

Charting a Path Toward High-Impact Family Engagement Efforts Linked to Student Achievement

Georgia Parent Mentor Conference

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Office of School Improvement

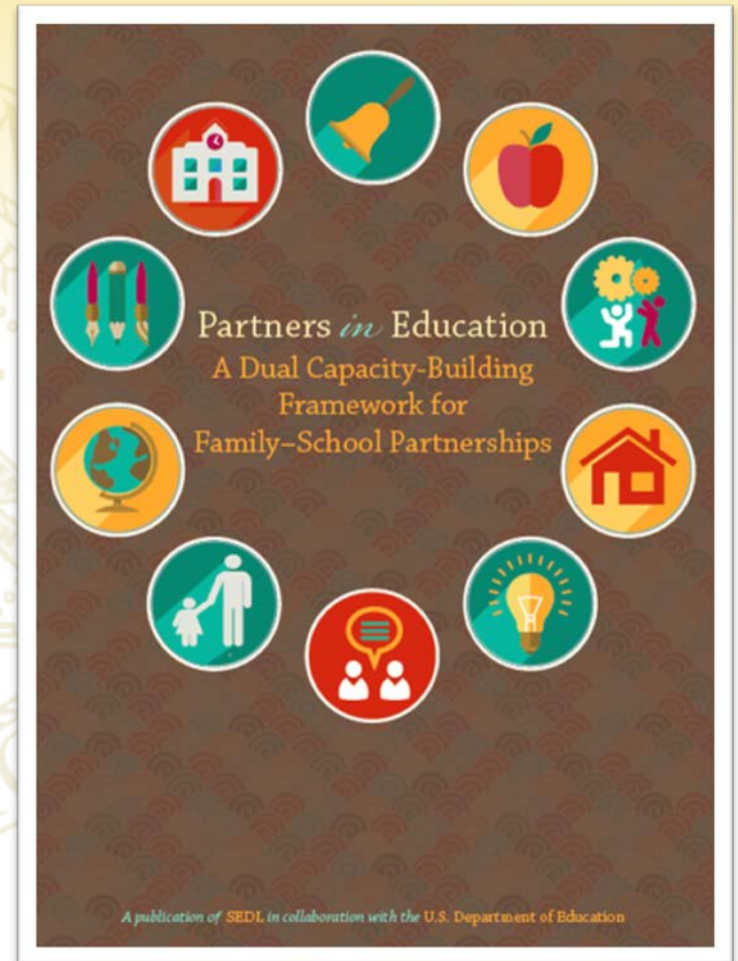
Outreach Programs Division



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Objectives

- Understand why family engagement matters
- Learn about the new US ED Framework for Family School Partnerships
- Evaluate your current family engagement practices
- Discover high-impact strategies for family engagement
- Learn how to simplify Title I Parental Involvement compliance mandates while increasing effectiveness



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Setting the Stage

Over 50 years of research links the various roles that families play in their child's education with indicators of increased student achievement in the form of....

