Pittsburgh

STRENGTHENING FAMILY-SCHOOL PARTNERSHIPS FOR STUDENT SUCCESS

Scholastic provides programs, resources, and consulting services for strengthening home and school relationships while empowering educators and families to help students succeed.

Visit the Scholastic booth to learn more about our family and community engagement resources and our professional development.

Attend our interactive sessions for a deep dive into best practices that build staff capacity for effective family partnerships and high-quality student learning.

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Conference!

The Case for a Learning Supports Approach: Even though We're Working So Hard, Why Doesn't Every Student Learn?

Presented by Ron Mirr,
Senior Vice President,
Scholastic Education and
Rhonda Waltman,
Senior Director of
Consultancy Services,
Scholastic Education
Monday 6/20
3:30-5:00pm

Planning for Process: Designing an Interactive Family Engagement Event

Presented by Jenni Brasington,
Director of Consultative Services,
Scholastic Education
Tuesday 6/21
10:45am-12:00pm
Wednesday 6/22
9:15am-10:30am

Using Data to Implement Quality Family Engagement Outcomes

Presented by Jenni Brasington,
Director of Consultative Services,
Scholastic Education
Tuesday 6/21 2:00pm-3:15pm
Tuesday 6/21 3:45pm-5:00pm



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Parent Hotline: 412-529-HELP (4357) | superintendentoffice@pghboe.net | www.pps.k12.pa.us

Linda S. Lane, **Ed.D.**, Superintendent of Schools

May 2, 2016

Greetings Conference Participants:

On behalf of Pittsburgh Public Schools, I am very pleased to welcome you to the 2016 National Family and Community Engagement Conference hosted by the Institute for Educational Leadership. We are thrilled that such an important event is taking place in Pittsburgh!

Here at Pittsburgh Public Schools, we are committed to ensuring that parents and families are welcomed, engaged and valued as stakeholders in the education of their children. We believe that families are an essential part of the educational process, and that a commitment from the entire community is necessary to build a culture that encourages student achievement. In 2013, we introduced the *Whole Child, Whole Community* plan, and a major component of that plan is the belief that the Pittsburgh community can come together in a cross-sector collaborative with the common agenda of post-secondary success for all of Pittsburgh's children.

We want to make sure that Pittsburgh Public Schools and its partners have access to learning about best practices from around the country, so we offered scholarships for 2 representatives from each school in our District to attend this conference. We also offered scholarships to staff and community partners because we know that the information that will be shared here is relevant to the important work that they do.

I am happy to know that many of you will have the opportunity to visit some of our schools that are doing exemplary work with parent and community engagement. We have a rich tradition of partnering with families and communities to assist our students with achieving academic excellence, and we think that it is important to share many of these stories with our colleagues across the country.

I know that you will gain a great deal of knowledge over the next few days, and that you will leave with a deeper commitment to serving our children, families and communities.

Have a wonderful time in Pittsburgh!

Sincerely,



Linda S. Lane



Something important happens in our public schools Something unique. Precious. Powerful.

An intellectual and emotional connection that takes place nowhere else in quite the same way. At the National Education Association, our members are collaborating with families and communities to create opportunity for ALL students, regardless of background or zip code, to experience the transformative power of a great education.

Learn more about our dedication to great public schools for every student at [NEA.org/GreatPublicSchools](https://www.nea.org/GreatPublicSchools).

WORKSHOPS, MINI-PLENARIES, AND STRANDS

Session Title	Session #	Strand							
		Community Partnerships	Early Learning & Literacy	High School Transitions	Inclusive Ed. & Equity	Parent Ldrsp. & Advocacy	Student Achievement	Systemic Practice & Policy	Teacher Ldrsp. & Prof Dev.
Academic Parent-Teacher Teams: An Innovative...	3						A+	✳	
The Art of Dad Engagement	5					👨👩			🍎
Authentic Comm. Engagement for Social Change	5	🤝	📖			👨👩			
Board Watch: A Good Gov. Program of A+ Schools	4				⚖️	👨👩		✳	
Breaking Boundaries: A Connected Community	4	🤝		🎓		👨👩	A+		
Bringing it All Together: Cities Leading Family Engmt.	1		📖					✳	
Building the Schools our Children Deserve: Parents..	1		📖		⚖️	👨👩	A+	✳	
Campaign for Grade-Level Reading: Do Parents...	1		📖			👨👩			
The Case for a Learning Supports Approach...	1		📖				A+		🍎
Challenging Assumptions about Fams.: Race & Equity...	2				⚖️				🍎
Clarkston Families Decide: Engaging Diverse Families...	5					👨👩			
Community Cultural Wealth	2		📖		⚖️	👨👩			
Cradle To College & Career: SCUSD Parent Leadership...	2					👨👩			
Creating Intentional Connections to Impact Practice	3		📖			👨👩			🍎
Depts. of Ed., HHS Joint Policy Stmt. on Fam. Engmt.	3							✳	
District Leadership Supports School Success	4							✳	
Early Learning & Literacy: Let's All Become Brain...	1		📖				A+		
Effective Comm. Engmt. in a Changing School Environ.	4				⚖️				
Elev8 Baltimore: A Full-Service Community School...	3	🤝							
Empowering Families in Multi-Tier System of Support	5							✳	
Engaging a Community in Early Childhood Education...	4	🤝							
Engaging Fams & Youth as Lead Community Partners...	2	🤝	📖						
Engaging Families in Individual Plans of Study	4			🎓					
Engaging the Teachers: Building Staff Capacity...	3								🍎
ESSA Listen & Learn	5							✳	
ESSA: Opportunities for Revitalizing Family Engmt.	1	🤝					A+	✳	
Expanding FCE During Transition... for Youth w Disabilities	2			🎓					
Family Engagement in Secondary Schools...	2			🎓			A+		
Family Engagement Teacher Collaborative...	5								🍎
Family Support: Transformed Parents for Transformed...	5					👨👩			
FAST®: Empowering Parents, Engaging Families...	4	🤝				👨👩			
From Qualitative to Quantitative: Using Parent Stories...	3					👨👩		✳	
Fun with Evaluation: Co-Constructing a Logic Model...	5				⚖️			✳	

WELCOME

Session Title	Session #	Strand							
		Community Partnerships	Early Learning & Literacy	High School Transitions	Inclusive Ed. & Equity	Parent Ldrsp. & Advocacy	Student Achievement	Systemic Practice & Policy	Teacher Ldrsp. & Prof. Dev.
G is for Gentrification: Breaking Barriers to Family...	5								
Getting Young Children... Ready to Learn with Media...	4								
Hey SIRRI! How Do I Navigate... the 30M Word Gap?	5								
High-Impact FSCE Strategies to Close Achievem. Gaps	3								
Home Visits Bridge, Bond & Build Skills Between...	3								
How Developing Parent Leaders Can Lead to... Change	4								
How States Promote Equity in Ed. Thru Fam. Engmt.	5								
Immigration... Integrating Newcomer Families	3								
Increasing Parent Capacity... Disability Thru Federally...	4								
Leaders to Learn From: District-Wide Strategies...	1								
Leadership Matters: The Role of School Principals...	4								
Mai's Journey: A Family Engmt. Framework in Practice	5								
Making Data Accessible... for Families: Part 1	2								
Making Data Accessible... for Families: Part 2	3								
Mesa Comunitaria: Community Roundtables for...	2								
Organizing to Win through Parent, Teacher & Comm...	4								
Out-of-School-Time Programs as Valuable Partners...	3								
Parent Engagement in a Response to Intervention...	2								
Parent Engagement Power: Teacher-Organized...	4								
Parent Liaisons: Taking Family Engmt. to the Next Level	4								
Parent-Child Reading Clubs: Teacher, Community...	4								
Parents in the Lead: Coming Together for a Better...	1								
Planning...an Interactive Family Engagement Event	2, 5								
The Power of Advocacy: Partners in Advocacy	2								
PTA: Your Partner in Empowering Families...	2								
Putting Youth & Fams... Navigating... School to Career	1								
Ready to Enter: Families Owning Kindergarten...	2								
Restorative Practices... Promoting Positive School Disc.	5								
Scndry. Transition Tools... for Fams. of Students w Disab.	5								
Standing Together... Welcoming Learning Environments	2								
State Approaches for... FCE in Early Childhood Ed.	2								
Strategic FCE... Parent Roles that Boost... Achievement	4								
Strategies for Building Parent Power: Replicable...	5								
Strategies to Maximize Corporate & Comm. Partners	3								
Strengthening Fams... Protective Factors & Cross-Sys...	3								
Supporting LEAs in Family Engagement Practices	3								
Systematic Strategies for Aligning Parent Engagement	5								

Session Title	Session #	Strand							
		Community Partnerships	Early Learning & Literacy	High School Transitions	Inclusive Ed. & Equity	Parent Ldrsp. & Advocacy	Student Achievement	Systemic Practice & Policy	Teacher Ldrsp. & Prof. Dev.
A Tale of Two Districts... Creating New FCE Offices	4								
Teacher Capacity-Building for Meaningful Fam. Pships...	2								
Teaching Attendance: Engaging Fams... Chron. Absence	2								
Technology, Early Literacy & Scalability	3								
Top-Down & Bottom-Up: Results-Based Family Engmt.	5								
Tutu & Me: A Model for... Children's School Readiness	5								
Using a Peer Mentor to.. Engage Parents in School...	3								
Using Data to Implement Quality FCE Outcomes	3, 4								
Using Social Media to Tell your School Story...	2								
Visualizing FACE Needs in Your Community	3								
We Are Family: Systems-Changing Advocacy	4								
What Happens in Vegas... A Diversified Approach...	2								
YouthACTing 4 Change with Family & Adult Partners	3								

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NAFSCE
NATIONAL ASSOCIATION FOR FAMILY, SCHOOL, AND COMMUNITY ENGAGEMENT

OPENING PLENARY

2:00 p.m. – 3:15 p.m. – Spirit of Pittsburgh Ballroom

OWNING OUR MOVEMENT

Significantly, family and community engagement has moved from “nice” to “necessary” over the last few years, and the field is still growing. Keeping the momentum going means we must continue “Owning Our Movement” in each and every school, community, district, and state. That’s how we create and sustain the conditions where our children can thrive.

Master of Ceremonies: *S. Kwesi Rollins, Director of Leadership Programs, IEL*

Welcome: *Linda S. Lane, Superintendent, Pittsburgh Public Schools; LaTrenda L. Sherrill, Deputy Chief, Education, Office of Mayor William Peduto; Stanley W. Thompson, Program Director, Education Program, The Heinz Endowments*

Introduction: *Senqué Little-Poole, Student Leader, TeenBloc, A+ Schools*

Keynote: *Michele P. Brooks, President, Transformative Solutions in Education*



Michele P. Brooks

Michele P. Brooks is a parent activist, educational advocate, and educator. She served as the assistant superintendent for the Office of Engagement for the Boston Public Schools for eight years before her retirement in June 2015. Her work was influential in the development of the U.S. Department of Education’s *Dual-Capacity Framework for Family-School Partnerships*. In 2013, she was recognized as one of 16 Leaders to Learn From by *Education Week* magazine. Ms. Brooks is currently the principal consultant for Transformative Solutions in Education, a consulting firm which focuses on organizational development, program evaluation development, and leveraging engagement as a strategy for improving outcomes for schools and school districts. She was the founding director of the Boston Parent Organizing Network, serving from 1999 until 2004. She has also served as a member of the Boston School Committee from 2004 to 2008.

Senqué Little-Poole

Senqué Little-Poole ('15) graduated with honors and distinction from Pittsburgh Science and Technology Academy. During his high school career, Senqué served as a lead organizer with A+ Schools' TeenBloc. He helped to wage one of Pittsburgh's most successful youth-led educational justice campaigns called We Deserve to Be Served. As a sophomore at Pomona College in California, Senqué continues to fight for student rights. He served as an organizer in Claremont College's fight to strengthen and expand mental health services for students of color and is a founding member of a student-based arts collective.



