

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

***2014 Georgia Title I Conference***

***June 19 – 20, 2014***

Michelle Sandrock

Parent Engagement Program Manager

Georgia Department of Education

Office of School Improvement

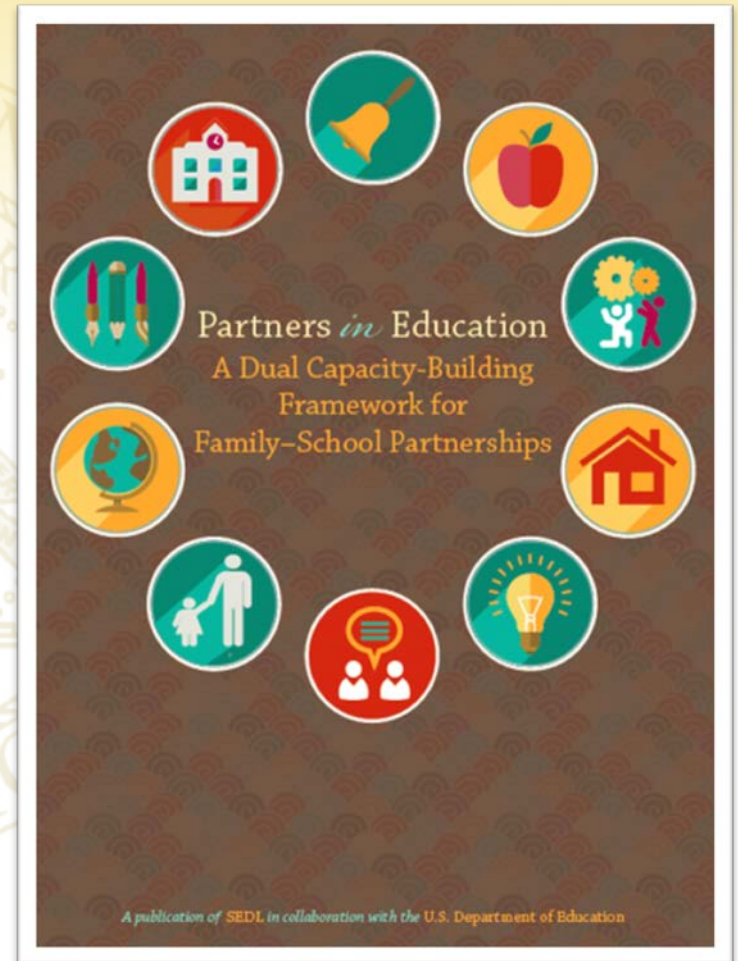
Outreach Programs Division



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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**

