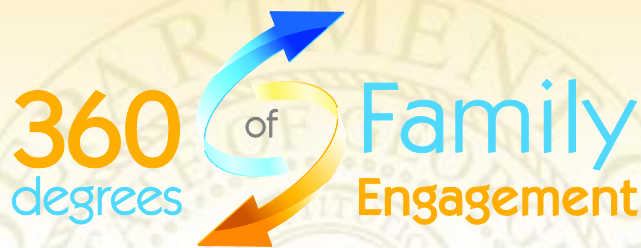


# 360 – Degrees of Family Engagement: Wrapping School, Home, and Community Engagement Around Student Achievement Outcomes



**Priority School Training for  
ESEA Flexibility Waiver, Turnaround Principle 7  
2012 Parent Mentor Conference**

**September 20, 2012**

**Michelle Sandrock**

Parent Engagement Program Manager  
Office of School Improvement

# Today's Agenda

- ❑ The Purpose...
- ❑ The Requirements...
- ❑ The 360 Process...
- ❑ The Year One Rollout...
- ❑ The Data Document...
- ❑ The Next Steps...



# Purpose

The Georgia ESEA Flexibility Wavier requires **Priority Schools** to have **a plan** for Family and Community Engagement and ensure that the plan is **in place**, as required (*i.e., meaningful and effective*); and **participate** in the Family Engagement Conference.

The Georgia Memorandum of Agreement requires **Priority Schools** to **develop and implement** a plan for student, family and community engagement.

**\*Priority Schools that are SIG 1003(G) or RT3 will follow the requirements in their approved scope of work.**

# Requirements

To further clarify the requirements of the **ESEA Waiver, Turnaround Principle 7**, each Family and Community Engagement Plan should meet the following guidelines:

1. There should be clear **family engagement goal results** aligned specifically to support existing **school improvement plan goals**.

Continued



# Requirements

2. The plan should present **specific activities** that are **measurable** and linked to family and community engagement. Schools must be able to **report data** that is requested on the GaDOE Family Engagement data template at the end of each year regarding the impact of their activities.

Continued

# Requirements

3. The plan should include evidence that it was **based on and developed** through **collaboration** across all family and community stakeholder groups.



Continued

# Requirements

4. The development process, in creating the written plan, should **utilize and include** research and data, particularly as they relate to the **unique needs and attributes** of family and community members identified in guideline two.

Continued

# Requirements

To meet these guidelines, it is suggested that...

- The school improvement plan (SIP) include a separate family and community engagement plan component **embedded** within the SIP.
- The 360-Degrees of Family Engagement Process be **utilized**.



# The 360 Process

- 360-Degrees of Family Engagement curriculum and handouts at: <http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx>



# Understanding 360

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➤ 360-Degrees of Family Engagement Crosswalk	13

***A New Way to Think About Family Engagement!***

# What is 360 – Degrees of Family Engagement?

A comprehensive **Family Engagement Process and Plan** that *embeds* family engagement into school improvement goals by:

- Encouraging collaboration across departments
- Acknowledging various needs of families
- Utilizing research and data
- Breaking down school or district goals into measurable activities that matter

# What is 360 – Degrees of Family Engagement?

Title I Parent Involvement Policy

Executive Summary



360-Degrees of Family Engagement Plan

In-Depth and Collaborative Plan of Work



School or District Improvement Plan

Embedded Family Engagement Activities

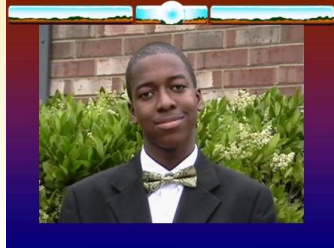


# 360-Degrees of Family Engagement Impact



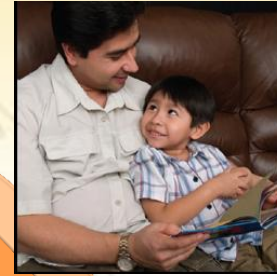
**Title 1 About 1,000,000 students**  
**Pre-K 84,000 students**  
**Special Education 180,000 students**

# Who is Involved in the 360-Degrees of Family Engagement Process?



Parent hired to partner with local school systems in special education family engagement initiatives

**Special Education Parent Mentors**



Provides School Readiness and Support Services to Families

**Pre – K Director or Early Care & Education Designee**

Liaison between home & school who builds parent capacity to increase student achievement.

