“My vision for family engagement is ambitious… I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children’s teachers, from cradle to career. In this partnership, students and parents should feel connected – and teachers should feel supported. When parents demand change and better options for their children, they become the real accountability backstop for the educational system.”
Over 50 years of research links the various roles that families play in a child’s education as…

- Supporters of learning
- Encouragers of grit and determination
- Models of lifelong learning
- And advocates for proper programming and placements for their child
Research affirms positive effects of family and community engagement on students’ academic success.

When parents are involved in the educational process of their children, students are more likely to:

✓ Earn higher grades
✓ Attend school regularly
✓ Take rigorous courses
✓ Graduate and pursue college and/or careers
Five Essential Supports

Figure 1: Five Essential Supports
The University of Chicago Consortium on Chicago School Research

1. LEADERSHIP
   as the Driver for Change

2. PROFESSIONAL CAPACITY

3. PARENT-COMMUNITY TIES

4. STUDENT-CENTERED LEARNING CLIMATE

5. INSTRUCTIONAL GUIDANCE

CLASSROOM

The Framework History

- In October of 2011, the U.S. Department of Education began, with the assistance of leaders like Dr. Karen Mapp, to work toward developing a family engagement framework.

- In December 2012, USDE released a draft framework and sought feedback from the field.

- In April 2014, the USDE’s Family and Community Engagement Framework supports families, schools, districts, states, and the broader communities to build capacity for student achievement and school improvement.
Influential Voices

- Dr. Karen Mapp, Harvard Family Research
- Anne T. Henderson, Community Engagement
- Dr. Joyce Epstein, NNPS, Johns Hopkins
- U.S. Department of Education, New Framework
Overview of the Framework

• The Challenge
  o What are the problems or obstacles to engage families?

• Opportunity Conditions
  o What conditions are necessary to engage families?
  o What conditions must be in place to sustain relationships formed between families and schools?

• Policy and Program Goals
  o What do staff and families need to form positive relationships?

• Family and Staff Capacity Outcomes
  o What kind of outcomes are expected from the partnerships formed with families, communities, and schools?
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
The Evolution of Parent Engagement

• Developing a new mindset
  o Parent engagement is no longer just cupcakes and compliance
• Family Engagement vs. Parent Involvement
• Moving beyond random, discrete activities
• Building leadership capacity
The Challenge

- Current policies (underutilized) and programs (lack consistency)
- Flawed assumptions
- Collective capacity to succeed (lacks passion and commitment from all stakeholders)
Flawed Assumptions/Practices

- Parent as Consumers vs. Partners
- Service Delivery vs. Valuing Parents’ Contributions
- Expecting Involvement w/o Investing in Capacity Building
- District-wide vs School-based
- Academic Focus vs. Parent Skills

Family Engagement

“If effective cradle-to-career educational partnerships between home and school are to be implemented and sustained with fidelity, engagement initiatives must include a concerted focus on developing adult capacity, whether through pre- and in-service professional development for educators; academies, workshops, seminars, and workplace trainings for families; or as an integrated part of parent-teacher partnership activities.”

Challenges

Family Engagement

Teachers and Principals

✓ Take some time to think about how your district/school has worked on strengthening family engagement as it pertains to teachers and principals.

✓ Discuss this at your table.

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parenting-partners/
Opportunity Conditions

Opportunities must be tailored based on need.

There is no “silver bullet” to successful family engagement, but when certain processes (or values) and certain organizational expectations are in place the possibility for success increases.
Series of actions, operations, and procedures that are part of any activity or initiative:

- **Linked to Learning**: Initiatives are aligned with school and district achievement goals, and connect families to the teaching and learning goals for the students.

- **Relational**: A major focus on the initiative is on building respectful and trusting relationships between home and school.

• **Developmental:** The initiatives focus on building intellectual, social, and human capital of stakeholders engaged in the program.

• **Collective/Collaborative:** Learning is conducted in group vs. individual settings and is focused on building networks and learning communities.

• **Interactive:** Participants are given opportunities to test out and apply new skills. Skill mastery requires coaching and practice.

Linked to Learning

Take some time to think of the activities at your school site that are linked to learning.

Share these activities with a partner at your table.
Organizational Conditions

- **Systemic** – Purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.

- **Integrated** – Embedded into structures and processes such as training and professional development, teaching, and learning, curriculum, and community collaboration.

- **Sustained** – Operating with adequate resources and infrastructure support.

Policy and Program Goals

FOCUS: Building Capacity

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)

All 4 needed and necessary:
- Capabilities
- Connections
- Cognition
- Confidence
"The Framework builds on existing research suggesting that partnerships between home and school can only develop and thrive if both families and staff have the requisite collective capacity to engage in partnership."