**Achievement  
Test Scores**

**Students'  
Sense of  
Personal  
Competence**

**Students'  
Beliefs  
about the  
Importance  
of Education**

**Students'  
Efficacy  
for  
Learning**

**Lower  
Drop-Out  
Rates**



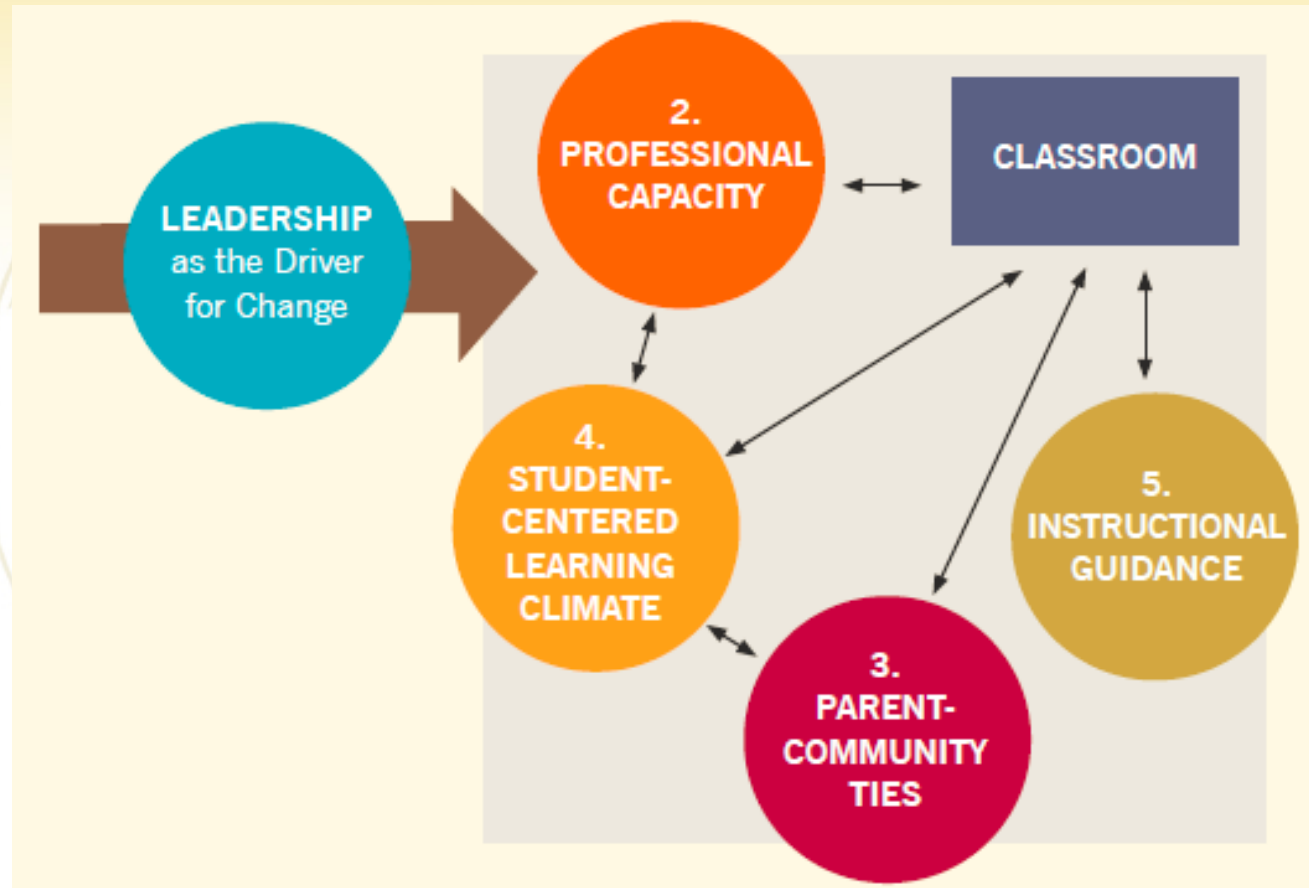
Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

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.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