**Title I Parent Involvement Coordinators**



# How to Impact in 360-Degrees



**You are in a position to lead,  
observe, and influence in  
every direction!**



# Why 360-Degrees of Family Engagement?

Do you drop family and community engagement when no one is looking?





# Acknowledging the Needs of Families

## One year in Georgia...

- 2,513,356 children from birth to age 18 make up 26 percent of the state's population
- 494,787 children live in poverty (1 in 5 children)
- 5,756 babies are born to girls ages 15 – 17 (16 each day)
- 60,810 teens, ages 16 – 19, are not in school and not working (11 percent)

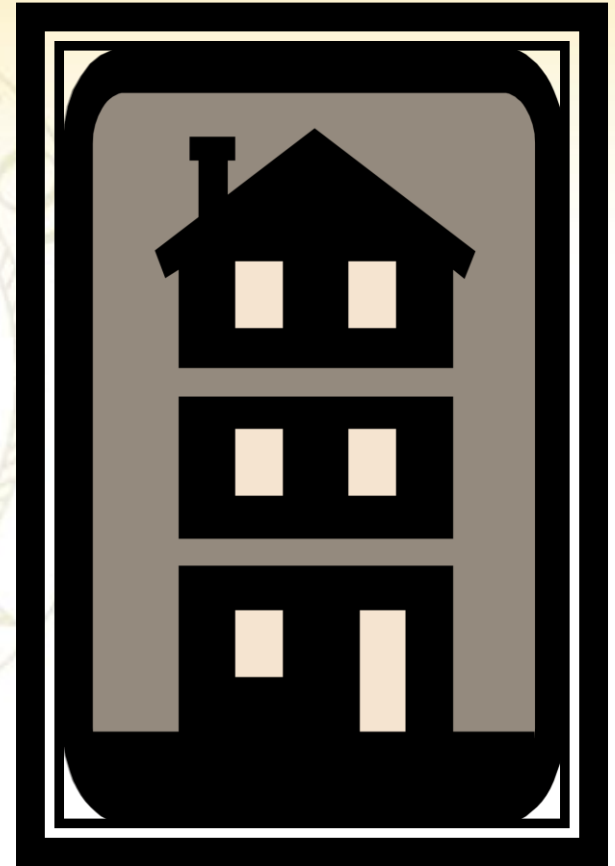


*Sources for Georgia statistics include child abuse and neglect, teen births, and low birth weight 2007 data from Georgia Department of Human Resources; and U.S. Census Bureau 2007 data for poverty and high school dropouts. For additional data or information visit [gafcporg/kidscount](http://gafcporg/kidscount).*