Stanley W. Thompson

Stanley W. Thompson is director of The Heinz Endowments' Education Program, which works with schools and community-based organizations to improve student achievement and promote high-quality learning, instruction and educational leadership in the Pittsburgh region. Before joining the Endowments in September 2008, he was the executive director of Times2 Academy for Engineering, Mathematics, Science and Technology, a charter school in Providence, R.I. that exposes children, particularly students of color, to challenging, real-world applications of engineering, mathematics and science. Thompson is a former MetLife/National Association of Secondary Schools State Principal of the Year for Rhode Island High Schools. Currently, he is the co-chairman of the Education Committee for the University of Pittsburgh's Institute of Politics.

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BREAKOUT SESSION 1 – MINI-PLENARIES

3:30 p.m. – 5:00 p.m.

Bringing it All Together: Cities Leading Family Engagement

Room: 401/402



The National League of Cities (NLC) works with city leaders to help align early childhood systems (ECS). A central part of this work is engaging parents and families to be their children's first teachers and strongest advocates. Hear from leaders in Fort Worth, Texas and Hartford, Conn. who lead and support family engagement efforts in their communities as part of a larger initiative to align and improve ECS. Learn about innovative programs to empower families and how NLC is helping local leaders transform how they view parents to be essential partners in planning and building ECS.

Speakers: *Loretta Burns*, Executive Director, AB Christian Learning Center, Fort Worth; *Jose Colon-Rivas*, Director, Department of Families, Children, Youth and Recreation, City of Hartford; *Sandra Lamm*, Early Childhood Coalition Coordinator, Fort Worth Independent School District; *Katie Whitehouse*, Senior Associate, Early Childhood, National League of Cities

Building the Schools our Children Deserve: Parents & Students Are Leading the Way

Room: 408/409



Across the country, partnerships are emerging between community groups and educators to

build strategies that address the academic, social and emotional, and safety needs of all children, especially young people of color. Addressing the whole-child needs of learners who exist in families, communities, and a larger social and political context requires the engagement of key stakeholders—parents and students—more than ever. Hear from national, state, and city-led coalitions about what they are doing to promote better resourced, better connected school communities to support young people.

Speakers: *Keron Blair*, Director, Alliance to Reclaim Our Schools; *Natasha Capers*, Parent Organizer, Coalition for Educational Justice; *Cassie Schwerner*, Senior Vice President, Schott Foundation for Public Education

Campaign for Grade-Level Reading: Do Parents Matter?

Room: 303/304



A deeper conversation on why promoting parent success is the most promising lever for improving outcomes for young children is long overdue. Despite the near universal embrace of “parent engagement” as an important objective, too many policymakers, researchers, program developers, and practitioners seem ambivalent about whether, when, and how much parents matter. **Parents do matter.** Learn more about why we all should have a sense of urgency.

Speakers: *Portia Kennel*, Senior Advisor,

MONDAY

Buffett Early Childhood Fund; **Jayne Singer**, Clinical Psychologist and International Touchpoints Trainer, Brazelton Touchpoints Center; **Ralph Smith**, Managing Director, Campaign for Grade-Level Reading

Early Learning & Literacy: Let's All Become Brain Builders!

Room: 315/316



New understanding of brain development tells us that our children's first five years are when they develop the foundation for all future learning. Engaging families in learning with their young children promotes school readiness and helps ensure that they are reading at grade-level by the end of 3rd grade, a key precursor to future success. Learn more about how creative capacity-building strategies based on Mind in the Making, public awareness campaigns like Vroom, and more than 30 initiatives around the country using school-to-home innovations, such as video messages and online early literacy resources, are helping parents and educators become Brain Builders.

Speakers: **Lisa Guernsey**, Director of Learning Technologies Project, New America; **Michael Levine**, Executive Director, Joan

Ganz Cooney Center at Sesame Workshop; **Erin Ramsey**, Senior Manager for Mind in the Making, Bezos Family Foundation

ESSA: Opportunities for Revitalizing Family Engagement Under the New Law

Room: 413/414



New language in the Every Student Succeeds Act gives us leverage to revitalize school-parent compacts. Old compacts stay the same year after year, gathering dust. Impact = 0. New compacts can become a powerful tool for engaging families as partners in improving student learning. Find out what innovative states like Connecticut and California are doing and how to engage parents in designing compacts that are linked to school improvement goals. Learn about the need for further capacity building of educators to strengthen their partnerships with families.

Speakers: **Judy Carson**, Program Manager for School-Family-Community Partnerships, Connecticut Department of Education; **Oscar Cruz**, President and CEO, Families In Schools; **Brenda Girton-Mitchell**, Director, Center for

WORKSHOP STRAND KEY



Workshop Repeated (in session # listed)



High School Transitions



Student Achievement



Community Partnerships



Inclusive Education & Equity



Systemic Practice & Policy



Early Learning & Literacy



Parent Leadership & Advocacy



Teacher Leadership & Professional Dev.

*Faith-Based and Neighborhood Partnerships, U.S. Department of Education; **Anne T. Henderson**, Senior Consultant, Community Organizing and Engagement, Annenberg Institute for School Reform; **Carol Sweat**, Parent-School-Community Specialist, Chino Valley Unified School District*

Leaders to Learn From: District-Wide Strategies for Building Capacity & Strengthening Family-School Partnerships

Room: 403/404



Building the capacity of educators, parents, and community partners is the key to sustaining district-wide family engagement strategies that support children's learning from cradle to career. Learn more about bright spots and challenges in implementing systemic strategies from members of the District Leaders Network on Family and Community Engagement.

Speakers: ***Michele P. Brooks**, President, Transformative Solutions in Education LLC; **D'Lisa Crain**, Family-School Partnerships Administrator, Washoe County School District; **Tracy Hill**, Executive Director of Family and Community Engagement, Cleveland Metropolitan School District; **Patricia Spradley**, Chief of Parent and Community Engagement, Springfield Public Schools*

Parents in the Lead: Coming Together for a Better Tomorrow

Room: 411/412



Parent leaders and organizations from across the country are coming to-

gether to create a national network, United Parent Leaders Action Network (UPLAN). Hear from parent leaders and parent leadership and organizing initiatives that are part of the network about UPLAN's goals. Come and envision with us what a powerful national network of parent leaders and organizations can do. Get involved and help us take action on issues that matter to families!

Speakers: ***Toyin Anderson**, Parent Leader, Greater Rochester Parent Leadership Institute; **Rosazlia Grillier**, Parent Leader, Community Organizing and Family Issues; **Diana Maze**, Parent Leader, Organizers in the Land of Enchantment; **Donna Thompson-Bennett**, Implementation Specialist & **Elaine Zimmerman**, Founder, Parent Leadership Training Institute*

Putting Youth & Families in the Driver's Seat: Navigating a Path from School to Career

Room: 301/302



Family members and other caring adults play a vital, yet often unrecognized role in supporting students with disabilities explore careers, build social skills, and be successful in employment. This session will focus on successful strategies that families of youth with disabilities can use to help their young person prepare for and keep a job. The session will also offer ideas on how educators and other transition professionals can frame employment preparation for youth with disabilities as a collective effort that requires energy and support from families.

Speakers: ***Rhonda Basha**, Supervisory Policy Advisor, Youth Policy, Office of Disability Employment Policy; **Ali Hrasok**, Leadership Development Coordinator, Lehigh Valley*

Center for Independent Living; **Curtis Richards**, Director & **Jenny Stonemeier**, Senior Program Associate, Institute for Educational Leadership, Center for Workforce Development

The Case for a Learning Supports Approach: Even Though We're Working So Hard, Why Doesn't Every Student Learn?

Room: 317/318



Every district wants to help students reach their full potential and become successful members of a community and workforce. Despite the hard work of school staff and families, districts are increasingly concerned about the lack of growth in student performance.

Clearly, not all students come to school every day motivationally ready and able to learn. Many students experience barriers that interfere with their ability to be physically, emotionally, or mentally present. This session introduces participants to Adelman's and Taylor's Learning Supports Framework—a roadmap for schools to partner with families and communities to implement a comprehensive system of supports that helps ensure all students have the opportunity to benefit from quality instruction.

Speakers: **Ron Mirr**, Senior Vice President of Learning Supports and Family Engagement, Scholastic Education; **Rhonda Waltman**, Senior Director of Consultancy Services for Learning Supports, Scholastic Education.

NETWORKING RECEPTION

5:00 p.m. – 6:00 p.m.

North Terrace Roof, Fourth Floor

Mingle with your colleagues and make new connections over hors d'oeuvres and beverages!

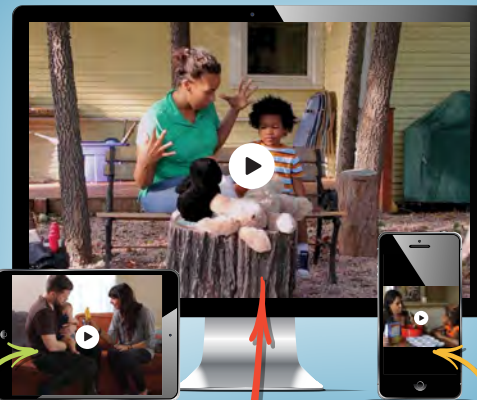
This networking reception features the **KRUNK Movement**, a youth micro-enterprise production company. Students use the elements of hip hop to communicate messages to peers about mental and physical health while learning the basics of the music business, from creating to performing to engineering and all of the in-between.

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0-2 YEAR OLDS



3-5 YEAR OLDS



GRADES K-3

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COME TO OUR SESSION: Technology, Early Literacy and Scalability (C7) – Tuesday 2:00-3:15pm, Room 409

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BREAKFAST!!!
8:00 a.m. – 9:00 a.m.
East Atrium

MORNING PLENARY

9:15 a.m. – 10:30 a.m. – Spirit of Pittsburgh Ballroom

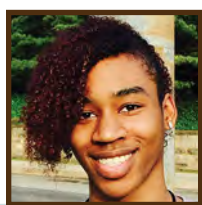
THE PITTSBURGH STORY

In a city of 88 neighborhoods with more bridges than any other city in the world, Pittsburgh's rivers suggest constant flow, while its bridges convey connections. Increasingly, Pittsburgh is becoming known for its parent-led, community-based school improvement efforts. The Pittsburgh Story is an in-depth look at how a variety of partners and local leaders are improving engagement between educators, parents, and families at different levels of a child's education.

Introduction: *Gretchen Givens Generett, Associate Professor, Duquesne University Department of Educational Foundations and Leadership*

Opening: *Medina Jackson, Community Outreach Coordinator, Ready Freddy: Pathways to Kindergarten Success*

Panel Discussion: *Giordan Dixon, Student Leader, TeenBloc, A+ Schools; Errika Fearbry Jones, Executive Director of Internal/External Affairs, Pittsburgh Public Schools; Maria Searcy, Parent Involvement in Education Consultant, Pennsylvania Department of Education*



Giordan Dixon

Giordan Dixon ('16) is a graduating senior at Westinghouse Academy. This year, he worked with TeenBloc's Project SpeakUp to curate a series of student-led interviews for Pittsburgh's superintendent search. Dixon felt "it was important that PPS students' voices were included in the conversation, as the outcome would directly affect them." He is a contributor to TeenBloc's education justice podcast "The Bloc." Dixon worked at Woolslair Elementary with the Reading Warriors program, which pairs high school students with elementary mentees. As a musician, he has been involved in

the YMCA Lighthouse Project. Dixon served as a longtime member of Assemble, a community arts and technology space. He plans to attend Community College of Allegheny County this fall and transfer to Duquesne University to study music production.



Gretchen Givens Generett

Gretchen Givens Generett, Ph.D. is an associate professor in the Department of Educational Foundations and Leadership in the School of Education at Duquesne University. She is the director of the University Council for Educational Administration Center for Ed-

TUESDAY

ucational Leadership and Social Justice. Most recently, she was the Community Partnership Fellow In-Residence in the Center of Urban Education at the University of Pittsburgh and has served as the Associate Dean for Graduate Studies and Research in the School of Education at Duquesne. Generett's professional journey includes writing and editing books and journals in the field of education. Her scholarly publications, teaching, and work in the community demonstrate her passion for breaking down barriers to successfully teach students of color.