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

# Setting the Stage

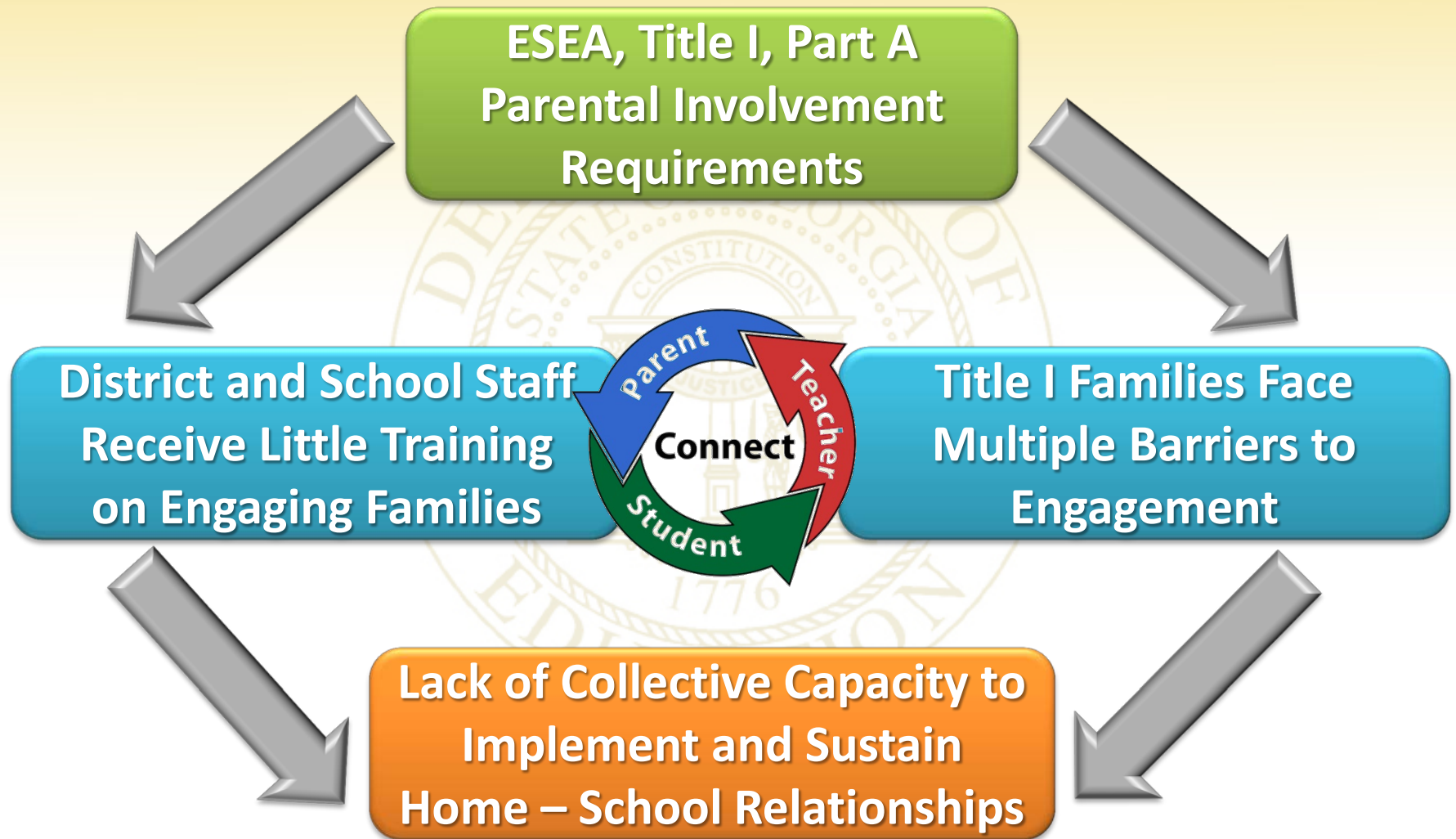


- ***Teachers' ties to community:*** Understand student culture and local community, spend time in community, and use local resources.
- ***Teacher outreach to parents:*** Invite parents to observe in class, try to understand parents' concerns, and embrace parents as partners to engage them in the process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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Where is the Gap?



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)



# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

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

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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)



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Policy and Program Goals

## *Building Staff and Family Capacities*



**Capabilities**



**Cognition**



**Connections**



**Confidence**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Understanding the Dual Capacity Framework for Your School or District



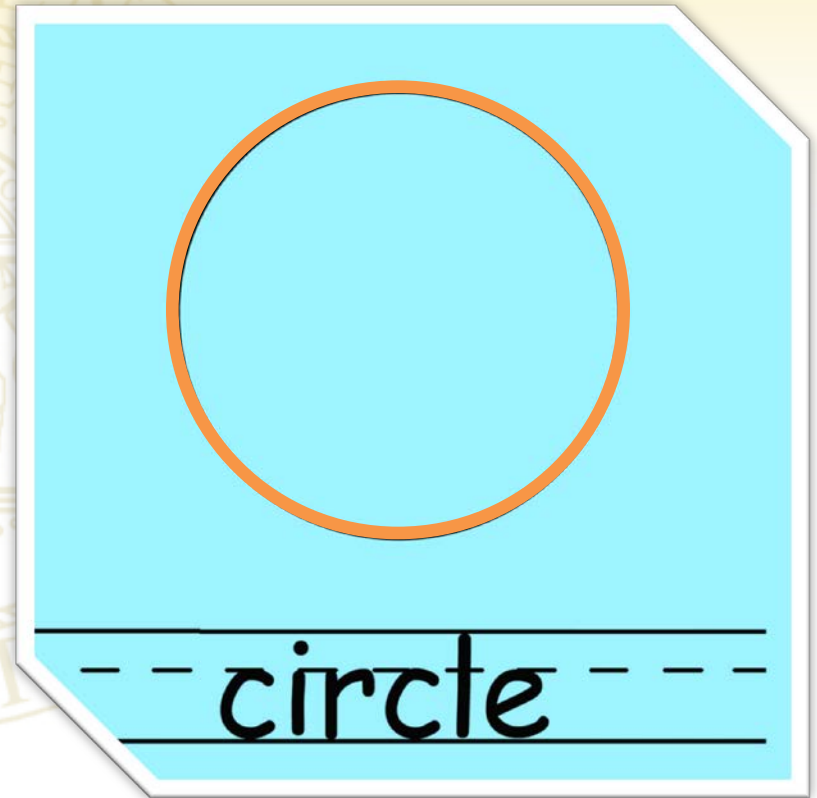
✓ Look over your list and put a ***star*** next to ***everything*** you ***invite*** ***parents to participate*** ***in*** that has to do ***with learning.***