Student
Grades

Students'
Beliefs
about the
Importance
of Education

Achievement
Test Scores

Students'
Efficacy
for
Learning

Students'
Sense of
Personal
Competence

Lower
Drop-Out
Rates



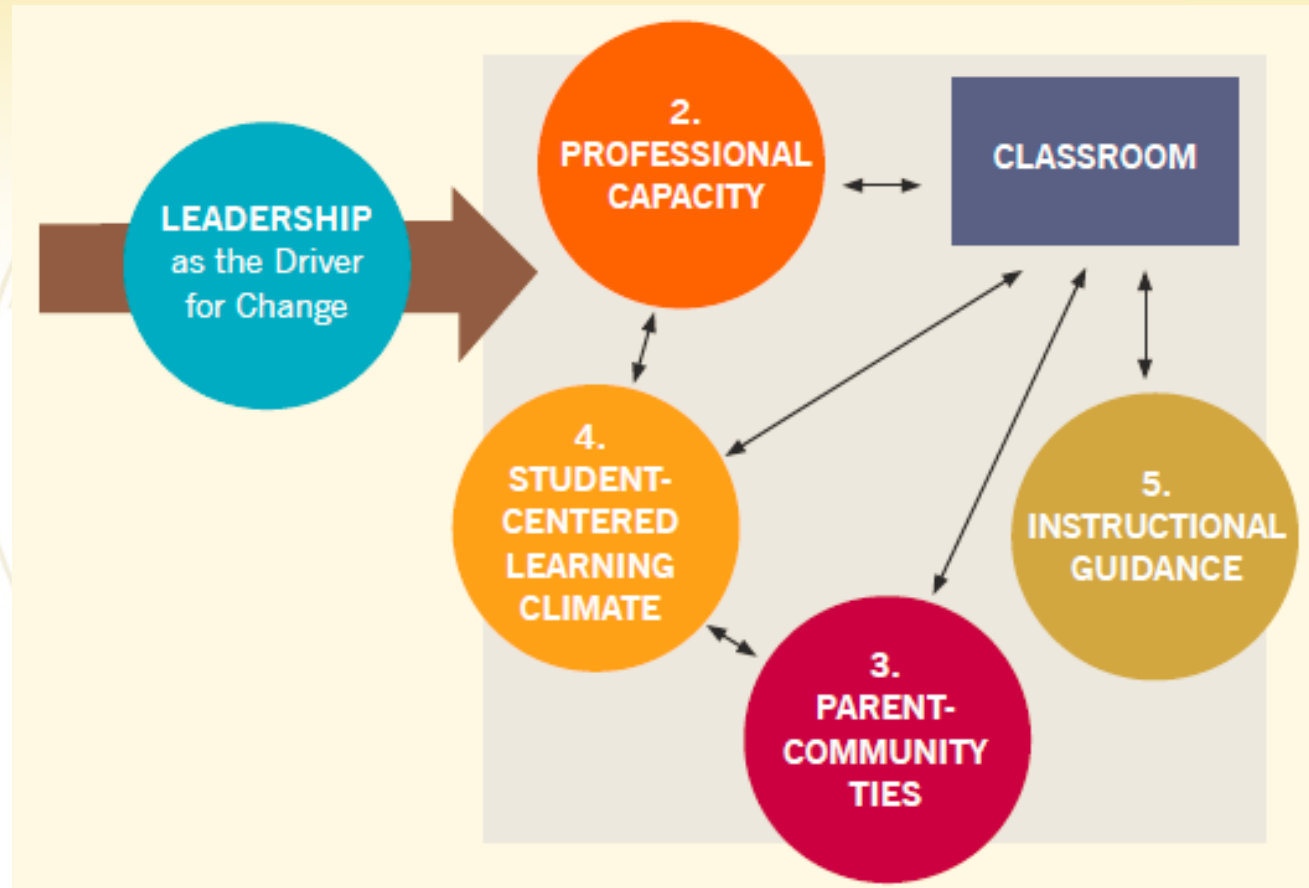
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As cited in Mapp and Kuttner, (2013). Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships (SEDL).

Setting the Stage

Long-term study of Chicago schools found *five essential supports* for school improvement

Graphic from: Community Social Capital and School Improvement, (slide 4) by P.B. Sebring, 2012.



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Anthony S. Bryk et al, (2010). Organizing Schools for Improvement: Lessons from Chicago (Chicago: University of Chicago Press) .

Setting the Stage



- **Teachers' ties to community:** Understand student culture and local community, spend time in community, and use local resources.
- **Teacher outreach to parents:** Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners to engage them in the process of strengthening student learning.
- **Parent response:** Become involved in school activities, monitor student learning goals, and respond to teacher concerns about schoolwork.



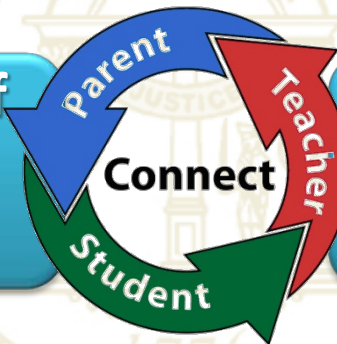
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Where is the Gap?

ESEA, Title I, Part A
Parental Involvement
Requirements

District and School Staff
Receive Little Training
on Engaging Families

Title I Families Face
Multiple Barriers to
Engagement



Lack of Collective Capacity to
Implement and Sustain
Home – School Relationships



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The Response

The Dual Capacity-Building Framework for Family-School Partnerships

Not a blueprint, but a
COMPASS



The Dual Capacity-Building Framework for Family-School Partnerships

THE CHALLENGE

Lack of opportunities
for **School/
Program Staff** to
build the capacity
for partnerships

**Ineffective
Family-School
Partnerships**

Lack of
opportunities for
Families to build
the capacity for
partnerships



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The Dual Capacity-Building Framework for Family-School Partnerships

OPPORTUNITY CONDITIONS

Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure



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Opportunity Conditions

The Process Conditions



Linked to Learning:

Connected to teaching and learning goals for students



Relational:

Building respectful & trusting relationships between home & school



Developmental:

Building intellectual, social and human capital of stakeholders



Collective/Collaborative:

Learning is conducted in group versus individual settings



Interactive:

Skill mastery requires coaching and practice



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Opportunity Conditions

The Organizational Conditions



Systemic:

Core component of educational goals



Integrated:

Embedded into structures and processes



Sustained

Operating with adequate resources and infrastructure support



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The Dual Capacity-Building Framework for Family-School Partnerships

POLICY AND PROGRAM GOALS

To build and enhance the capacity of staff/families in the “4 C” areas:

- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)



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Policy and Program Goals

Building Staff and Family Capacities



Capabilities



Cognition



Connections



Confidence



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The Dual Capacity-Building Framework for Family-School Partnerships

FAMILY AND STAFF CAPACITY OUTCOMES

School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures



**Effective
Family-School
Partnerships
Supporting Student
Achievement
& School
Improvement**

Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators



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Understanding the Dual Capacity Framework for Your School or District

- ✓ What is the difference between *parental involvement* and *family engagement* in your school/district?
- ✓ What do you **do** in your school/district to **engage families**?
- ✓ List **everything** you invite families to do/participate in at your school/district.



Understanding the Dual Capacity Framework for Your School or District



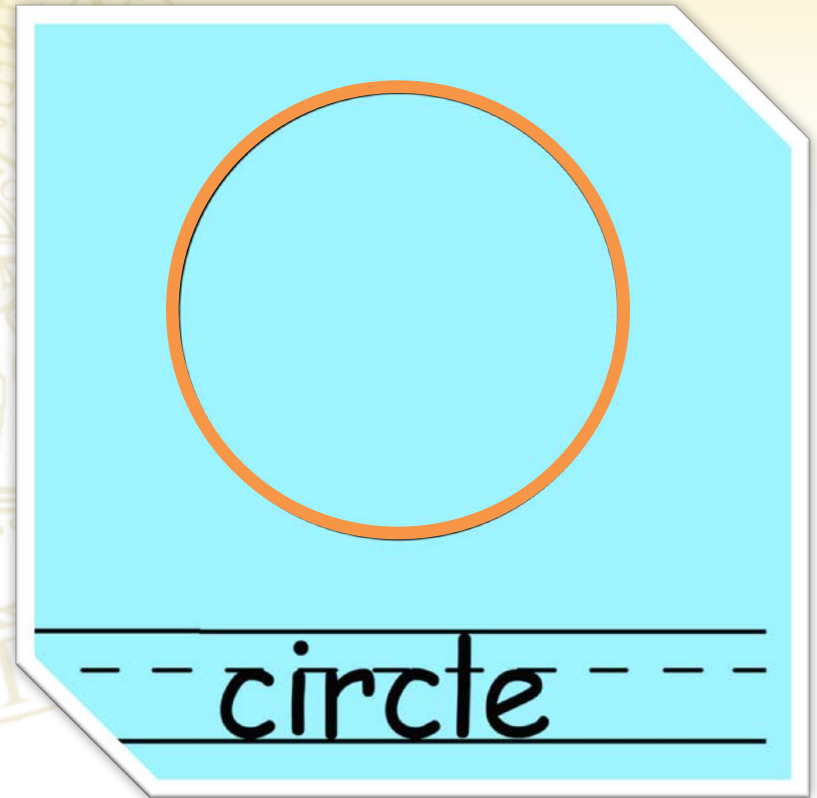
✓ Look over your list and put a ***star*** next to ***everything*** you ***invite*** ***parents to participate*** ***in*** that has to do ***with learning.***



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Understanding the Dual Capacity Framework for Your School or District

- ✓ Review your list once more and **circle** everything you **invite parents** to participate in that is **focused on grade-level or subject level (at middle/high school) learning goals**.



Understanding the Dual Capacity Framework for Your School or District

What do you have left?

- ✓ Look over what you have circled and draw an arrow next to every item in which school/district staff were provided professional development opportunities specifically on that item to effectively build capacity within themselves to work with families.



Understanding the Dual Capacity Framework for Your School or District

Parent Involvement

Everything ***we do*** to bring parents into the school

Family Engagement

What parents take with them in the form of ***learning and skills*** to apply in the home with ***their child*** to achieve academic success



Remember: School/District must be trained, too, to ensure family engagement effectiveness!



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High – Impact Strategies



✓ Link to Learning

✓ Build Relationships

✓ Develop Dual
Capacity



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Do Less, Not More with a High-Impact Strategy

Start with a
High – Impact Strategy!

Think Smarter, Not Harder
Do Less, Not More



Do Less, Not More with a High-Impact Strategy

What Requirements Do You Have as Parent Mentors?



