# Family and Community Engagement: Promising Practices for Turnaround Schools

## School Improvement Grant Conference

## Tuesday, October 4, 2011

**Lakeita Servance**

**Parent Engagement Specialist**

**Michelle Tarbutton Sandrock**

**Parent Engagement Program Manager**

# Let's Talk About Engagement…

- Examine Perspectives
- Establish Welcoming Environments
- Create a Public Relations Campaign
- Build the Right Community Collaborations
- Provide Concrete Ways Families Can Contribute
- Utilize Free Resources and Tools
- Increase Student Achievement and Success!

# How Does Family and Community Engagement Fit into the Work?

## Not Easily….It Is A Paradigm Shift

# First Step to Success in Building Parent Capacity…

## RELATIONSHIPS

# *You* only can control how *you* react – *not* how the person reacts towards you!

Research and Experience Shows to Engage Those Hard to Reach Parents

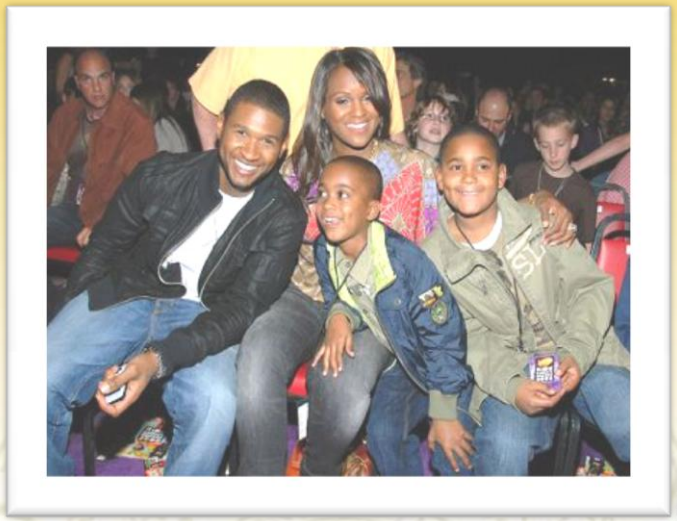
**A Shared Meaning Must be Developed by Creating an**

***Equalization of Influence***

Learning to use ***Perceptions*** to Act Smarter and Assumptions to Push Yourself!

# APPEARANCE: Chose One of these Candidates to be Your Very Engaged Parent

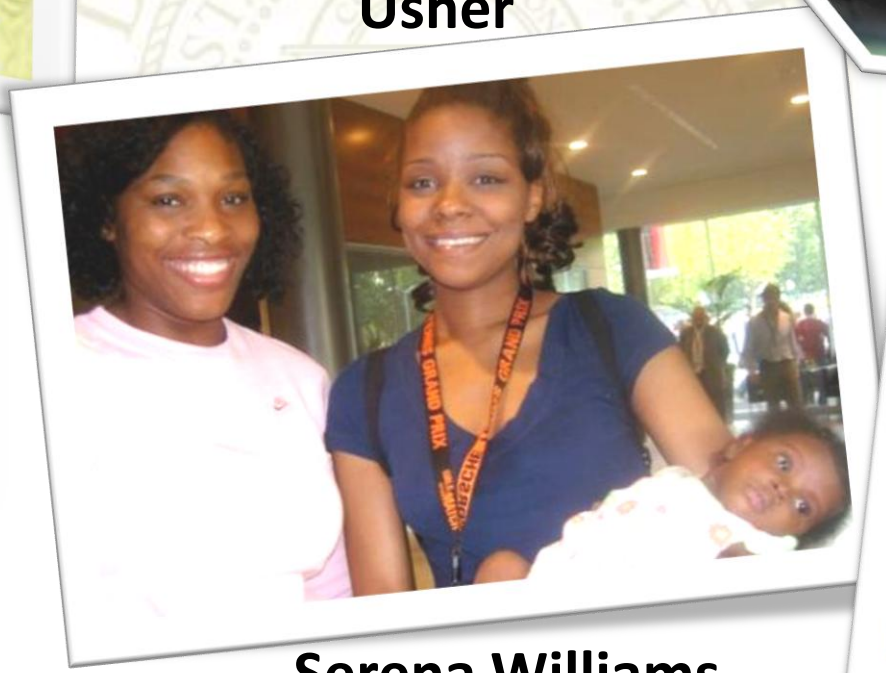
Twiggy



Usher

Chad Michael

Katie Holmes



Serena Williams

Sharon Stone

# Engagement vs. Volunteering?

**Volunteering** Refers to Those Who Show Up During the School Day or for Extracurricular Activities. *They Know the Unwritten Rules.*

**Engagement** is Supporting School Goals and Children's Learning Any way, Any time!!

# What is Parent Engagement?

**Parent Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.**

# Parent – School – Community Partnership

Resolution

Georgia State Board of Education

The Georgia State Board of Education and the Georgia Department of Education Adopt Statement on Parent Engagement