# What Does the Research Say?

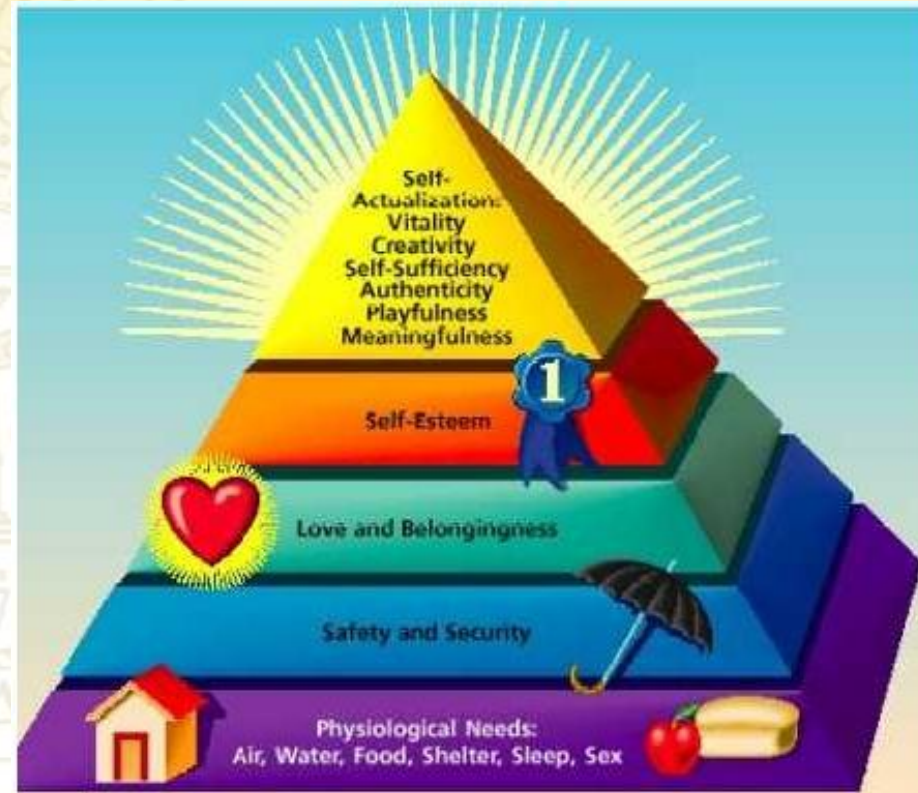
Students do better when a parent is engaged. Outside factors such as economics and ethnicity do not matter if the parent is engaged.

*Henderson and Mapp (2002)*



# Maslow's Hierarchy of Needs

- **Self actualization**
- Esteem Needs
- Belonging Needs
- Safety Needs
- Physiological Needs



# Head Start Parent and Family Engagement Outcomes

Guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement.

Head Start Parent and Family Engagement Outcomes	
1. FAMILY WELL-BEING	Parents and families are safe, healthy, and have increased financial security.
2. POSITIVE PARENT-CHILD RELATIONSHIPS	Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child's learning and development.
3. FAMILIES AS LIFELONG EDUCATORS	Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.
4. FAMILIES AS LEARNERS	Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.
5. FAMILY ENGAGEMENT IN TRANSITIONS	Parents and families support and advocate for their child's learning and development as they transition to new learning environments, including EHS to HS, EHS/HS to other early learning environments, and HS to kindergarten through elementary school.
6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY	Parents and families form connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
7. FAMILIES AS ADVOCATES AND LEADERS	Parents and families participate in leadership development, decision-making, program policy development, or in community and state organizing activities to improve children's development and learning experiences.



# PTA's National Standards for Family-School Partnerships





Family – School Partnerships are what parents, schools, and communities can do together to support student success.

# Strengthening Families Protective Factors

Although Strengthening Families was developed in early childhood education programs, partners in a large variety of settings working with many different populations are exploring ways to apply the approach.

