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

Overview of the 360-Degrees of Family Engagement Curriculum

Jennie Couture
Statewide Inclusion Coordinator

Michelle Sandrock
Parent Engagement Program Manager

Patti Solomon
Family Engagement Specialist

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
Are You 360?

360-Degrees of Family Engagement is a PROCESS.

You may already be 360 and not even know it!
Today’s Agenda

- The What...
- The Who...
- The Why...
- The How...

of 360 – Degrees of 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?

Required for Priority Schools to Meet Turnaround Principle Seven

**Title I Parent Involvement Policy**

**360-Degrees of Family Engagement Plan**

**School or District Improvement Plan**

Executive Summary

In-Depth and Collaborative Plan of Work

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
- Title I Parent Involvement Coordinators
- Pre – K Director or Early Care & Education Designee
- Provides School Readiness and Support Services to Families
- Liaison between home & school who builds parent capacity to increase student achievement.

Dr. John D. Barge, State School Superintendent
“Making Education Work for All Georgians”
www.gadoe.org
How to Impact in 360-Degrees

Changing perceptions up, down, and all around

360 Team

Influencing school and district leadership

Creating teamwork within education

Working among parents and communities

You are in a position to lead, observe, and influence in every direction!
Do you drop family and community engagement when no one is looking?
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 of 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/kidcount.
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.

<table>
<thead>
<tr>
<th>Head Start Parent and Family Engagement Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. FAMILY WELL-BEING</td>
</tr>
<tr>
<td>Parents and families are safe, healthy, and have increased financial security.</td>
</tr>
<tr>
<td>2. POSITIVE PARENT-CHILD RELATIONSHIPS</td>
</tr>
<tr>
<td>Beginning with transitions to parenthood, parents and families develop warm relationships that nurture their child’s learning and development.</td>
</tr>
<tr>
<td>3. FAMILIES AS LIFELONG EDUCATORS</td>
</tr>
<tr>
<td>Parents and families observe, guide, promote, and participate in the everyday learning of their children at home, school, and in their communities.</td>
</tr>
<tr>
<td>4. FAMILIES AS LEARNERS</td>
</tr>
<tr>
<td>Parents and families advance their own learning interests through education, training and other experiences that support their parenting, careers, and life goals.</td>
</tr>
<tr>
<td>5. FAMILY ENGAGEMENT IN TRANSITIONS</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>6. FAMILY CONNECTIONS TO PEERS AND COMMUNITY</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>7. FAMILIES AS ADVOCATES AND LEADERS</td>
</tr>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>
PTA’s National Standards for Family-School Partnerships

Family – School Partnerships are what parents, schools, and communities can do together to support student success.
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.
A tool to assist educators in understanding where families are in the school engagement equation.
Crosswalk Scenarios          Small Group Exercise

ACHIEVEMENT

home

community

school
Ready! Set! Go!

Let’s review the key components used by family engagement professionals to develop a 360 Plan to impact student achievement.

Title 1
Pre-K
Special Ed
ESOL
What Are the Key Components of a 360-Degrees Plan?

- Goal
- Strategy
- Initiative
- Action Steps
- Outcome

Each Step Connects

Achievement
The measurable goal from your school or district improvement plan should be used as the goal for your 360-Degrees of Family Engagement Plan.

**Measureable Goal**

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.
A broad internal plan of action that will aid in achieving the measurable goal

| Strategy       | Activate the **National Standards for Family-School Partnerships** by *embedding* sustainable family, school, and community engagement activities in the school improvement process to increase student achievement. |

Dr. John D. Barge, State School Superintendent  
“Making Education Work for All Georgians”  
www.gadoe.org
Initiative

Action steps

A program, project, or process that assists in implementing a particular strategy

Initiative

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.
Your action steps will move the 360 Team along to carry out a designated initiative through **ACTIVITIES**.
### Activity
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.

#### Steps in Universal Activity

| a. | Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem. |
| b. | Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try. |
| c. | Math is promoted in signage throughout school and community. |
| d. | Speakers are invited to Skype into the school for five minute lessons on how they use math in business. |
| e. | Local businesses are asked to promote math on signage and kiosks. |

| 2 and 6 (Family – School Partnership Standards)  | Principal, Title I PIC, Math Teachers, Coaches, Music Teacher, Counselors, Parent Mentor, Parent leaders (if applicable), and Community Business leaders | A. School calendar of events, technology, monthly parent newsletters, expert knowledge to develop math problems | B. Math signage, Math in business speakers, businesses to promote math on signage and kiosks. | 9/12 to 5/13 | Ongoing | Ongoing | Ongoing | Ongoing |

Parents will learn new ways to use math with their student thru the activity.

80% of families will report through survey results, that they completed the math problem in the newsletter with their children each time a newsletter was sent home.

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.

75% of families will report that they saw the school's math materials in businesses across the community.

25 speakers will Skype into select middle school classes for five minute lessons throughout the school year.

50% of the parents whose children heard the Skype lesson will share that their children were able to teach the lesson to them.

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.

50 posters regarding math will be placed in businesses, community centers and libraries.

10 churches will put a school math update and math problem in their church bulletins at least three times in the year.
Targeting Students and Their Families

- Intensive
- Selective
- Universal

Activities
Vital behaviors are the smallest set of actions that will lead to the results you want. They are **must do** actions versus **should do** actions.

- ✔ Behaviors are actions, not results or qualities.
- ✔ If you cannot “do it”, it is not a behavior.
- ✔ Just because it is a behavior does not make it vital.
Family Goal Results

- **Qualitative Data** is a *process* rather than an *outcome*. It provides an in-depth description of virtually any information that can be captured that is not numerical in nature.

- **Quantitative Data** provides numerical information that is based on statistical methods such as experiments and questions.
Family Goal Results

- **Measures of Effort** refers to what activities were conducted and how they were implemented.

- **Measures of Effect** refer to the impact that resulted from families achieving identified family benchmarks.

Using a combination of measures of effort and measures of effect gives reliable information from numerical measurements that are backed up by detailed information around the process.
A measure that examines the effectiveness of a specific initiative as it relates to meeting measurable goals.
Where Do You Go From Here?

- Read the 360-Degrees of Family Engagement Curriculum at http://www.gadoe.org/School-Improvement/Federal-Programs/Pages/360-Degrees-Series.aspx
- Work with the School or District Leadership Team
- Think Outside the Box
Contact Information

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

Patti Solomon
Family Engagement Specialist
Division for Special Education
psolomon@doe.k12.ga.us
404-844-8774

Jennie Couture
Statewide Inclusion Coordinator
Bright from the Start
jennie.couture@decal.ga.gov
404-463-6561

Priority School? You can also talk with your GaDOE School Improvement Specialist!
Open for Questions