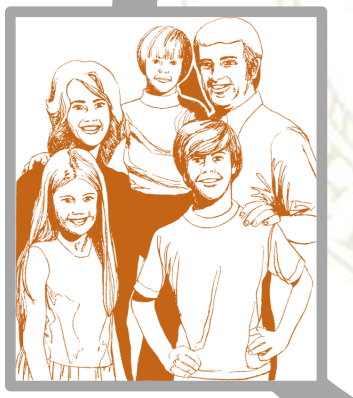
WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that true partnerships between parents, schools, and communities working together throughout a child's educational journey results in students of all backgrounds and abilities achieving at highest levels; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that parent engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success; and

WHEREAS, The Georgia State Board of Education and the Georgia Department of Education recognize that the partnerships between parents, schools, and communities must be viewed as equal with shared responsibilities, but schools must take the lead in developing and sustaining these collaborative partnerships to ensure maximum effectiveness; now therefore, be it

RESOLVED, that the Georgia State Board of Education and the Georgia Department of Education hereby adopt this Resolution and Statement on Parent Engagement and strongly urge local school officials to use them as a guide in developing local school and district plans and policies.

In witness whereof, we have set our hands and caused the Georgia Department of Education Seal to be affixed this 10th day of November 2010.



Dr. John D. Barge, State School Superintendent
*"Making Education Work for All Georgians"*
www.gadoe.org

# PTA's National Standards for Family-School Partnerships

The focus is not what schools should do to involve parents – it is what parents, schools, and communities can do ***together*** to support student success.

# Family Disengagement is One of the Multiple Risk Factors Of Dropout

Lack of Communication Between Families and the School and --- the Family Feeling **"Unwelcomed"** are the Contributing Triggers That Predict Future Dropout

According to a 1997 Study by The National Dropout Prevention Clearinghouse Network, Clemson University and Communities in School

# Why Welcoming Environments?

According to the book *Beyond the Bake Sale: The Essential Guide for Family-School Partnerships* by Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies *(2007)* ***welcoming environments*** provide parents with a reciprocal relationship where not only do they feel that they belong to the school, but the school belongs to them.

# Welcoming All Families into the School Community

Families are ***active*** participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.

# Where to Start:
# Data Based Decision Making

## Family - Friendly School Parent Survey

*Part of the Georgia Family - Friendly Partnership School Initiative*
*A partnership between Georgia Department of Education and Georgia Parental Information and Resource Center* (GA PIRC)

**For the following questions, please circle the answer that you agree with the most:**

| | | | | |
|---|---|---|---|---|
| I feel welcome and accepted at my child's school. | YES | NO | NOT SURE | DOES NOT APPLY |
| I enjoy visiting my child's school. | YES | NO | NOT SURE | DOES NOT APPLY |
| The school has parking spaces for parents. | YES | NO | NOT SURE | DOES NOT APPLY |
| I am able to find my way easily around the school. | YES | NO | NOT SURE | DOES NOT APPLY |
| The school has opportunities that allow me to meet and speak with the staff at my child's school. | YES | NO | NOT SURE | DOES NOT APPLY |
| My child's principal and assistant principal are available and easy to approach. | YES | NO | NOT SURE | DOES NOT APPLY |
| I am comfortable going to the front office when visiting my child's school. | YES | NO | NOT SURE | DOES NOT APPLY |
| The school's front office staff is nice, polite, and helpful. | YES | NO | NOT SURE | DOES NOT APPLY |
| The school has a translator for non-English speaking families when needed. | YES | NO | NOT SURE | DOES NOT APPLY |
| The school provides written materials in languages other than English for non-English speaking families. | YES | NO | NOT SURE | DOES NOT APPLY |

## Family - Friendly Partnership School Walk - Through

*Part of the Georgia Family - Friendly Partnership School Initiative*
*A partnership between Georgia Department of Education and Georgia Parental Information and Resource Center* (GA PIRC)

