FAME!

Families Actively and Meaningfully Engaged

Shanceler Terry
FACE Coordinator
Alief Independent School District
IT TAKES TWO TO TANGO

MEANING (IDIOM)
Two people are needed to take part for an activity to happen.

EXAMPLE
If you don’t love me back then I’m out. It takes two to tango.
IT TAKES TWO TO TANGO

LET'S DANCE
GOALS

WHO

WHY

WHAT

HOW

Next steps
District encompasses 36.6 square miles
41 campuses – all Title One

Urban district serves 45,353 students

Most ethnically diverse of school districts of comparable size in Texas.

Every culture of the modern world is represented in our student enrollment; more than 80 languages and dialects are spoken.
<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>54%</td>
</tr>
<tr>
<td>African American</td>
<td>29%</td>
</tr>
<tr>
<td>Asian</td>
<td>12%</td>
</tr>
<tr>
<td>White</td>
<td>4%</td>
</tr>
<tr>
<td>Other/Two or More Races</td>
<td>1%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>84%</td>
</tr>
<tr>
<td>At-Risk</td>
<td>79%</td>
</tr>
<tr>
<td>Limited English Proficient</td>
<td>44%</td>
</tr>
</tbody>
</table>

More than 120 families graduated from the Parenting Partners, a course designed to train English and Spanish-speaking parents on how to facilitate classes that empower our parents to become Alief parent trainers.
“Even though research clearly proves that family engagement elevates the academic performance of children, there still exists a great chasm between what we know and what we do.”

- Dr. Steven M. Constantino
Family involvement and family engagement are actually NOT the same thing.
“Alief ISD will strengthen and improve the organizational health, climate and relationship of Alief ISD and our community.”
WHAT ARE THEY KNOWN FOR?
WHAT WILL WE BE KNOWN FOR?
FAMILY & COMMUNITY ENGAGEMENT

Welcoming
Inclusive
Resourceful
Engaging

Informative & Educational

Strong Partnerships
Authentic & Trusting Relationships
WHY?
Your WHY drives your WHAT.
Understanding the “WHY” brings greater purpose to WHAT we do.
What do we want to be known for? Is our **WHAT** connected to our **WHY**?

**FAMILY & COMMUNITY ENGAGEMENT**
FAMILY & COMMUNITY MEMBERS PARTNERING IN THE SUCCESS OF ALL ALIEF STUDENTS.

WELCOMED

EQUIPPED

ENGGAGED

INFORMED

FAMILY & COMMUNITY MEMBERS PARTNERING IN THE SUCCESS OF ALL ALIEF STUDENTS.
FAMILY ENGAGEMENT

PROGRAM

THE VEHICLE

FAME INITIATIVE

THE FUEL
The Family Friendly School’s Five-Step Model For Implementing Family Engagement Initiatives

1. **Awareness**
   - Training for All
   - Understanding and Supporting the Value in Family

2. **Self-Assessment**
   - Discover the Degree of Family Friendliness

3. **Program Conceptualization & Development**
   - Policy Development
   - Goal Setting
   - Action Planning

4. **Program Implementation**
   - Phases
   - Resources
   - the 5 Ps

5. **Evaluating and Sustaining**
   - Surveys
   - Other Data
   - Research

From Engaging All Families: Creating a Positive School Culture
Researching Research into Practice, by Steven M. Constantino, 2005
FAME Initiative
Families Actively and Meaningfully Engaged

The Family Friendly School’s Five-Step Model
For Implementing Family Engagement Initiatives

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   - Training for All
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4. Program Implementation
   - Phases
   - Resources
   - the 3 Ps

5. Evaluating and Sustaining
   - Surveys
   - Other Data
   - Research

Led by Campus FAME Committees

2012-13
2013-14
2014-15
OUR STORY
Alief FACE Program
56,031 visits were made to our campuses (doors have opened)

8,869 Families attended Open House
Over 7% increase from previous year
Family events have occurred throughout the district

Academic Support activities have occurred throughout the district
ALIEF VIPS PROGRAM

914 active volunteers reported

488 were family members of students

53% of Alief volunteers were family members of Alief students

ENGAGED & PARTNERING WITH SCHOOLS TO ENSURE SUCCESS OF STUDENTS
33,636 students had a family member interact within their school.

