Family Partnerships - How Research and Practice Come Together

CABE 2018
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Marín Trujillo
mtrujillo@wccusd.net
Community Engagement Coordinator
Goals of this presentation

- Provide an overview of the research on family partnership and link to the CA EL Road Map

- Explore some of the barriers that lead to the objectification of families which results in deficit-oriented strategies.

- Expose participants to some best practices to increase Family Engagement
West Contra Costa USD

**WCCUSD AT-A-GLANCE**

**Communities Served:** El Cerrito, El Sobrante, Hercules, Kensington, North Richmond, Pinole, Richmond, and San Pablo

- **29,315 Students**
- **54 Schools**
- **3,489 FT/PT Staff**

**Student Ethnicity**
- African American: 19%
- Asian: 12%
- Filipino: 5%
- Hispanic / Latino: 51%
- Native Hawaiian / Pac. Islander: 1%
- White: 12%

**Student Groups**
- English Learners: 34%
- Foster Youth: 1%
- Low Income: 69%
- Special Education: 14%

**Unduplicated Students:**
every student is counted once as low income, English learner, or foster youth— even if he or she is identified in more than one of these categories

74%
How do we teach children?!
So much information!

Full-Service Community Schools provide comprehensive academic, social, and health services for students, students’ family members, and community members that will result in improved educational outcomes for children (U.S. Department of Education).
CA EL Road Map

Assets-Oriented and Needs Responsive Schools
- Element 1.A: Language and Culture as Assets
- Element 1.B: English Learner Profiles
- Element 1.C: School Climate
- Element 1.D: Family and School Partnerships
- Element 1.E: English Learners with Disabilities

Intellectual Quality of Instruction and Meaningful Access
- Element 2.A: Integrated and Designated English Language Development (ELD)
- Element 2.C: High Expectations
- Element 2.D: Access to the Full Curriculum
- Element 2.E: Use of Students' Home Languages
- Element 2.F: Rigorous Instructional Material
- Element 2.G: Programmatic Choice

System Conditions that Support Effectiveness
- Element 3.A: Leadership
- Element 3.B: Adequate Resources
- Element 3.C: Assessments
- Elements 3.D: Capacity Building

Alignment and Articulation Within and Across Systems
- Element 4.A: Alignment and Articulation
- Element 4.B: Providing Extra Resources
- Element 4.C: Coherency
Knowledge Activity

Turn to a Partner
How do you know if you have **quality** family partnerships (parental involvement) in your classroom or in your school?
The level of parent involvement at school *is not* determined by parent interest or apathy. The level of parent involvement *is* determined by whether or not appropriate strategies and structures are in place to facilitate the participation of parents.

Anne T. Henderson
Theoretical Model
Overlapping Spheres of Influence on Children’s learning external structure

School

Family

Community
### Epstein’s Six Types of Involvement

<table>
<thead>
<tr>
<th>Type 1</th>
<th><strong>Parenting:</strong> Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type 2</td>
<td><strong>Communicating:</strong> Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.</td>
</tr>
<tr>
<td>Type 3</td>
<td><strong>Volunteering:</strong> Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.</td>
</tr>
<tr>
<td>Type 4</td>
<td><strong>Learning at Home:</strong> Involve families with their children in learning activities at home, including homework and other curriculum-related activities and decisions.</td>
</tr>
<tr>
<td>Type 5</td>
<td><strong>Decision Making:</strong> Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.</td>
</tr>
<tr>
<td>Type 6</td>
<td><strong>Collaborating with Community:</strong> Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.</td>
</tr>
</tbody>
</table>

School Management

Type 5
School Governance, Leadership and Advocacy

5-10%
Improves School Effectiveness

Active Daily Participation
Type 3 Volunteering in Schools
Type 6 Community-Linked Services

30%
Improves School Climate

Broad Participation and General Support

Type 6 Community-Linked Services
Type 4 Learning Activities at home
Type 2 Two way Home-to-School Communication
Type 1 Parent Skills to meet basic family obligations

60%
Improves School Achievement
WCCUSD Family Engagement Guiding Principles

Strengthen Relationships

Build Welcoming School Cultures

Connect Family Engagement to Student Learning

Ensure Access and Equity

Community Engagement

Develop Parent Leadership
WHY is it important to involve families and the community in children’s education?