**School Name:**_____ **City, State:**_____

**Type of School (Please Circle):** Elementary Middle High

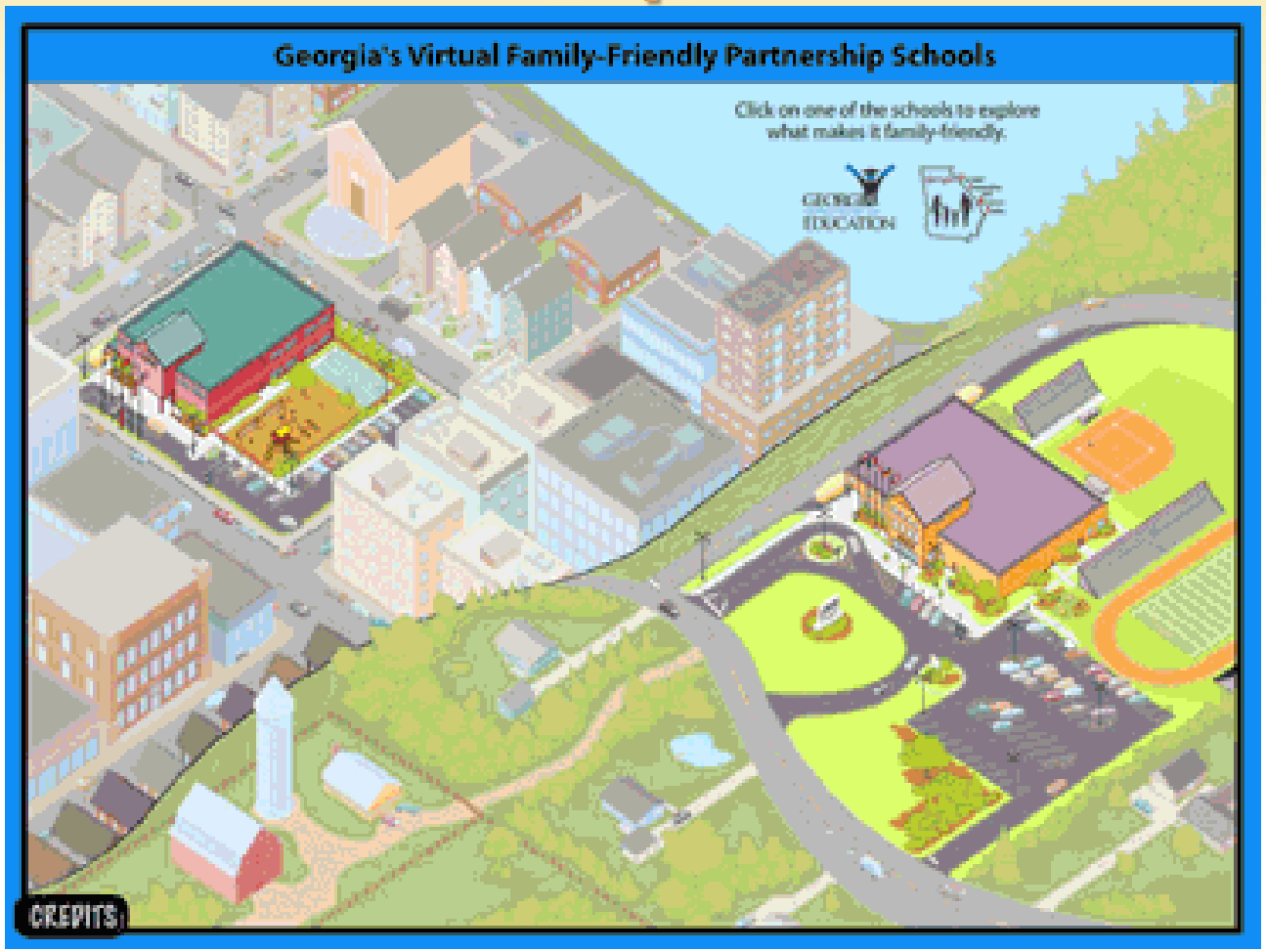
**At this school, I am a (Please Circle All that Apply):** Parent Teacher Administrator Staff Community Member Other

**For the following, please circle the box that you observe during your walk-through:**
SA – Strongly Agree; A – Agree; N – Neutral; D – Disagree; SD – Strongly Disagree

**WELCOMING ALL FAMILIES**
**Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.**
*"Parents report that a welcoming process creates a sense of belonging. Not only do parents feel that they belong to the school, but they also feel that the school belongs to them."* (2)

| | | | | | |
|---|---|---|---|---|---|
| There are dedicated parking spots for parents at the front entrance of the school. | SA | A | N | D | SD |
| The school provides opportunities for parent training and education. | SA | A | N | D | SD |
| The front office staff is helpful and friendly to all visitors | SA | A | N | D | SD |
| The school has established support networks that are available to parents. | SA | A | N | D | SD |
| The school uses home visits to share information with families. | SA | A | N | D | SD |
| The principal is open and available to parents to discuss various issues and schedule meetings. | SA | A | N | D | SD |
| The school makes it easy for parents that do not speak English to participate in activities or receive information over the phone or in person. | SA | A | N | D | SD |

# Georgia's Family-Friendly Partnership Schools



# Create a Public Relations Campaign

# Developing and Sustaining Community Collaborations

# What is a Community Partnership?

- **A Community** is inclusive of any entity that shares a common interest in education.

Parent Engagement Resolution, Georgia State Board of Education, November 10, 2010

- **A Community Partnership** is any formal arrangement a school can make with any entity to provide a program, service, or resource that will support student achievement.

Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkowski, A., et al. (2004). *Implementation guide: The Ohio Community Collaboration Model for School improvement. Columbus, OH: The Ohio* Department of Education.

# Let's Look At An Example…

# Community Partnerships Generate Positive Results for…

| Students | Parents | Teachers |
|---|---|---|
| Skills and Talents From Enriched Curricular and Extracurricular Experiences | Knowledge and Use of Local Resources to Increase Skills or Obtain Needed Services | Knowledge and Use of Community Resources to Enrich Curriculum and Instruction |
| Knowledge and Exploration of Careers and Options for Future Education and Work | Interactions and Personal Relationships with Other Families in the Community | Skill In Working With Community Partners to Assist Students and in Teaching |
| Positive Relationships with Adults and Feelings of Self-Confidence and Value By the Community | Awareness of School's Role in the Community and the Community's Contributions to the School | Knowledge of Referral Processes for Families and Children with Needs for Specific Services |

Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action (Second Edition).* Thousand Oaks, CA: Corwin Press.