Medina Jackson

I Medina (professionally known as Medina Jackson, MSW) is a poet, performing artist, blogger, proud

mother, and community educator. She is the outreach coordinator for Ready Freddy: Pathways to Kindergarten Success, a University of Pittsburgh's Office of Child Development project working with Pittsburgh Public Schools. From South Berkeley, Calif., she moved to Pittsburgh in 2001 to earn her MSW with a focus on Community Organization and Social Administration. Jackson is an advocate of innovative, culturally relevant, socially practical pedagogical models that empower youth and families of color in urban schools and other settings. She is the recent recipient of an Advancing Black Arts in Pittsburgh grant from The Heinz Endowments and The Pittsburgh Foundation to produce her spoken word/hip hop hybrid music project.



Errika Fearbry Jones

Errika Fearbry Jones is a nationally recognized leader, trainer, and public speaker known for designing and

implementing large-scale collaborative projects that create positive outcomes for youth, families, and communities. At Pittsburgh Public Schools (PPS), she supports the superintendent on priority initiatives and is the liaison between the offices of the superintendent and board of directors. Jones leads the district's Family, Youth and Community Engagement efforts, its Environments that Support Teaching and Learning initiatives, and the Collective Impact Pilot. She serves as the co-lead for the Educational Partnership with the Wilkinsburg School District. Prior to PPS, Jones was the youth policy director for the City of Pittsburgh and vice chair for the Pennsylvania Commission on Crime and Delinquency. She is a certified mediator, master facilitator, and youth violence reduction expert.



Maria Searcy

Maria Searcy is a Parent Involvement in Education consultant for the Pennsylvania Department of Education.

She provides technical trainings to school districts to increase parent involvement in schools. She served on the PA Title I State Parent Advisory Council for eight years, and for the last seven, she was on the Pittsburgh Public Schools Equity Advisory Panel, addressing the persistent achievement gap between African American and white students. A Pittsburgh native, Maria leads the Northside Parent Action Council, a new grassroots community action group that is part of Pittsburgh Parent Power, funded by The Heinz Endowments and supported by the Annenberg Institute for School Reform. In 2012, she received the Community Empowerment Award at the Summit for Courageous Conversations, Pacific Educational Group.

BREAKOUT SESSION 2 – WORKSHOPS

10:45 a.m. – 12:00 p.m.

Challenging Assumptions about Families: A Race & Equity Training for Teachers & Administrators

Room: 306/307



This race and equity-based session will challenge teachers and administrators to rethink their assumptions about family engagement and why traditional approaches are often unsuccessful. This interactive workshop will support conference attendees in the Dual Capacity-Building Framework by building capacity in the “4 C” areas of policy and program goals. This is an introductory session for participants to explore how race and class impact family engagement as a critical step in developing effective and creative strategies for meaningful home-school partnerships.

Presenters: *Allyson Criner Brown & Iris Jacob*, *Teaching for Change*

Community Cultural Wealth

Room: 409



Too often, communities of color are portrayed through a deficit lens as “culturally inferior” and in desperate need of “saving.” The Advancement Project California leverages the abundant assets of Southeast Los Angeles’ communities and has devised a program to engage families to advocate for increased access to high-quality early learning. Attendees will identify their own community’s cultural wealth and leverage this experience to

shift how they see and engage with families of color.

Presenters: *Jessenia Reyes, Ernesto Saldaña & Edith Cabezas*, *Advancement Project*

Cradle To College & Career: The SCUSD Parent Leadership Pathway Program

(Bilingüe Español-Inglés)

Room: 410



It is never too early for parents to become engaged in a successful education path for their children! Skill and knowledge development workshops are key to increasing family and community empowerment. The Family and Community Empowerment team will share the development and implementation of the SCUSD Parent Leadership Pathway series and how to create workshops that are specifically designed to meet the needs of your community. A panel discussion will give insight into positive impacts from building parent capacity.

Presenters: *Tu Moua-Carroz, Sean Alexander, Alma Avalos, Nora Castro & Oswaldo Hernandez*, *Sacramento City Unified School District*

Engaging Families & Youth as Lead Community Partners Across New England

Room: 404



This session will feature the organizing, engagement, and school part-

nership strategies from two different New England communities. From developing parent and youth leaders in rural Pittsfield, N.H. to organizing refugee and immigrant families in Portland, Maine., workshop presenters will address how community organizing is a powerful way to generate family engagement and school partnership strategies with parent and youth leaders to support and improve schools. Specific engagement strategies will be demonstrated and discussed.

Presenters: *Mo Baxley, Jennifer Cheney & Jen Cole, Pittsfield Listens; Christopher Marcotte, Pittsfield Youth Voice; Pious Ali, Emily Thielmann, Nyawal Lia & Nolasque Isirabahenda, Portland Empowered; Keith Catone, Annenberg Institute for School Reform.*

Expanding Family Engagement During Transition to College & Career for Youth with Disabilities

Room: 303



There is more to family engagement than attending an IEP meeting. Families can be valuable allies as youth with disabilities prepare for their transition into college and career readiness. Access a

set of strategic planning tools for schools, districts, and community agencies committed to expanding their current practices through this session. Presenters will lead interactive activities for sharing promising practices and will summarize preliminary field test results from three states.

Presenters: *Amy Pleet-Odle, Inclusion Focused Coaching; Sean Roy, PACER's National Parent Center on Transition and Employment*

Family Engagement in Secondary Schools: Supporting Families to Play Age-Appropriate Roles

Room: 403



Flamboyant Foundation defines family engagement as the collaboration between families and educators that accelerates student learning. In this session, participants will learn research-based practices for engaging middle and high school families that honor adolescents' growing independence and support families to play impactful roles. Participants will discuss the importance of asset-based family engagement that encourages practitioners to examine not only the

WORKSHOP STRAND KEY



Workshop Repeated
(in session # listed)



High School
Transitions



Student Achievement



Community
Partnerships



Inclusive Education &
Equity



Systemic Practice &
Policy



Early Learning &
Literacy



Parent Leadership &
Advocacy



Teacher Leadership
& Professional Dev.

technical implementation of their work but also their mindsets about families.

Presenter: *Jacqueline Pratt-Tuke, Flamboyant Foundation*

Making Data Accessible, Understandable & Actionable for Families: Part 1

Room: 301



Parents who understand data can act on it. Part 1 of this two-part session will explore the “Understanding Data” as Information section of the *Serving on Groups That Make Decisions* curriculum, which was introduced at last year’s conference (www.servingongroups.org). Participants will become familiar with tools and activities for understanding data as information to use with families and other stakeholders in their schools and communities.

Presenters: *Dianne Malley, Statewide Parent Advocacy Network; Debra Jennings, Center for Parent Information and Resources*

Mesa Comunitaria: Community Roundtables for Stronger Schools

(Bilingüe Español-Inglés)

Room: 405



Learn how grassroots groups in South Texas took action to address policy and program changes in graduation requirements. Results from their multi-district survey indicated that most families were uninformed of the changes and wanted more information. This inquiry led to participating groups committing to action plans to remedy the situation. Session participants will work together to identify the value in this

process and possibilities for replicating these efforts in their own communities.

Presenters: *Hector Bojorquez & Sofia Bahena, Intercultural Development Research Association*

Parent Engagement in a Response to Intervention Model

Room: 302



This session will highlight innovative strategies for engaging parents in the field-validated early childhood (birth-to-five) response-to-intervention model, HealthyCHILD. The model provides a continuum of prevention-to-intervention services and supports for caregivers through university-community partnerships with early care and education programs. Participants will learn innovative, tiered strategies to engage parents and foster responsive caregiving relationships.

Presenter: *Tracy Larson, University of Pittsburgh Office of Child Development*

Planning for Process: Designing an Interactive Family Engagement Event

Room: 315



Participants will explore the *Dual Capacity Framework for Family-School Partnerships* and learn to use interactive strategies to embed best practices into family engagement events. This highly interactive session will focus on building a Family Reading Night that is linked to learning and is relational, developmental, collaborative, and interactive. Participants will leave the session with high-impact strategies designed to shift the

focus from a family reading night to a capacity-building event for families.

Presenters: *Jenni Brasington & Ron Mirr, Scholastic Education*

The Power of Advocacy: Partners in Advocacy

Room: 304



Never doubt that a small group of concerned parents and community members can create change in a school district. We have proof that in Pittsburgh that they did. There is much to learn from the strategic advocacy of the Equity Advisory Panel, the legal support garnered through the Pennsylvania Human Rights Commission, and the Memorandum of Understanding written in partnership with Pittsburgh Public Schools. Collaboratively, these stakeholders offer a powerful road map for advocating for equity.

Presenters: *Wanda Henderson, Original Advocate for African-American Students Complainant; Viola Burgess & Jason Rivers, Pittsburgh Public Schools*

PTA: Your Partner in Empowering Families to Improve Schools & Policies

Room: 316



Learn how the PTA National Standards for Family-School Partnerships can help you engage families in supporting student success and advocating for school or policy improvements. Hear about recent case studies of successful family-school partnerships. Access tools to assess your current family engagement practices. Learn what's on the horizon for National PTA's policy ef-

forts, including how PTA will strengthen resources available to advocates for family engagement in the implementation of the new Every Student Succeeds Act.

Presenters: *Mary Pat King, Renee Jackson & Jacki Ball, National PTA*

Ready to Enter: Families Owning Kindergarten Readiness

Room: 305



The Boston Public Schools provides Play to Learn Playgroups to bring together parents, children, and an early childhood professional to build a community of peers to support, foster nurturing behaviors, help families access needed services, and model developmentally appropriate practice. Identify resources and structures in your district and receive templates for launching your own playgroup as a school-based community resource in which parents are welcome, learn to ensure their child is kindergarten-ready, and to which they can turn for needed supports. As a bonus, see how this early childhood initiative is helping close the achievement gap for students in Boston.

Presenters: *Sonia Gomez-Banrey & Josette Williams, Boston Public Schools Office of Engagement*

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Standing Together to Ensure Welcoming Learning Environments

Room: 317



To what extent should we, as educational leaders and stakeholders, facilitate the creation of positive, safe, and healthy learning environments for our nation's students? The White House Initiative on American Indian and Alaska Native Education will explore this topic during an interactive listening session addressing how imagery and symbolism in educational institutions, such as school mascots, can either enhance or diminish the academic climate for students. Conversations will examine how the advocacy of students, parents, educators, and community leaders, as well as action taken by athletic associations, private companies, and government, can mitigate the use of offensive symbols and create a more welcoming climate.

Presenter: *William Mendoza*, White House Initiative on American Indian and Alaska Native Education

State Approaches for Supporting Family Engagement in Early Childhood Education

Room: 411



How do states support family engagement in early childhood education? Increasingly, states are implementing innovative approaches for integrating family engagement into their early learning systems. This panel presentation will highlight examples of statewide initiatives that lay the foundation for school readiness and student success through systemic family engagement approaches. Learn how Kansas, Pennsylvania, and Illinois are

working to support family engagement in early childhood education.

Presenters: *Lacy Wood*, American Institutes for Research; *Barbara Gannaway*, Kansas Parent Information Resource Center; *Sarah Holland*, Pennsylvania Department of Education; *Reyna Hernandez*, Illinois State Board of Education

Teacher Capacity Building for Meaningful Family Partnerships: Let's Share Knowledge

Room: 402



Join family engagement professionals with expertise in implementing, evaluating, and organizing staff capacity-building efforts in this hands-on workshop that will improve communication about what we understand and can do to support teachers' partnerships with families. We will share examples of programs using the *Dual Capacity-Building Framework* for staff development and participants will have the opportunity to share successes and challenges in their work. Explore avenues used to build knowledge locally and nationwide.

Presenters: *Joanna Geller*, Annenberg Institute for School Reform; *Eden Segal*, Westat; *Jessica B. Lavorgna*, Education Development Center

Teaching Attendance: Engaging Families to Reduce Chronic Absence

Room: 310/311




As teachers know, too many absences can disrupt learning, not just

for absent students but for the entire classroom. Too often, parents and students do not realize how quickly absences—excused or unexcused—can add up to academic trouble. Join Attendance Works to learn how teachers can engage families in reducing chronic absence. In an interactive format, come learn strategies that teachers can use throughout the school year to build and reinforce a culture of attendance. Participants will have access to the free 2016 *Teaching Attendance* toolkit.