When parents are involved, research shows:

- The educational experience of students improves!
  - Objectification of families decreases
  - A value of the full child/family is acknowledged by the school
- Student achievement increases!
- Parent-Teacher relationships improve!
Our Map for rest of presentation

CA EL Road Map

- Strengthen Relationships
- Build Welcoming School Cultures
- Connect Family Engagement to Student Learning
- Ensure Access and Equity
- Community Engagement
- Develop Parent Leadership

- Assets-Oriented and Needs Responsive Schools
  - Element 1.A: Language and Culture as Assets
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- System Conditions that Support Effectiveness
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- Alignment and Articulation Within and Across Systems
  - Element 4.A: Alignment and Articulation
  - Element 4.B: Providing Extra Resources
  - Element 4.C: Coherence

CA EL Road Map
If you have come to help me, you are wasting your time. But if you have come because your liberation is tied up with mine, then let us work together.

Lilla Watson
“Begin challenging your own assumptions. Your assumptions are the windows on the world. Scrub them off every once in a while or the light won’t come in.”

Alan Alda, Connecticut College, 1980
# Understanding How Parents Decide To Partner

<table>
<thead>
<tr>
<th>Personal Motivation</th>
<th>Invitations</th>
<th>Life Context</th>
</tr>
</thead>
</table>
| Parental Role Construction | “Do I believe that my involvement *will make a difference*?”  
“Do I believe I’m *supposed* to be involved?” | “Do I believe I need to defend/protect my child’s education?” |
| Parental Efficacy | Do people at the school ‘tell’ me they *want my involvement*?” | Does the teacher *ask* me to be involved?  
*offer specific requests/suggestions for my involvement*?” |
| General School Invitation | Specific School Invitations | Specific Child Invitation |
| Specific School Invitations | “Does my child *want or need* my involvement?” | Knowledge/ Skills and Culture |
| Specific Child Invitation | Time and Energy | influence parents’ ideas about the involvement activities they can reasonably choose to engage |

Knowledge Activity

Small Group Discussion

1. How would a parent at your school know (on their own, without having to talk to a teacher or you) if their child is academically on track or not?
## Understanding How Parents Decide To Partner

| **Personal Motivation** | **Parental Role Construction** | “Do I believe that my involvement _will make a difference_?”  
“Do I believe I’m _supposed_ to be involved?” |
|-------------------------|--------------------------------|--------------------------------------------------------------------------------------------------|
|                         | **Parental Efficacy**         | “Do I believe I need to defend/protect my child’s education?”  
Do people at the school ‘tell’ me they _want my involvement_?” |
| **Invitations**         | **General School Invitation** | Does the teacher _ask_ me to be involved?  
_offer _specific requests/suggestions_ for my involvement?” |
|                         | **Specific School Invitations** | “Does my child _want or need_ my involvement?” |
|                         | **Specific Child Invitation** |  
–What knowledge they already have  
–What kind of involvement they prefer  
–Perceptions of appropriate involvement activities |
| **Life Context**        | **Knowledge/ Skills and Culture** | influence parents’ ideas about the involvement activities they can reasonably choose to engage |
|                         | **Time and Energy**            |  
“Do I believe I need to defend/protect my child’s education?

They heard the “truth” or part of the truth

What quality education looks like

Aha!

Parent with TIME/ENERGY/SKILLS
- Will create a space
- Organize
- Fight
- Join you
- May or may not develop additional leadership

Parent with little time, energy, different skills
- Will seek help
- Not do much
- Angry
- Confused
- Often unable to partner with the school
Our Map for rest of presentation

- Strengthen Relationships
- Build Welcoming School Cultures
- Connect Family Engagement to Student Learning
- Ensure Access and Equity
- Community Engagement
- Develop Parent Leadership

CA EL Road Map
“We must make sure not to hurt children in our attempt to educate them. We hurt children when we erase their home language and replace it with English only.”