# Forming School and Community Collaborations

- Link school and student achievement to community development and community ideals in faculty and staff discussions, leadership meetings, and program planning.
- Consider every opportunity as a resource for school and community collaborations. Think outside the box about prospects that are appropriate and unique to your school and community.
- Structure and monitor collaborations through planning and evaluation. Partnerships do not just happen but involve active and ongoing management.

New Mexico Highlands University, 2007

# Understanding Partnerships

Cooperating

Coordinating

Collaborating

## Resource and Power Sharing

New Mexico Highlands University, 2007

Refer to Understanding Partnerships Handout

# In Building Community Collaborations Remember…

- Strategic
- Solid
- Sustainable

# Partnerships are Strategic

- Must recruit, engage, and retain the "right" partners.

- Must be mutually beneficial by meeting needs and satisfying priorities of all partners.

Anderson-Butcher, D., et al., 2004

# Picking The Right Partners

- Community Assets Mapping
  - Examine existing partnerships that you already have that can be developed further
  - Tap into personal knowledge of community partners
  - Review lists and resource guides such as social service directories and phone book
  - Search the internet for community, civic, local business and government websites
  - Obtain lists of Board Members of local and regional civic, government, and non-profit organizations



Refer to Community Assets Mapping Handout

# Picking The Right Partners

- Identifying Needs, Assets, Skills and Knowledge
  - Examine areas of partnership need
  - Survey school assets
  - Recognize community partner skills and knowledge
  - Evaluate potential partners before approaching them
- Approach Partners Personally!

Refer to: How to Map School Assets, Identifying Skills and Knowledge in Community Resources, Examples of School-Community Partnerships, Partnership Planning Checklist, and How to Approach Potential Community Partners Handouts

# Partnerships are Solid

- Developed through a practical and justifiable plan that focuses on increased student achievement.
- Characterized as a priority for both partners and evolving over time.

Anderson-Butcher, D., et al., 2004

# Implementation and Management

- Look for mission match
- Build formal agreements
- Plan to integrate
- Share students' success as well as their challenges

Refer to Integrating Community Partners into the School or Classroom Handout

# Partnerships are Sustainable

- Have sticking and staying Power.
- Characterized as mutually beneficial and interdependent.
- Lead to desired outcomes and supported through monitoring and evaluation.

Anderson-Butcher, D., et al., 2004

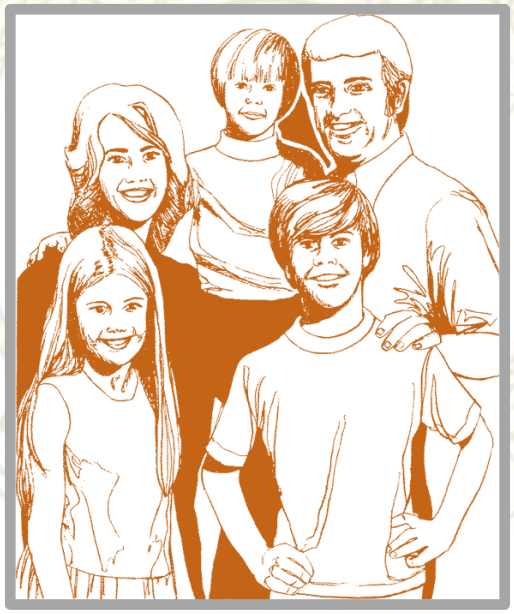
Refer to Examples of Activities for Connecting Schools and Community Partners Handout