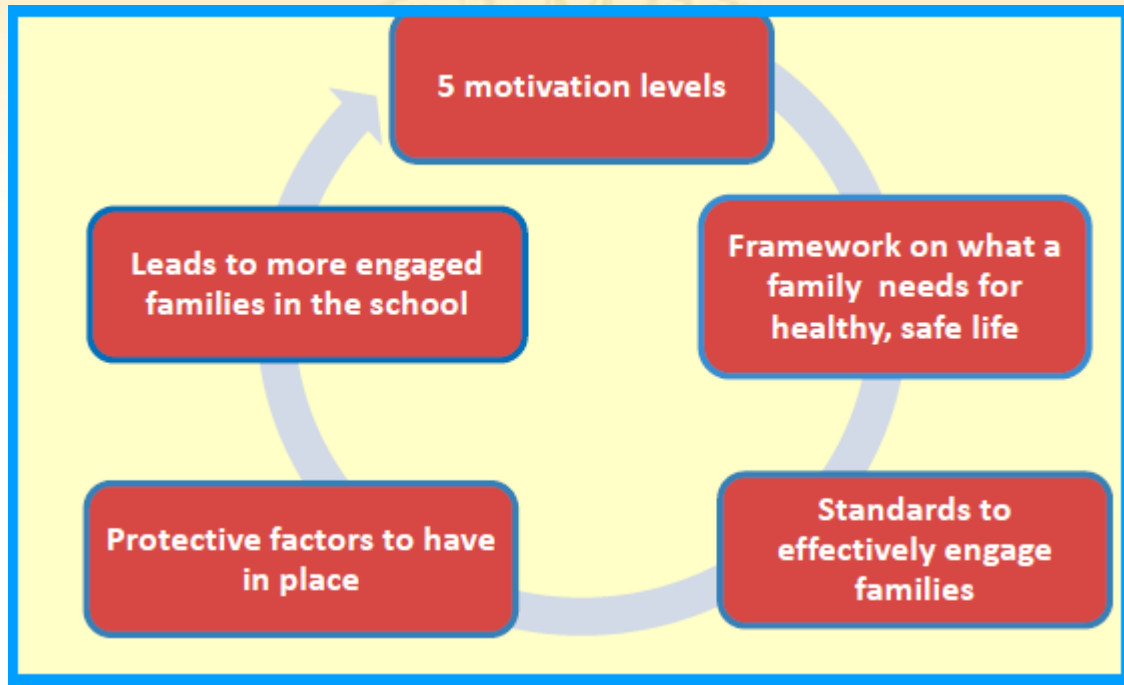


# 360-Degrees of Family Engagement Crosswalk

How to use this <b>CHART</b> to engage	Begin with understanding a family's motivation level to create meaningful engagement.		Then focus on what families need to allow meaningful engagement at each level.	Use the Family-School Standards to engage families at each level.	Respond to needs early with school supports for protective factors at each level.	 <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: auto;"> <p>Take one level at a time and match the motivation type, the framework element, the standard, and the protective factor in each column to better engage families in education.</p> </div>
Look at Each <b>LEVEL</b>	<b>ABRAHAM MASLOW'S</b> Hierarchy of Needs	<i>Examples of Psychological needs at each level.</i>	<b>HEAD START</b> Family and Community Engagement Framework	<b>PTA</b> National Standards for Family – School Partnerships	<b>STRENGTHENING FAMILIES</b> Protective Factors	<i>Examples of issues that may affect a family's level of engagement.</i>

A tool to assist educators in understanding *where families are* in the school engagement equation.

# 360-Degrees of Family Engagement Crosswalk





The Crosswalk provides ***evidenced-based tools*** to embed into ***your plan*** so you are ***reaching families effectively***.





# What Does This Look Like?

<b>Measureable Goal</b>	Increase the number of middle school students meeting or exceeding performance standards on the CRCT in mathematics from 84.5% at the end of 2012 to 86% at the end of 2013.
<b>Strategy</b>	Activate the <b>National Standards for Family-School Partnerships</b> by <i>embedding</i> sustainable family, school, and community engagement activities in the school improvement process to increase student achievement.
<b>Initiative</b>	Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and social supports through increased opportunities for practice and remediation, as well as two way communication opportunities.

