

*Planning Together to Improve Outcomes for All Students*

U.S. Department of Education  
Office of Elementary & Secondary Education (OISE)  
Office of Special Education and Rehabilitative Services (OSERS)  
Implementation and Support Unit (ISU)

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**Building Staff & Parent Capacity to Work Together to Improve Student Outcomes**

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Office of Elementary and Secondary Education  
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### Objectives

- Participants will:
  - Understand the Department’s commitment to support State, District and School inclusion of family and community engagement in efforts to improve student outcomes
  - Understand the Department’s Dual Capacity-Building Framework for Family-School Partnerships as one model for framing family-school-community partnerships to improve student outcomes
  - Share current SEA activities for including family and community engagement in efforts to improve student outcomes

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### The Power of Family & Community Engagement



- Everyone has a shared stake in the outcomes of future generations, and thus, supporting family and community engagement is a critical aspect of improving our nation's schools.
- The question is how can the federal government and state education agencies better support the work that is currently being done to incorporate family and community engagement into efforts to improve student outcomes?

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### Federal Programmatic Commitments



- Title I Part A, Section 1118
- Title III, Section 3302
- ESEA Flexibility, FAQs: A-16
- SIG
- McKinney Vento -Homeless Education
- Title I Part D- Neglected & Delinquent
- Individuals with Disabilities Education Improvement Act of 2004

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### Defining Engagement



- Shared responsibility in which schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways and in which families are committed to actively supporting their children's learning and development,
- Continuous across a child's life and entails enduring commitment but changing parent roles as children mature into young adulthood,
- Cuts across and reinforces learning in the multiple settings where children learn— at home, in pre-kindergarten programs, in school, in after school programs, in faith-based institutions, and in the community.

Harvard Family Research Project (2009):  
<http://www.hfrp.org/publications-resources/browse-our-publications/rediscovering-family-engagement-in-education>

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## Critical Shift: From Involvement to Engagement

### Theory of action -

•If SEAs support districts and schools:

- in engaging families and communities in the shared responsibility of setting goals for desired outcomes and then including them in strategizing to implement actions to achieve those results

•Then,

- Students will continue to earn better grades, enroll in higher-level programs, have higher graduation rates, and more likely to enroll in postsecondary education.
- Students will be supported in staying in school longer, and like school more.
- Families and school staff can continue to work together to bridge the gap between children from diverse cultural backgrounds and school cultures.

Henderson, A. T., Mapp, K., Johnson, V. R., & Davies, D. (2007). *Beyond the bake sale: The essential guide to family-school partnerships*. New York: The New Press.

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## Dual Capacity-Building Framework for Family-School Partnerships

- The Dual Capacity-Building framework provides one model that states, districts and schools can use to guide their efforts for tapping into the rich resources that engaged families and communities can bring to improving student outcomes.




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## The Challenge




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### Opportunity Conditions



<b>OPPORTUNITY CONDITIONS</b>	<b>Process Conditions</b> <ul style="list-style-type: none"> <li>• Linked to learning</li> <li>• Relational</li> <li>• Development vs. service orientation</li> <li>• Collaborative</li> <li>• Interactive</li> </ul>	<b>Organizational Conditions</b> <ul style="list-style-type: none"> <li>• Systemic: across the organization</li> <li>• Integrated: embedded in all programs</li> <li>• Sustained: with resources and infrastructure</li> </ul>
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### Policy and Program Goals



<b>POLICY AND PROGRAM GOALS</b>	To build and enhance the capacity of staff/families in the "4 C" areas: <ul style="list-style-type: none"> <li>• Capabilities (skills and knowledge)</li> <li>• Connections (networks)</li> <li>• Cognition (beliefs, values)</li> <li>• Confidence (self-efficacy)</li> </ul>
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### Family and Staff Capacity Outcomes



<b>FAMILY AND STAFF CAPACITY OUTCOMES</b>	<b>School and Program Staff who can</b> <ul style="list-style-type: none"> <li>• Honor and recognize families' funds of knowledge</li> <li>• Connect family engagement to student learning</li> <li>• Create welcoming, inviting cultures</li> </ul>	<b>Families who can negotiate multiple roles</b> <ul style="list-style-type: none"> <li>• Supporters</li> <li>• Encouragers</li> <li>• Monitors</li> <li>• Advocates</li> <li>• Decision Makers</li> <li>• Collaborators</li> </ul>
		

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### Opportunity Conditions - Process



- **Linked to Learning**

- Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.
- Families and school staff are more interested in and motivated to participate in events and programs that are focused on enhancing their ability to work as partners to support student outcomes.

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### Opportunity Conditions - Process



- **Relational**

- A major focus of the initiative is on building respectful and trusting relationships between home and school.
- The relationship between home and school serves as the foundation for shared learning and responsibility and also acts as an incentive and motivating agent for the continual participation of families and staff.

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### Opportunity Conditions - Organizational



- **Systemic**

- Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround.
- Family-school partnerships are seen as essential supports to school and district improvement and are elevated to a high priority across state, district, and school improvement plans.

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Sharing/Planning for Building Family-School Partnerships

1) What does your state have in place to address family engagement to improve student outcomes? (infrastructure)	2) What data drove you to implement this program or activity? (data)	3) What data does this program or activity yield to help you know that you have reached your goals? (results)	4) How can the federal government assist in supporting your family engagement efforts?

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Questions?



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