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Today’s Moderator

Catherine Jordan
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Previous Webinars

1. Transforming Schools Through Family, School, and Community Engagement
2. A New Day: Family, School, and Community Engagement in Education Reform
3. Data Driven: Making Student and School Data Accessible and Meaningful to Families
4. The Teacher-Parent Relationship: Using Professional Development to Improve Family and Community Engagement
5. Building Strategic Partnerships to Foster Community Engagement in Education
6. Ensuring School Readiness Through Successful Transitions
7. Successful Transitions to High School: Promoting High School Success and Facilitating College Readiness
Webinar 9: Bringing It All Together: Family and Community Engagement Policies in Action

Presenters:

- **Keynote Speaker: Karen L. Mapp**, Lecturer on Education and Director of the Education Policy and Management Program at Harvard Graduate School of Education; Consultant to the U.S. Department of Education on Family Engagement

- **Moderator: Catherine Jordan**, Program Manager, Afterschool, Family, & Community, SEDL

- **Kiersten Beigel**, Family and Community Partnerships Specialist, Office of Head Start

- **Ruth Anne Landsverk**, Family-School-Community Partnerships Coordinator, Community Learning and Partnerships, Wisconsin Department of Public Instruction

- **Betsy Prueter**, VISTA and AmeriCorps Coordinator, Community Learning and Partnerships, Wisconsin Department of Public Instruction


November 16, 2011
Building Capacity for Systemic Family Engagement

Karen L. Mapp

Lecturer on Education and Director of the Education Policy and Management Program at Harvard Graduate School of Education; Consultant to the U.S. Department of Education on Family Engagement
Deliverable

To develop a research-based family and community engagement framework for the Office of Innovation and Improvement (OII). This framework will serve as the foundation for an integrated, coherent, and aligned family and community strategy for the U.S. Department of Education that can be used across the Department.
“My vision for family engagement is ambitious . . . I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children’s teachers, from cradle to career. In this partnership, students and parents should feel connected—and teachers should feel supported . . . When parents demand change and better options for their children, they become the real accountability backstop for the educational system.” (May 3, 2010)
“Demand” Parents Are

- **Supporters** of their children’s learning
- **Monitors** of their children’s time, behavior, boundaries, and resources
- **Models** of lifelong learning and enthusiasm for education
- **Advocates** for improved learning opportunities for their children and at their children’s schools
- **Decision makers/choosers** of educational options for their children, the school, and the community
- **Collaborators** with school staff and members of the community
How can we cultivate a national community of Demand Parents?
Conditions


Conditions, continued

- Parents must believe that they *have* a role (role construction).
- Parents must have the confidence that they *can* play a role and succeed (self-efficacy).
- Families need the skills and knowledge to negotiate these roles.
- Schools and other organizations must invite engagement and welcome, honor, and connect families to learning (Joining Process).
- Families must have access to supports that enable their engagement.
How Do We Create These Conditions?

Through *Capacity Building* efforts that

- Expose parents to the various roles they can play in their children’s education
- Build parents’ skill and sense of efficacy to succeed in those roles
- Build and enhance the skills, competencies, and dispositions of school and organization staff to partner with families and design and provide systems of support for family and community engagement
Components of Effective Capacity Building Practice

- Intentional focus on relationship building
- Asset, strength-based perspective
- Collective versus individual learning environment
- Interactive, hands-on, project-based
- Shows respect for existing funds of knowledge and skill
Systemic Family and Community Engagement

- Is focused on improving the core enterprise and is “linked to learning”
- Is aligned and coherent with the overall goals of the organization
- Spans various stakeholders in the sector and mobilizes many people in the organization
- Is not a “stand-alone” or “boutique” project
- Attempts to shift structures and cultures
Examples of Capacity Building Initiatives

- **Academic Parent-Teacher Teams**, Creighton Elementary School District, Phoenix, Arizona
- **Parent University**, Boston, Massachusetts
- **Compadres in Education**, Putnam City West High School, Oklahoma City, Oklahoma
- **Commonwealth Institute for Parent Leadership**, Prichard Committee, Lexington, Kentucky
- **Parent-Teacher Home Visit Project**, Sacramento Unified School District, Sacramento, California
Advancing Parent, Family, and Community Engagement Within the Office of Head Start

Kiersten Beigel
Family and Community Partnerships Specialist
Office of Head Start
Head Start Program: National Quick Facts

• **Size and Scope:**
  - Approximately 1,700+ grantees, 20,000+ centers,
  1 million children and families
  - Early Head Start (EHS): birth to age 3
  - Head Start (HS): comprehensive preschool (ages 3–6)

• **Locations:**
  - States, Tribes, and Territories
Head Start Program: National Quick Facts, continued

• **Grantees:**
  - Largely educational, nonprofit, and community action agencies
  - American Indian Alaskan Native
  - Migrant and Seasonal Head Start

• **Eligible Families:**
  - Meet federal poverty guidelines, qualify for public assistance, foster children and homeless children
Head Start Parent and Family Engagement Training and Technical Assistance Milestones

- 2010: Funded a National Center on Parent, Family, and Community Engagement (PFCE)
  - Purpose is to implement a professional development and communications approach that will lead to the adoption of research-based and research-informed practices for promoting integrated, systemic, and sustained parent, family, and community engagement in HS/EHS programs.