# Promising Practices in Community Collaborations

- Schools
- Families
- Students

Refer to Promising Practices for Meaningful Community Collaborations Handout

# Engaging Parents at the Secondary School Level



# What Motivates Parents to Become Involved?

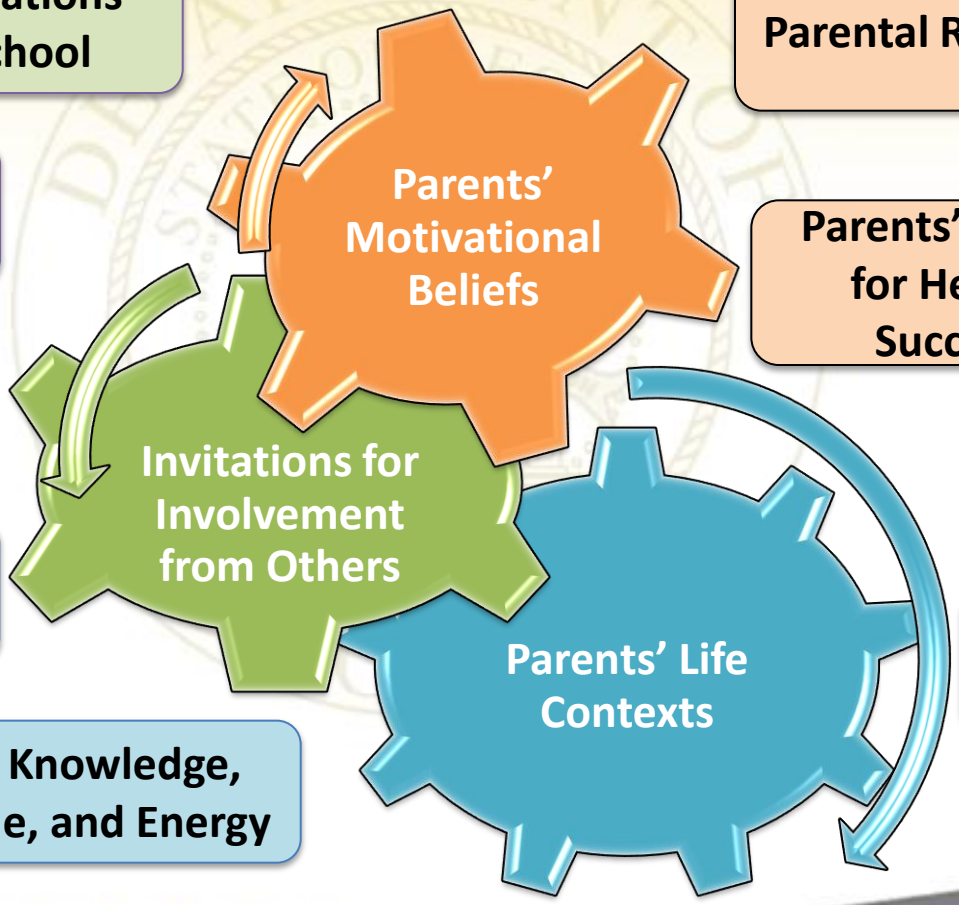
General Invitations from the School

Invitations from the Teacher

Invitations from the Child

Family Socioeconomic Status

Parents' Knowledge, Skills, Time, and Energy




Parental Role Construction

Parents' Sense of Efficacy for Helping the Teen Succeed in School

Family Culture



(Hoover-Dempsey et al., 2005)

# So Knowing That, How Do We Engage Families At The Secondary Level?

# Finding A SPARK

"A spark is something inside your teenager that gets him excited. It's something that makes your teenager want to jump out of bed in the morning. Spark is the thing that gives teenagers (and actually all people) meaning (p.11)."

- Dr. Peter Benson, 2008

Research from the Search Institute has shown that in 2000 pairs of youth and parent, only **26%** could both name the young person's spark.

# Let's Look at SPARKS in action…

# SPARKS meet 40 Developmental Assets

Developed by the *Search Institute*, Developmental Assets is not a program but a framework of how to build and sustain meaningful relationships with children and youth at home, school, church, and youth clubs.

# External Assets

# Internal Assets

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# External Assets

- Support
- Empowerment
- Boundaries and Expectations
- Constructive Use of Time

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# Internal Assets

- Commitment to Learning
- Positive Values
- Social Competencies
- Positive Identity

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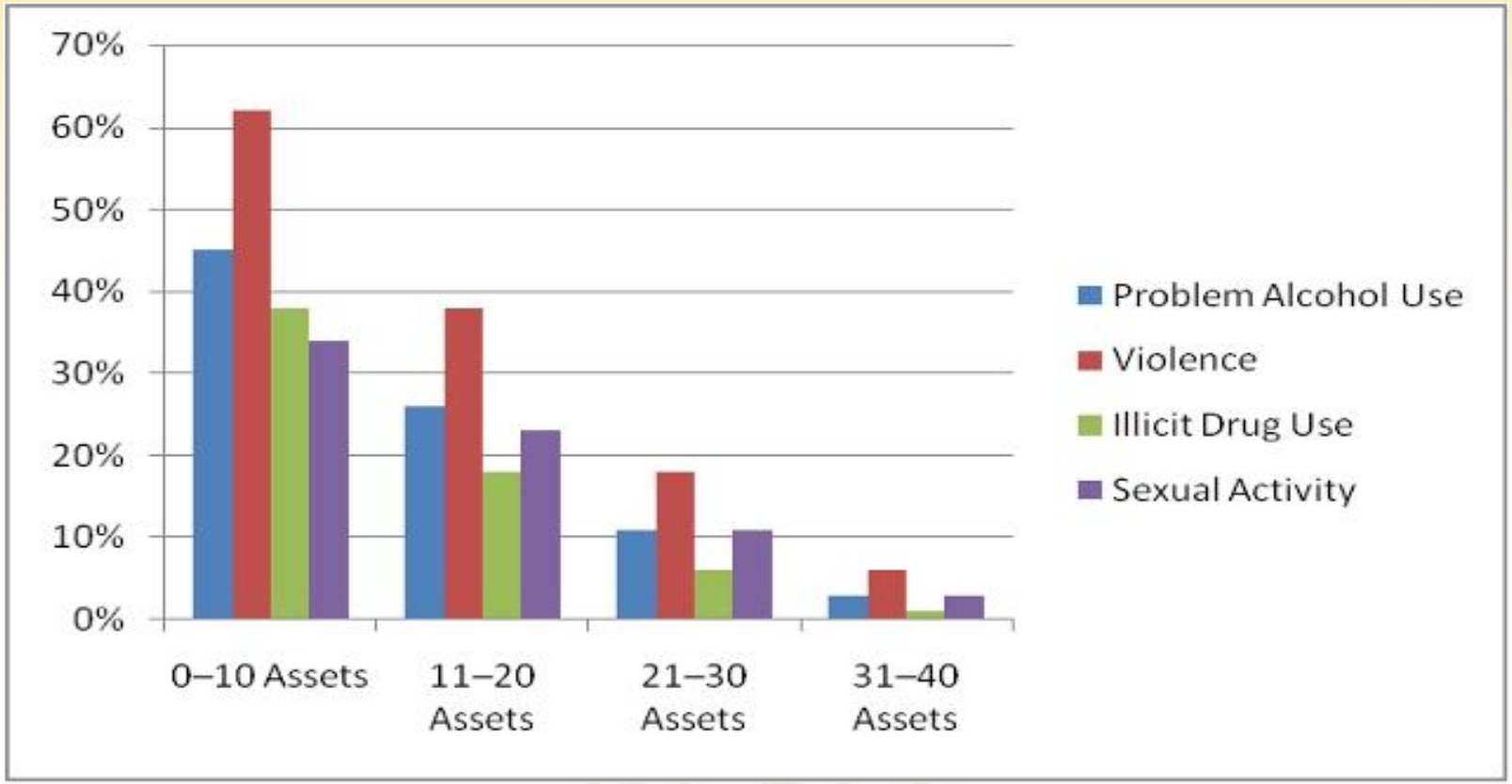
# Current Research

