



School, Family, and Community Partnerships

Developing Effective Programs of Family Engagement for Student Success in School

Maryland Family Engagement Summit
Maritime Institute Conference Center
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Why engage families and the community in children's education?

Research confirms:

1. Students with involved parents – regardless of their income or background – are more likely to do better in school.

This SOCIAL FACT identifies **two unacceptable inequalities:**

- Some parents are engaged in their children's education and other parents are not.
- Some students benefit from parental engagement and other students do not.

Research confirms:

2. Partnership **programs** can increase student achievement, improve attendance and behavior, and promote positive social skills.
3. When partnership practices are **linked to school goals (e.g., reading, math)**, more and different families become involved in ways that directly assist students' learning and development.

These findings identify a path to greater **EQUALITY** of family engagement and results for students.

**There are clear choices about family engagement.
Which will you choose?**

<p>Do nothing.</p> <p>Hope for engagement. Call for magic!</p> <p>Teachers work alone to increase student learning.</p> <p>Increase inequality.</p>	<p>Do something.</p> <p>Plan for engagement. Organize effective programs and practices.</p> <p>Teachers, parents, and the community work together to increase student learning.</p> <p>Increase equality.</p>
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Maryland Framework for Family Engagement

- Recognizes the **shared responsibilities** of home, school, and community for student learning and development.
- Focuses on 7 goals for family engagement and student success. These goals require activating the **Framework of Six Types of Involvement**
- Asks educators to put theory into practice.

Let's discuss HOW to do that.

Everyone wants EXCELLENT and SUCCESSFUL SCHOOLS and STUDENTS.

How will we reach these goals?

DEFINITION

<u>THEN</u>	<u>NOW</u>
Parent involvement	School, family, and community partnerships
	Includes: Involvement, Engagement, Shared Responsibility, and other terms.

RESPONSIBILITY

<u>THEN</u>	<u>NOW</u>
Up to parents	Part of school and classroom organization
Organized by one person or just a few	Organized by Action Team for Partnerships
Mainly preschool	All grade levels

Action Team for Partnerships (ATP)

- ✓ **2-3 teachers**
- ✓ **2-3 parents/family members**
- ✓ **Principal**
- ✓ **Others (PTA or PTO representative, nurse, counselor, parent liaison, community partners)**
- ✓ **1-2 students at the high school level**



Brooklyn City Schools-Preschool, 2017
UPK- Cleveland, OH

What does an Action Team for Partnerships do?

ATP MEMBERS work together to . . .

- **Review school goals.** Select **2** academic goals; **1** behavioral goal; and **1** goal for a welcoming school climate.
- **Write a One-Year Action Plan for Partnerships** with engagement activities that contribute to the selected goals for student learning and development.
- **Implement** and **evaluate** the quality of the activities, outreach to families, responses, and results.
- **Continually improve** partnership plans, programs, and practices.



Castio Elementary Schools, 2017
St. Charles, MO

**Use the
Framework of
Six Types of
Involvement**

Keys to School, Family, and Community Partnerships
EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT

 Type 1	PARENTING Understand child development. Educators know families.
 Type 2	COMMUNICATING TWO-WAY connections about school programs and children's progress.
 Type 3	VOLUNTEERING At school, in class, at home, and as audiences.
 Type 4	LEARNING AT HOME Connections on homework, course choices, other talents.
 Type 5	DECISION MAKING All major groups represented on school committees.
 Type 6	COLLABORATING WITH COMMUNITY Resources and activities from many groups, agencies. FROM the community and FOR the community.

**Solve
Challenges to
Involve ALL
Families**

CHALLENGES	
<u>THEN</u>	<u>NOW</u>
“Barriers”	“Realities”
Diverse family structures, racial, economic, cultural, & linguistic backgrounds	Solutions sought Solutions found Solutions shared
	All About EQUITY
Deficit model and treatment programs	Strengths model and prevention programs

IMPLEMENTATION	
<u>THEN</u>	<u>NOW</u>
School-by-school decisions	Multi-level leaders: Schools, Districts, States, and Organizations
	Implement official policies on family engagement
	“Nested” leadership

**Reach
Results**

A Welcoming School
↓
Parents as Partners
↓
Results for Students



Vista Elementary Schools, 2017
Kennewick, WA

**Write an Annual
Action Plan
for Partnerships**

**Linked to Goals
for Student Success**

Academic Achievement
Attendance, Health
Attitudes, Good Behavior
Postsecondary Education
Welcoming School Climate

**Partnership Schools
Engage Families
with PRE-K Students**

Community Connections
Summer and school year reading and literacy activities with the public library

Reading and Math Readiness and Volunteers
Buddy system with high school students for tutoring young children guided by teacher on readiness skills

Transition to Kindergarten
Kindergarten "Boot Camp" 2-weeks of readiness activities before school starts

Engaging Dads & father figures with students.
Plant a garden. Visit classrooms for music, reading, math activities.

EXAMPLE from the field

The Music Settlement
Cleveland, OH

Art in Bloom



Local artists came to the preschool to introduce children to different art techniques—painting, sculpture, mosaics. At the end of the school year, each student selected one piece of their art for display at **Art in Bloom**.

Volunteers set up the art gallery in a classroom. Over 400 parents, students, teachers, and community members attended.

A “canvas auction” generated funds for the school.