- Aligns with and supports implementation of the HS Performance Standards
- Is research based
- Is grounded in parent and program knowledge of best practices
Challenge

How do we uplift current Parent, Family, and Community Engagement (PFCE) practices to yield better child and family outcomes?
PARENT, FAMILY, AND COMMUNITY ENGAGEMENT FRAMEWORK

When parent and family engagement activities are systemic and integrated across program foundations and program impact areas, family engagement outcomes are achieved, resulting in children who are healthy and ready for school. Parent and family engagement activities are grounded in positive, ongoing, and goal-oriented relationships with families.

Positive & Goal-Oriented Relationships

Program Leadership
- Program Environment
- Family Partnerships

Continuous Program Improvement
- Teaching and Learning
- Community Partnerships

Professional Development

Program Foundations

Program Impact Areas
- Family Well-being
- Positive Parent-Child Relationships
- Families as Lifelong Educators
- Families as Learners
- Family Engagement in Transitions
- Family Connections to Peers and Community
- Families as Advocates and Leaders

FAMILY ENGAGEMENT OUTCOMES

CHILD OUTCOMES

Children are ready for school and sustain development and learning gains through third grade.
When grounded in foundations and impact areas, PFCE activities will support the family outcomes that families and staff are working toward:

1. Family Well-Being
2. Positive Parent-Child Relationships
3. Families as Lifelong Educators
4. Families as Learners
5. Family Engagement in Transitions
6. Family Connections to Peers and Community
7. Families as Advocates and Leaders
What Value Does the PFCE Framework Bring to HS/EHS and ECE Systems?

- Information to share with community partners about Head Start family engagement goals/increased clarity about quality PFCE
- A road map for moving beyond well-intentioned and meaningful activities whose contributions to outcomes are unknown
PFCE Framework Value, continued

• Better understanding of the role that each staff person can play in partnering with families

• Greater cumulative results for families and for children
PFCE Framework Value, continued

• A well-defined systemic approach, because achieving excellence means sharpening our focus on continuous improvement in PFCE

• Are we collecting the data that will help us know where families are at the beginning of their participation and where they are at the end?
The PFCE Framework and accompanying assessment guide are great starting points for broadening and deepening practice.

- We might know *how many people* came to a training, but not whether the training *helped parents become more engaged in their child’s learning*...
Key Resources

National Center on Parent, Family, and Community Engagement

- http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family

Key Downloadable Resources:

- Mini webcasts—Office of Head Start (OHS) Family Engagement Week
- PFCE Framework
- Self-Assessment
- Family Engagement and Ongoing Child Assessment

NCPFCE@childrens.harvard.edu
855-208-0909 (Toll-Free)
State-Level Support for Family Engagement

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Why We Do This Work

- Partnerships are good for *all* kids.
- The Wisconsin Department of Public Instruction (DPI) can (and should) recommend establishing a *program* over “random acts.”
- Partnerships have to be statewide to be *fair and equitable* to all our students.
Why This Work Is Urgent in Wisconsin

FRL in 2005

FRL Today

FRL = Free and Reduced Lunch
Community Learning and Partnerships Team

- Created in 1993 to promote and support family engagement and community involvement in schools
- Funded by Title I, the Corporation for National and Community Service, Rural and Low-Income Schools (Title VI, Part B2), and general purpose revenue (state dollars)
- Works toward State Superintendent Evers’ mission of “Every Child a Graduate”
We Can’t Do It Alone

• Cross-agency collaboration:
  • Title I, Student Services, special education, public libraries, educational opportunities

• Other statewide partners:
  • Wisconsin PIRC, teachers’ union, PTA, special education network parents, Response to Intervention (RtI) centers, etc.
National Network of Partnership Schools

- Charter member since 1996
- Promote this research model through
  - VISTA project
  - Annual conference
  - Parent Advisory Council
  - Publications, professional development, and technical assistance
State Superintendent’s Parent Advisory Council

- 20 parent members from districts statewide meet four times per year
- Offer feedback to state supt. on education issues parents are concerned about
- Learn about DPI programs that affect children and schools
- Provide a parent voice to DPI initiatives
State Superintendent’s Parent Advisory Council, continued

Initiatives have included

- DPI Policy on Family-School-Community Partnerships
- New Teacher Welcome Packet
- “What Parents Want School Staff to Know” presentation
- Student assessment brochure for parents
- “Babies Need Books”
Getting the Message Out

• Annual Parent Leadership Conference alternates with regional workshops and other events.

• DPI website features Partnership Action Team Online Toolkit and Partnership E-Brief for Wisconsin Schools.