<p><b>Activity:</b> <i>The importance of math in today's world becomes the focus of every activity and promotion in the school from gym class to after school events.</i></p> <p><b>Steps in Universal Activity</b></p> <ol style="list-style-type: none"> <li>Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem.</li> <li>Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try.</li> <li>Math is promoted in signage throughout school and community.</li> <li>Speakers are invited to Skype into the school for five minute lessons on how they use math in business.</li> </ol>	<p>2 and 6 (Family – School Partnership Standards)</p> <p>1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders</p>	<p>A. School calendar of events, technology, monthly parent newsletters, expert knowledge to develop math problems</p> <p>B. Math signage, Math in business speakers, businesses to promote math on signage and kiosks.</p>	<p>9/12 to 5/13</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Parents will learn new ways to use math with their student thru the activity.</p>	<p>80% of families in the school will report, through survey results, that they completed the math problem in the newsletter with their children each time a newsletter was sent home.</p> <p>80% of families will report that they learned something new about math over the school year and how it is applied in today's world.</p> <p>75% of families will report that they saw the school's math materials in businesses across the community.</p>
<ol style="list-style-type: none"> <li>Local businesses are asked to promote math on signage and kiosks.</li> </ol>				<p>Ongoing</p>		<p>25 speakers will Skype into select middle school classes for five minute lessons throughout the school year.</p> <p>50% of the parents whose c children heard the Skype lesson will share that their children were able to teach the lesson to them.</p> <p>75% of families will show, through a pre and post survey, that they learned new ways to use math with their children throughout the year.</p> <p>50 posters regarding math will be placed in businesses, community centers and libraries.</p> <p>10 churches will put a school math update and math problem in their church bulletins at least three times in the year.</p>

# What Does This Look Like?

<b>Measurable Goal</b>	Increase the number of students in 9 <sup>th</sup> – 12 <sup>th</sup> grade missing fewer than 15 days of school a year from 89% at the end of 2012 to 90.5% at the end of 2013
<b>Strategy</b>	Activate the <b>National Standards for Family-School Partnerships</b> by <i>embedding</i> sustainable family, school, and community engagement activities in the school improvement process to increase student achievement
<b>Initiative</b>	Facilitate the partnership between educators, families and the community to support students in increased student attendance by improving family and community awareness of the importance of school attendance and its impact on student achievement

<p><b>Activity</b>  <i>Target students in the school who were absent more than 15 days last school year to improve parent awareness and understanding on how school attendance impacts their students' achievement.</i></p> <p><b>Steps in Intensive Activity</b></p> <ol style="list-style-type: none"> <li>Through student records, identify the students in each school who were absent more than 15 days last school year.</li> <li>Have teachers provide input on these students and reasons to why they are absent so often.</li> <li>Analyze absences to determine key neighborhoods/areas where student absenteeism is high.</li> <li>Canvas concern areas through door to door contact providing information about relationship of attendance to achievement.</li> </ol>	<p>1, 2, 3, and 6 (Family – School Partnership Standards)</p> <p>1 and 3 (Student, Family, and Community Involvement and Support)</p>	<p>Teachers, parent involvement coordinator, parent mentor, principals, counselors, businesses</p>	<p>A. Student attendance records, teacher knowledge of students.</p> <p>B. Volunteers to canvas neighborhoods, partnerships with fast food restaurants and other vendors in targeted areas, community space and community partners to host attendance seminars in targeted areas, attendance magnets</p>	<p>8/1/12 – 5/1/13</p> <p>August 2012</p> <p>Sept 2012</p> <p>Sept 2012</p> <p>October 2012</p>	<p>Families of targeted students will demonstrate an understanding of the connection between school attendance and school success.</p> <p>Families will communicate clear expectations to their children about regular attendance at school.</p> <p>Families will contact the school regularly to check on their children's attendance.</p>	<p>80% of the targeted students in the school who were absent more than 15 days last school year improved their school attendance for the 2012-2013 school year.</p> <p>40% of the families in the targeted neighborhoods attended the attendance seminar.</p> <p>75% of the families who attended the attendance seminar reported that they attended due to the personal invitation extended to them during the door to door canvassing of their neighborhood.</p> <p>88.5% of the targeted families reported that the</p>
<ol style="list-style-type: none"> <li>Provide parents with an attendance magnet that includes important phone numbers, school attendance procedures, and steps to take to notify the school if your child will be absent.</li> <li>Hold an attendance seminar for target families in their neighborhood regarding the connection between school attendance and achievement. Partner with well-respected community or faith-based organization in the area.</li> <li>Partner with fast food or other vendors in targeted zip code areas to include messages on importance of attendance when giving people their receipts.</li> <li>Have teachers personally contact families of students with high absentee rates to encourage school attendance throughout the year.</li> <li>Have teachers mail home "good news notes" to these students' families complementing their children on strong attendance and academic achievement.</li> </ol>				<p>October 2012</p> <p>November 2012</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Families will know and follow the school systems rules regarding absences.</p>	<p>attendance magnet helped them be more responsive in reporting absences to the school.</p> <p>45% of the targeted families contacted the school four or more times throughout the year to check on their children's attendance.</p> <p>80% of the targeted families contacted the school if their children were going to be late or absent from school.</p> <p>89.5% of the targeted families the teachers contacted regarding attendance and academic performance throughout the year resulted in increased two-way positive communication initiated by the family. <b>Examples of this two – way communication are mentioned in the year-end report.</b></p>



