

Welcome to Promoting Family-School Partnerships



The webinar will begin shortly.

Please use the chat feature to identify your school, yourself and who is in the room (name and position). If there are people joining you who were not originally registered, please also include their email address.

This information will be used to send out our training evaluation and to forward Certificates of Attendance.

Promoting Family-School Partnerships



FEBRUARY 15, 2018
8-10 AM

Making the Most of a ZOOM Meeting

- Muting & unmuting
- Using chat function
- Group activities
- Minimize distractions



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 open.

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



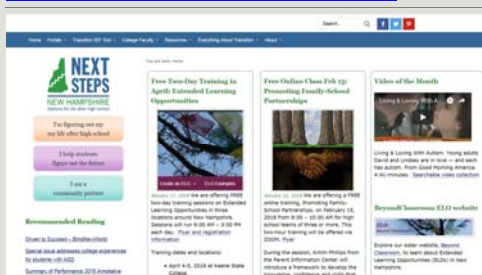
Next Steps NH offers training and coaching on embedding evidence-informed transition practices in schools to increase the graduation rate of students with disabilities and students at-risk of dropping out and prepare them for college, career and adult life.




Training introduces and illustrates the practice.

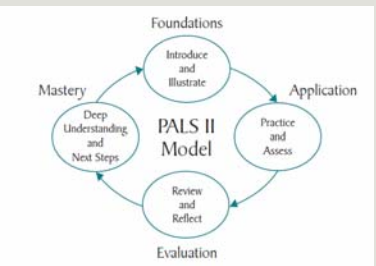
Coaching supports putting the training to use.

<https://nextsteps-nh.org/>



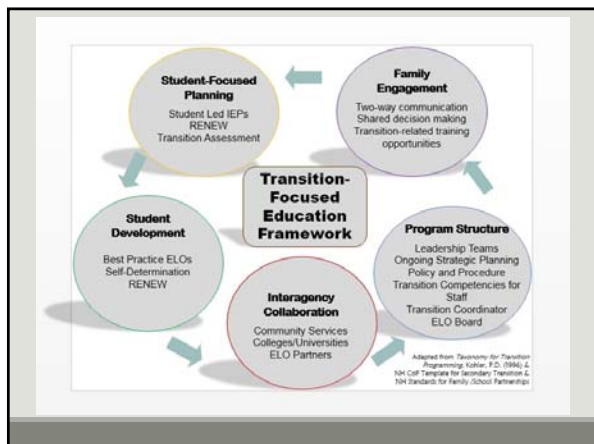
Participatory Adult Learning Strategy





PALS II Model

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Critical Components to Family Engagement



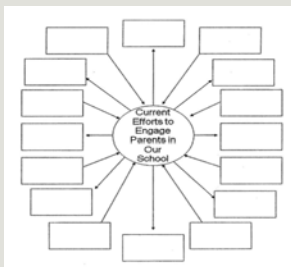
- o Respect Diversity
- o Two-way Communication
- o Shared Decision-Making
- o Understanding Transition Law
- o Connecting to Resources
- o Family Transition Related Training Opportunities

Implementation Science Putting the Pieces Together

Dean Fixen et al & SWIFT

ACTIVITY I

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



Warkne D. Gary and Robert Witherspoon (2011). *The Power of Family-School-Community Partnerships*. NEA

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

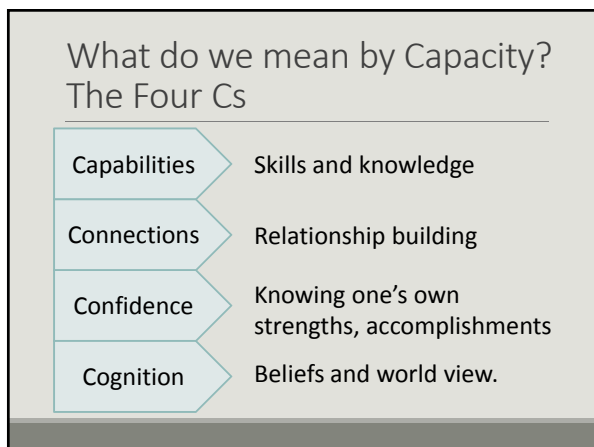
Differing Family Roles

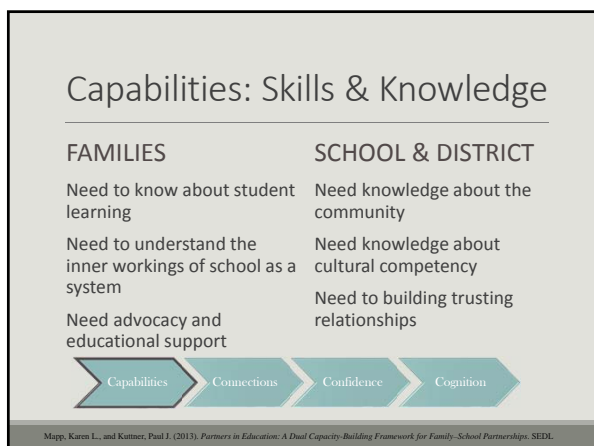


- Supporters** of their children's learning and development
- Encouragers** of an achievement identity, a positive self image, and a "can do" spirit in their children
- Monitors** of their children's time, behavior, boundaries and resources
- Models** of lifelong learning and enthusiasm for education
- 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