- Search Institute designed a survey to measure the presence or absence of the Developmental Assets.
- Survey given in 2003 to more than 148,000 6th to 12th graders in over 200 communities across the United States.

***The Purpose:***

**Does the NUMBER of Developmental Assets a young person experiences make a difference?**

# The Power of Assets to Protect

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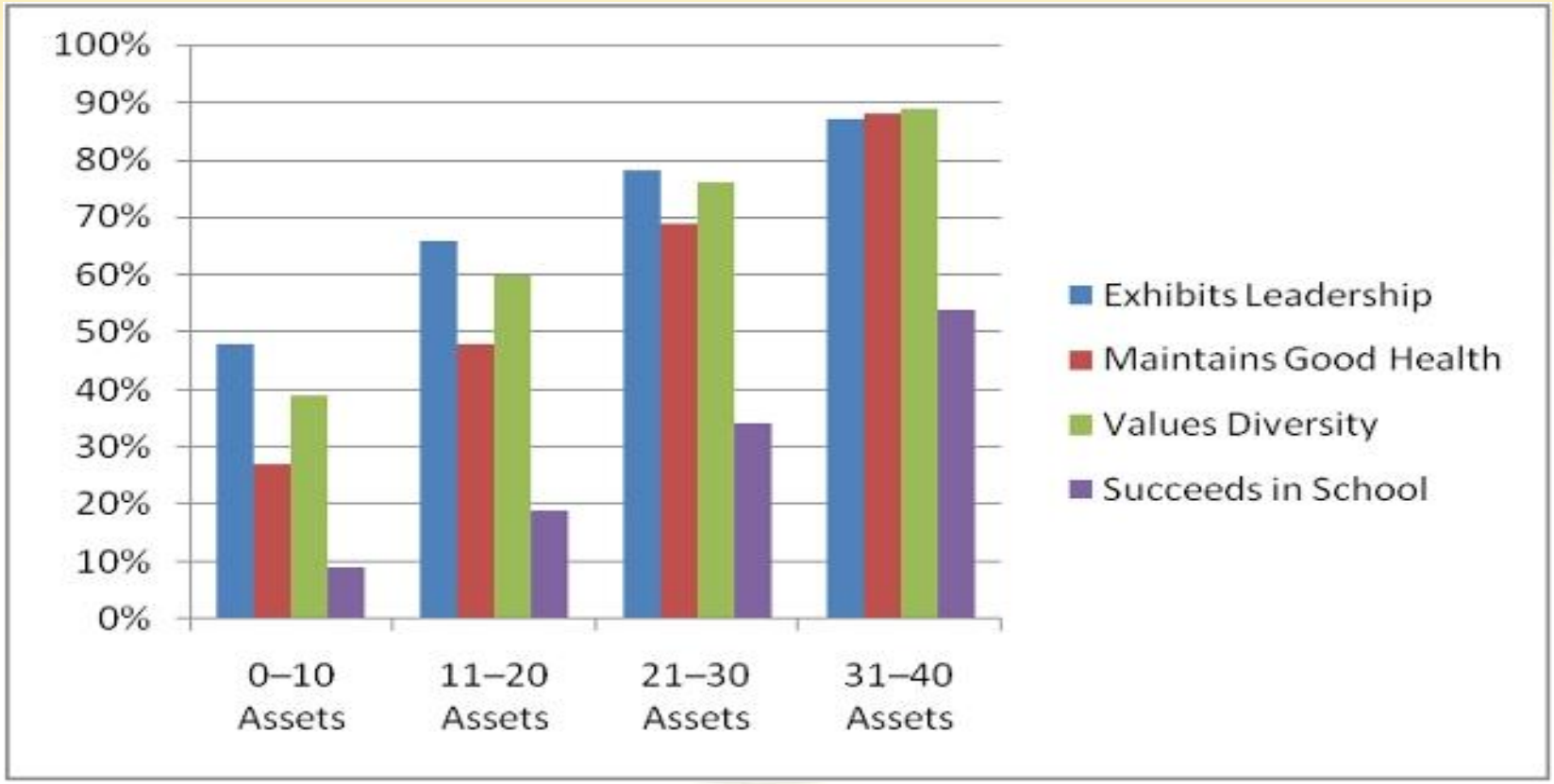
# The Power of Assets to Promote

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# The Bottom Line

The more Developmental Assets youth experience in their lives the better!