Presenters: *Cecelia Leong & Sue Fothergill, Attendance Works*

Using Social Media to Tell Your School Story & Connect with Diverse Families

Room: 408

 Across the country, schools are looking for ways to build positive home-school connections, a critical factor for student success. Join us for a practical and interactive workshop sharing experiences of teachers and low-income immigrant families in two Arlington, Va. public elementary schools. Social media is a key strategy to show what's happening in the school and classroom to those who cannot experience them on a daily basis and to promote two-way communication and home-school relations.

Presenters: *Rosa Briceno, Arlington Public Schools; Josh McLaughlin, Valerie Koch & Roxanda Ordoñez, K.W. Barrett Elementary; Erin Sonn, Caty Branco & Karina Lagos, Abingdon Elementary*

What Happens in Vegas... A Diversified Approach to Family Engagement

Room: 318



What happens in Vegas... is in Pittsburgh! In Las Vegas, the Clark County School District's Family and Community Engagement Services will present their diversified approach to family engagement in the nation's fifth largest school district. Presenters will share the collective vision and systemic alignment guiding their work and unique effective strategies for addressing the needs of diverse communities. Participants will explore the creative funding mechanisms used to implement these strategies in their own districts.

Presenters: *Cheryl Adler Davis, Patsi Saas, Eve Melendrez, Debbie Palacios & Nancy Alamo, Clark County School District*



A+ Schools is proud to support the 2016 National FCE Conference.

Join **A+ Schools** to advocate for equity and excellence in public education in Pittsburgh at

www.aplusschools.org

Phone: 412.697.1298 Email: info@aplusschools.org



LUNCH PLENARY

12:15 p.m. – 1:45 p.m. – Spirit of Pittsburgh Ballroom

FAMILY ENGAGEMENT AND EQUITY

If equity for all means ALL, then we have to build culture, conditions, and competencies for excellence and equity in districts, schools, classrooms, nonprofits, and communities. “Family Engagement and Equity” will explore the intersectionality of poverty, race, and disability and the ways in which parents and families, community-based organizations, and other public-private partnerships promote and support family engagement as an equity strategy.

Introduction: *Sue Swenson, Acting Assistant Secretary for Special Education and Rehabilitative Services, U.S. Department of Education*

Panel Discussion: *Oscar Cruz, President and CEO, Families In Schools; William Mendoza, Director, White House Initiative on American Indian and Alaska Native Education; Taryn Williams, Chief of Staff, U.S. Department of Labor, Office of Disability Employment Policy*



Oscar Cruz

Oscar E. Cruz is the president and CEO of Families In Schools (FIS), a nonprofit that focuses on strengthening the partnership between schools and families to support learning. Prior to FIS, Cruz was program director for Community Partners, leading projects in community technology and civic engagement. He served as senior program manager at the Center for Civic Education, where he managed an international network of civil society organizations, school districts, universities, and foundations working to implement civic engagement programs for students and youth throughout Latin America. Cruz holds a Master of Arts degree in Latin

American studies from Georgetown University and a Bachelor of Arts degree in political science and Latin America studies from the University of California, Los Angeles.



William Mendoza

William “Bill” Mendoza was appointed executive director of the White House Initiative on American Indian and Alaska Native Education in December 2011. Mendoza, an Oglala-Sicangu Lakota, grew up on the Pine Ridge and Rosebud Sioux reservations in South Dakota. He previously served as the deputy director and executive director for the White House Initiative on Tribal Colleges. Since his appointment, he has provided

leadership to key administration initiatives including Executive Order 13592—Improving American Indian and Alaska Native Educational Opportunities; Strengthening Tribal Colleges and Universities, Tribal Leaders Speak—The State of Indian Education 2010 Report; and the State-Tribal Education Partnership Pilot. Through his professional and life experiences, Mendoza has experienced firsthand the multitude of challenges facing American Indian students, educators, and tribes. In addition to being a teacher and principal, he has worked at the school, professional, and community levels to help foster leadership development and civic engagement among American Indians. Integral to his professional and academic capacity has been his experiences as a tribal college student at Haskell Indian Nations University, Sinte Gleska University, and Oglala Lakota College.



Sue Swenson

Sue Swenson is the acting assistant secretary for the Office of Special Education and Rehabilitative Services (OSERS) at the U.S. Department of Education. She serves as the advisor to the secretary of education on matters related to the education of children and youth with disabilities, as well as employment and community living for youth and adults with disabilities. The mission of her office is to provide leadership to achieve full integration and participation in society of people with disabilities by promoting inclusion, ensuring equity and creating opportunities for people with disabilities. In addition to serving as Assistant Secretary for OSERS, Swenson also served for one year as the acting director of OSERS' National Institute

for Disability and Rehabilitation Research. Besides OSERS, Swenson served a previous administration as the commissioner for developmental disabilities in the U.S. Department of Health and Human Services. Prior to OSERS, Swenson also served as CEO of The Arc of the United States and Executive Director of the Joseph P. Kennedy, Jr. Foundation.



Taryn Williams

Taryn Williams is chief of staff of the U.S. Department of Labor's Office of Disability Employment Policy (ODEP). Previously, she served on detail assignment as the associate director for public engagement at the White House. She has worked at ODEP since 2009 and holds a permanent position as senior policy advisor, delivering expertise on disability policy issues, including workforce development, education, Medicaid, social security, and transition outcomes of youth with disabilities. Prior to joining ODEP, Williams worked as the research coordinator for leadership programs at the Institute for Educational Leadership and as the director of programs at the National Association of Urban Debate Leagues in Chicago. Williams holds a bachelor's degree in Public Policy with a concentration in Education from Brown University and a master's degree in Education with a concentration in Administration, Planning, and Social Policy from Harvard University.

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BREAKOUT SESSION 3 – WORKSHOPS

2:00 p.m. – 3:15 p.m.

Academic Parent-Teacher Teams: An Innovative Approach to Engaging Families

Room: 310/311



Academic Parent-Teacher Teams (APTT) is an innovative approach to conducting parent teacher conferences. During this session, participants will be guided through the essential elements in the APTT model, including teachers sharing data on literacy and mathematics, parents learning a foundational skill and strategy to do at home, and parents setting goals for their children. Come learn how teachers facilitate these parent meetings three times a year with the entire class, plus a 30-minute individual meeting with families. Presenters will share lessons learned implementing APTT over three years, across 16 schools, in 139 diverse classrooms.

Presenters: *Karin Halpin & Pamela Christianson, Anchorage School District*

Creating Intentional Connections to Impact Practice

Room: 318



This interactive workshop provides a unique experience for participants to learn about high-impact family engagement models being implemented around the country. NAFSCE's Communities of Practice build on the theme of "connections" from the 4Cs in the *Dual-Capacity Building Framework*. These strategies are collaborative, culturally

competent, and focused on improving children's learning. Friday CAFE, ParentCamps, and the Communities of Practice provide models for connecting people in the spirit of learning and measuring and sustaining impact.

Presenters: *Keami Harris, NAFSCE; Betsy LeBorjous, CREC Institute of Teaching & Learning; Sally Wade, Manhattan Strategy; Joe Mazza, The University of Pennsylvania*

Depts. of Education & HHS Joint Policy Statement on Family Engagement

Room: 317



The U.S. Depts. of Education and Health and Human Services recently released their joint policy statement for implementing family engagement practices in early childhood, pre-school, and K-3 settings. This policy statement provides guiding principles and recommendations for state and local education agencies and administrators of early childhood and pre-school programs. Participants will have an opportunity to network and learn about effective strategies for implementation of family engagement practices at state, local, and program levels. Session leaders will field questions and provide time to hear audience challenges and best practices related to implementation.

Presenters: *Vicki Myers & Carmen Sanchez, U.S. Department of Education; Kiersten Beigel, U.S. Department of Health and Human Services*

Elev8 Baltimore: A Full-Service Community School Approach to Family & Community Engagement

Room: 405



Grow your understanding of the full-service community school approach to family and community engagement, including toolkits and take-home ideas for incorporating promising practices into your initiatives. Elev8 Baltimore partners with schools, families, and the community to impact student achievement through meaningful engagement by connecting our three core pillars to the concepts that families and communities care about: extended learning (after-school/summer), health and wellness, and family engagement (learning at home and financial stability).

Presenters: *Alexandria Warrick Adams & Kellie Brown, Elev8 Baltimore; Federico Adams, Baltimore City Public Schools*

Engaging the Teachers: Building Staff Capacity for Family Engagement in Nashville

Room: 403



During this session, participants will explore how to develop a teach-

er-training program that addresses welcoming schools, parent engagement, equity and access, and community involvement as a means to successful family-school-community partnerships. Using Nashville's Family Engagement University program as an example of dual-capacity framework implementation, participants will explore their own district or site's needs, resources, and assets for the creation of a program authentic and sustainable to their own context.

Presenters: *Allison Buzard, Metro Nashville Public Schools*

From Qualitative to Quantitative: Using Parent Stories to Measure Family Engagement

Room: 316



Head Start has always focused on parents as their children's first teachers, but recent projects of the National Head Start Association have worked to raise awareness of excellent self-sufficiency programming for families through *Two Generations Together* to develop parents' skills as their children's First Advocates, to help programs quantify family engagement, and to ensure that new

WORKSHOP STRAND KEY



Workshop Repeated
(in session # listed)



High School
Transitions



Student Achievement



Community
Partnerships



Inclusive Education &
Equity



Systemic Practice &
Policy



Early Learning &
Literacy



Parent Leadership &
Advocacy



Teacher Leadership
& Professional Dev.

Head Start standards don't limit the role of parents in local programs. This session will explore all of those projects and findings and resources that translate across settings.

Presenter: *Emmalie Dropkin, National Head Start Association*

High-Impact FSCE Strategies to Close Achievement Gaps

Room: 404



Prince George's
County Public
Schools (Md.)

partnered with Mid-Atlantic Equity Consortium (MAEC) to create district-wide professional development for Title I and ESOL administrators, teachers, and community outreach assistants to provide high-impact family, school, and community engagement in Title I elementary and middle schools throughout the county. Come learn about MAEC's Equity Framework and strategies to create district-wide practices leading to authentic partnerships with families that are linked to learning.

Presenters: *Nora Illia Morales, Mid-Atlantic Equity Consortium*

Home Visits Bridge, Bond & Build Skills Between Families & Schools

(Bilingüe Español-Inglés)

Room: 402



Parent-teacher home visits build trust and skills between school and home, leading to student success. This session is open to all from Pre-K-12 school communities and led by parents and teachers. We will cover

1) research, logistics, and skills for effective home visits; 2) barriers to visits including language and cultural differences, assumptions and fears about personal safety, mandated reporting; and, 3) experiences adapting and sustaining this work across grade levels and diverse communities.

Presenters: *Lysette Lemay, Carrie Rose & Yesenia Gonzalez, Parent/Teacher Home Visit Project*

Immigration Makes Us Stronger: One District's Approach to Integrating Newcomer Families

Room: 306/307



New immigrants enrich the learning environments of all students. Learning to appreciate and integrate their families can be challenging for the adults in schools. This workshop will share how a Newcomer Outreach Project engages new families with personalized individual orientations and a focus on building trust with school staff. Learn how a centrally managed program built the buy-in during project development and went on to become an indispensable resource for schools.

Presenter: *Eyal Bergman, Cajon Valley Union School District*

Making Data Accessible, Understandable & Actionable for Families: Part 2

Room: 301



Parents who understand data can act on it. Part 2 will introduce protocols for using data for action planning with diverse stakeholder groups. Learn

how to get collaborative work done and encourage all team members to participate in using data for action planning. Participants will leave understanding how to use various tools and strategies to facilitate action planning with families as active key participants.