High – Impact Strategy: Academic Parent Teacher Teams (APTT)



**Stanton Elementary School,
Washington D.C.**



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High – Impact Strategy: APTT

- Build relationships
- Establish trust
- Share knowledge and goals for child
- Explain data
- Focus on skills
- Develop a plan/Set goals
- Share progress
- Evaluate



**Combine
Home Visits + APTT**



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High – Impact Strategy: APTT

THE APTT MODEL



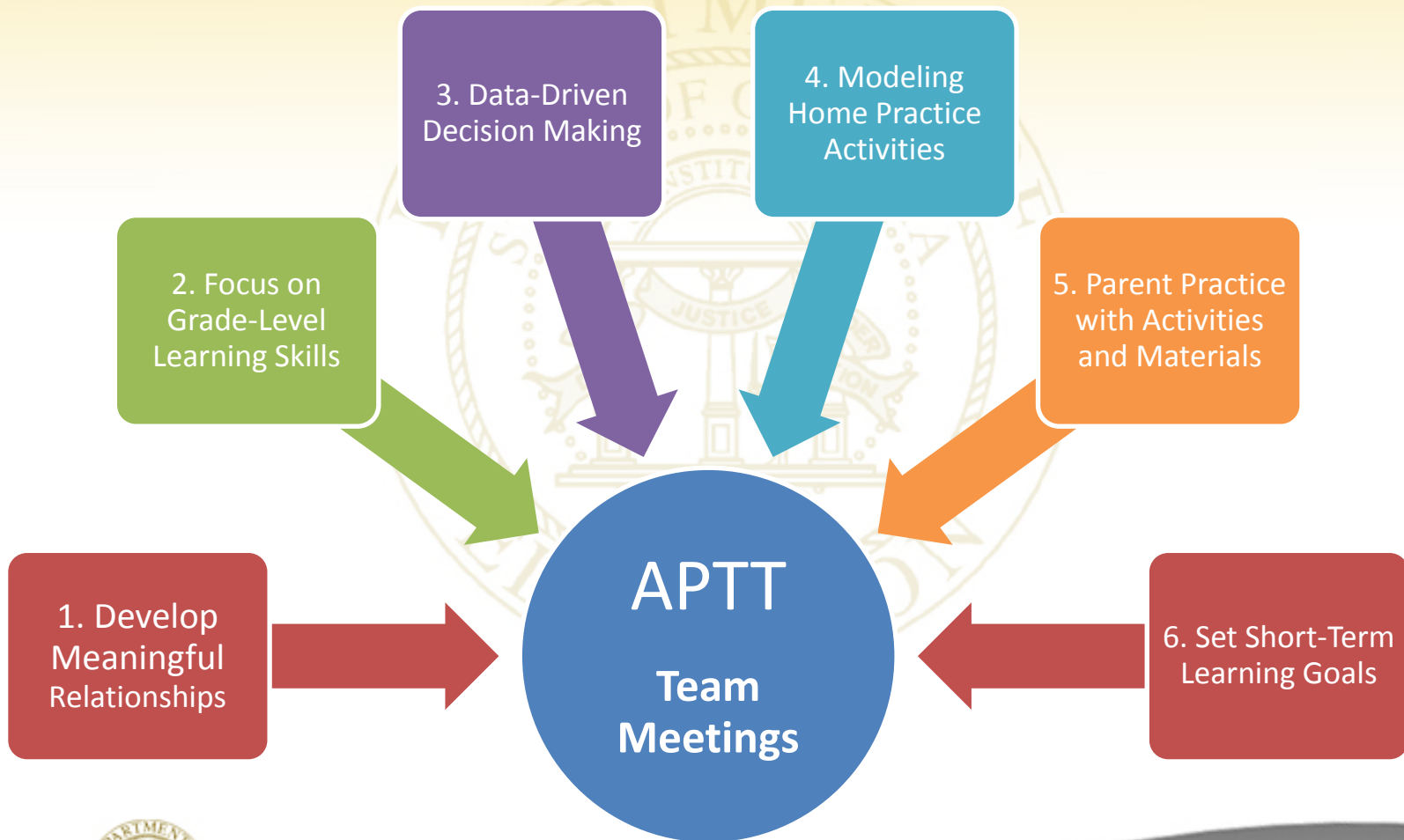
The APTT model increases parent-teacher collaboration time by approximately **600%** over traditional conferences.



