High-Impact Strategies of Family Engagement

ECTAC
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Today’s Agenda

- Tap into your knowledge and experience
- Learn about new research on engaging families to improve student achievement
- Discuss high-impact strategies for improving student learning, Pre-K to HS
- Assess and redesign typical practice, using Dual Capacity Framework
Why Does This Matter?
What do you want to learn today?

Text SEMINOLE to 22333 to join the poll, then text your input.
Is there a Link between Family-School-Community Partnerships and Student Achievement?
A New Wave of Evidence:

Family Engagement Has a Powerful Impact on Student Achievement

By Anne T. Henderson and Karen L. Mapp

www.sedl.org/connections
If Families are Engaged, Students from All Backgrounds Tend To:

- Earn higher grades and test scores
- Enroll in higher-level programs
- Be promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education
Overall Finding:

When families are engaged at home and at school:
-- Children do better in school  \textit{and}  
-- Schools get better, all the way through high school.
Family Engagement is Protective

The more families can be advocates for children and support their progress, the better their children do, and the longer they stay, in school.

A New Wave of Evidence, 2002
School Practices are KEY

The strongest predictors of whether parents are involved at home and school are:

The specific school programs and teacher practices that encourage and guide parents to become involved.

Dr. Joyce Epstein,
Johns Hopkins University
What is Family Engagement?

Think, Pair, Share

Text SEMINOLE to 22333 to join the poll, then text your input.
What is Family Engagement?

Family engagement is everything that families do to support their children's learning and development, from

- Encouraging learning at home
- Being active at school and in out-of-school programs
- Advocating and trouble-shooting
- Guiding children through the system
- Making decisions about education resources and quality
News Flash

Important new studies reveal *high-impact* strategies
Organizing Schools for Improvement

- Long-term study of Chicago schools found five essential supports for school improvement
- Without all five, schools were substantially less likely to make gains.
- The presence of strong family and community ties made it much more likely that students would make significant math and reading gains.

Framework: Five Essential Supports

1. Leadership as the Driver for Change
2. Professional Capacity
3. Parent-Community Ties
4. Student-Centered Learning Climate
5. Instructional Guidance

Classroom
How Likely Is Major Improvement, Given Weak or Strong Supports

<table>
<thead>
<tr>
<th>Percentage of Schools that Substantially Improved in Reading</th>
<th>Weak</th>
<th>Strong</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Leadership</td>
<td>11%</td>
<td>43%</td>
</tr>
<tr>
<td>Parent Involvement</td>
<td>10%</td>
<td>40%</td>
</tr>
<tr>
<td>Work Orientation</td>
<td>9%</td>
<td>47%</td>
</tr>
<tr>
<td>Safety &amp; Order</td>
<td>16%</td>
<td>36%</td>
</tr>
<tr>
<td>Curriculum Alignment</td>
<td>10%</td>
<td>45%</td>
</tr>
</tbody>
</table>

- Weak
- Strong
What did they measure?

- **Teachers’ ties to community**: Understand local issues, spend time in community, use local resources.

- **Teacher outreach to parents**: Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners.

- **Parent response**: Become involved in school activities and respond to teacher concerns about schoolwork.

Achievement for All / 3As

- Focus: Raising achievement for UK students with special needs, ES-HS
- Four pieces: Leadership, Instruction, Wider Outcomes, and Conversations
- Linchpin of program: *Structured Conversations* between teachers and parents
## Gains of Special Needs Students in AfA

<table>
<thead>
<tr>
<th>Points Gained</th>
<th>Language Arts</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>UK National Average of All Students</td>
<td>3.28</td>
<td>3.09</td>
</tr>
<tr>
<td>Average of SEND Students in AfA Program</td>
<td>4.20</td>
<td>3.83</td>
</tr>
<tr>
<td>UK National Average of All Special Needs Students</td>
<td>2.86</td>
<td>2.57</td>
</tr>
</tbody>
</table>
Impact of Teacher Outreach Strategies

Students’ reading and math scores improved 40-50% faster when teachers:

- met with families face-to-face
- sent materials on ways to help their child at home
- telephoned routinely about progress

School-Family Partnership / Secondary Level: “Academic Socialization”

- Sharing high expectations for success
- Planning for future education
- Knowledge of courses and classes
- Monitoring progress
- Helping students plan and prepare for college/post-secondary education

Hill, Tyson and Bromell, 2009; Catsambis, 1998
BREAK
News Flash

Successful programs combine high-impact strategies
Combine High-Impact Strategies

- Build relationship
- Share knowledge and goals for child
- Explain class data
- Focus on skills
- Develop a plan
- Share progress
- Evaluate

Home Visits + Share data with families

Improved student performance
Let’s Shift our Perspective!

- **Move AWAY**: Seeing families as audience > Large group activities that explain what school is doing.