Lily Wong Fillmore
CABE 2016
Languages are the keystones to humanity’s intangible heritage. They are markers of identity, the foundation shared by societies and indispensable tools for communication. They have variously been seen as the basis of thought; as the expression of the human spirit; as an instrument for representing the world; and as the reflection of the collective memory and identity of the speakers. As languages are integral part of society, it follows that neither should be isolated from the other.
Quality Education for an EL

- Integrated and Designated English Language Development (ELD)
- Intellectually Rich, Standards-based Curriculum
- High Expectations
- Access to the Full Curriculum
- Use of Students’ Home Languages
- Rigorous Instructional Material
- Programmatic Choice
High Expectations

The most consistent predictors of children’s academic achievement and social adjustment are **family expectations** of the child’s academic attainment and satisfaction with their child’s education at school

Arthur J. Reynolds, 1994
Academic Proficiency: What is it?

Solid academic performance for each subject assessed. Students reaching this level have demonstrated competency over challenging subject matter, including:

Knowledge
- Subject-matter knowledge (facts, concepts and procedures)

Application Skills
- Application of such knowledge to real-world or novel situations, and
- Reasoning Skills: analytical skills appropriate to the subject matter; and/or demonstration of the capacity to synthesize and evaluate.

Adapted from: National Assessment of Educational Progress (NAEP) and © 2016 The Efficacy Institute, Inc.
In Simple Terms

The academic proficiency question in simple terms:

Do they know it, and can they use it?

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**Academic Proficiency**

Strong academic performance for each subject assessed.

<table>
<thead>
<tr>
<th>Knowledge (Knowing facts, concepts, or procedures)</th>
<th>Application Skills (Using knowledge in real life or new situations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 8 X 5 = 40</td>
<td>• Every house has eight windows and there are five houses on each block. How many windows are there?</td>
</tr>
<tr>
<td>• Scientific Method</td>
<td>• Use the scientific method to determine the impact of new topsoil in your mom’s garden</td>
</tr>
<tr>
<td>• Writing process: pre-writing (brainstorming), drafting, revising, editing, and publishing</td>
<td>• Create a piece of writing for a specific purpose (narrative, persuasive)</td>
</tr>
</tbody>
</table>

© 2016 The Efficacy Institute, Inc.
The “Brains” Theory: Three Kinds of People

According to the “Brains” Theory, there are three kinds of people in the world.

“Very Smart” (VS)
People who were born with so much intelligence that they can learn anything.

“Sorta Smart” (SS)
People who are smart enough to learn some things, but who do not have the brains to learn other things, like subjects such as math and science.

“Kinda Dumb” (KD)
It is thought that these people are just not smart enough to learn much.

© 2016 The Efficacy Institute, Inc.
According to the Innate Ability Model...

- A person’s ability and character are fixed at birth, that is, cannot be changed. Either “you have it, or you don’t,” or “some groups have it, and others don’t.”

- The individual has no control. There is nothing children can do to improve their intellectual ability and character because they are based on something innate and fixed.

- Failure or difficulty indicates limits in the individual’s ability.
Parent University
A Partnership Approach

- 7 Week Program
- 2 Facilitators
  - Adult Ed Teacher
  - School Community Outreach Worker
  OR
  - School Community Outreach Worker
  - Parent University Past Graduate
- Childcare Provided
- Breakfast or Dinner
- Stipend for Parent Facilitator
What is Parent involvement
How to prepare for a lifetime of learning
Understanding our education system
Understanding our school
Becoming an effective communicator
Standing up for a quality education
Taking action and celebrating leadership
Honoring Families ‘Power Moves’

- Decolonize your mind!
- Stating “You are your child’s first teacher, and I’m interested in learning from you about your child.”
  - Asking parents to share their culture in your classroom
  - Allow parents to volunteer in your classroom
  - Thank parents when you make academic gains
  - Honor their time and life context
  - Engage parents in supporting learning at home*
Repeat this mantra: *If you feed them, they will come.* Our themed events featured takeout meals. Parents came to school at the end of the workday, from 4:00 to 6:00 and were given tickets when they engaged in a classroom. Pre-made spaghetti meals were handed out as parents left. This eased the time required of families, but also took a planning aspect out of their night. In a low-income area, a provided meal was a welcome trade for an hour spent at school.
“Getting ready for the dance/party”
Developing a welcoming school environment