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High – Impact Strategy: APTT

THE APTT ESSENTIAL ELEMENTS



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Example: Do Less, Not More with a High-Impact Strategy (APTT)



Parent Involvement Plan



School-Parent Compact



Communication

1/2

Annual Evaluation



Schoolwide Plan



Staff Development



Parent Training



Community Partnerships



Title I Meeting



Expenditures



High – Impact Strategy: Building School and District Capacity

BOSTON PUBLIC SCHOOLS

“They (teachers) wanted to move beyond the “your child is a good child, your child is doing well in school” kind of conversations that were perfunctory. They wanted to know, “How do we talk to parents about student progress? How do we engage families in ways that will link them to learning and what is happening in our classrooms?” Teachers wanted to know about how to talk to parents about student outcomes.”

- Michele Brooks, Deputy Superintendent for Family and Student Engagement



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High – Impact Strategy: Building School and District Capacity

**Combine
Family Guides to Learning
+ District/School
Academic Targets +
District Policy**

- Conduct needs assessment
- Explain student skills and knowledge at each grade
- Equip teachers with guidance and tools/training courses
- Integrate family engagement in school improvement plans
- Link to curriculum materials
- Develop family engagement coaches
- Label as “essential” in district



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High – Impact Strategy: Parent Portals

Washoe County
School District,
Nevada



New Visions for Public Schools,
New York City Department of Education



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High – Impact Strategy: Parent Portals

**Combine
Student/School Level
Performance Data Tools
+ Parent Education +
Computer Access**

- ❑ Communicate critical college tracking/high-school graduation information to families
- ❑ Provide tracker online and mail with report cards
- ❑ Hold group conferences to discuss data with families
- ❑ Train parents on the online student data system
- ❑ Model how to interpret student data
- ❑ Partner with community to host computer kiosks in areas where computer access is needed

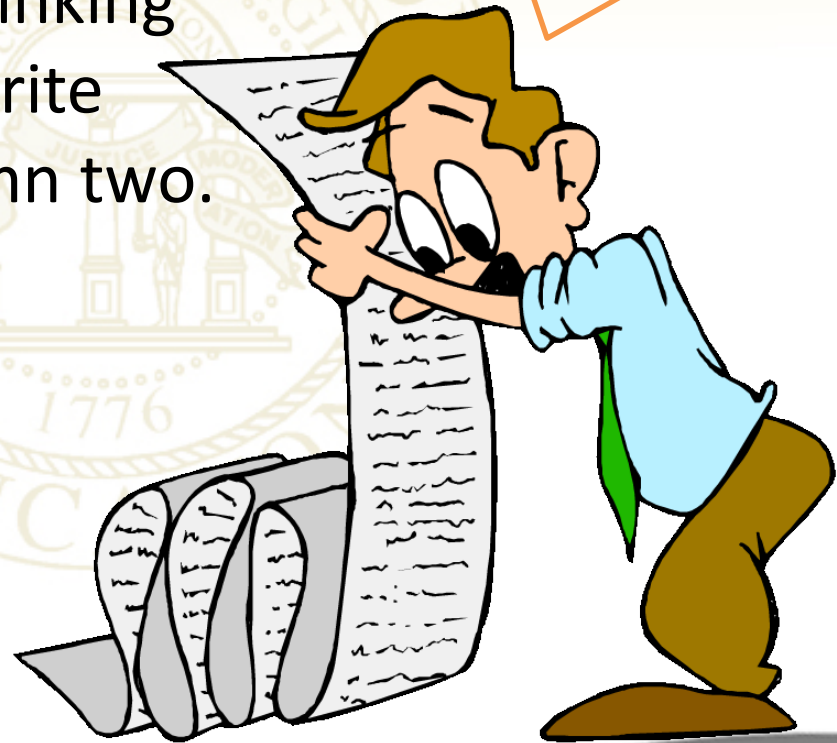


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So Back to Your List...

- Look back at your list. What are left that you would consider high-impact strategies? How will you reframe your thinking for next school year? Write these strategies in column two.
- If there aren't any, start brainstorming about what you could do that meets the high-impact strategy criteria.

Wow! Only using high-impact strategies next year. So I can cross off this, and this...



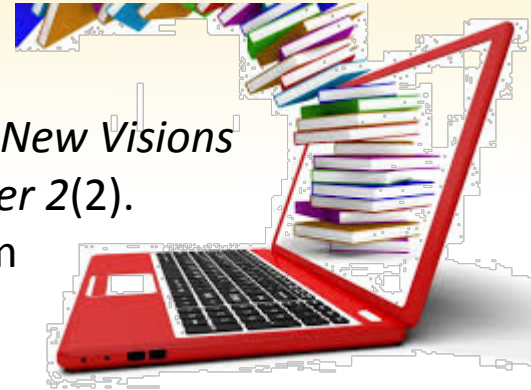
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Questions



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