# Year One Rollout

**School Improvement Specialists (SISs)** assigned to the Priority Schools will work with building administration and leadership teams to ensure either the 360-Degrees of Family Engagement process or another process used to meet the Family and Community Engagement Plan guidelines **are supported** as part of the school improvement process for the ESEA Waiver.

# Year One Rollout

## September 2012

- Priority School Principals **identify** the family engagement designee who will serve on the school leadership team.
- SISs work with Priority Schools to ensure that a family engagement designee is determined and reports whether the Priority School will be using the 360 process/plan or will be submitting a similar family and community engagement plan that meets the GaDOE family engagement ESEA waiver guidelines.

All information should be submitted by  
**September 28, 2012 to Michelle Sandrock**

# Year One Rollout

## October 2012

- SISs meet with leadership of schools and **lay the groundwork** for the family and community engagement plan (activities, data collections, etc.)
- The SIP should include a separate family and community engagement plan component **embedded** within the SIP. Separate actions will be expected on at least **two measurable goals** of the SIP. The 360 Curriculum should be used as the resource to get information on the types of quality actions the schools may use.

# Year One Rollout

## October 2012

- The SIP goals containing the family and community engagement components (or the similar plan that meets the outlined guidelines, if not using the 360 Process) is **submitted** to Michelle Sandrock no later than Friday, **October 26, 2012** by the Priority School.





# Year One Rollout

## November 2012

- Priority Schools and SISs work on **implementation** and **monitoring**.
- State Team **reviews** submitted family and community engagement plans from Priority Schools and approves or provides feedback for resubmission to Priority Schools by **Friday, November 16, 2012**.

*If resubmission is necessary, Priority Schools will have two weeks from date feedback is received to resubmit with corrections.*



# Year One Rollout

May 2013

- Priority Schools submit GaDOE Family Engagement Data Sheet (with all available data) to Michelle Sandrock no later than **May 17, 2013**.

*Final data to be reported in August.*

- Priority Schools will begin identifying members for the **360 sub-committee** for SY 13 – 14. SISs will provide guidance as schools begin to develop teams.

# Year One Rollout

## June 2013

- 360-Degrees of Family Engagement Training will be delivered at the Summer Leadership Academy for all Priority Schools.



## July 2013

- Priority School and SISs work on developing 360-Degrees of Family Engagement Plans (or the similar plan that meets the outlined guidelines, if not using the 360 Process).





# Year One Rollout

## August 2013

- Priority Schools will submit **revised GaDOE Family Engagement Data Sheet** that now includes final test data to Michelle Sandrock no later than August 30, 2013.
- SISs work with Priority Schools to ensure that a family engagement designee is determined and reports by **August 30, 2013 to Michelle Sandrock** whether the Priority School will be using the 360 process/plan or will be submitting a similar family and community engagement plan that meets the GaDOE family engagement ESEA waiver guidelines.

