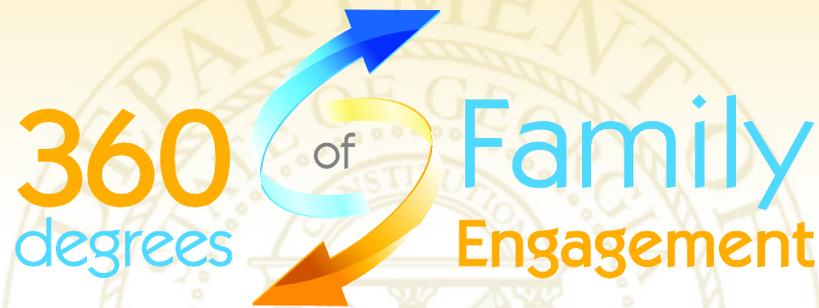


360 – Degrees of Family Engagement:

*Wrapping School Home and Community Engagement
Around Student Achievement Outcomes*



Overview of the 360-Degrees of Family Engagement Curriculum

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Coordinator

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Parent Engagement
Program Manager

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Family Engagement
Specialist

Are You 360?

360-Degrees of Family Engagement is a **PROCESS.**

You may already be 360 and not even know it!



Are You 360?

Probing Questions on Family Engagement in the School Improvement Process

PLEASE ANSWER YES OR NO BASED ON YOUR SCHOOL'S AND/OR DISTRICT'S FAMILY ENGAGEMENT WORK		
	YES/NO	
1.	Do you have a family engagement professional who is part of the school or district leadership team?	
2.	Do you have a family engagement team at the school or district level? If so, does your team include personnel from Title I, Special Education, Georgia's Pre-K and/or Head Start?	
3.	Do you have a research-based framework in place that explains how to acknowledge the needs of your school's or district's families and meet them where they are?	
4.	Do you have a family engagement annual plan that is embedded within the school's or district's improvement plan?	
5.	Do you base family engagement policy and plans on sound research and data?	
6.	Are student goals and family goals measured to track their impact on student achievement?	
7.	Do you have a family engagement strategy to guide your work?	
8.	Are families learning vital behaviors to become active participants in improving student learning?	
9.	Do you include both measures of effort and measures of effect when setting goal results for family engagement work?	
10.	Do you have data evidence to show that family engagement is making an impact in student achievement for all students in your school or district?	
Name:		
School/District:		
Date:		
Action Items to Discuss:		

Georgia Department of Education, Dr. John Barge, State School Superintendent
Bright From the Start, Mr. Bobby Cagle, Commissioner
June 12, 2012 • Page 1 of 1



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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

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

A black and white photograph showing two hands, one from the left and one from the right, holding two interlocking puzzle pieces. The puzzle pieces are dark with a light, abstract pattern. The hands are wearing dark suits with white cuffs. In the background, there is a faint, circular watermark that says 'DEPARTMENT OF EDUCATION' around a central emblem.

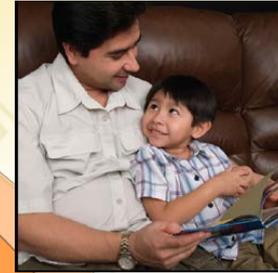
Title 1 About 1,000,000 students
Pre-K 84,000 students
Special Education 180,000 students

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



Title I Parent Involvement Coordinators

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

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 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/kidscount.

What Does the Research Say?

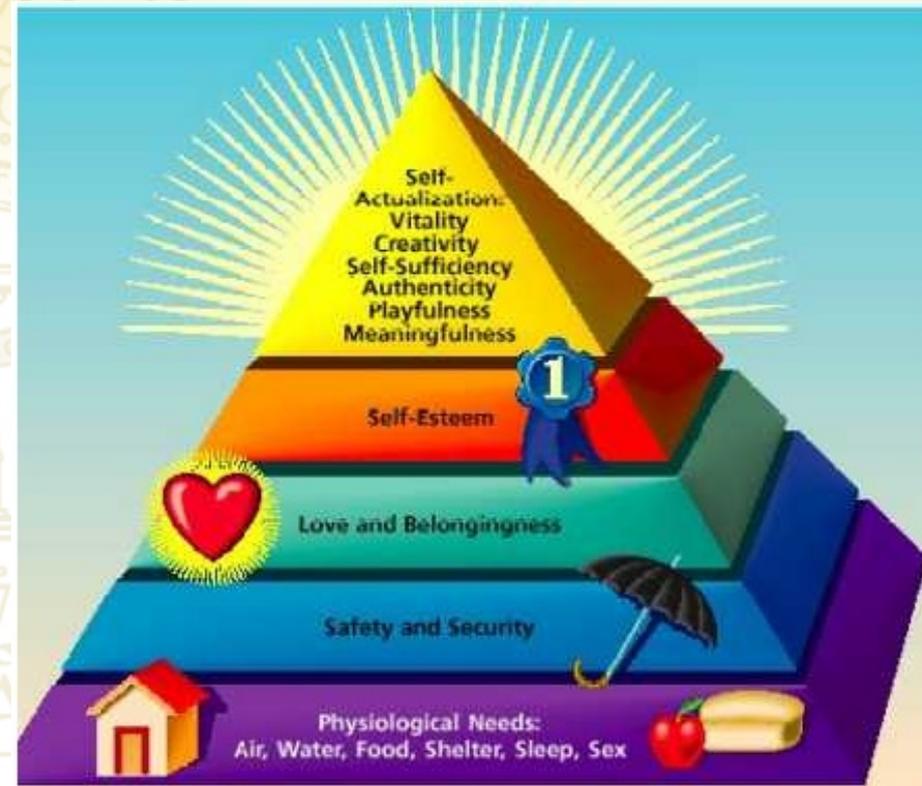
Students do better when a parent is engaged. Outside factors such as economics and ethnicity do not matter if the parent is engaged.