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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!



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# High – Impact Strategies



✓ Link to Learning

✓ Build Relationships

✓ Develop Dual Capacity



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# **A Compliment to Title I, Part A Parental Involvement Compliance**

**The purpose of the framework is to establish a U.S. Department of Education (ED) wide strategy of family and community engagement (FCE ) efforts that integrate FCE resources across ED, increase awareness about FCE, and highlight the importance of parents working as partners with schools to achieve academic success.**

**The Framework may be used to help guide and inform conversations about family and community engagement programs at the State and local levels.**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

United States Department of Education,  
Frequently Asked Questions for Family and Community  
Engagement Framework, 2014

# A Compliment to Title I, Part A Parental Involvement Compliance

**What implications will the Family and Community Engagement Framework have on monitoring?**

**Monitoring will vary across states and programs based on program specific statutory requirements. For example, the Family and Community Engagement Framework may be used as part of the discussion in outcomes-based monitoring to help encourage effective family and staff partnerships.**

***\* As Georgia moves to monitoring for results in coming years, it is likely that the Framework's Goals and Outcomes will be used as a basis to measure capacity growth among family and staff.***



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

United States Department of Education,  
Frequently Asked Questions for Family and Community  
Engagement Framework, 2014

# A Compliment to Title I, Part A

## Parental Involvement Compliance



Parent Involvement Plan



Staff Development



School-Parent Compact



Parent Training



Communication



Community Partnerships



Annual Evaluation



Title I Meeting



Schoolwide Plan



Expenditures



# A Compliment to Title I, Part A Parental Involvement Compliance

Start with a  
High – Impact Strategy!

Think Smarter, Not Harder  
Do Less, Not More



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



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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# High – Impact Strategy: APTT



**Combine  
Home Visits + APTT**

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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# High – Impact Strategy: APTT