Policy and Program Goals

• Capabilities
  o Skills & knowledge
• Connections
  o Networks
• Confidence
  o Self-Efficacy
• Cognition
  o Beliefs and Values

Referred to as the 4Cs
Capabilities:
Human Capital - Skills & Knowledge

Districts/Schools need to be aware of what assets are available within the community while developing cultural competency and trusting relationships with families. Families need knowledge about student learning and the workings of the school system.
Policy and Program Goals

Connections:
Important Relationships and Networks—Social Capital

Staff and families need to make strong cross-cultural networks built on trust and respect.

(Family-Teacher, Parent-Parent, and the connections with community services)
Policy and Program Goals

Confidence:
Individual Level of Self-Efficacy

The sense of comfort related to partnership activities needs to be present.
Cognition: Assumptions, Beliefs, and Worldview

- School staff needs to have a commitment in working as **partners** with families. The value of this is improving student learning.
- Families need to see themselves as **partners** in their children's education.
4 C’s

The 4Cs of partnership capacity must be enhanced among district/school staff and families before effective home-school partnerships can be achieved and sustained.

The 4Cs can also be used to measure and evaluate policy and program effectiveness.
Policy and Program Goals

Activity:

- Go to chart paper
- Create a T chart.
- On the left side write Challenges.
- On the right side write Solutions.
- Work with your group in identifying some challenges.
- Work collectively in finding solutions.

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parenting-partners/
Effective Partnership Outcome:

Staff Outcomes:
- Create Welcoming, Inviting School Cultures
- Honor & Value Families Contributions
- Connect Engagement to Student Learning

Family Outcomes:
- Supporters
- Encouragers
- Monitors
- Models
- Advocates
- Decision Makers
- Collaborators
Staff & Family Partnership

Outcomes

With the 4’Cs as a foundation, staff can engage with families:

1. Honor and recognize families’ existing knowledge, skill, and forms of engagement
2. Create and sustain school and district cultures that welcome, invite, and promote family engagement
3. Develop family engagement initiatives and connect them to student learning & development

Key Parent Roles - In Student Achievement

- Encouraging
- Supporting
- Collaborating
- Model/Mentor
- Advocate
- Decision Making
- Monitor

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parentingpartners/
Building Upon the 4 C’s Families Can…

- **Supporters** of their children’s learning and development.
- **Encouragers** of an achievement identity, a positive self image, and a “can do” spirit in their children.
- **Monitors** of their children’s time, behavior, boundaries and resources.
- **Models** of lifelong learning and enthusiasm for education
- **Advocates** for improved learning opportunities for their children and at their schools.
Building Upon the 4C’s Families Can...

- **Decision-makers/choosers** of educational options for their children, the school, and community.
- **Collaborators** with school staff and members of the community on issues of school improvement and reform.

Staff and Family Partnership
Outcomes

• Staff who are prepared to engage in partnerships will honor families’ knowledge, help in creating a welcoming school climate and develop family engagement initiatives built on student learning and development.

• Families who are prepared to engage in diverse roles:
  o Supporters, Encouragers, Monitors, Models, Advocates, Decision-makers, Collaborators
Staff & Family Partnership
Outcomes

Working Together for Student Achievement!
Discussion

- What do you find helpful from the U.S. Department of Education’s “Dual Capacity-Building Framework?”

- What stands out as distinct or perhaps ‘new’ in thinking about creating dynamic partnerships?

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parenting-partners/
Family Engagement: HOW

- Cultivate and Sustain
- Positive Relationships
- Partnerships for Shared Responsibility
- Build Key Parent Roles
Selecting Best Practice Programs: A Checklist

- Build Key Parent Roles
- Best Practices – Research/Outcome Based
- Practical and Relational
- Develops Parents’ Skills & Capacity
- Partnership for Achievement
- Builds Parent Leadership
- Sustainable – Ongoing Support

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parenting-partners/
Remember,

passion

isn’t taught,

It’s caught!
Be the Change you want to see in the World
Final Reflection:

*In your role, what is one step you can take to strengthen family engagement?*
Dual Capacity-Building Framework

Q & A
Resources

http://www.amazon.com
http://www.esc16.net/preview.aspx?name=title1swi.home
Title I Statewide School Support and Family and Community Engagement Initiative
at Region 16 Education Service Center

Funded by Texas Education Agency

Terri Stafford
terri.stafford@esc16.net
Go to www.esc16.net and click on Title I Statewide Initiative icon

Skip Forsyth
skip.forsyth@esc16.net