# But We Need To Do Better…

## Goal: Youth Experience 31 to 40 Assets

- The average youth surveyed experiences 18.6 assets.
- Only 8% of youth experience 31 to 40 assets.
- More than 50% of youth experience 20 or less assets.
- Older youth have lower average levels of assets than younger youth.
- Boys experience fewer assets than girls.

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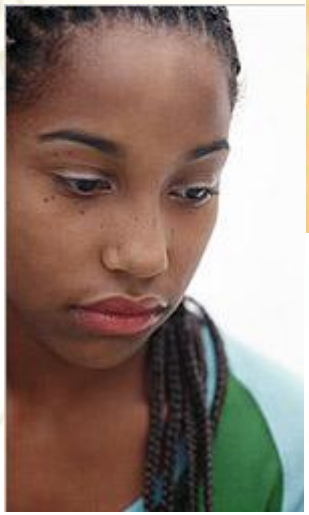
# But We Need To Do Better…

**Percentage of youth experiencing the following assets:**

- Positive Family Communication – 28%
- Caring School Climate – 29%
- Parent Involvement in Schooling – 29%
- Community Values Youth – 22%
- Adult Role Models – 27%
- Planning and Decision Making – 29%



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# Use the Assets-Building Approach In Your Work with Secondary Students and Their Families to Bring About Student Achievement and Success!

# Actively Involve Students

As students grow older they need to be involved in planning school, parent, and community activities. When they are active members of the planning they are more likely to encourage their parents to be involved!

# Reach Out To Families

Studies show that parents NEED and WANT more information and guidance from middle and high schools.

Work to understand your parents' needs and provide activities and resources to them that fit these needs.

# The Benefits of Parents As Asset-Builders

- Provides Parents a Focus
- Motivates Parents to Participate
- Encourages Parents to See the Positive
- Seeks Parents as Partners

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# For Example…

## Support

## Positive Family Communication

**Boundaries and Expectations**

- Family Boundaries
- High Expectations

**Commitment to Learning**

- Achievement Motivation
- School Engagement

**Positive Identity**

- Self-Esteem
- Positive View of Personal Future

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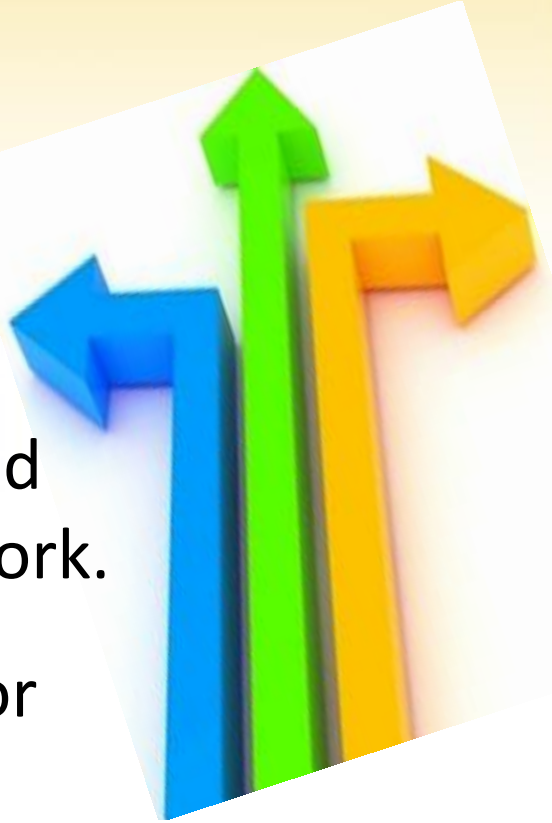
# Promising Middle and High School Practices

# What is Next?

- Develop an Action Plan that embeds Parent-School-Community Partnerships into your School Improvement Goals.
- Think outside the box by applying Family-School Partnership Standards and the 40 Developmental Assets to your work.
- Need help with this process? Sign up for technical assistance with the Parent Engagement team.