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

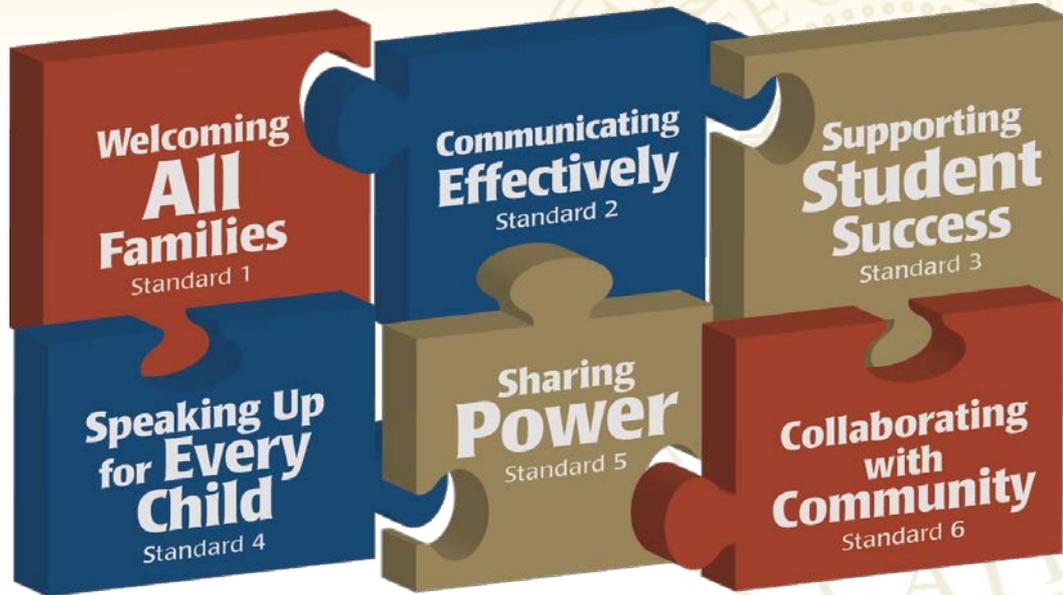
Guidance on what families need in order to be healthy, as well as ready to focus on school and community engagement.

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.



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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.

how early childhood programs help prevent child abuse and neglect

Excellent early care and education programs use common program strategies to build the protective factors known to reduce child abuse and neglect.

QUALITY EARLY CARE AND EDUCATION

Program strategies that:

- Facilitate friendships and mutual support
- Strengthen parenting
- Respond to family crises
- Link families to services and opportunities
- Facilitate children's social and emotional development
- Observe and respond to early warning signs of child abuse or neglect
- Value and support parents

PROTECTIVE FACTORS

Parental resilience

Social connections

Knowledge of parenting and child development

Concrete support in times of need

Social and emotional competence of children



360-Degrees of Family Engagement Crosswalk

How to use this CHART 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.		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.
Look at Each LEVEL	ABRAHAM MASLOW'S Hierarchy of Needs	<i>Examples of Psychological needs at each level.</i>	HEAD START Family and Community Engagement Framework	PTA National Standards for Family – School Partnerships	STRENGTHENING FAMILIES 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.

ACHIEVEMENT

community

home

school



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Ready! Set! Go!



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

What Are the Key Components of a 360-Degrees Plan?



Measurable Goal

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



Measurable 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.