1- The physical environment
2- School Wide Practices and Policies
3- Welcoming School Staff
4- Written and other media materials

Adapted with permission Welcoming Atmosphere Through Tool. Fairfax (Virginia) County Public Schools-Parent Education Center.
### School Wide Practices and Policies

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<thead>
<tr>
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<td><strong>Life Context</strong></td>
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<td>Time and Energy</td>
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#### The physical environment
- School Wide Practices and Policies
- Welcoming School Staff
- Written and other media materials
Levels of Family-School Partnership

**FORTRESS SCHOOL**
- Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis in a troubled community. We want to keep it that way.

**COME-IF- WE CALL SCHOOL**
- Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get help in the community if we need it.

**OPEN-DOOR SCHOOL**
- Parents can be involved at our school in many ways—we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

**PARTNERSHIP SCHOOL**
- All families and communities have something great to offer—we do whatever it takes to work closely together to make sure every single student succeeds.

Our Map for rest of presentation

- Strengthen Relationships
- Build Welcoming School Cultures
- Connect Family Engagement to Student Learning
- Ensure Access and Equity
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Knowledge Activity- Customer Service

Popcorn
1. What is customer service?
Customer Services vs. Partnership

When we view parents as customers, we expect them to respect us, listen carefully to us, answer the questions we ask them, respect our expertise and follow our advice.

When we see parents as partners, we listen to each other, share ideas and respect each other’s unique experience and expertise; we develop plans together and stay in touch as we carry them out.

Partners do not diminish themselves by working together. They reinforce one another and create synergy from their different strengths.

- Annie Bouie
The Teacher Persona

It is important to recognize that teachers’ [and principals’] reflections on their life stories as touchstones for their work with students and families flies in the face of much of the scholarly literature on teachers. That literature describes them as—assumes them to be—neutral, unemotional, and static adults with no interior life, no phantoms from the past, no ambivalence, and no fears. Philosopher Maxine Greene challenges this pervasive view of teachers as a bound up in their professional, rationalistic, and objective straitjackets and urges us to recognize the power of their “personal biographies.”
This narrow conception of teachers, is not only a distortion of the complex, layered lives of teachers both within and outside the classroom, it also limits the repertoire of ways in which they might successfully relate to children and their families, and the range of human qualities and emotions in them that might support communication and rapport with parents (pp.6).\footnote{Lawrence-Lightfoot, Sara: *The Essential Conversation* - What parents and teachers can learn from each other, published by The Random House Publishing Group, Copyright 2003}
Welcoming Families ‘Power Moves’

- Decolonize your mind!
- Reaching out to families *before* you even met the student:
  - First Contact Welcome Phone Calls *(sample available on Google Drive)*
  - First Contact Welcome Letter *(sample available on Google Drive)*
5 Ways to Listen to Parents

- Parent One-On-Ones: Deep listening
- Home Visits: Not academic focused
- Parent Surveys: In multiple languages and delivery methods
- Focus Groups: To gather more data
- Community Walks: Explore the community
Strategy: Home Visits

Non academic visits by teacher.

*Before important information about academic progress can be effectively shared, positive communication must be established and barriers addressed.*
10th Grade Referrals for Behavior

- Home Visit: 5% Referrals
- Non Home Visit: 25% Referrals
To create a healthier system, connect it to more of itself. Living systems contain their own solutions. When they are suffering in any way, from divisive relationships, from lack of information, from declining performance, the solution is always to bring the system together so that it can learn more about itself from itself.