74% of all students, an 8% increase.
23,658 students had a family member interact within their school

52% of all students

August 1 – November 1
Every Student Succeeds Act

For Students, Teachers, Parents, & Communities

#ESSA
FAME Initiative
Families Actively and Meaningfully

Dual Capacity Framework for Family-School Partnerships

1. Awareness
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   - Understanding and Supporting the Value in Family

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   - Discover the Degree of Family Friendliness

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4. Program Implementation
   - Phases
   - Resources

5. Evaluating and Reporting
   - Surveys
   - Other Data

Led by Campus FAME Committees

The Family Friendly School's Five Phases for Implementing Family Engagement Initiatives

Figure 2: The Dual Capacity-Building Framework

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

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

Effective Family-School Partnerships
Supporting Student Achievement & Growth

From Engaging All Families: Creating a Positive School Culture
By Putting Research into Practice, by Susan M. Constantine, 2003

https://www.youtube.com/watch?v=xyz123456789
FAME Initiative
Families Actively and Meaningfully

Dual Capacity Framework for Family-School Partnerships

The Family Friendly School's Five Steps for Implementing Family Engagement Initiatives

1. Awareness
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Led by Campus FAME Committees

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

Ineffective 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

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

Effective Family-School Partnerships
- Supporting Students Achieving Success
- Families who can negotiate multiple roles: Supporter, Expert, Advocate

https://www.youtube.com/watch?v=xyz
The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

The Challenge

Educators
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

Families
- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children’s education
- May feel disrespected, unheard, and unvalued

Essential Conditions

Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Policy and Program Goals

Build and enhance the capacity of educators and families in the “4 C” areas:
- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Capacity Outcomes

Educators are empowered to:
- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Effective partnerships that support student and school improvement
Challenges

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 partnerships activities.”

Dual Capacity Model

Policy and Program Goals:
- Dr. Karen Mapp, Harvard Family Research
- Anne T. Henderson, Community Engagement
- Dr. Joyce Epstein, NNPS, Johns Hopkins
- U.S. Department of Education, New Framework

“'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.”
The Dual Capacity-Building Framework for Family-School Partnerships  
(Version 2)

**The Challenge**
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**Capacity Outcomes**
- **Educators are empowered to:**
  - Connect family engagement to learning and development
  - Engage families as co-creators
  - Honor family funds of knowledge
  - Create welcoming cultures

- **Effective partnerships that support student and school improvement**
Shift from ineffective to effective partnerships

SUBSTANTIVE CHANGES
The most fundamental change in Version 2 is reflected in the flow and direction of the graphic. The movement indicates a shift from ineffective to effective partnerships, and a coming together of families and educators for the benefit of students and schools. Additional changes to the sections are outlined below.

The Challenge
Helps us understand the reasons why educators and families have struggled to build trusting and effective partnerships.
Version 2 now identifies the most prominent barriers to effective partnerships.
It acknowledges that educators and families start in distant positions, and that there are historical explanations for this.
The educator and family logos are also new. They are meant to underscore the flow toward effective partnerships at the end of the graphic.

Essential Conditions
Offers research-based guidance for best practice to cultivate and sustain partnerships.
This section has been renamed from “Opportunity Conditions” to “Essential Conditions.”
Relational trust has moved to the top to highlight its indispensability.
Asset-based and Culturally Responsive & Respectful have been added.
Organizational Conditions now acknowledge the significance of leadership across the system.

Policy and Program Goals
Highlights the goals and outcomes that should emerge for educators and families when the Essential Conditions are met.
This section remains largely unchanged. Practitioners from across the educational landscape have indicated that the 4 C’s are helpful for conceptualizing and evaluating effective practice.

Capacity Outcomes
Improvements in capacity lead to educators and families working in mutually supportive ways, leading to student and school improvements.
This section is now split into two:
First, a newly illustrated reciprocal exchange speaks to the power of educators and families to support one another’s continued growth.
Second, the last part of the graphic underscores the ultimate goal of improved educator-family partnerships – improvements for students and schools.

