

Promoting Family School Partnerships

The Dual Capacity-Building Framework



The Research



Why Family Engagement in Transition?

Family engagement and student outcomes

- Earn higher grades and test scores
- Enroll in higher-level programs/classes
- Be promoted and earn credits
- Adapt well to school and attend regularly
- Have better social skills and behavior
- Graduate and go on to higher education

Research Based Definition



Three components of effective, sustained, and systemic family and community engagement:

- Shared
- Continuous
- Multiple settings

1) Family engagement is ***a shared responsibility***

- Schools and other community agencies and organizations are committed to reaching out to engage families in meaningful ways
- Families are committed to actively supporting their children's learning and development

2) Family engagement is ***continuous across a child's life***

- from birth to high school and beyond
- entails enduring commitment but changing roles as children mature into young adulthood

3) Family engagement ***cuts across and reinforces learning in the multiple settings where children learn***

- at home
- at school
- after school/extra curricula programs
- in the community

Reflection and Discussion



What is your school doing to engage families and promote family/school partnerships during the transition process??



Family Roles

Supporters of their children's learning and development

Encouragers of an achievement identity, a positive self image, and a "can do" spirit in their children

Monitors of their children's time, behavior, boundaries & resources

Models of lifelong learning and enthusiasm for education

Advocates/Activists for improved learning opportunities for their children and at their schools

Decision-makers/choosers of educational options for their children, the school, and community

Collaborators with school staff and members of the community on issues of school improvement and reform

Dual Capacity Building Framework for Family School Partnerships



The Dual Capacity
Building
Framework
should be seen
as a compass



The Challenge:

Ineffective Family-School Partnerships and Family Engagement During the Transition Process



- Lack of opportunities for School/Program Staff to build capacity for partnerships around transition
- Lack of opportunities for families to build the capacity for partnerships

Effective Partnerships Don't Just Happen

Knowledge/Skills

History

Personalities

Jargon

Feelings



Dual Capacity Building Framework for Family School Partnerships



Develop adult capacity in activities that provide Process and Organizational Conditions so participants come away with a learning experience *and* the ability and desire to apply what they have learned

Opportunity Conditions



Opportunities must be tailored based on need.

- Process Conditions
- Organizational Conditions

Process Conditions



Series of actions, operations, and procedures that are part of any activity or initiative

- Linked to Learning
- Relational
- Developmental
- Collective/ Collaborative
- Interactive

Process Conditions



Linked to Learning

- Aligned with school and district achievement goals,
- Connect families to the teaching and learning goals for the students

Process Conditions



Relational

Building respectful and trusting relationships between home and school

Process Conditions



Developmental

Start where families and school personnel are (and they may be at different places)

Process Conditions



Collective/ Collaborative

Learning is conducted in group versus individual settings and is focused on building networks and learning communities

Process Conditions



Interactive

- Participants are given opportunities to test out and apply new skills.
- Skill mastery requires coaching and practice

Organizational Conditions



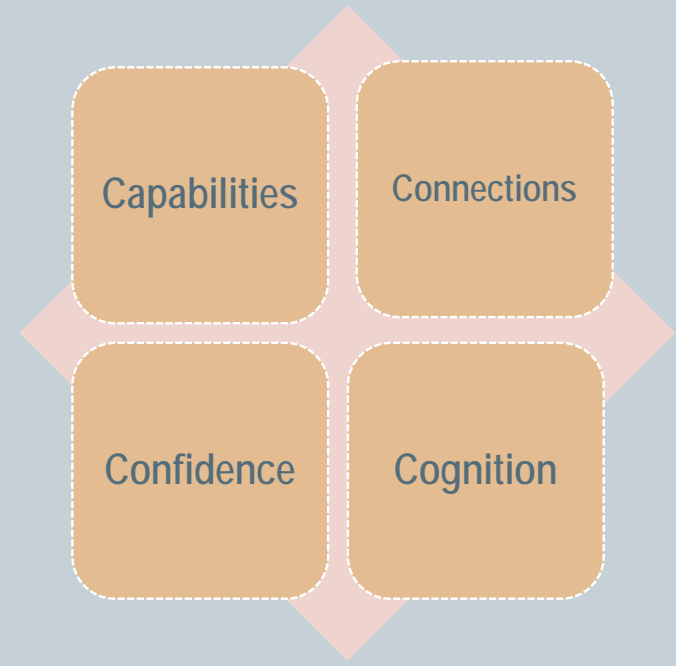
Conditions necessary to successfully implement and sustain family engagement identifies the following:

- Systemic
- Integrated
- Sustained

Policy and Program Goals (4 C's)



- **Capabilities:** Human Capital, Skills and Knowledge
- **Connections:** Important Relationships and Networks - Social Capital
- **Confidence:** Individual Level of Self-Efficacy
- **Cognition:** a person's assumptions, beliefs, and worldview



Partnership Outcomes



With the 4'Cs, staff can:

- Honor and recognize families' existing knowledge, skill, and forms of engagement
- Create and sustain school and district cultures that welcome, invite, and promote family engagement
- Develop family engagement initiatives and connect them to student learning and development

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How to use the 4 C's



- Develop outcomes for families and staff
- Develop metrics that measure capacity growth among family and staff

Activity: Using the Framework



1. Think of a school – list all of the strategies and activities for school staff and families related to strengthening family/school partnerships in the transition process.
2. Choose your top 3 and use the compass of the Dual-Capacity Framework to evaluate their effectiveness for building capacity:
 - ❖ Is it? How?
 - ❖ If not, how can we make it?

Dual Capacity Building Framework

- *Linked to Learning*
- *Relational*
- *Developmental*
- *Collaborative*
- *Interactive*



Leadership is the Driver



- Committed leadership
- High quality faculty
- Family and community engagement
- Student centered learning
- Effective instructional guidance

In order for family-school partnerships to succeed, the adults responsible for children's education must learn and grow, just as they support learning and growth among students.

Thank you

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