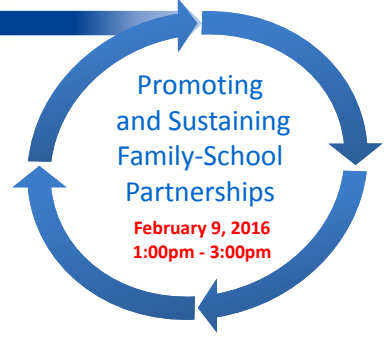


**NEXT STEPS**  
NEW HAMPSHIRE

**Sustainability Training Series 2016**



Promoting  
and Sustaining  
Family-School  
Partnerships

February 9, 2016  
1:00pm - 3:00pm

**From Piloting to Sustaining Practices**

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**Making the Most of a GTM**

- Muting & unmuting
- Using chat function
- Group activities
- Participation via Go To Meeting



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**Agenda**

- Review of NSNH Essentials
- Critical Components of Family Engagement
- Family Roles
- The Dual Capacity-Building Framework
- Resources to Build Family Engagement

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## Learning Objectives

- Identify differing family roles of involvement and how that impacts transition
- Understand the Dual Capacity-Building Framework and its implications for developing and sustaining family-school partnerships in transition
- Identify next steps for continued development and sustainability of family-school partnerships moving forward

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## Materials

- Presentation Handout
- Mapping Activity Sheet
- Dual Capacity-Building Framework Graphic
- Dual Capacity-Building Worksheet
- Pre/Post Assessment and Evaluation
- Action Plan
- Additional Resources
- NSNH/PIC Brochure

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## NSNH Essentials



Next Steps NH offers training and coaching on embedding evidence-informed **transition practices** in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.



Training introduces and illustrates the practice.

Coaching supports putting the training to use.

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## NSNH Essentials



**Transition practices** include:

- Enhanced transition planning, activities & opportunities, including RENEW
- Best practice Extended Learning Opportunities (ELOs)
- High level family-school engagement

Evidence shows that embedding new practices requires multi-stage implementation.

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## NSNH Essentials



Implementing practices with fidelity is a primary focus. The use of planning tools ensures fidelity.

Not in Place	Partially in Place	In Place	Critical Component of Practice
	X		<b>Families and school staff</b> engage in regular, two-way meaningful communication throughout the transition process.

When implemented with fidelity these practices will increase the graduation rates of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.

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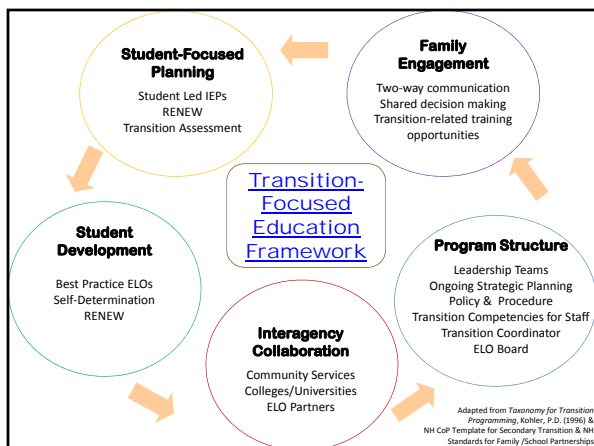
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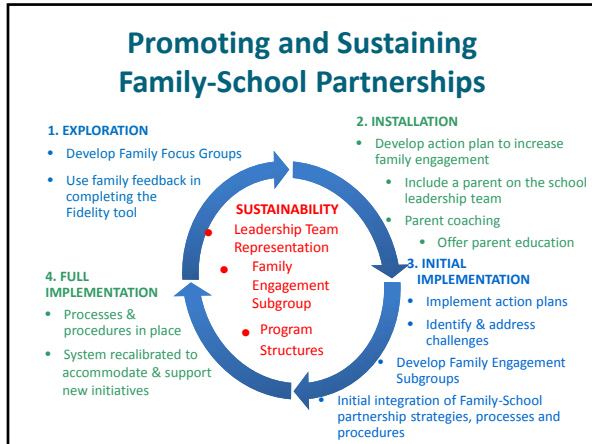
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- ### Critical Components to Family Engagement in Transition
- Respect Diversity
  - Communication Processes
  - Shared Decision-Making
  - Transition Law
  - Connecting to Resources
  - Family Transition Training

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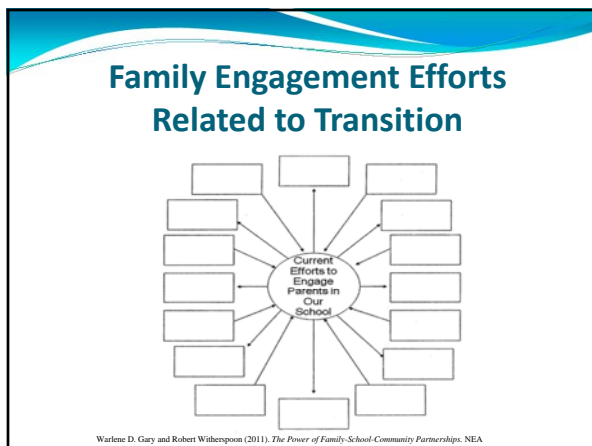
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### Activity Debrief

- What activities strategies did you identify?
- How are they related to preparing or engaging families with transition?

