Promoting Family-School Partnerships

FEBRUARY 15, 2018
8-10 AM
Learning Objectives

- Understand the roles that parents play in transition.
- Recognize the continued challenges in engaging families in transition.
- Become familiar with the Dual Capacity Building Framework.
- Learn about Next Steps NH tools for family engagement.
- Identify how can you keep the door open to sustain family-school partnerships.
Materials

- Presentation Handouts
- Mapping Exercise
- Critical Components
- Family Roles
- Dual Capacity-Building Framework Graphic
- Dual Capacity Building Worksheet
- Team Action Plan
- Additional Resources
Next Steps NH

The goal of NH SPDG is to increase the number of students with disabilities and/or at risk of dropping out of school that are college and career ready in NH through the implementation of evidenced based transition practices.

- Participatory Adult Learning Strategies (PALS)
- Taxonomy for Transition Programming
- NH Standards for Family Engagement
- Implementation Science
- Dual Capacity-Building Framework
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.
https://nextsteps-nh.org/
Participatory Adult Learning Strategy
Transition-Focused Education Framework

Student-Focused Planning
- Student Led IEPs
- RENEW
- Transition Assessment

Family Engagement
- Two-way communication
- Shared decision making
- Transition-related training opportunities

Program Structure
- Leadership Teams
- Ongoing Strategic Planning
- Policy and Procedure
- Transition Competencies for Staff
- Transition Coordinator
- ELO Board

Student Development
- Best Practice ELOs
- Self-Determination
- RENEW

Interagency Collaboration
- Community Services
- Colleges/Universities
- ELO Partners

Critical Components to Family Engagement

- Respect Diversity
- Two-way Communication
- Shared Decision-Making
- Understanding Transition Law
- Connecting to Resources
- Family Transition Related Training Opportunities
Implementation Science
Putting the Pieces Together

1. EXPLORATION
   • Mapping current practices
   • Assessing needs
   • Identifying possible programs and practices to meet those needs

4. FULL IMPLEMENTATION
   • Processes & procedures in place
   • System recalibrated to accommodate & support new initiatives

SUSTAINABILITY
- Program Structures
- Resources
- Ongoing Training & Coaching
- Procedures
- Oversight

2. INSTALLATION
   • Establish team
   • Develop action plan
     - Set up infrastructure support
     - Introductory trainings

3. INITIAL IMPLEMENTATION
   • Implement action plans
   • Initial integration of partnership strategies, processes and procedures
     - Identify & address challenges
     - Get started and get better

Dean Fixen et al & SWIFT
ACTIVITY I

Map Your School or District’s Family Engagement Efforts Related to Transition

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.
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

Figure 2: The Dual Capacity-Building Framework for Family–School Partnerships

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

OPPORTUNITY CONDITIONS
Process Conditions
- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

Organizational Conditions
- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

POLICY AND PROGRAM GOALS
To build and enhance the capacity of staff/families in the “4 C” areas:
- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)

FAMILY AND STAFF CAPACITY OUTCOMES
School and Program Staff who can
- Honor and recognize families’ funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

Effective Family–School Partnerships
Supporting Student Achievement & School Improvement

Families who can negotiate multiple roles
- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators
What do we mean by Capacity?
The Four Cs

- **Capabilities**: Skills and knowledge
- **Connections**: Relationship building
- **Confidence**: Knowing one’s own strengths, accomplishments
- **Cognition**: Beliefs and world view
Capabilities: Skills & Knowledge

FAMILIES

Need to know about student learning

Need to understand the inner workings of school as a system

Need advocacy and educational support

SCHOOL & DISTRICT

Need knowledge about the community

Need knowledge about cultural competency

Need to building trusting relationships

Connections: Relationships

Family – Teacher
Parent – Parent
Teacher - Teacher

Capabilities  Connections  Confidence  Cognition

Confidence

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

Cognition: Beliefs & Worldview

FAMILIES
View themselves as partners with the school
Understanding of multiple roles families play

SCHOOL & DISTRICT
Commitment to working as partners
Belief that partnerships improve student learning

Capabilities  Connections  Confidence  Cognition

Activity II

Where are you now?

Make a list that highlights existing capabilities for staff relating to planning for LAHS. What do parents know? What’s missing?