# Key Points for 360 Rollout

- The Family and Community Engagement Plan is embedded in the SIP and can include **Title I parent involvement compliance activities** along with other family engagement activities that **build parent capacity**.
- The 360 Plan does not include everything the school is doing for family and community engagement - just activities that are **measurable, collaborative, and tied to a school improvement goal** (this year you only have to link to two measurable goals on your SIP).

# Key Points for 360 Rollout

- Plans must be **signed off** by the Priority School Principal before being submitted to the GaDOE in October.
- If using the 360 Process, **only the measurable goals that contain the family engagement component from the SIP** should be submitted.
- If not using the 360 process, the family and community engagement plan **must explain clearly (in a narrative for each guideline)** how it meets the ESEA Waiver guidelines for the family and community engagement plan as outlined on slides 3 - 8.

# Summarizing the Results

## Complete the GaDOE Family Engagement Data Template

- 1) 360 Plan Information
- 2) Data Summary
- 3) Process and Progress

**\*Data Template should be completed and submitted by all Priority Schools (with the exception of SIG 1003(G) and RT3) whether using the 360 Process/Plan or a similar community and family engagement plan that meets the ESEA Flexibility Waiver Guidelines.**





# GaDOE Family Engagement Data Template



## GaDOE Family Engagement Data Template

Year-End Report for Priority Schools, ESEA Flexibility Waiver, Turnaround Principle 7

<b>Priority School Name:</b>		<b>School Year Reporting:</b>	
<b>Contact Information</b>  (Please include name, email, and phone number.)	<b>School Principal:</b>		
	<b>Family Engagement School Leadership Team Designee:</b>		

# GaDOE Family Engagement Data Template

## Data Summary for Goal # 1

<b>SIP Measurable Goal:</b>	
<b>Outcome:</b>	<i>What was the outcome of the SIP measurable goal?</i>
<b>Activities</b>  <i>List the activities that were embedded as the family and community engagement component for the SIP Measurable Goal above.</i>	<i>For each activity, please list the school key and standard(s) that apply for family-school partnerships.</i>
<b>Evaluation of Activities</b>  <i>What were the expected outcomes for families in the activities listed above?</i>  <i>How did you measure their effectiveness?</i>	
<b>Artifacts &amp; Evidence of Activities</b>  <i>What evidence is there of the activities' effectiveness and/or ineffectiveness.</i>	Quantitative:           Qualitative:



# GaDOE Family Engagement Data Template

## Process and Progress

<p><b>Activity Successes and Challenges</b></p>	<p><i>What obstacles did your team experience in implementing your successful activities?</i></p> <p><i>How did you overcome these obstacles?</i></p> <p><i>What challenges did you have in the activities that were less successful?</i></p> <p><i>Why do you think you experienced these challenges and what will you do differently next school year?</i></p>
<p><b>Final Data Summary</b></p> <p><i>(To be completed after final testing data is received)</i></p>	<p><i>Were the SIP measurable goal outcomes that had a family engagement component met? If so, summarize which ones and describe the impact your family engagement activities mentioned on the previous pages had on reaching your overall SIP measurable goal outcomes tied to student achievement. To help, analyze your artifacts and evidence. Even though, the family engagement activities cannot be credited solely for the success, is there a correlation?</i></p> <p><i>If not, what factors do you think contributed to not meeting your outcomes?</i></p>

# Next Steps

- Talk with your SIS and review the 360 Curriculum to learn more about the 360 Process/Plan. Remember this year is a modified version of the process.
- Determine family engagement designee for the school leadership team and report by September 28, 2012 whether your school will be using the 360 Process/Plan or a similar one that meets the ESEA Waiver guidelines as outlined earlier.
- Work with the School Leadership Team and SISs to develop family and community engagement plan components in the SIP.





# Contact Information



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*"Making Education Work for All Georgians"*



Georgia Department of Early Care and Learning

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**Priority School?** You can also talk  
with your GaDOE School  
Improvement Specialist!



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

# Open for Questions