Margaret Wheatley
WCCUSD School Community Workers

Dedicated Community Organizers Professionals
Caring Committed Focused on Academic Success
Family Partnerships Point Person

- Establish welcoming environments so that parents can...
- Guide parents on how to navigate our system
- Train parents on what quality education looks-like
- Help increase two-way communication so that parents can...
- Connect families to community resources
► Translation and interpretation focus only
► Quasi clerk
► Traffic patrol
► Lunch supervision
► Stand-in chaperone
► Yard supervisor
► Attendance clerk
Building Capacity For Family Engagement

- The Dual Capacity Model
  - A framework to help teams develop effective and sustainable plans to support academic proficiency
  - Framing the root problem as lack of opportunities for both school staff and families to actively learn what quality family partnerships look-like

- 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
Process Conditions when training

OPPORTUNITY CONDITIONS

Process Conditions
• Linked to learning
• Relational
• Development vs. service orientation
• Collaborative
• Interactive
## Process Conditions when training

<table>
<thead>
<tr>
<th>Process Condition</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>Linked to Learning</strong></td>
<td>Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students.</td>
</tr>
<tr>
<td><strong>Relational</strong></td>
<td>A major focus of the initiative is on building respectful and trusting relationships between home and school.</td>
</tr>
<tr>
<td><strong>Developmental</strong></td>
<td>The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program.</td>
</tr>
<tr>
<td><strong>Collaborative</strong></td>
<td>Learning is conducted in group rather than individual settings and is focused on building learning communities and networks.</td>
</tr>
<tr>
<td><strong>Interactive</strong></td>
<td>Participants are given opportunities to test out and apply new skills.</td>
</tr>
</tbody>
</table>
Goals of a Family Engagement Training

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)
## Goals of a Family Engagement Training

<table>
<thead>
<tr>
<th>Goal</th>
<th>For School Staff</th>
<th>For Families</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capabilities</strong></td>
<td>• Assets and funds of knowledge of families</td>
<td>• Quality Education looks like</td>
</tr>
<tr>
<td>Skills, and Knowledge</td>
<td>• Cultural competency</td>
<td>• How educational system works</td>
</tr>
<tr>
<td></td>
<td>• How to develop trusting relationships</td>
<td>• How to support/advocate</td>
</tr>
<tr>
<td><strong>Connections</strong></td>
<td>• Cross-cultural networks</td>
<td></td>
</tr>
<tr>
<td>Important Relationships and Networks—Social Capital</td>
<td>• Family-teacher relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Parent-Parent relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Families and community resources</td>
<td></td>
</tr>
<tr>
<td><strong>Confidence</strong></td>
<td>• Strengthen comfort working together</td>
<td></td>
</tr>
<tr>
<td>Individual Level of Self-Efficacy</td>
<td>• Partnering across cultural differences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Engaging with each other as equals</td>
<td></td>
</tr>
<tr>
<td><strong>Cognition</strong></td>
<td>• Believe that family partnerships lead to student success</td>
<td>• Families view themselves as equal partners in their child’s education</td>
</tr>
<tr>
<td>Assumptions, Beliefs, and Worldview</td>
<td></td>
<td>• Construct their partnership role</td>
</tr>
</tbody>
</table>
Outcomes

**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
Key Parent Roles - In Student Achievement

- Encouraging
- Supporting
- Communicating
- Collaborating
- Creating Structure
- Model/Monitor/Mentor
- Decision Making/Partnership
- Advocate
- Leadership

Parenting Partners, Engaged for Student Achievement, http://www.familyleadership.org/parenting-partners/
When you engage in mission driven work, remember that...

• This work is hard.
• You don’t have to be perfect to engage in this work.
• Who you are is enough.
• Challenges and failures are a part of the process.

Maribel Lopez
Educator, Parent Advocate
GO Public Schools
| Strengthen Relationships | 1. Support school-wide efforts to establish two-way communication with the school community  
2. Develop/sustain volunteer recruitment and management practices **  
3. Support families’ school communication needs **  
4. Support families’ school communication needs **  
5. Develop/sustain teachers’ efforts to develop and maintain relationships |
|-------------------------|-----------------------------------------------------------------|
| Build Welcoming School Cultures | 1. Support school-wide efforts to establish two-way communication with the school community  
2. Develop/sustain a welcoming school environment  
3. Support families’ school communication needs **  
4. Develop/sustain volunteer recruitment and management practices **  
5. Develop/sustain strategies that help families to partner and navigate the educational system |
| Connect Family Engagement to Student Learning | 1. Support school-wide efforts to establish two-way communication with the school community  
4. Help families understand and support students’ academic goals **  
5. Develop/sustain volunteer recruitment and management practices **  
6. Support families’ school communication needs **  
7. Develop/sustain strategies that help families to partner and navigate the educational system |
| Ensure Access and Equity | 4. Help families understand and support students’ academic goals **  
6. Support families’ school communication needs **  |
| Community Engagement | 3. Connect students and families to community resources  
9. Support access of community resources to improve family support practices, student learning and development  |
| Develop Parent Leadership | 10. Develop/sustain the development of parent leadership  
5. Develop/sustain volunteer recruitment and management practices ** |
Agenda Item #: 3