Presenters: *Dianne Malley*, Statewide Parent Advocacy Network; *Debra Jennings*, Center for Parent Information and Resources

Out-of-School-Time Programs as Valuable Partners in your Parent Engagement Strategy

Room: 411



Research shows that parent involvement in their children's education improves learning outcomes for students and eases the workload for teachers. But many schools are struggling to implement an effective family engagement plan while still meeting the needs and requirements for teaching students. This workshop will explore the value that an out-of-school-time program can bring to your family engagement efforts, offer resources for activities and training, and highlight examples of collaboration between 21st Century Community Learning Center grantees and their schools.

Presenter: *Marilyn McGrath*, Office of Community Partnerships, Colorado Department of Education

Strategies to Maximize Corporate & Community Partners at the School & District Levels

Room: 408



Gain strategies for engaging a diverse landscape of partners towards

shared goals for student success. A D.C. Public Schools leader will share how working with a range of supporters to create infrastructure at the district level supports meaningful impact at the school level. She will present on the work the School Partnerships Team has done to redefine pathways and mindsets for maximizing partner impact on student and school success. Hear successes and lessons learned from the Adopt-a-School Program, a new initiative providing pathways for school-based partners.

Presenter: *Nichole Hill*, District of Columbia Public Schools

Strengthening Families: Building Protective Factors & Cross-System Connections

Room: 303



The Strengthening Families™ initiative identifies five protective factors that, when robust in families, keep families strong and children safe. This strengths-based approach, when established in a cross-system collaborative network, assists in planning and guiding policy development. We will explore program and worker practices that engage parents and create environments where families can build protective factors. This interactive workshop will explore methods to implement the approach using examples from Alabama and Pennsylvania.

Presenters: *Tish MacInnis*, Alabama Partnership for Children; *Rijelle Kraft*, CSIU — Center for Schools and Communities; *Sallye Longshore*, Alabama Department of Child Abuse and Neglect Prevention

Supporting LEAs in Family Engagement Practices

Room: 304



Research has identified strong school-family partnerships as a pivotal force in education. To strengthen these relationships, the Pennsylvania Training and Technical Assistance Network (PaTTAN) has introduced a variety of professional development resources to assist local education agencies (LEAs) in enhancing their family engagement practices. This session will describe PaTTAN's multi-faceted approach, including trainings, on-site visits, webinars, and publications, formulated to build the capacity of LEAs in support of positive school-family partnerships.

Presenters: *Andrea Ellis & Jennifer M. Geibel, PaTTAN*

Technology, Early Literacy & Scalability

Room: 409



School readiness and third grade literacy are the goals for ALL schools and communities. Explore how communities such as San Antonio, Tampa, Houston, Cleveland, Pittsburgh, New York and many others are reaching these goals through family engagement and the integration of technology. This session will highlight several schools and communities who are using texting, emailing and video modeling to build capacity in parents, grandparents, and community stakeholders as key partners in the education of all children.

Presenters: *Rose Gioia-Fine & Emily Roden, PA Family Literacy*

Using a Peer Mentor to Connect, Understand & Engage Parents in School Settings

Room: 410



Parent engagement in school is important to children's academic success. The CUE Mentoring Project is a demonstration project that connects parent leaders from family support centers and schools when they transition from Pre-K to school-age programming to help increase school success in high need communities. Participants will learn strength-based processes and motivational interviewing techniques used in the program to successfully engage parents.

Presenters: *Leigh Carlson-Hernandez, University of Pittsburgh Office of Child Development; Celeste Benzo, Lawrenceville Family Care Connections*

Using Data to Implement Quality Family Engagement Outcomes

Room: 315



The research is clear: when schools, families, and communities support each other, students of all backgrounds and abilities achieve at higher levels. But determining where to start is not so clear. Participants will experience a data walk to determine one school's strengths, areas of need, and overall trends. Participants will use the data to draw conclusions, make informed decisions, and develop a meaningful plan of action to improve student and family outcomes.

Presenters: *Jenni Brasington & Ron Mirr, Scholastic Education*

Visualizing FACE Needs in Your Community (Bilingüe Español-Inglés)

Room: 305



Creativity in the Community, a wildly successful, immersive art and literacy experience program at the Bass Museum of Art in Miami Beach, Fla., encourages togetherness and strengthens family bonds through art, storytelling, and literacy. Elementary school educators, artists, administrators, and organizations seeking to create meaningful connection with other cultural institutions are encouraged to attend. Participants in this noteworthy session will receive expert commentary that goes beyond lecture and provides hands-on practicum and real-world experiences through sample lesson plans and partnership development tools to enhance community programs.

Presenters: *Kylee Crook & Mariana Corbalan*, Bass Museum of Art

YouthACTing 4 Change with Family & Adult Partners

Room: 302



Attend this session to hear how Pennsylvania's YouthACT team used their advocacy skills to shape health-care and transition. In partnership with their families and adult partners, team members advocate in high school, home, college, rehabilitation services, and in physicians' offices to successfully manage their chronic conditions and develop a plan that works for them. Pennsylvania's YouthACT team members will inspire their peers to use their voice to shape the human service and healthcare system for personal and policy success.

Presenters: *Erin Seiler, Seamus Hanrahan & Elizabeth Beil*, YouthACT Seize Control Team; *Jennifer Thomas*, Institute for Educational Leadership

#FCEconf16

TUESDAY



We salute high-impact family engagement and professional development!

Relationship-based Dual-capacity building Linked to Learning

Parent/Teacher Home Visit Project trains Pre-K—12 educators to make meaningful relationships with the families of their students, starting with a voluntary home visit. Outcomes include:

- ◆ improved attendance and school climate
- ◆ increased success on standardized test scores
- ◆ increased cultural competence
- ◆ increased parent and community engagement
- ◆ increased job satisfaction for teachers and school staff



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BREAKOUT SESSION 4 – WORKSHOPS

3:45 p.m. – 5:00 p.m.

Board Watch: A Good Governance Program of A+ Schools

Room: 316



Board Watch engages citizens in a process to observe and provide feedback to elected officials on the local school board. Through Board Watch, volunteers are trained on how to recognize good governance. Within this workshop, participants will become familiar with the practices and behaviors that lead to good governance. Participants will also review the instrument used by volunteers through Board Watch and learn how this tool can be used in their own school districts.

Presenters: *Carey Harris & Graham Mulqueen*, A+ Schools

Breaking Boundaries: A Connected Community

Room: 317



Join us to learn strategic approaches to align culturally relevant community resources that address the social, emotional, and physical needs of a child by increasing accessibility to wraparound services for the entire family. This is an opportunity for dialogue and making connections between various approaches to connect families to resources and learn about the benefits of working within a community feeder pattern.

Presenters: *Reina Beatrice Tello, Arturo Magana & Alexi Coppinger*, Los Angeles Education Partnership

District Leadership Supports School Success

Room: 411



Creating strong and sustainable family and community engagement programs in schools requires district leadership. Attendees will learn about effective strategies for district-level leadership and facilitating engagement programs in schools. These strategies include aligning programs and policy, guiding learning and program development, celebrating milestones, and evaluating outcomes. Using a two-pronged approach, building leadership at the district level and direct facilitation of school teams, attendees will be guided to organize their own work at their home site.

Presenters: *Steven Sheldon & Marsha Greenfeld*, National Network of Partnership Schools

Effective Community Engagement in a Changing School Environment

Room: 408



As the population of the District of Columbia grows and changes, similar changes are reflected in other school communities across the country. These dynamics include racial, ethnic and socio-economic shifts that are often difficult to navigate, and require tough, but honest communication and relationship building.

Through two case studies, school and central office leaders will hear ideas and viewpoints on how to create a healthy school environment that is respectful of changing landscapes in school districts in urban cities.

Presenter: *Elias Hoffman & Josephine Bias Robinson, D.C. Public Schools*

Engaging a Community in Early Childhood Education, Collaboration & Sustainability

Room: 410



In the field of early childhood education, there are so many resources available for educators that sometimes the number of options can be daunting. Participants will examine how a model of collaboration in the city of Pittsburgh, where early childhood experts, organizations and resources have come together to work as a team, supports the development of early childhood educators and enhances the lives of the youngest members of the city's population.

Presenters: *Susan Polojac, Brandice Wilburn, Katie Gullone & Cynthia Battle, Pittsburgh Association for the Education of Young Children*

Engaging Families in Individual Plans of Study

Room: 303



Join KPIRC to explore how Individual Plans of Study (IPS) in middle and high school can help students strategize their learning while giving information to families as they plan their child's future. By including families in the IPS process, families engage in the career development of their child, which serves as a key driver for optimizing youth development. Small groups will examine mock IPSs and share ways families can participate in their child's college and career readiness.

Presenters: *Jane Groff & Barbara Gannaway, Kansas Parent Information Resource Center*

FAST®: Empowering Parents, Engaging Families & Establishing Community Relations

Room: 402



Learn about a community-based parent engagement and empowerment approach that applies evidence-based practices to build social capital and strengthen

WORKSHOP STRAND KEY



Workshop Repeated
(in session # listed)



High School
Transitions



Student Achievement



Community
Partnerships



Inclusive Education &
Equity



Systemic Practice &
Policy



Early Learning &
Literacy



Parent Leadership &
Advocacy



Teacher Leadership
& Professional Dev.

families, ultimately creating a supportive web for students to thrive at home and school. This session will cover important insights from two urban and rural case studies and data from randomized control trials. Attendees will be provided the space to problem-solve and identify research-backed strategies to empower and engage families in their own communities.

Presenter: *Angel Barajas, Families and Schools Together*

Getting Young Children & Families Ready to Learn with Media

Resources (Bilingüe Español-Inglés)

Room: 405



Join us to learn how to use public television resources to facilitate family engagement and connection between school and home through tools that include games, activities, and mobile apps. Together we will interactively explore a wealth of free digital media resources for families and educators in support of early math and literacy learning. Attendees will have the opportunity to download free PBS KIDS apps. BYOMD... Bring Your Own Mobile Device!

Presenter: *Susie Grimm, PBS SoCal; Gina Masciola & Cathy Cook, Pittsburgh PBS*

How Developing Parent Leaders Can Lead to Transformational Change

Room: 318



Across the country, initiatives to cultivate parent leadership have enabled parents to develop civic skills and voices as leaders and advocates for chil-

dren across class, race, and culture. We are learning that these well-prepared parent leaders can be a powerful force for equity and greater opportunity for children. Learn about new research on these programs and hear from program leaders and parents about their impact on children and communities.

Presenters: *Anne T. Henderson, Annenberg Institute for School Reform; Kate Gill Kressley, RMC Research; Donna Thompson-Bennett & Elaine Zimmerman, Parent Leadership Training Institute; Lori Pittman, Washington State Head Start Association and Parent Ambassadors & Toyin Anderson, Greater Rochester Parent Leadership Training Institute*

Increasing Parent Capacity Around Disability Through Federally Funded Resource Centers

Room: 304



How do you create programs for diverse families of children and youth with disabilities focused on increasing involvement in their children's education? How can you help them access and create inclusive opportunities for their children and build their capacity as parent leaders and advocates? Through active audience engagement, participants will gain information and resources from the federally funded parent training and information center and community parent resource centers in Pennsylvania.

Presenters: *Carmen Sanchez, U.S. Department of Education, Office of Special Education Programs; Jill Hrinda-Patten, Mission Empower; Liz Healey, PEAL Center*

Leadership Matters: The Role of School Principals in Effective Family-School Partnerships

Room: 403



How do effective school leaders foster a culture of strong school, family, and community partnerships? What does research tell us about best practices for school principals when it comes to meaningful engagement of families? An elementary, middle, and high school principal will share their experiences with family and community engagement, leadership development, program evaluation, and more. Leadership matters; come join the conversation and learn strategies for leveraging principal and teacher buy-in.

Presenters: *Molly Sehring & Adrienne Koger*, Metro Nashville Public Schools; *Timothy Drinkwine*, Eakin Elementary School; *Sonya Brooks*, Gra Mar Middle School

Organizing to Win through Parent, Teacher & Community Collaboration

Room: 310/311



This workshop focuses on the power of parent-teacher-community collaborative organizing. Great Public Schools Pittsburgh (GPS) will describe our work together over the last four years as an example of what's possible and explore with you what conditions support this work and how to overcome challenges. Participants will learn how GPS was able to stop school closings; successfully

elect a progressive majority to the school board; mobilize parents, teachers, and community members to participate in the school boards' public engagement process for its superintendent search; and develop a city-wide campaign for sustainable community schools.