INTEGRATION OF THE DUAL CAPACITY BUILDING FRAMEWORK

Instead of a roadmap, the framework provides a compass—a direction for the development of effective, high impact strategies and initiatives.
FAMILY ENGAGEMENT
(New definition)

Family engagement is a **full, equal, and equitable partnership** among families, educators, and community partners to promote children’s learning and development from birth through college.

Family engagement is a **practice** and not a program.
FAMILY ENGAGEMENT
(New definition)

**FULL**
Variety of ways

**EQUAL**
Complete partners

**EQUITABLE**
Knock down barriers – language, time, skill

PARTNERSHIP

*Family engagement is a full, equal, and equitable partnership among families, educators, and community partners to promote children’s learning and development from birth through college.*
BUILDING CAPACITY of families and staff

**Educators**
- Have not been exposed to strong examples of family engagement
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- May not see partnership as an essential practice
- May have developed deficit mindsets

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- Have not been exposed to strong examples of family engagement
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- May not feel invited to contribute to their children’s education
- May feel disrespected, unheard, and unvalued
Family engagement is a **PRACTICE** and *not* a program.

**Organizational conditions**

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

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- Interactive
Why do we cultivate & sustain effective family/school partnerships?

How do we cultivate powerful partnerships?
Why do we cultivate & sustain effective family/school partnerships?

How do we cultivate powerful partnerships?
Five Essential Supports

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

1. PROFESSIONAL CAPACITY
2. CLASSROOM
3. PARENT-Community TIES
4. STUDENT-CENTERED LEARNING CLIMATE
5. INSTRUCTIONAL GUIDANCE

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
Impact of Family Engagement:

- Faster literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education
John Hopkins Evaluation 2015: 
Family Engagement Partnership (FEP) in 
Washington, DC

• Students whose families received a home visit, 
one of the core strategies in the FEP, had 24 
percent fewer absences than similar students 
whose families did not receive a visit.

• These same students also were more likely to 
read at or above grade level compared to 
similar students who did not receive a home 
visit.
Families’ perception of their “job description” as it pertains to supporting their child shifts. *(No longer drive by families)*

Families gain confidence in their ability to shape and influence their children's learning and development their “self efficacy”.

Families develop an increased sense of accountability to their school and communities, and advocate for *all* children versus *their* children.

Families are empowered to take on new challenges in terms of their education, careers, and civic participation.
Classroom teachers’ perceptions of families as partners in students’ education are strongly related to the teachers’ decisions to remain at their particular school.

FAMILY ENGAGEMENT = CAMPUS COMMUNITY = RETENTION
According to the teacher survey data released by Scholastic, **98 percent** of teachers said greater “family involvement and support” would have a strong impact on academic achievement. More teachers said they believed in the importance of family involvement than any other factor asked about in the survey.

The survey was conducted by Scholastic and the Bill & Melinda Gates Foundation.
A New Wave of Evidence
The Impact of School, Family, and Community Connections on Student Achievement
Annual Synthesis 2002

National Center for Family & Community Connections with Schools
Anna T. Henderson
Karen L. Mapp
Why do we cultivate & sustain effective family/school partnerships?

How do we cultivate powerful partnerships?
BUILDING RELATIONSHIPS

BUILDING KNOWLEDGE
Family engagement is a \textit{PRACTICE} and \textit{not} a program.

\textbf{Organizational conditions}:
- Systemic: embraced by leadership across the organization
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\textbf{Process conditions}:
- Relational: built on mutual trust
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The Pathway from Fortress School to Partnership School

Fortress School
Our parents don't value education.
We'd be a good school if we had different kids and a better neighborhood.

Open Door School
We have lots of activities for parents.
We keep parents busy so they'll stay out of our hair.

Bake Sale

Partnership School
We could never do it without our families.
We work with parents and our community to do whatever it takes to help all our kids.

We set the terms and call all the shots.

Demography does not have to be destiny.
4 versions of partnership

Review the four versions of Family-School Partnerships

- Partnership School
- Open-Door School
- Come-if-We-Call School
- Fortress School

Follow the instructions on the rubric and score your site.

- Where does your school fit?
- Where does your program fit?
- Is there a difference?
- Share your results with your table mates.