Strategy

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

Initiatives



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

Initiative

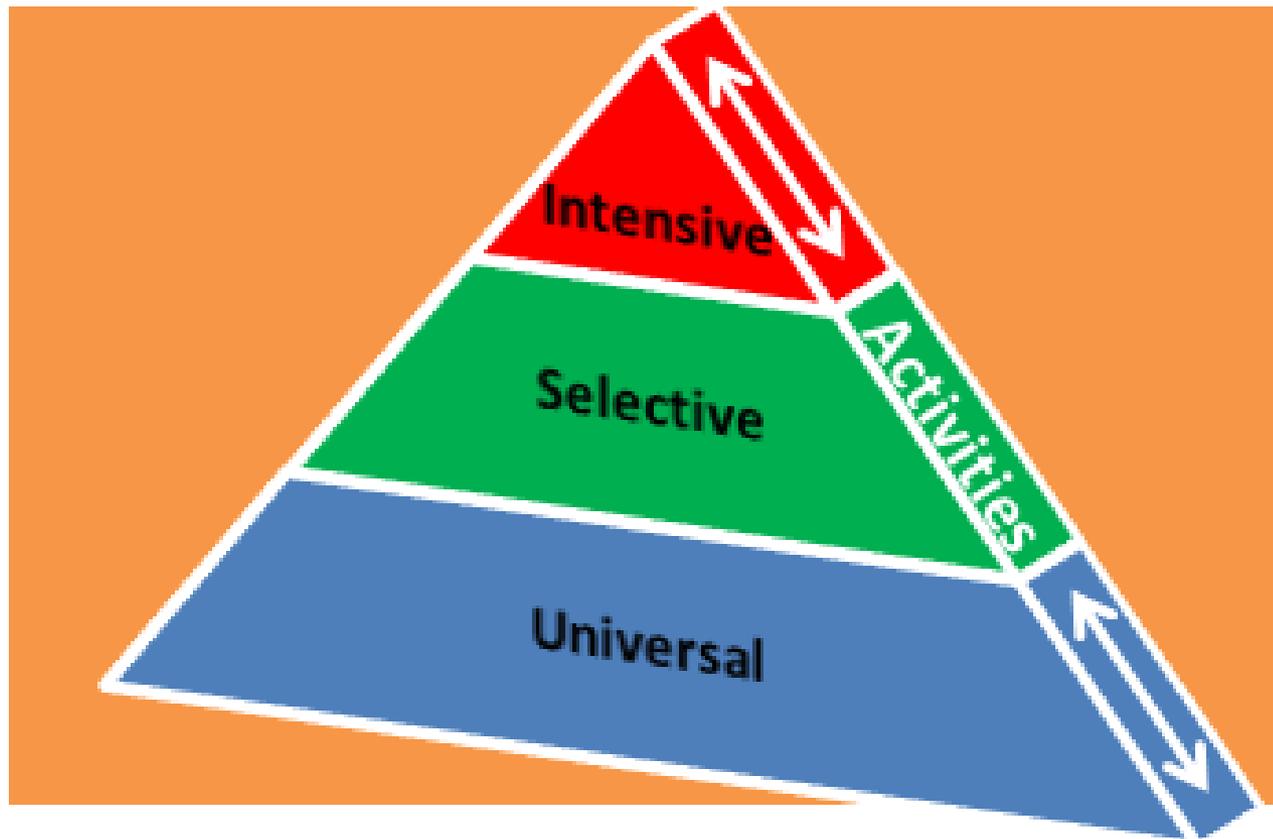
Facilitate the partnership between educators, families and the community to support students in reaching higher math results by increasing academic and social supports through increased opportunities for practice and remediation, as well as two way communication opportunities.

Action Steps

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

<p>Activity: <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>Steps in Universal Activity</p> <ol style="list-style-type: none"> Math problem is published in the monthly parent newsletter. Steps are given on how to solve the problem. Math problems are tied into other school activities such as sports and music nights with fun number problems for everyone to try. Math is promoted in signage throughout school and community. Speakers are invited to Skype into the school for five minute lessons on how they use math in business. 	<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"> Local businesses are asked to promote math on signage and kiosks. 				<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 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>

Targeting Students and Their Families



Vital Behaviors

Family Initiative Benchmarks

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.

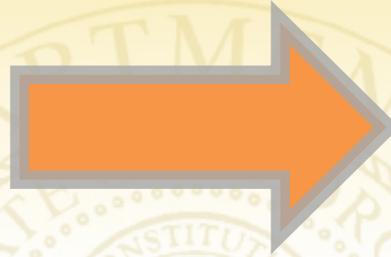
Outcome

A measure that examines the effectiveness of a specific initiative as it relates to meeting measurable goals



SUCCESS

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



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



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Open for Questions