Presenters: *Evans D. Moore*, Great Public Schools Pittsburgh; *Doreen Allen, Lizz Fulton, Debra Srogi & Shawn Dalton*, Pittsburgh Public Schools; *Sandra Woolley*, Education Task Force of Pennsylvania Interfaith Impact Network

Parent Engagement Power: Teacher-Organized, School-Based Parental Engagement

Room: 409



Linton's Got "PEP", Parent Engagement Power, is a concerted middle school effort led by three teachers and the social worker at Linton Middle School in the Penn Hills District outside of Pittsburgh. PEP is designed to bridge the gap between school and home. At its core, it is an attempt to increase student achievement by engaging more parents in the schooling process. Join this session to hear about the development of the program, implementation of the ideas, and lessons learned about doing the work of parental engagement.

Presenters: *Kyoko Henson, Aimee Boyd & Gloria Peterman*, Linton Middle School; *Gretchen Givens Generett*, University of Pittsburgh

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Parent Liaisons: Taking Family Engagement to the Next Level

Room: 301



Looking for a parent engagement approach that's comprehensive, research-based, and effective for a diverse range of families? The non-profit Thrive refined its Parent Liaison Program over 20 years, expanding to 18 Montana and Wyoming schools. It has fundamentally changed the relationship between parents and schools. Participants will take away specific ideas for creating meaningful, lasting family engagement initiatives and leveraging strengths of schools, communities, and families to increase student success.

Presenter: *Steve Wellington, Thrive*

Parent-Child Reading Clubs: Teacher, Community & Parent Facilitators

Room: 305



One exciting way to engage families in children's learning is to bring adults and children together to read and discuss books relevant to the community. In this workshop, Boston Public Schools will share its successful model for Family Reading Clubs, which foster the love of reading among elementary school students and their parents. School and community facilitators have been trained to lead clubs in English, Spanish, Chinese, and Vietnamese, expanding our capacity to reach a wide range of families. Come learn why this program is loved by families and schools!

Presenter: *Alice Levine, Boston Public Schools, Office of Engagement*

Strategic Family Engagement: Key Parent Roles that Boost Student Achievement

Room: 404



How can we create sustainable, meaningful parent engagement that promotes achievement? Learn from successful districts using Parenting Partners, a comprehensive, dynamic system that has produced over 100,000 parent leaders nationwide. Interact with this manageable, transferable, proven approach. Experience core parent engagement practices aligned with the U.S. Dept. of Education's *Dual Capacity-Building Framework for Family-School Partnerships*. Entertaining, interactive, and practical, this session provides evidence-based strategies to boost student achievement through parent engagement.

Presenter: *Patty Bunker, Family Leadership*

A Tale of Two Districts: Lessons from Creating New Family & Community Engagement Offices

Room: 306/307



Share in the experience of two districts in the early stages of building new family and community engagement departments. Special attention will focus on securing buy-in from district stakeholders, developing family engagement frameworks for schools, and making use of steering committees to shape the early direction of the work. The vision that led to a Kellogg Foundation grant will also be presented. The session will conclude with a discussion on assessing and addressing early hurdles.

Presenters: *Eyal Bergman*, Cajon Valley Union School District; *Lisa Levasseur*, Elk Grove Unified School District, California

Using Data to Implement Quality Family Engagement Outcomes

Room: 315



The research is clear: when schools, families, and communities support each other, students of all backgrounds and abilities achieve at higher levels. But determining where to start is not so clear. Participants will experience a data walk to determine one school's strengths, areas of need, and overall trends. Participants will use the data to draw conclusions, make informed decisions, and develop a meaningful plan of action to improve student and family outcomes.

Presenters: *Jenni Brasington & Ron Mirr*, Scholastic Education

We Are Family: Systems-Changing Advocacy

Room: 302



Come learn from family advocates about a local program model and supporting initiatives that are driving systems change for youth with disabilities throughout the District of Columbia. Family members of youth with intellectual and developmental disabilities and program implementers will discuss the DC Advocacy Partners program model, the DC Supporting Families Community of Practice, and how their advocacy efforts on behalf of their children have benefited a community.

Presenters: *Frances Vhay & Dana Fink*, Institute for Educational Leadership; *Cheri Mallory & Ronald Hampton*, DC Advocacy Partners

NETWORKING RECEPTION

5:00 p.m. – 6:00 p.m.
South Terrace, Third Floor

Mingle with colleagues! Make new connections! Enjoy food and beverages!

Anqwenique, a Pittsburgh native, will perform a mix of jazz standards, show tunes, and contemporary soul works backed by a dynamic trio of keyboard, bass and drums. Anqwenique is a versatile vocalist specializing in classical music, opera, jazz, and soul. She is a teaching artist for Opera Theater of Pittsburgh, Hope Academy, and Gateway to the Arts.

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WHAT YOU THINK!

Remember to complete your evaluation on the mobile app, IEL Events. Download it from your mobile app store or scan the QR code below. See page 49 for more info.



BREAKOUT SESSION 5 – WORKSHOPS

9:15 a.m. – 10:30 a.m.

The Art of Dad Engagement

Room: 316



When fathers are positively engaged and involved, children and families do better. This session will focus on how professionals and organizations can develop father-friendly environments and explore the benefits, barriers, and opportunities around the engagement of dads. Participants will be introduced to the Strengthening Families™ Protective Factors framework and identify strength-based engagement strategies, including the Be Strong Families Dads Parent Café process.

Presenters: *Guy Schingoethe & Karen Nunnally*, *Be Strong Families*

Authentic Community Engagement for Social Change

Room: 317



Learn how to authentically engage and tap into the

lived experiences of parents, residents, and diverse stakeholders to build a common vision and develop strategies that improve community conditions for families. Explore how Best Start—a place-based effort in 14 distinct Los Angeles County communities—is building parent and resident leadership and capacity to improve policies, resources, and services. Reflect on lessons learned in these communities and obtain useful tools and tips applicable to other community efforts seeking social change.

Presenters: *Manuel Fierro, Rafael Gonzalez & Alex Wade*, *First 5 Los Angeles*

Clarkston Families Decide: Engaging Diverse Families in Decision-Making

Room: 318



The session will model a transformative family engagement initiative funded by W. K. Kellogg Foundation and other partners, implemented by CDF Action, Clarkston, Ga., known as “the most di-

WEDNESDAY

WORKSHOP STRAND KEY



Workshop Repeated
(in session # listed)



High School
Transitions



Student Achievement



Community
Partnerships



Inclusive Education &
Equity



Systemic Practice &
Policy



Early Learning &
Literacy



Parent Leadership &
Advocacy



Teacher Leadership
& Professional Dev.

verse square mile in the country.” Presenters will outline the components and lessons learned from the Early Learning Community Trust process, in which families who speak five languages select an issue and a project to be funded. Share in the process, projects, policy implications, and internal and university evaluations.

Presenters: *Roberta Malavenda*, CDF Action; *Hodan Osman*, Clarkston Ready School; *Essra Hamid*, Clarkston Families Decide

Empowering Families in Multi-Tier System of Support

Room: 411



The Kansas State Department of Education has incorporated family engagement throughout the Multi-Tier System of Support (MTSS) model. Developing meaningful family engagement goals and strategies are critical components for creating an empowering culture in MTSS. In this session, we will provide a demonstration of the movement and support of students in a MTSS model and how family engagement may change in each tier.

Presenters: *Jane Groff* & *Barbara Gannaway*, Kansas Parent Information Resource Center

ESSA Listen & Learn

Room: 409

“With this bill, we affirm that fundamentally American ideal—that every child, regardless of race, income, background, the zip code where they live, deserves the chance to make of their lives what they will.”—President Obama. Participants will have the opportunity to discuss the Every Student Succeeds Act with U.S. Department of Education officials.

Federal staff will be available to listen to participants’ reactions, questions, and concerns.

Presenters: *Brenda Girton-Mitchell* & *Sylvia Lyles*, U.S. Department of Education; *William Mendoza*, White House Initiative on American Indian and Alaskan Native Education

Family Engagement Teacher Collaborative: Building Teacher Mindset, Capacity & Leadership

Room: 408



Participants will learn about a family engagement fellowship offered to teachers in D.C. Public Schools and identify ways in which they could bring similar programs to their school or district. Teachers in the Family Engagement Collaborative (FEC) receive home visit training and come together throughout the year for community building and shared learning. The FEC Masters program is an advanced opportunity for those who have completed the introductory FEC to design and implement a project that targets their own schools’ family engagement needs.

Presenters: *Natalie Foglia*, DCPS Office of Family and Public Engagement; *Tiffany Frizzell*, Randle Highlands Elementary School

Family Support: Transformed Parents for Transformed Schools & Communities

Room: 403



This interactive workshop will highlight qualitative, participatory approaches on how parents and children are positively transformed through

family support programs with potential to transform schools, communities, and human services. The workshop operates from the framework that school readiness and school success starts with ready families who are stable and socially and emotionally supported for skill and leadership development. Gain a deeper understanding on how the principles of family support (relationship building, strengths-based modeling, and shared decision-making) positively affect parent leadership and program growth.

Presenters: *Sheila Beasley*, University of Pittsburgh; *L. Twila Davis*, Allegheny County Family Support Policy Board

Fun with Evaluation: Co-Constructing a Logic Model for Family & Community Engagement

Room: 302



To identify, enhance, and share best practices, we need evaluation. In this session, you will be provided with tools to develop logic models to plan and evaluate family/community engagement initiatives and will have the opportunity to create or refine your own logic model. Join us to explore how to involve families and teachers in this process. We will share existing research-based family frameworks and a list of tools for measuring change. Bring yours if you have one!

Presenters: *Eden Segal*, Westat; *Joanna Geller*, Annenberg Institute for School Reform

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G is for Gentrification: Breaking Barriers to Family Engagement in Gentrifying Schools

Room: 306/307



As neighborhoods become gentrified, changes in school demographics can lead to conflict, misunderstanding, and missed opportunities for relationship building across race and class lines without direct intervention. Teaching for Change will share lessons and key strategies to prevent the pushout of parents of color and low-income families from our work with gentrifying schools in Washington, D.C. This presentation will engage participants to collectively analyze structures that support parents of color and low-income families dealing with displacement, school policies, parent organizations, and systemic injustice.

Presenters: *Allyson Criner Brown* & *Iris Jacob*, Teaching for Change

Hey, SIRRI! How do I Navigate through the 30 Million Word Gap?

Room: 402



This interactive, hands-on session will introduce you to SIRRI: Strategies for Interactive, Robust & Rich Instruction to build language and literacy skills of young children. Research shows that rich, varied language experiences impact reading success. The presentation is based on lessons learned from four Early Reading First initiatives, aiding participants in improving existing early childhood practices by integrating scientifically based reading strategies into all aspects of their programs.

Presenters: *Tanya Walker Wallace & Laura Miller, United Way of Greater Atlanta*

How States Promote Equity in Education Through Family Engagement

Room: 310/311



As student populations become increasingly diverse, states are leveraging engagement efforts to address educational equity issues and the needs of their underserved families and communities. This panel presentation will focus on how states are leading the way in partnering with families and advancing equity through family engagement. Learn how Connecticut, Wisconsin, and Illinois are using family engagement as a statewide strategy to support equity in education.

Presenters: *Lacy Wood, American Institutes for Research; Judy Carson, Connecticut State Department of Education; Chrishirella Warthen, Wisconsin Department of Public Instruction; Reyna Hernandez, Illinois State Board of Education*

Mai's Journey: A Family Engagement Framework in Practice

Room: 410



Kent School District is diverse, with families speaking more than 135 languages. Cultural barriers are transcended by parents partnering in the efforts to close the achievement gap. The Parent Academy for Student Achievement emerged to help parents navigate the school system. The nine-week program is currently taught in our four most prevalent languages. Learn from Mai's journey as a participant, re-

cruiter, and now facilitator. She has been instrumental in building and enhancing the capacity of staff and families in the areas of connections, cognition, confidence and capabilities.