<table>
<thead>
<tr>
<th>Partnership School</th>
<th>Open-Door School</th>
<th>Come-if-We-Call School</th>
<th>Fortress School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Building Relationships</strong></td>
<td>□ Family center is always open, full of interesting materials to borrow</td>
<td>□ Teachers contact families once a year</td>
<td>□ Families do not do “bother” school staff</td>
</tr>
<tr>
<td>□ Family center is always open, full of interesting materials to borrow</td>
<td>□ Teachers contact families once a year</td>
<td>□ Teachers coordinate if families have questions or need help</td>
<td>□ Teachers coordinate if families have questions or need help</td>
</tr>
<tr>
<td>□ Home visits are made to every student.</td>
<td>□ Parent coordinator is available if needed.</td>
<td>□ “Many immigrant parents don’t have time to come or contribute.”</td>
<td>□ “Minority families don’t value education.”</td>
</tr>
<tr>
<td>□ Activities honor families’ contributions.</td>
<td>□ Staff are friendly.</td>
<td>□ Staff are very selective about who comes into the school.</td>
<td>□ Parents need security clearance to come in.</td>
</tr>
<tr>
<td>□ Building is open to community use and social services are available to families.</td>
<td>□ Community groups offer tutoring &amp; homework programs at the school.</td>
<td>□ Students know about out-of-school classes in the community.</td>
<td>□ It is important to keep community influences out of the school.</td>
</tr>
<tr>
<td>□ Students’ work goes home every week, with a scoring guide.</td>
<td>□ Teachers explain test scores if asked.</td>
<td>□ Parents can call the office to get teacher-recorded messages about homework.</td>
<td>□ We’re teachers, not social workers.</td>
</tr>
<tr>
<td><strong>Linking to Learning</strong></td>
<td>□ All family activities connect what students are learning.</td>
<td>□ Teachers explain test scores if asked.</td>
<td>□ Curriculum &amp; standards are considered too complex for parents to understand.</td>
</tr>
<tr>
<td>□ Parents look at student work &amp; test results together.</td>
<td>□ Teachers coordinate if families have questions or need help.</td>
<td>□ Parents can call the office to get teacher-recorded messages about homework.</td>
<td>□ “If parents want more information, they can ask for it.”</td>
</tr>
<tr>
<td>□ Community groups offer tutoring &amp; homework programs at the school.</td>
<td>□ School holds curriculum nights 3 or 4 times a year.</td>
<td>□ Workshops are offered on parenting.</td>
<td>□ “We’re teachers, not social workers.”</td>
</tr>
<tr>
<td>□ Students’ work goes home every week, with a scoring guide.</td>
<td>□ Staff let families know about out-of-school classes in the community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Addressing Differences</strong></td>
<td>□ Translators are readily available.</td>
<td>□ “We can’t deal with 20 different languages.”</td>
<td>□ “Parents need to learn English.”</td>
</tr>
<tr>
<td>□ Teachers use books &amp; materials about families’ cultures.</td>
<td>□ “Parents can bring a translator with them.”</td>
<td>□ We teach about our country—that’s what these parents need to know.”</td>
<td></td>
</tr>
<tr>
<td>□ PTA/PTO includes all families.</td>
<td>□ “Minority” parents have their own group.</td>
<td>□ “This neighborhood is going downhill.”</td>
<td></td>
</tr>
<tr>
<td>□ Local groups help staff reach families.</td>
<td>□ Staff are very selective about who comes into the school.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Supporting Advocacy</strong></td>
<td>□ There is a clear, open process for resolving problems.</td>
<td>□ Regular progress reports go to parents, but test data can be hard to understand.</td>
<td>□ “We teach about our country—that’s what these parents need to know.”</td>
</tr>
<tr>
<td>□ Teachers contact families each month to discuss student progress.</td>
<td>□ “Minority” parents have their own group.</td>
<td>□ “This neighborhood is going downhill.”</td>
<td></td>
</tr>
<tr>
<td>□ Student-led parent-teacher conferences are held 3 times a year for 30 minutes.</td>
<td>□ Parent-teacher conferences are held twice a year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sharing Power</strong></td>
<td>□ Parents &amp; teachers research issues such as prejudice &amp; tracking.</td>
<td>□ Schools are involved in all major decisions.</td>
<td>□ “We teach about our country—that’s what these parents need to know.”</td>
</tr>
<tr>
<td>□ Parent group is focused on improving student achievement.</td>
<td>□ Parents use the school’s phone, copier, fax, &amp; computers.</td>
<td>□ “They might take it out on my kid.”</td>
<td></td>
</tr>
<tr>
<td>□ Families involved in all major decisions.</td>
<td>□ Staff work with local organizers to improve the school &amp; the neighborhood.</td>
<td>□ “Community groups should mind their own business; they don’t know about education.”</td>
<td></td>
</tr>
<tr>
<td>□ School uses the school’s phone, copier, fax, &amp; computers.</td>
<td>□ Staff work with local organizers to improve the school &amp; the neighborhood.</td>
<td>□ “They might take it out on my kid.”</td>
<td></td>
</tr>
<tr>
<td>□ Principal sets agenda for parent meetings.</td>
<td>□ PTA/PTO gets the school’s message out.</td>
<td>□ “Community groups should mind their own business; they don’t know about education.”</td>
<td></td>
</tr>
<tr>
<td>□ PTA/PTO gets the school’s message out.</td>
<td>□ <em>Parents are not experts in education.</em></td>
<td>□ Community groups can address the school board if they have concerns.</td>
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</tbody>
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1. When, how and what specific trainings do we provide to our staff AND families on how to effectively engage in the school and partner together (meeting USDE Dual Capacity requirements)?