SCOW SCOPE OF WORK DEVELOPMENT 16-17

**Development of SCOW Scope of Work**
- Consultation with Principal and SCOW
- Identify 3+ areas after reviewing SPBA Academic SMART Goal and Parent Involvement SMART goal
- Review Family Engagement School Data Profile to establish realistic goals.

**SCOW Areas Focus Process**
- Tailor monthly Google form for SCOW to track 3 or more areas of focus
- Google form will include universal baseline data and tasks
- Ensure legal requirements addressed in scope of work (Title-I, SSC, ELAC)
- Develop PD plan to provide the necessary SKILLS, CONNECTIONS, CONFIDENCE

**Skill and Will Assessment**
- Strengthfinder Assessment
- Skill/Will Assessment related to the selected areas of focus
- Critical Allies analysis
- Survey for SCOWs to gather their PD needs feedback and self-identified expertise
- Survey for Principals on what PD SCOWS need.

**Ongoing Support that will be provided**
- Monthly PD
- Classified Day (focus on Team, Connections and Confidence)
- Consultancy protocol (collaboration time)
- Differentiated Support via (focus meetings)
- Onboarding checklist for new SCOWs
- Google folder with all materials
- Monthly checklist with hyperlinks and reminders.
- Google calendar with all PD and Family Engagement tools added as attachments
- IDP (Individual Development Plan)
- Summer SCOW University (5 days of intensive training)

**Monitor Implementation**
- Monthly Reports via Google or DTS report
- Specific artifacts collected as proof of work
- Face to Face Check-in meeting protocol if monthly report deliverables are not completed or met (SCOW, Principal, Coordinator)
- End of year portfolio
- End of year 2 minute SCOW powerpoint presentation to show outcomes, next steps, challenges and needs and report on IDP.

**SEPTEMBER-OCTOBER**

**OCTOBER**

**OCTOBER**

**OCTOBER-JUNE**

**MAY-JUNE**
Family Engagement Action Plan Process

- Action Team for Partnerships (ATP) Established
  - Create Team

- ATP receives training on latest research on Family Partnerships
  - Provide Training

- ATP Coordinates school wide needs assessment to inform goal development
  - Gather information and input

- Develop Action Plan that is linked to student learning using Family Engagement Guiding Principles and SPSA
  - Allocate Staff
  - Allocate Resources
  - Systemic approach

- Provide training to parents and staff who can then:
  - Honor and recognize families’ funds of knowledge
  - Connect Family engagement to student learning
  - Create welcoming, inviting cultures
  - Families can negotiate their multiple roles (Supporters, Encouragers, Monitors, Advocates, Decision Makers, Collaborators)

- Implement Plan and use Data to monitor progress
  - Using Cycle of Inquiry Process
### Family Engagement Core Beliefs

1. All parents have dreams for their children and want the best for them.

2. When families know what quality education looks like, they engage.

3. Partnerships with families are essential to academic achievement.

4. All parents can support their children’s learning.

5. The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.
In Review

1. **Family Partnerships Research**-shows that parental engagement is essential to student achievement, but insufficient if not coordinated/aligned.

2. **A team approach**-can help sustain a welcoming environment and support student achievement.

3. **Relationships matter**-partnership are impacted by the life context, personal motivation and the invitations given to our families.

4. **Expose families to quality education**-If families don’t know what quality education looks-like, partnership lacks relevancy and context.

5. **Perspective matters**-If you don’t have a point of view on family partnerships that has reconciled how it impacts student achievement, your efforts will suffer.
References:

- Maribel Lopez- GO Public Schools- https://gopublicschoolswwcc.org/
- Efficacy Institute https://www.efficacy.org/