Presenters: *Millicent Borishade & Mai Tran, Kent School District; Carlina Brown-Banks, Community Center for Education Results*

Planning for Process: Designing an Interactive Family Engagement Event

Room: 315



Participants will explore the *Dual-Capacity Framework for Family-School Partnerships* and learn to use interactive strategies to embed best practices into family engagement events. This highly interactive session will focus on building a family reading night that is relational, developmental, collaborative, interactive, and linked to learning. Participants will leave the session with high-impact strategies designed to shift the focus from a family reading night to a capacity-building event for families.

Presenters: *Jenni Brasington & Ron Mirr, Scholastic Education*

Restorative Practices: Fostering Healthy Relationships & Promoting Positive School Discipline

Room: 303



Across the U.S., exclusionary discipline disproportionately affects black students and other marginalized communities. There are viable alternatives to exclusionary discipline. One

of the most promising approaches is restorative practices. Join us to learn how we can reduce school suspensions and increase student engagement through this approach. Proactively build relationships and a sense of community to prevent conflict and strategically address issues after they arise.

Presenters: *Amie Matson & Brandi Taylor, A+ Schools*

Secondary Transition Tools of Engagement for Families of Students with Disabilities

Room: 304



Families and caregivers are essential partners in assisting youth with disabilities in transitioning from high school to adult life. Presenters will share information on Pennsylvania's effective practices and resources to enhance family and caregiver engagement in the secondary transition process. Learn about the Planning for the Future Checklist and Pennsylvania's State Systemic Improvement Plan, built on the focus of increasing the graduation rate and decreasing the dropout rate for students with disabilities.

Presenters: *Michael J. Stoehr & Shanna M. Bradfield, Pennsylvania Department of Education, Bureau of Special Education – PaTTAN*

Strategies for Building Parent Power: Replicable Models from Los Angeles & Chicago

Room: 404



Parents and communities are critical to catalyzing and sustaining improvement in schools, but one of

the biggest challenges can be finding ways to engage and support the powerful involvement of parents. In this session, representatives of two exemplary organizations, Inner City Struggle and Logan Square Neighborhood Association, will share their own success in parent-driven education initiatives that have transformed schools and scaled reforms, contributing to a national movement for community-centered education justice.

Presenters: *Jose Roberto Bustillo, Innerscity Struggle; Edgar Villanueva, Schott Foundation for Public Education; Leticia Barrera, Logan Square Neighborhood Association*

Systematic Strategies for Aligning Parent Engagement

Room: 405



In the age of parent engagement, Families In Schools works across the country to provide professional development to create systemic practices for improved parent engagement among all parent groups. In this session, participants will explore how to align parent engagement practices and planning via culturally relevant capacity-building trainings and a rubric for assessing the effectiveness of schools' parent engagement practices. This session will provide strategies for school and organizational staff who promote an inclusive environment. Don't miss this engaging opportunity to explore these research-based best practices.

Presenter: *Tina Ochoa, Families In Schools*

Top-Down & Bottom-Up: Results-Based Family Engagement

Room: 301



Johns Hopkins University recently studied the impact of home visits on student outcomes in Washington, D.C. and found positive influence on attendance and reading. Dig deeper into the results of this study and D.C.'s top-down and bottom-up approach to building a city where effective family engagement is the standard practice and expectation in schools. We'll share lessons learned from this evaluation and include opportunities for you to reflect on measuring the results of your own work.

Presenters: *Laura Wilson Phelan* & *Samantha Cohen*, Flamboyant Foundation

Tutu & Me: A Model for Enhancing Families' Support for Their Children's School Readiness

Room: 305



Join us to learn about Tutu and Me, a unique traveling early childhood education program that uses an intensive, intentional approach for engaging families and children together in activities and is grounded in Hawaiian culture and values. This workshop will present findings from a study that followed a cohort of children enrolled in the program through third grade, and focus on the Tutu and Me model, its positive results, and implications for replicating the model in other communities.

Presenters: *Alison Masutani*, Partners in Development Foundation; *Toni Porter*, Early Care and Education Consulting

Please Join Us for Our Workshop on Tuesday, June 21, 3:45 pm – 5:00 pm:
"Strategic Family Engagement: Key Parent Roles that Boost Student Achievement."

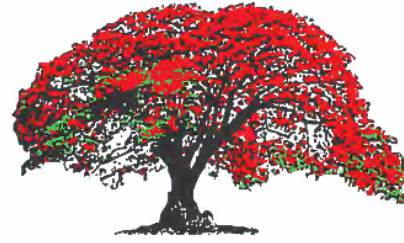
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- ▶ Increase Reading Scores, Daily Attendance and Academic Achievement
- ▶ Empower parents in Key Parent roles from U.S. Dept. of Education Dual Capacity-Building Framework, Harvard Family Research Project, and Epstein's Six Types

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CLOSING PLENARY

10:45 a.m. – 12:00 p.m. – Spirit of Pittsburgh Ballroom

MAXIMIZING OUR IMPACT

Strong family and community engagement is central to the success of all children from cradle to career. We will only maximize our impact in states, districts, schools, and early childhood settings as long as high-impact family engagement practices continue to catalyze successful local and national efforts.

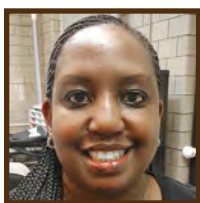
Presenters: ***Pedro A. Rivera**, Secretary of Education, State of Pennsylvania; **Cynthia Jackson**, Family Services Specialist, Early Childhood Education Program, Pittsburgh Public Schools; **John H. Jackson**, CEO, The Schott Foundation for Public Education*



Pedro A. Rivera

Pedro A. Rivera has been Pennsylvania's secretary of education since June 2015.

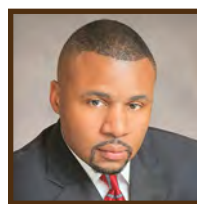
He began his career as a classroom teacher in Philadelphia and spent 13 years in city schools, working his way up to principal. From 2008 until he was appointed secretary, he was superintendent in Lancaster, where his team created a new Pre-K-12 curriculum, an aggressive professional development plan, and innovative teacher observation tools, improving graduation rates and state assessment scores. The White House honored him as a Champion of Change for efforts to transform urban education.



Cynthia Jackson

Cynthia Jackson is a family services specialist for the Pittsburgh Public School's Early Childhood Program (ECP), where she builds relationships with families and forges bonds between families, schools, and communities. ECP strives

to recognize parents as children's first and very important teachers and encourages parents to be involved in their child's education through college. At In-Home Child Development Services, she assisted parents with keeping their children safe and cared for while they underwent substance abuse treatment. She was also a case manager for TANF-recipients re-entering the workforce.



John H. Jackson

Dr. John H. Jackson became president and CEO of The Schott Foundation for Public Education in 2007. He leads efforts to ensure high-quality public education for all students, regardless of race or gender. Previously, Jackson served as chief policy officer and national director of education at the National Association for the Advancement of Colored People. Jackson was an adjunct professor of race, gender, and public policy at the Georgetown Public Policy Institute. In 1999, President Clinton appointed him as a senior policy advisor in Department of Education's Office for Civil Rights.

WEDNESDAY

THANK YOU

Many people and organizations played a key role in making the 2016 National Family & Community Engagement Conference possible. We would like to thank our national and local partners and workshop reviewers. Also, a special thank you to the on-site volunteers for their time and effort to help make this national FCE conference possible!

NATIONAL PARTNERS

W.K. Kellogg Foundation | Scholastic FACE | Heising-Simon Foundation | Annie E. Casey Foundation | National Education Association | Campaign for Grade-Level Reading | Ready Rosie | Nellie Mae Foundation | Flamboyan Foundation | National Center for Families Learning | National Head Start Association | National Association for Family, School and Community Engagement | National Parent Teacher Home Visit Project | Parents as Teachers | Annenberg Institute for School Reform | American Federation of Teachers | United Parent Leaders Action Network | Youth Transitions National Support Fund

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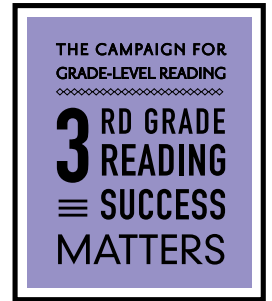
WORKSHOP PROPOSAL REVIEWERS

Gevonne Blum, Brevard Public Schools | Vito Borrello, National Association for Family, School, and Community Engagement | Dave Breingan, Lawrenceville United | Michele P. Brooks, Transformative Solutions | Keith Catone, Annenberg Institute for School Reform | Janice Chu-Zhu, Children's Aid Society National Center for Community Schools | Oscar Cruz, Families In Schools | Alison Gee, Parents as Teachers | Ginny Gleason, Brevard Public Schools | Keami Harris, National Association for Family, School, and Community Engagement | Mindy Larson, Institute for Educational Leadership | Cecelia Leong, Attendance Works | Lisa Levasseur, Elk Grove School District | Ghadah Makoshi, Great Public Schools | Shana McIver, Baltimore City Public Schools | Kathy Mueller, Special School District of St. Louis County | Heather Naviasky, Family League of Baltimore | Sarah Ogeto, Illinois State Board of Education | Eden Segal, Westat | Helen Westmoreland, Flamboyan Foundation | Paige Whalen, Center for Community School Strategies | Lacy Wood, American Institutes for Research

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INFO



Center for Parent Information & Resources@SPAN

The Center for Parent Information & Resources is the first stop for families of children with disabilities looking for web-based guidance on navigating the special education and early interventions systems under IDEA, and training and assistance from their local Parent Center (PTI or CPRC).



Child Welfare Information Gateway

Child Welfare Information Gateway provides access to timely, practical resources that help child welfare and adoption-related professionals protect children and strengthen families.



Communities In Schools

We are a nationally recognized model of community schools working to surround students with support, empowering them to stay in school and achieve in life.



Demand Promotions

The Parent's Homework Dictionary is designed to empower parents with knowledge to help their children succeed in school. The ESL books (10 languages) are bilingual in order to help parents/students transition to English as well as understanding subject content.



Families and Schools Together

Families and Schools Together, Inc. is an internationally acclaimed parent engagement program that helps children thrive by building stronger relationships at home. FAST® is a prevention/early intervention program and a catalyst for positive change in the lives of children and their parents.



Family Leadership/ Parenting Partners

Parent engagement solutions! Build the Key Parent Roles with our research-based training/curriculum. Results? Parents are engaged as vital contributors to academic success. These parent leadership skills are comprehensive, bilingual, and sustainable!



Great Public Schools Pittsburgh

Great Public Schools Pittsburgh is a coalition of teachers, parents and guardians, students, and community organizations who are passionate about public education and have a positive, attainable vision for our schools.



Lakeshore Learning Materials

Since 1954, Lakeshore Learning Materials has been providing schools with innovative products, training and customized materials. Designed to meet state and national standards in early childhood and elementary education.



Lightswitch Learning

Our school-to-home products reflect our 45+ years of experience in working with families and educators and were developed in response to the needs of our educational partners.



LivingTree

LivingTree is a private and secure community engagement platform. Available via mobile and web, LivingTree's extensive feature set provides a single place for your entire school community to engage.



NAFSCE

The National Association for Family, School, and Community Engagement (NAFSCE), is the first membership association for professionals focused solely on advancing family, school, and community engagement (FSCE).



Parental Readiness and Empowerment Program

The Parental Readiness and Empowerment Program (PREP) increases parental engagement in education by training parents on their legal rights in their child's education and supporting efforts to develop advocacy skills.



ReadyRosie

ReadyRosie and Bringin-gUp are early education tools leveraging the power of video modeling and mobile technology to meet and equip parents where they are. We have hundreds of brief videos in English and Spanish that model everyday interactions in familiar environments with real parents.



Really Good Stuff

Since 1992, Really Good Stuff has created educational solutions for teachers, schools and districts that meet the challenges found in and out of the classroom.



Remind

Remind is a free, safe and simple way for educators to instantly text-message students, parents and other educators— improving engagement and student outcomes without having to compromise personal contact information.