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







Connections: Relationships

Family – Teacher
Parent – Parent
Teacher - Teacher



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

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 Kanner, Paul J. (2013). *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*. SEDL

Cognition: Beliefs & Worldview

FAMILIES	SCHOOL & DISTRICT
View themselves as partners with the school	Commitment to working as partners
Understanding of multiple roles families play	Belief that partnerships improve student learning



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

Activity II **Where are you now?**

Capacities

Connections

Confidence

Cognition

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

OPPORTUNITY 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

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Organizational Conditions

- Systemic
- Integrated
- Sustained

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

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ACTIVITY III

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

Dual Capacity Building Framework for Family-School Partnerships
Worksheet

Using the school's activity map, listing of 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 Building Framework to evaluate their effectiveness for building capacity

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

Process Conditions

Linked to Learning

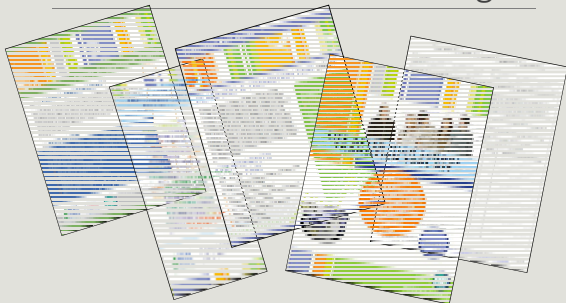
Relational

Developmental

Collaborative

Interactive

NSNH Resources and Strategies



Parent Voices

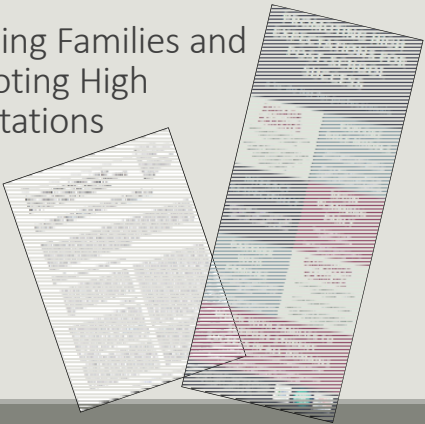
I better understand my role in my child's transition process

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



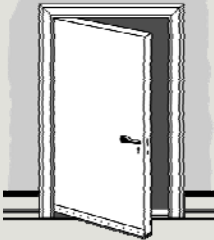
Promoting High Expectations for Post-School Success

- Engage Parents
- 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



ACTIVITY IV

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.



Implementation Science Putting the Pieces Together

1. EXPLORATION

- Mapping current practices
- Assessing needs
- Identifying possible programs and practices to meet those needs

2. INSTALLATION

- Establish team
- Develop action plan
- Set up infrastructure support
- Introductory trainings

SUSTAINABILITY

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

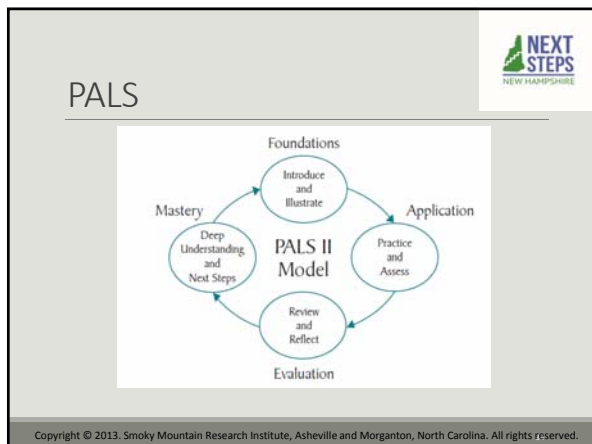
4. FULL IMPLEMENTATION

- Processes & procedures in place
- System recalibrated to accommodate & support new initiatives

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



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.

Family Engagement Resources

Professional Development	Materials
Planning for Life after High School	High School is a Big Thing Flyer
Planning for a Successful Transition	Life after High School Transition Toolkit
Learning Outside the Classroom	Think Different (ELO Brochure)
Asking the Right Question	Transition Fair Guide
Communication Workshops	Family Engagement Teams Guide

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

Wrap up

POST-ASSESSMENT

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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