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### The Definition of Family Engagement

Family Engagement is any way that a child's adult caretaker (biological parents, foster parents, siblings, grand parents, etc.) effectively supports learning and healthy development

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### Differing 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 and 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

Mapp, Kears L., and Kuttner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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## Activity Debrief

- Can you identify what which parent roles might be missing?
- Can you think about other ways to engage parents (venues, media, processes)?

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WHY CAN IT BE SO DIFFICULT TO CULTIVATE AND SUSTAIN EFFECTIVE FAMILY SCHOOL PARTNERSHIPS?

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What do we mean by capacity?

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**Capabilities: Skills & Knowledge**

<p><b>Families</b></p> <ul style="list-style-type: none"> <li>• Need to know about student learning</li> <li>• Need to understand the inner workings of school as a system</li> <li>• Need advocacy and educational support</li> </ul>	<p><b>School &amp; District</b></p> <ul style="list-style-type: none"> <li>• Need knowledge about the community</li> <li>• Need knowledge about cultural competency</li> <li>• Need to building trusting relationships</li> </ul>
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Mapp, Karen L., and Kuttner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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## Connections: Relationships

- Family - Teacher
- Parent - Parent
- Teacher - Teacher



Mapp, Karen L., and Kattner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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## Confidence

- Personal beliefs about ability
- Knowing one's own strengths
- Recognition of one's own accomplishments
- Developing relationships across cultural lines



Mapp, Karen L., and Kattner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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## Cognition: Beliefs & Worldview

<b>School &amp; District</b>	<b>Families</b>
<ul style="list-style-type: none"><li>• Commitment to working as partners</li><li>• Belief that partnerships improve student learning</li></ul>	<ul style="list-style-type: none"><li>• View themselves as partners with the school</li><li>• Understanding of multiple roles families play</li></ul>



Mapp, Karen L., and Kattner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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### The Challenge:

**THE CHALLENGE**

Lack of opportunities for School/ Program Staff to build the capacity for partnerships

**Ineffective Family-School Partnerships**

Lack of opportunities for Families to build the capacity for partnerships

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### Process Conditions

- Relational
- Developmental
- Linked to learning
- Collaborative
- Interactive

Mapp, Karen L., and Kottner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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### The Family Engagement Shift

FROM		TO
Focus on Programs	➔	Focus on Relationship
Deficit-based and adversarial	➔	Strengths-based & collaborative
Random Acts	➔	Systemic
Individual	➔	Collaborative/shared responsibility
Compliance driven	➔	Learning and outcomes drives
Service	➔	Developmental
One-time project	➔	Sustained

Mapp, Karen L.,

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## Dual Capacity-Building Worksheet

**Dual-Capacity Building Framework for Family-School Partnerships Worksheet**

Using the school's activity map listing all of the strategies and activities to engage families in high school/transition, choose two, three and use the process conditions of the Dual Capacity Framework to evaluate their effectiveness for building capacity

- Is it? How?
- If not, how can you make it?

**Process Conditions**

Linked to Learning

Relational

Developmental

Collaborative

Interactive

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## Activity Debrief

- What activity did you choose?
- What process conditions were have been missing or could be enhanced?
- Were you able to identify ways to incorporate other process conditions? If so, what were some of your ideas?

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## Organizational Conditions aka Program Structures

- Systemic
- Integrated
- Sustained

Mapp, Karen L., and Kuttner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL.

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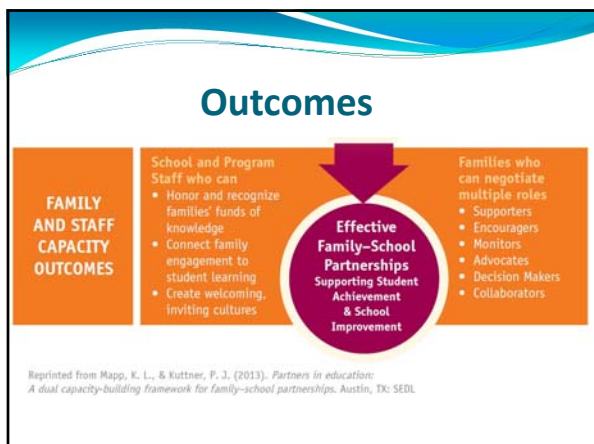
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## Family Engagement Resources

**Professional Development**

- Planning for Life after High School
- Planning for a Successful Transition
- Learning Outside the Classroom
- Asking the Right Question
- Communication Workshops

Ongoing support through NH Connections

**Materials**

- High School is a Big Thing Flyer
- Life after High School Transition Toolkit
- Think Different (ELO Brochure)

Three part youth series on self-determination, self-advocacy and understanding the IEP

Family Engagement in Transition Focused Education Resources

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## NextSteps-NH.org

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## Thank You!

The contents of this presentation were developed under a grant from the US Department of Education, H323A120003. However, those contents do not necessarily represent the policy of the US Department of Education, and you should not assume endorsement by the Federal Government. Project Officer, Corinne Weidenthal.

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