Scholastic

Scholastic FACE research-based programs equip educators, families, and communities with resources and support they need to boost the literacy skills of all children beyond the classroom.

INNOVATION LAB — EAST ATRIUM

Visit Dr. @Joe_Mazza and @BenjaminGilpin of c64KID INNOVATIONS for free coaching on social media to cultivate high- and low-tech family and community engagement strategies. Learn free ways to expand networks, tap resources, and join a growing international network of family engagement practitioners. c64KID INNOVATIONS is the official digital strategist of NAFSCE.



c64KID INNOVATIONS

FAMILIES LEARNING SUMMIT 2016 TOGETHER

STRONGER FAMILIES, STRONGER COMMUNITIES

Join us for the premier annual event
for two-generation literacy and learning solutions

WHEN & WHERE

October 17-19, 2016
Detroit, Michigan



Detroit Marriott at the
Renaissance Center

WHAT'S IN STORE

- Sessions spanning a **wide range of content** from two-generation programming, digital learning, and STEM to meeting learners' needs along the education continuum from early childhood through adult education
- Full access to the **PNC Makerspace Lounge**
- NEW: **#ParentCampDetroit** (Sun., Oct. 16)
- **EdTech and Funder panels** featuring the nation's experts
- Complimentary Toyota **banquet and closing luncheon**
- Dine-Around **networking opportunities**

Featured Speakers
Include:



Dale Dougherty,
Founder and CEO,
Maker Media, Inc.



Anne Mosle, Executive
Director, Ascend at the
Aspen Institute

CALL FOR PROPOSALS

From early childhood to adult education and STEM to inquiry-based learning, share your expertise with NCFL's 25th annual gathering of educators, administrators, community leaders, parents, researchers, and policy makers.

Proposals for concurrent sessions are being accepted through May 2.

REGISTER

EARLY BIRD SPECIAL!

Register by June 30 for a discounted price of \$375. That's a **25% savings** off the regular price of \$500.



Dana Suskind, Founder
and Director, Thirty
Million Words Initiative

For complete details, visit FAMILIESLEARNING.ORG/SUMMIT

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COMPLETE EVALUATIONS

Using the Mobile App

To evaluate individual sessions you attended:

1. Click on the schedule icon and search by day for the session names.
2. Click on the session name and scroll down to find the survey evaluation.
3. Answer 1-5 quick questions to give us feedback.



Select 'Final Survey' launch icon in the app to evaluate your overall conference experience.

YOUR FEEDBACK IS IMPORTANT—THANK YOU!



Working with Schools, Districts and Communities to Improve Systemic Family and Community Engagement



*Follow us @fcenetwork
Join us at fcenetwork.iel.org*

The FCE Network is open to anyone working on family and community engagement across the country and those interested in learning and sharing best practices.



Sign up Today!

The District Leaders Network is a peer learning and action network improving systemic efforts by supporting the professional learning of FCE leaders from school districts around the country. Network convenings are opportunities to build capacity, share best practices and resources, receive important state and federal policy updates, and discuss implementation challenges.

Our next on-site Learning Lab will be hosted by D.C. Public Schools' Office of Family and Public Engagement, November 2016.

Email FCENetwork@iel.org or visit www.iel.org/fce to find out more!

**POISE FOUNDATION SALUTES
INSTITUTE FOR EDUCATIONAL LEADERSHIP
FOR THE 2016 CONFERENCE
“OWNING OUR MOVEMENT, MAXIMIZING OUR IMPACT”**

OUR VISION AND MISSION

POISE envisions a Pittsburgh Region in which all members of the Black Community are empowered and self sufficient. With this vision as the core of the Foundation’s philosophical approach to its work, POISE’s mission is:



To assist the Pittsburgh Region’s Black Community in achieving self-sustaining practices, through strategic leadership, collective giving, grantmaking and advocacy.

COLLECTIVE GIVING

Pooling the community’s time, talent and treasures for a greater impact within the Region.

GRANTMAKING

Effectively directing pooled resources to benefit the community.

LEADERSHIP & ADVOCACY

Engaging the community, through convening and partnerships, to work towards sustainability in the Black community.

Visit our website, www.poisefoundation.org to learn more about our Strengthening Black Families Grantmaking and Catalyzing Networks efforts towards a Sustainable Black Community. Please support our work and donate through our website!



Agency Code 1066



Agency Code 52406

Two Gateway Center, Suite 1700
603 Stanwix Street
Pittsburgh, PA 15222
412-281-4967
412-562-0292 (fax)

www.poisefoundation.org



ABOUT THE INSTITUTE FOR EDUCATIONAL LEADERSHIP

For over a half-century, IEL has championed the need for leaders at all levels to shake off their institutional constraints and work across boundaries to address the needs of young people and their families. Bound by no constituency, IEL serves as a catalyst that helps policymakers, administrators, and practitioners at all levels to bridge bureaucratic silos and undo gridlock to improve outcomes for all young people and their families. The work of IEL focuses on three pillars required for young people and their communities to succeed.

- ▲ Involving the broader community with public education to support the learning and development of young people.
- ▲ Building more effective pathways into the workforce for all young people and supporting the transition to adulthood.
- ▲ Preparing generations of leaders with the know-how to drive collaborative efforts at all levels.

VISION

A society that uses all of its resources effectively to provide an equal opportunity for all children and youth to learn, develop, and become contributing citizens of our democracy.

MISSION

To equip leaders to work together across boundaries to build effective systems that prepare children and youth for postsecondary education, careers, and citizenship.

BREATHE JOY & JUSTICE INTO SCHOOL AND COMMUNITY LEADERSHIP

Reimagine how professional learning can look for your school, district and community

With a focus on effective professional learning and key leadership lessons from practice, IEL's LT² team uses the latest research on achieving collective impact for equitable and excellent schools.

Through learning exchanges and customized capacity-building activities, LT² works with teams of district, school, and community-based leaders to create and sustain the necessary conditions for continuous improvement. Services include co-planning, facilitation, coaching, and evaluation.

Join our Summer Leadership Learning Exchange July 17-21, 2016

<http://www.ecu.edu/cs-acad/dcs/LearningExchange.cfm>

For more information - www.iel.org/LT2

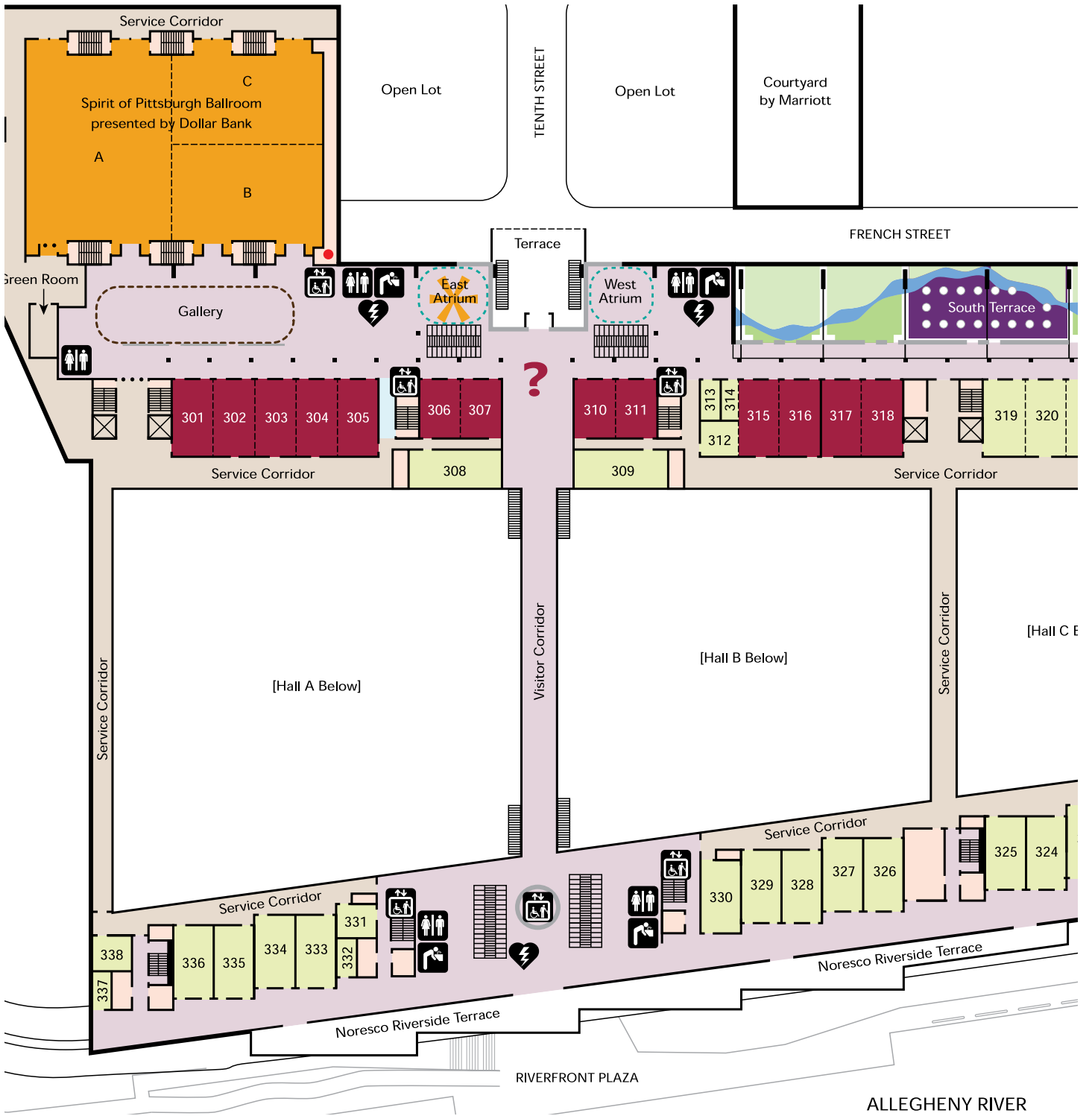
LT²

Leaders for Today and Tomorrow

IEL Institute for
Educational
Leadership
Leading Across Boundaries

CONVENTION CENTER MAP

Third Floor



CONVENTION CENTER MAP

Fourth Floor



AGENDA AT-A-GLANCE

START	END	EVENT
MONDAY, JUNE 20		
8:00 a.m.	5:00 p.m.	Registration
2:00 p.m.	3:15 p.m.	Opening Plenary: Owning Our Movement (p. 8) <i>Spirit of Pittsburgh Ballroom</i>
3:30 p.m.	5:00 p.m.	Breakout Session 1 – Mini-Plenaries (p. 10)
5:00 p.m.	6:00 p.m.	Networking Reception (p. 13) <i>North Terrace Roof, Fourth Floor</i>
TUESDAY, JUNE 21		
7:30 a.m.	5:00 p.m.	Registration
8:00 a.m.	9:00 a.m.	Breakfast <i>East Atrium</i>
9:15 a.m.	10:30 a.m.	Morning Plenary: The Pittsburgh Story (p. 14) <i>Spirit of Pittsburgh Ballroom</i>
10:45 a.m.	12:00 p.m.	Breakout Session 2 – Workshops (p. 16)
12:15 p.m.	1:45 p.m.	Lunch Plenary: Family Engagement & Equity (p. 22) <i>Spirit of Pittsburgh Ballroom</i>
2:00 p.m.	3:15 p.m.	Breakout Session 3 – Workshops (p. 24)
3:45 p.m.	5:00 p.m.	Breakout Session 4 – Workshops (p. 30)
5:00 p.m.	6:00 p.m.	Networking Reception (p. 35) <i>South Terrace, Third Floor</i>
WEDNESDAY, JUNE 22		
8:00 a.m.	10:30 a.m.	Registration
8:00 a.m.	9:00 a.m.	Breakfast <i>East Atrium</i>
9:15 a.m.	10:30 a.m.	Breakout Session 5 – Workshops (p. 36)
10:45 a.m.	12:00 p.m.	Closing Plenary: Maximizing Our Impact (p. 43) <i>Spirit of Pittsburgh Ballroom</i>