• http://www.dpi.wi.gov/fscp/index.html

• Numerous publications, initiatives, and conferences with our statewide partners
Family-School-Community Partnerships
VISTA Project

DPI VISTA Project:

• “Domestic Peace Corps”

• 20 full-time volunteers in low-income schools and districts serve as family and community engagement facilitators.

• Schools commit to implementing a process for partnerships over 3 years, with a VISTA’s help.
Impact of VISTA

Data from Wisconsin DPI VISTA project sites have shown that in general, schools and districts hosting VISTA members are more likely to

- Engage families in decision-making roles
- Link families to their children’s learning
- Develop effective communication tools for families and the community, such as newsletters and websites
- Recruit, train, and support volunteers

Source: annual surveys and interviews with former VISTA sites
Impact of VISTA, continued

- 80% of former sites reported that efforts *started* by the VISTA are *continuing*.
- 100% of former sites reported improved partnership programs and efforts after hosting a DPI VISTA.
- 90% of sites reported more families attend schoolwide family nights or workshops after hosting a DPI VISTA.
- 70% of former sites say they are making good progress toward communicating with all families in their school, including those who do not speak English.

*Source: annual surveys and interviews with former VISTA sites*
Financial Impact of VISTA Since 2002

- 15,000 volunteers recruited by VISTAs
- 91,000 hours of service by volunteers
- Worth more than $1.5 million to our state
- VISTAs secured $2.2 million in donations and grants

- Total value of all resources generated since 2002: more than $3.7 million

Source: biweekly and quarterly progress reports from sites
What Has Changed?

- Schools have a central source of information to tap (DPI staff and website) and a process that works.
- A statewide network of involved schools and organizations exists.
- Family engagement is an important part of more DPI programs.
If We Build It, They Will Come: Accelerating Achievement Through Parent and Family Engagement

Karren Dunkley
Deputy Chief
Office of Parent, Family, Community Engagement, and Faith-Based Partnerships
The School District of Philadelphia
Office of Parent, Family, Community Engagement and Faith-Based Partnerships

• We are responsible for engaging and collaborating with all parents, families, community, and faith-based stakeholders to improve the support of families to increase student achievement.

• We serve all parents by acting as a liaison among parent, school, and community stakeholders to address parental questions, concerns, and efforts to create meaningful partnerships.

• We oversee community partnerships by evaluating the partnership potential and monitoring the pulse of citywide community groups to ensure strategic collaboration. Each school has secular support and programming from the surrounding community and faith institutions.
Institutional/Systemic Reform

- **Performance**: School Performance Index, Annual Surveys
- **Professional Development**: principals, teachers, school police, counselors, etc.
- **Personnel**: School Improvement Support Liaisons, Bilingual Counseling Assistants, Parent Support Representatives
- **Programs**: various parent engagement initiatives
- **Practice**: Culture of Parent Friendly Schools-Partnership Schools (Mapp and Henderson)
Call Center

The mission of the Call Center is to deliver quality customer service and support to district parents and other stakeholders by acting as a link between parents and appropriate district offices, by disseminating information about district services and initiatives, and by working directly with schools and regional offices to address parental questions and concerns.

- School District of Philadelphia Main Switchboard: 215-400-4000
- Parent Support Walk-In Center
- District Information School Closing Hotline: 215-400-INFO (4636)
- Superintendent’s Hotline: 215-400-6161
- Electronic Mail Support: (customer@philasd.org)
Multilingual Family Support

- Translation and Interpretation Center
- Language Hotlines for the speakers of eight major languages
- Welcome and Enrollment Centers
- Targeted support and classes for multilingual families (Welcome Wagon)
- Partnering with city and federal agencies and community and faith-based organizations to coordinate services for multilingual families
Parent University

- The School District’s Parent University offers free classes, workshops, certification courses, and an associate’s degree to accelerate student and parent learning outcomes and strengthen parenting skills and knowledge.

- Classes offered in multiple geographic locations and in the major languages.

- The only requirement to enroll is that the individual has to be a parent of a child currently enrolled in a Philadelphia School District school.
Parent Events

• Superintendent’s Roundtables
• Community Meetings
• Parent Appreciation Month
• Back to School Education Extravaganza
• Bridging the Digital Divide
• Just for Men: Increasing Male Involvement in Education
• Bring a Parent to Work Day
• Dress for Success: The Superintendent’s Closet

and others ...
School Improvement Support Liaisons

- Creating a customer-oriented and parent-friendly culture at the school
- Establishing relationships of mutual respect and trust with parents
- Promoting ongoing, two-way communication
- Encouraging parental engagement and volunteering
- Organizing parent workshops
- Engaging community partners to better serve students and families
School Advisory Councils

- Are forums for open discussion and problem solving
- Consist of peer-elected representatives of various stakeholder groups, including staff, parents, and community members
- Participate in the decision-making process that promotes student success
- Ensure that the needs of ALL students are addressed in the school’s Action Plan
- Receive training and technical assistance from the Office of Parent, Family, Community Engagement and Faith-Based Partnerships and other offices and divisions of the school district
For More Information

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Questions and Answers