Who is your school staff connected to when it comes to planning for LAHS? Who are parents connected to? Do you know each other’s connections? How do you enhance connections re necessary for planning for LAHS?

Rate where you stand in your confidence as it pertains to engaging families about planning for LAHS. Where do the parents fall? How do we help to increase overall confidence?

How do your values and beliefs inform your work? How does it impact parents ability to work with you?
Activity Debrief

Where are you now?

Did you find that you had capacity in some areas and not others?

What did you learn?

How might it impact planning for future strategies?
Process Conditions

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

Organizational Conditions

- Systemic
- Integrated
- Sustained
**ACTIVITY III**

Choose an activity and align it with the Dual Capacity-Building Worksheet.

<table>
<thead>
<tr>
<th>Process Conditions</th>
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<tbody>
<tr>
<td>Linked to Learning</td>
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<tr>
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<tr>
<td>Interactive</td>
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</table>
NSNH Resources and Strategies
I better understand my role in my child’s transition process

Working together toward common goals has really reduced the “us versus them” feeling. I can see we all have frustrations.

Just by being part of the Leadership Team, I feel more a part of the IEP Team. I know the players outside of the IEP process, we have a different kind of mutual respect

I am more confident in my ability to advocate for my student’s transition needs.
Engaging Families and Promoting High Expectations
Promoting High Expectations for Post-School Success

- Engage Parents
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
- Interact Respectfully
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
- Interact Respectfully
- Begin Planning Early
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
- Interact Respectfully
- Begin Planning Early
- Partner with Families
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
- Interact Respectfully
- Begin Planning Early
- Partner with Families
- Empower Families
Promoting High Expectations for Post-School Success

- Engage Parents
- Explore Role Models
- Interact Respectfully
- Begin Planning Early
- Partner with Families
- Empower Families
- Work with Families to Support Student Success in all Domains
Keep the door open.

Respect Diversity
Communication Processes
Shared Decision-Making
Transition Law
Connecting to Resources
Family Transition Training

Ongoing self assessment
Reflect on the information, activities and group discussions from today’s training and any reference materials you have available.

Create a goal related to building family/school partnerships and parent engagement in transition, and several action steps.

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### TEAM ACTION PLAN
2/15/18

<table>
<thead>
<tr>
<th>TEAM MEMBERS</th>
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<tbody>
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<table>
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<tbody>
<tr>
<td>STRATEGIC ACTION DESCRIPTION</td>
<td>PERSON(S) RESPONSIBLE</td>
<td>REQUIRED RESOURCES</td>
<td>START DATE</td>
<td>TARGET DATE</td>
<td>EVALUATION PLAN</td>
</tr>
<tr>
<td>RECONVENE/FOLLOW UP DATE</td>
<td>TEAM LEADER/PERSON RESPONSIBLE</td>
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Implementation Science
Putting the Pieces Together

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   - Assessing needs
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2. **INSTALLATION**
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PALS

PALS II Model

Foundations
- Introduce and Illustrate

Mastery
- Deep Understanding and Next Steps

Application
- Practice and Assess

Evaluation
- Review and Reflect
## The Family Engagement Shift

<table>
<thead>
<tr>
<th>FROM</th>
<th>TO</th>
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<tbody>
<tr>
<td>Focus on Programs</td>
<td>Focus on Relationship</td>
</tr>
<tr>
<td>Deficit-based and adversarial</td>
<td>Strengths-based &amp; collaborative</td>
</tr>
<tr>
<td>Random Acts</td>
<td>Systemic</td>
</tr>
<tr>
<td>Individual</td>
<td>Collaborative/shared responsibility</td>
</tr>
<tr>
<td>Compliance driven</td>
<td>Learning and outcomes drives</td>
</tr>
<tr>
<td>Service</td>
<td>Developmental</td>
</tr>
<tr>
<td>One-time project</td>
<td>Sustained</td>
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Mapp, Karen L.,
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

Materials
High School is a Big Thing Flyer
Life after High School Transition Toolkit
Think Different (ELO Brochure)
Transition Fair Guide
Family Engagement Teams Guide

Three part youth series on self-determination, self-advocacy and understanding the IEP
Wrap up
Thank You!

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