## THE APTT MODEL



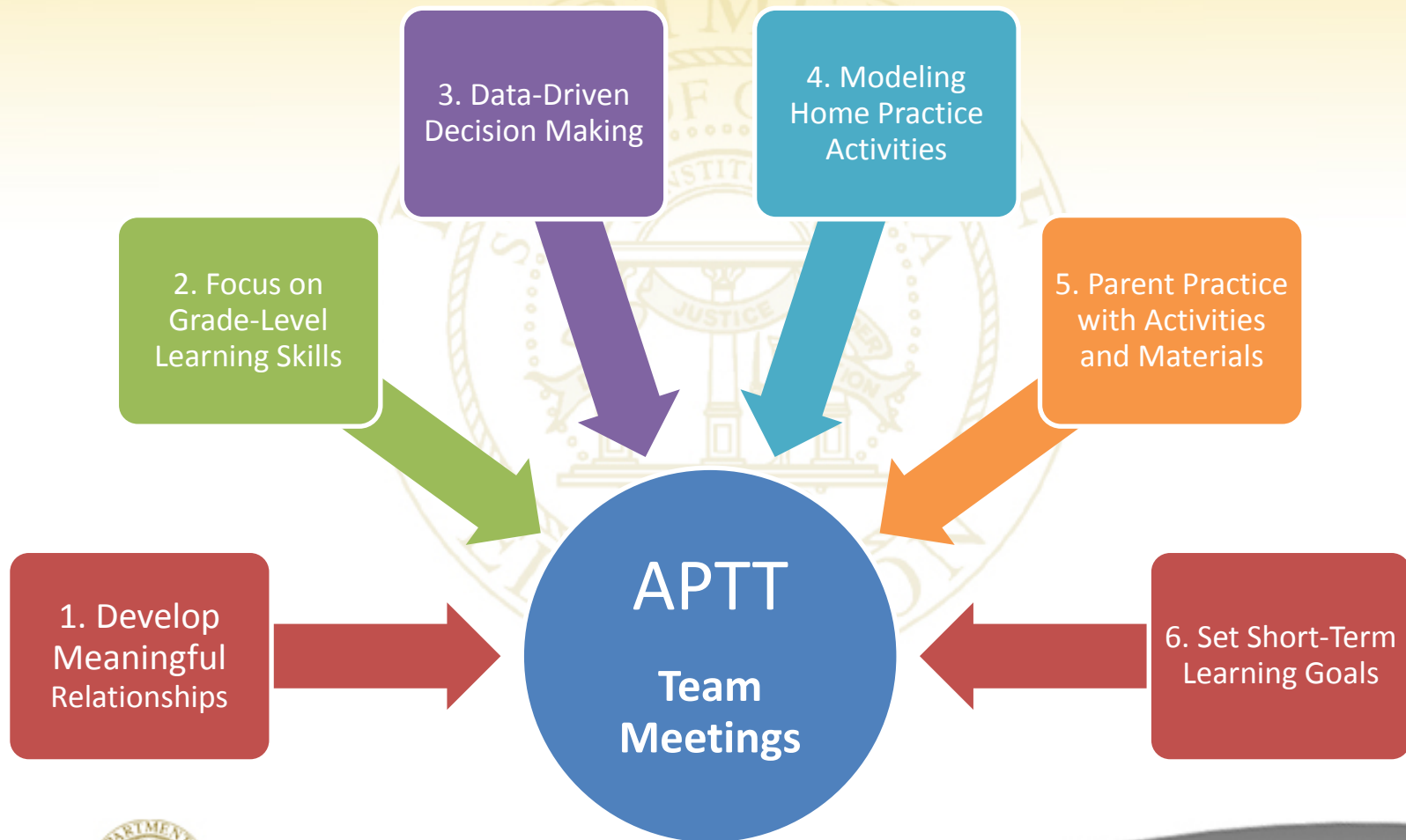
The APTT model increases parent-teacher collaboration time by approximately **600%** over traditional conferences.



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# High – Impact Strategy: APTT

## THE APTT ESSENTIAL ELEMENTS



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

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



Parent Involvement Plan



School-Parent Compact



Communication



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**



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# High – Impact Strategy: Parent Portals

Washoe County  
School District,  
Nevada



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



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

Crain, D. (2010). FINE Newsletter 2(3) and Taveras, B., Douwes, C.  
Johnson, K., Lee, D., & Caspe, M. (2010). FINE Newsletter 2(2).