2. What does our campus do to cultivate relationships with families that does not involve an event? What tools and/or methods do we use to seek input from families?

3. What opportunities do we provide for our families to contribute to the campus by sharing their wealth of knowledge? How do we inform families and the community of ways that they can help contribute to the vision of family engagement on the campus such as FAME committee and SDC meetings? In what ways do ensure meetings that require family input are held at times that are convenient for families?

4. What information and/or resources do we provide to families about how to help their child(ren) at home (homework, projects, online resources etc.)? What strategies do we use and how often do we communicate to families how they can access their child’s grades and other student information?
What does our district/school do to cultivate relationships with families?
The responsibility for building & sustaining partnerships between school, home and community rests primarily with school/program staff?
SAVE THE DATE

Saul & Sophie

You will find, as you look back upon your life, that the moments when you have truly loved are the moments when you have done things in the spirit of love.
Family engagement is a **PRACTICE** and **not a program**. Programs don’t build **trust**. Programs don’t build **relationships**.

**Organizational conditions**

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

**Process conditions**

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive
Family engagement is a **PRACTICE** and *not* a program. Cross out any events.
The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

Elements of relational trust

RESPECT
COMPETENCE
INTEGRITY
PERSONAL REGARD
Am I showing trustworthiness to this family?

Am I seeking input and listening carefully to what families have to say? (Respect)

Am I demonstrating to families that I am competent and I think they are doing a good job as parents? (Competence)

Do I always keep my word with families? (Integrity)

Do I show families that I care about them as people versus objects? (Personal regard)

Elements of relational trust

RESPECT

COMPETENCE

INTEGRITY

PERSONAL REGARD
National Family Friendly Schools
You are your child's first teacher.

- Read with your child....
- Eat with your child....
- Play/move with your child....
- Talk with your child....

"Parents are teachers, and home is a child's first and most important classroom."
## MEANINGFUL WORK

### EQUIPPING FAMILIES FOR STUDENT ACADEMIC SUCCESS
- School News
- Conversational English
- Rosetta Stone
- **Alief Jumpstart: Preschool Readiness**
- Financial Aid/FAFSA Help
- Homework Tips
- Bridge to Success: Transitional Grades
- Family Nutrition and Fitness
- Raise a Reader
- Math Games
- School to Home Academic Connections

### EQUIPPING FAMILIES WITH TOOLS & TIPS
- **Active Parenting of Teens**
- **Parenting Partners**
- Practical Parenting
- Love & Logic
- Coping with Stress
- Communicating with Teens
- Developmental Assets
- Tools of the Trade: Parenting Tips
- Gang & Drug Education & Prevention
- Leadership & Character Development

### EQUIPPING FAMILIES PROFESSIONALLY
- GED Prep classes
- Dollars & Sense
- Drivers Education Test Prep
- Careers, Resumes & Interviews
- Open Computer Labs
- Technology in the 21st Century
- Citizenship Test Prep
- Mexican Institute Tech Classes
- HCDE Evening classes