- **Move TOWARD**: Seeing families as partners > Smaller group strategies to collaborate with parents.
Keys to Powerful Partnerships

Building Relationships

Linking to Learning

Addressing Differences

Equalizing Power
The Dual Capacity-Building Framework for Family–School Partnerships

**THE CHALLENGE**

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

**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)

**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

- Families who can negotiate multiple roles
  - Supporters
  - Encouragers
  - Monitors
  - Advocates
  - Decision Makers
  - Collaborators

**Effective Family–School Partnerships Supporting Student Achievement & School Improvement**
Lack of opportunities for **School/Program Staff** to build the capacity for partnerships

**THE CHALLENGE**

**Ineffective Family–School Partnerships**

Lack of opportunities for **Families** to build the capacity for partnerships

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Examples

Home Visits
Community Walks
Academic Parent-Teacher Teams
The Dual Capacity-Building Framework for Family–School Partnerships

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Effective Family–School Partnerships
Supporting Student Achievement & School Improvement
Example

Infinite Campus Parent Portal
Reno, NV
The Dual Capacity-Building Framework for Family–School Partnerships

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**Effective Family–School Partnerships**
Supporting Student Achievement & School Improvement
LUNCH
Collaborating with Families on Pathway to College
What do parents need to know and do to ensure their children get into college or a quality post-secondary program?

Think – Pair – Share

Text SEMINOLE to 22333 to join the poll, then text your input.
Beating the Odds Study

- 13 low-income NYC secondary schools with above-average graduation and college attendance rates
- Four key areas of practice related to success
- Powerful strategies for engaging families in promoting college/post-sec education

Carol Ascher and Cindy Maguire
Four Key Areas of Practice

1. Academic Rigor for All Students
2. A Network of Timely Supports
3. A Culture of Access to College/Post-Sec
4. Effective Use of Data
Culture of College Access

✓ All students/families exposed to college
✓ “College office” gives application help and post-sec counseling to whole family
✓ Parents involved in planning and supporting goal of post-sec education.

Information on required tests/courses, aid, admissions, and post-sec options, in 9th grade

Community members, graduates, and college reps show students/families value of post-sec
BTO Parents = Key Partners

- **Transition:** 7-9th grade summer bridge program welcomes whole family, sets goal of post-sec

- **Advisory system:** Adult contact for families

- **Monitoring progress:** Family tracks classes needed for college/post-sec programs

- **Post-sec information:** Parent nights, financial aid workshops, post-sec fairs + trips to colleges/post-sec programs

- **Parent collaboration:** Parent leaders assist two-way information flow on college-going
Key Messages

- *This is a college prep school* -- we’ll work with you to make sure your student makes it!
- *Every student has an adult in the school he or she can count on!*
- *No student will fall through the cracks!*
- *We will help all students to apply to college or quality post-sec program and for financial aid!*
- *Parent collaboration is essential to supporting student progress!*
BTO College Pathways Tools

1. Rubric: three levels of implementation + examples of practices
2. Student survey
3. Student focus group protocol
4. Family focus group protocol with parent handout/checklist

What does a parent advocate do?

1. Sets high expectations and monitors progress
2. Helps child set goals and plan for future
3. Guides child through the system and steers toward classes that match goals
4. Intervenes if student has problem and gets help as needed
5. Monitors out of school time
6. Speaks out for other students and parents
Beyond the Bake Sale

The Essential Guide to Family-School Partnerships

Anne T. Henderson, Karen L. Mapp, Vivian R. Johnson and Don Davies

The New Press, 2007
Chapter 7 Book Study

- Team members - read your section and make notes on important things to share with your team
- Share your notes on your section with your team
- As a team, design a poster that communicates 3 important messages from the chapter and be prepared to share with the group
- In addition to your assigned section, please look at the survey at the end of the chapter.
Chapter 7 Book Study

- Reading Assignments
  1. pp. 155-158
  2. pp. 159-165
  3. pp. 165-172
  4. pp. 173-175
  5. pp. 176-179
  6. pp. 180-181

- Don’t forget the survey at the end of the chapter
Let’s Reflect on the Day

Thought Catcher

- What am I learning?
- How do I want to use it?
- Who do I need to collaborate with?
- What do I want to do next?
Resources


- *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (Henderson and Mapp, SEDL, 2002)  
  [www.sedl.org/connections](www.sedl.org/connections)

- *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships* (Henderson, Mapp, Johnson and Davies, 2007)  
  [www.thenewpress.org](www.thenewpress.org)
NAFSCE: Join Us!

What will the National Association for Family, School and Community Engagement offer?

- A website filled with information about the field
- Opportunities to network
- Communities of practice
- Professional development
- Advocacy for better policy and more resources

To learn more, go to: www.nafsce.org