# 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

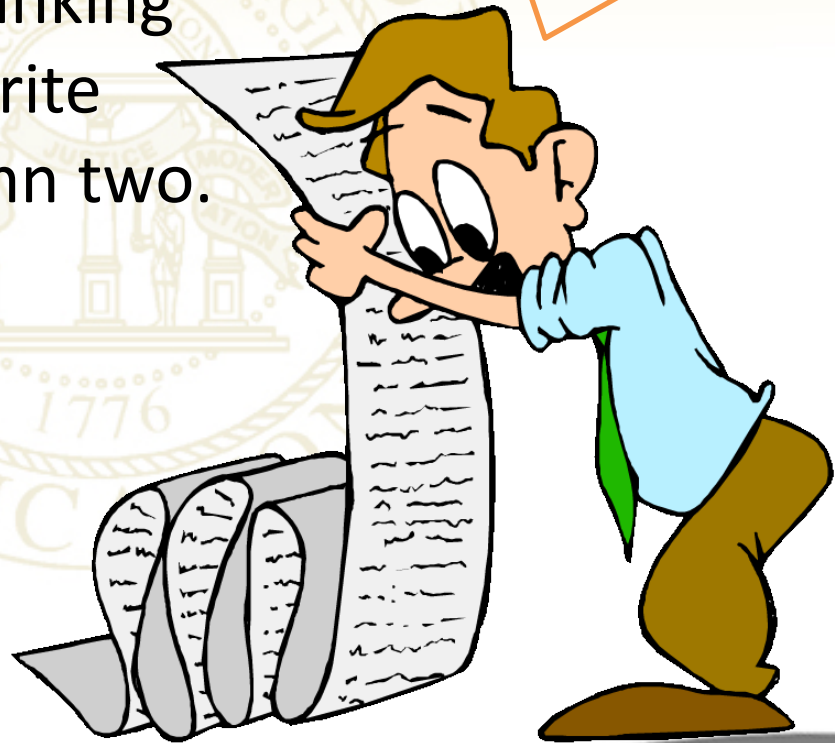


Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# 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...**



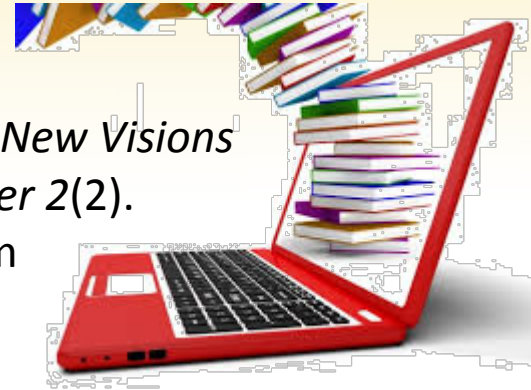
# References

- Anthony S. Bryk et al, (2010). *Organizing Schools for Improvement: Lessons from Chicago*, (Chicago: University of Chicago Press). Retrieved from <http://ccsr.uchicago.edu/publications/organizing-schools-improvement-lessons-chicago>
- Crain, D. (2010). *For the first time I understand what it takes for my own child to graduate. FINE Newsletter* 2(3). Cambridge, MA: Harvard Family Research Project. Retrieved from <http://hfrp.org/WashoeCounty>
- Henderson, A. (2014). *High-Impact Strategies to Engage Families and Enhance Student Achievement*, Family Engagement Resource Provider (FERP) National Webinar. Retrieved from <http://neadrochester.org/wp-content/uploads/2014/04/High-Impact-Webinar-PPT-FINAL.pdf>
- Hill, N., Mapp, K. and Henderson, A. (2014). *Does Family Engagement Matter? The Truth and Half-Truths about Parental Involvement*. Retrieved from <http://ncpie.org/clientViewNewsletter.cfm?MailingListID=10&newsletterID=95>



# References

- Mapp, K. and Kuttner, P. (2013). *Partners in Education: A Dual Capacity – Building Framework for Family – School Partnerships*, (SEDL in Collaboration with the U.S. Department of Education). Retrieved from <http://www.ed.gov/family-and-community-engagement>
- Taveras, B., Douwes, C., Johnson, K., Lee, D., & Caspe, M. (2010) *New Visions for Public Schools: Using Data to Engage Families*. FINE Newsletter 2(2). Cambridge, MA: Harvard Family Research Project. Retrieved from <http://www.hfrp.org/NewVisions>
- United States Department of Education (2014). *Frequently Asked Questions for the Family and Community Engagement Framework*. Retrieved from <http://www2.ed.gov/documents/family-community/faqs.pdf>
- WestEd (2014). *Georgia Academic Parent-Teacher Teams (APTT): Training of Trainers Session One*, (Powerpoint communication). Retrieved from <http://www.wested.org/service/academic-parent-teacher-teams-aptt-family-engagement-in-education>



# Contact Information

**Michelle Sandrock**  
Program Manager  
Parent Engagement Program  
404-232-1148  
msandrock@doe.k12.ga.us

---

**Nate Schult**  
Specialist  
Parent Engagement Program  
404-463-1956  
nschult@doe.k12.ga.us



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)

# Questions



Dr. John D. Barge, State School Superintendent  
"Making Education Work for All Georgians"  
[www.gadoe.org](http://www.gadoe.org)