### EQUIPPING FAMILIES TO ACTIVELY ENGAGE
- Community Resources & Individual Help
- Guest Speakers
- Roundtable Discussions
- Book Club
- Self Defense
- Kindness Club
- Mentoring Opportunities
- Volunteer Opportunities
- Campus FAME Committees

- 134 fall parent graduates of Parenting Partners - Over 60 families trained to lead classes in the fall
- Over 100 three year old future Alief students enrolled in Alief Jumpstart program
- 108 family members leading on Campus FAME Committees
- 2,000 families have access to online parenting classes
PARENTING PARTNERS
ALIEF FAMILY LEADERSHIP
Provided on 30 campuses
135 Graduates
29 Family Facilitators

- Focuses on leadership within the home
- Gateway to families leading on the campus and on district committees
- Families invited to participate in two day facilitator training
Students whose families received a home visit had 24 percent fewer absences than similar students whose families did not receive a visit.

These same students who received a visit also were more likely to read at or above grade level compared to similar students who did not receive a home visit.

BUILDING RELATIONSHIPS

BUILDING KNOWLEDGE
Family engagement is a **PRACTICE** and *not* a program.

### Essential Conditions

#### Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

#### Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive
Across the entire school list three events/activities that your campus (campuses) currently offer for families.
Across the entire school list, list three events/activities that your campus (campuses) currently offer for families or that you as a family member have attended.

Circle all the activities that fit **BOTH** criteria:

Families leave knowing more about what their child should know or be able to do (**learning/developmental goals**) at that grade/age level.

Families leave knowing how (**through actually practicing at the event**) to employ a new tool or activity at home to support those goals above.
Alief’s Family & Community Engagement Program

IMPACTING STUDENT ACHIEVEMENT
Alief's Pre-K Prep Jumpstart Program
- Currently funded by the Arnold Foundation
- Partnership with Rice University
- Scholarship Program - Houston Food Bank
- Offered at 24 Elementary campuses
- 366 families tested – Bracken & Alief test
- 171 families in control group

141 families currently participating in program
Family engagement is a **PRACTICE** and *not* a program.

https://www.youtube.com/watch?v=1YNsWrFiYfY
ALIEF’S INTERMEDIATE LITERACY NIGHTS
Held at all 6 Intermediate campuses

Over 400 families have participated

Poetry & stories are read to families

Students compete in a 15 minute quick write contest

Students recite their poems

Students win gift cards to Walmart

Families leave with two free books
Alief Family Trips to the Children’s Museum
Family Nights at the Museum

- Hands-on Literacy activities
- STEM activities
- Free to all schools
- Twenty-one elementary campuses have participated
- 250 – 300 families per campus
- Over 5000 families have participated
The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

Capacity Outcomes

Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures
The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

Capacity Outcomes

Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models
The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

Capacity Outcomes

Effective partnerships that support student and school improvement
THANKS!
The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)

The Challenge

Educators
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

Families
- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children’s education
- May feel disrespected, unheard, and unvalued

Essential Conditions

Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Policy and Program Goals

Build and enhance the capacity of educators and families in the “4 C” areas:
- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Capacity Outcomes

Educators are empowered to:
- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Effective partnerships that support student and school improvement
ADDITIONAL RESOURCES

www.dualcapacity.org
National Standards for Family-School Partnerships

Welcoming All Families Standard 1

Communicating Effectively Standard 2

Supporting Student Success Standard 3

Sharing Power Standard 5

Speaking Up for Every Child Standard 4

Collaborating with Community Standard 6

PTA.org/excellence
## NEXT STEPS

### START

“**What should we/I start doing?**”

List ideas/Items:
- Things that are not being done, but should be done
- Things to begin doing to get better results
- Things worth trying or experimenting for better results

### STOP

“**What should we/I stop doing?**”

List ideas/Items:
- Things that are not working or helping
- Things that impede or are not practical
- Not delivering desired results
- We or others dislike

### CONTINUE

“**What should we/I continue doing?**”

List ideas/Items:
- Things that are working well
- Things that we want to keep
- Worth continuing to see if they’re worthwhile
- We like or need

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