# FOR MORE INFORMATION

**www.gadoe.org**

# FOR MORE INFORMATION

**DIVISIONS**

- School Improvement
- Education Support

**CONTACT INFORMATION**

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Staff Contact List

Report Problems with this Page

**RESOURCES**

- Elementary and Secondary Education Act
- Title I, Part A- Parent Involvement
- US DOE - Parent Involvement – For Administrators
- US DOE - Parent Involvement – For Parents

**EXTERNAL ORGANIZATIONS**

- Georgia PIRC
- Bright From the Start
- Georgia Parent Mentors
- Georgia Department of Human Services
- Georgia PTA
- Georgia Family Connection Partnership

» More

## Parent Engagement Program

**Parent Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating the whole child to ensure student achievement and success.**

The research is clear that when schools and families support each other, students of all backgrounds and various abilities achieve at higher levels. As a part of Title I, the Parent Engagement Program at the Georgia Department of Education is focused on working with our partners in local school districts and the community to provide parents with the best opportunity and resources to help their child succeed in school. The goal of the Parent Engagement Program is to increase student achievement by engaging and empowering parents, and other stakeholders, to become actively involved in their children's education across all grade levels. To achieve this goal, the Parent Engagement Program:

1. Develops and delivers communications to parents and families on the factors that influence student success.

**FEATURE**

**PARENT MONTH!**

- Governor's Proclamation
- Parent Engagement Resolution
- Get Involved Handout
- Get Involved Brochure
- Get Involved Poster
- Best GET INVOLVED Parent Videos
- Best GET INVOLVED Moment
- 2010 Parent Involvement Day Letter

**PARENT ADVISORY COUNCIL**

- Parent Advisory Council
- P.A.C. Minutes 1-5-2011
- P.A.C. Minutes 10-6-2010
- P.A.C. Minutes 5-6-2010
- P.A.C. Minutes 2-25-2010

» More

**FOR PARENTS**

- GaDOE Parent Website
- Parent Engagement Resolution
- Winter 2010 Newsletter (English)
- Winter 2010 Newsletter

**Parent Engagement Program**

# It's On the Website…

Home » About GaDOE » Office of Education Support and Improvement » Title I Programs » Parent Engagement

## Education Support Services Title Programs

**Administering programs that are part of the No Child Left Behind Act of 2001.**

### DIVISIONS

- School Improvement
- Education Support

### CONTACT INFORMATION

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- Title I, Part A- Parent Involvement
- US DOE - Parent Involvement

## Parent Engagement Program

**Parent Engagement is an ongoing process that increases active participation, communication, and collaboration between parents, schools, and communities with the goal of educating**

### FEATURE

### PARENT ADVISORY COUNCIL

- Parent Advisory Council
- P.A.C. Minutes 10-6-2010
- P.A.C. Minutes 5-6-2010
- P.A.C. Minutes 2-25-2010

### FOR PARENTS

- GaDOE Parent Website
- Get Involved Brochure
- Get Involved Handout
- Fall 2010 Newsletter (English)

# It's On the Website…

Home » About GaDOE » Office of Education Support and Improvement » Title I Programs » Parent Engagement » Family-Friendly Partnership

Education Support Services Title Programs

Administering programs that are part of the No Child Left Behind Act of 2001.

**DIVISIONS**

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**HANDOUTS**

- Welcome Letter
- Workshop Handout
- Workshop Survey
- Parent Survey
- Walk-Through Exercise
- Elementary Scenarios
- Middle-High Scenarios

## Georgia's Family-Friendly Partnership School Initiative

*A partnership between Georgia Department of Education and Georgia Parental Information and Resource Center (GA PIRC)*

### Why Create A Family-Friendly Partnership School?

According to the book Beyond the Bake Sale: The Essential Guide for Family-School Partnerships by Anne Henderson, Karen Mapp, Vivian Johnson, and Don Davies (2007) welcoming environments provide

**Handouts & Downloads!**

# Mark Your Calendars…

For Educators and Parents

## February 16 -18, 2012
## Athens, GA

First Statewide Conference!

# Georgia Family Engagement Conference

**A Partnership of Georgia Department of Education and Georgia PTA**

**Register at:**

http://public.doe.k12.ga.us/tss_title.aspx?Pagereq=StatewideConference

Georgia PTA®
*every*child. *one*voice.

# References


- Anderson-Butcher, D., Lawson, H., Bean, J., Boone, B., Kwiatkowski, A., et al. (2004). *Implementation guide: The Ohio Community Collaboration Model for School improvement. Columbus, OH:* The Ohio Department of Education.
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- Benson, Peter L. (2008). *Sparks: How Parents Can Help Ignite the Hidden Strengths of Teenagers.* San Francisco, CA: Jossey-Bass.
- Epstein, J. L., Sanders, M. G., Simon, B. S., Salinas, K. C., Jansorn, N. R., & Van Voorhis, F. L. (2002). *School, Family, and Community Partnerships: Your Handbook for Action (Second Edition).*Thousand Oaks, CA: Corwin Press.

# References


- Hoover-Dempsey, K. V., Walker, J. M. T., Sandler, H. M., Whetsel, D., Green, C. L.,Wilkins, A.S., & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal, 106, 105-130.*
- New Mexico Highlands University. (2007). *Working Together: School-Family-Community Partnerships, a Toolkit for New Mexico School Communities*. Albuquerque: New Mexico Public Education Department. Available from http://www.cesdp.nmhu.edu/toolkit/index.html.
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## Compliance Question?

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# Questions