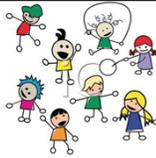
Parents saw how students strengthen thinking skills, motor skills, and literacy skills through art

In NNPS book of Promising Partnership Practices

EXAMPLE from the field

Louis Stokes Head Start
Cleveland, OH

Family Game Night



Parents and children moved from game to game to see how “play” links to learning standards in preschool.

- Bowling** → **Large motor skills, math**
- Dominos** → **Math**
- Bean Bag Toss** → **Spatial awareness**
- Musical Chairs** → **Listening skills**
- Animal Charades** → **Creative cognitive skills**
- ABC Bingo** → **Learning letters**
- Legos** → **Small motor skills, creativity**

Families gained ideas on how to play these and other games at home to strengthen thinking skills and readiness for kindergarten.

In NNPS book of Promising Partnership Practices

EXAMPLE from the field

Keewaydin Discovery Center
Kennewick, WA

Milestone Checklist for IEPs



At this preschool for students with different abilities, teachers redesigned the IEP process by clarifying the sequence of cognitive, social, motor, and communication skills, from birth to 5 years old.

The checklist—in English and Spanish—met parents’ requests to be active partners in observing and reporting their child’s progress.

Teachers provided e-mail and phone numbers for parents to report when their child mastered a specific skill. Then, students could move on to the next skill without delay.

In NNPS book of Promising Partnership Practices

Evaluate Results

EVALUATION

<u>THEN</u>	<u>NOW</u>
Minimal or Optional	Essential
For "compliance"	Evaluate quality, results, and progress of programs and practices
Focus on parents	Focus on student achievement and success in school

NETWORKING

<u>THEN</u>	<u>NOW</u>
Success stories shared locally, if at all	Success stories shared nationally and internationally to benefit all
	"Networking" to improve programs

EQUITY ISSUES	
<u>THEN</u>	<u>NOW</u>
Labels for HAVE and HAVE NOTs ,	ACTION to involve all families
“Blame game” Finger-pointing	Communicate in languages parents understand

BUDGETS for PARTNERSHIPS	
<u>THEN</u>	<u>NOW</u>
\$\$ Not well allocated	\$\$ For goal-linked activities in schools’ annual plans to engage all families
Fragmented spending	Capacity building and program development

SUMMARY

In this session we discussed many changes from the “old way” to a “new way” of organizing more effective programs of family and community engagement.

Definition
All Grade Levels
ACTION TEAM
Framework- 6 Types
ANNUAL ACTION PLAN
LINK to SCHOOL GOALS
PRINCIPAL LEADERSHIP
EQUITY—
Engage ALL Families
Budgeting
RESULTS
for STUDENTS
Networking
EVALUATION
DISTRICT LEADERSHIP

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PAIR-SHARE ACTIVITY
Tell your “elbow” partner:
WHICH **CHANGE** from **THEN** to **NOW**
is **most important** for improving
YOUR program of
family and community engagement?
... and **WHY?**

LET'S REVIEW

Which research-based components are needed to enable every **SCHOOL** to enact the Maryland Framework of Family Engagement?

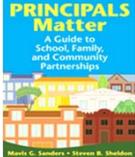
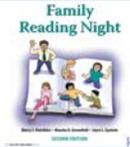
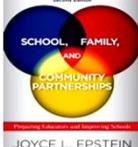
- Establish an **Action Team for Partnerships (ATP)**.
- Write an **Action Plan for Partnerships** each year linked to **school improvement goals**.
- Use the **Framework of Six Types of Involvement** so that parents become involved in varied ways.
- Allocate a **budget** for planned activities.
- Allocate **time for monthly meetings** of the ATP.
- **Evaluate and improve** the partnership program each year.

District leaders for partnerships guide schools in this work.

A network can help! Help is available from NNPS at Johns Hopkins University

- Research-based tools, training, publications, and on-going studies.
- On-going technical assistance from NNPS Facilitators by phone, e-mail, monthly e-briefs, website, newsletters.
- **Coordinated planning and evaluation tools to meet ESSA and Title I requirements for family involvement.**
- **Networking opportunities** to share best practices with hundreds of schools, districts, states, and organizations across the country.

NNPS PUBLICATIONS

<p>From Corwin Press 3rd Edition 2009</p> 	<p>From Corwin Press 2009</p> 	<p>From Eye on Education 2012</p> 
<p>From Eye on Education 2nd Edition, 2015</p> 	<p>TEXT, SECOND EDITION Westview Press-2011</p> 	

MORE NNPS PUBLICATIONS

<p>FROM NNPS 2017</p> 	<p>FROM NNPS (18 Summaries)</p>  <p>SAMPLERS Summary of Research & Sample Engagement Activities</p> <p>READING, MATH SCIENCE, WRITING ARTS, HEALTH, ATTENDANCE, BEHAVIOR, HOMEWORK, TRANSITIONS, FATHERS COLLEGE and CAREERS, PRESCHOOLS, MIDDLE SCHOOLS, HIGH SCHOOLS GRANDPARENTS, SUMMER LEARNING, TESTS & ASSESSMENTS</p>	<p>FROM NNPS TIPS</p>  <p>Interactive Homework Elem Literacy K-3 Math K-5 Middle Grades Language Arts 6-8 Science 6-8 Math 6-8</p> <p>See TIPS RESOURCES on the NNPS website</p>
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Q & A?

What questions do you have about . . .

- . . . **using research-based approaches** to strengthen programs of school, family, and community partnerships?
- . . . **Other questions?**



**For more information
and to join NNPS visit**

www.partnershipschools.org

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