Welcome to Today's Webinar!

Moving Beyond Open House: Building Meaningful Relationships Between Parents/Families and Schools

This event will start at 11:00 a.m. ET.

Questions, Event Feedback & Contact Information

Q&A

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

Feedback Form

At the end of the presentation, a series of questions will appear. Please provide feedback on this event so that we can better provide the resources that you need. All answers are completely anonymous and are not visible to other participants.

For assistance during the Webinar, please contact
the National Center on Safe Supportive Learning Environments
at ncssle@air.org.

National Center on Safe Supportive Learning Environments

- **Provides information and technical assistance to states, districts, schools, institutes of higher learning, communities, states and other federal grantees programs regarding the conditions for learning.**

- **Goal is to improve conditions for learning in a variety of settings, K-16 through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.**

- **Provides training and support to the 11 SEA (state) grantees funded under the Safe and Supportive Schools Program, their participating Local Education Agencies (districts).**

- **Additional content areas of bullying prevention, violence prevention and substance abuse prevention will be addressed.**

*The content of this presentation was prepared under a contract from the U.S. Departments of Education and Health and Human Services to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Departments of Education and Health and Human Services, nor do they imply endorsement by the Departments.

Which of the following best describes your current role?

- ❑ State Education Personnel
- ❑ District or School Administrator
- ❑ Teacher or School Support Staff
- ❑ Community or Family Representative
- ❑ Student
- ❑ Researcher
- ❑ Other

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Which of the following best describes the primary reason you chose to participate in today's session?

- ❑ You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- ❑ You are interested in gaining new information and strategies for your own professional use.
- ❑ Both of the above.

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Agenda

1   Systems of Care and Family Engagement

Gary M. Blau, Child, Adolescent and Family Branch Center for Mental Health Services, Substance Abuse and Mental Health Services Administration

2   How to Develop Effective Programs of School, Family, and Community Partnerships: Advances in Theory, Research, and Practice

Joyce L. Epstein, Director, Center on School, Family, and Community Partnerships at Johns Hopkins University

3   Family Engagement: Creating an Empowering Culture in Kansas

Barbara Shinn, Assistant Director, Kansas Parent Information Resource Center (KPIRC)

Systems of Care and Family Engagement

Gary M. Blau, Child, Adolescent and Family Branch Center for Mental Health Services, Substance Abuse and Mental Health Services Administration

Context

- **Child Mental Health Initiative**

- **Building Bridges Initiative**

- **Emerging Adults Initiative**

http://www.samhsa.gov/children/

A spectrum of effective, community-based services and supports for children and youth with or at risk for mental health, or other challenges, and their families, that is organized into a coordinated network, builds meaningful partnerships with families and youth, and addresses their cultural and linguistic needs, in order to help them to function better at home, in school, in the community, and throughout life.

Guiding Principles of Systems of Care: Family Engagement

- **Requires mutual respect and meaningful partnerships between families and professionals.**

- **Involve families as key stakeholders, whether they are helping tailor their child's individualized plan of care or helping design, build, or maintain the system of care.**

- **Involve families in policy development, care coordination, evaluation, strategic planning, service provision, social marketing, and individual and system advocacy.**

- **Families include caretakers, kin, and extended family members.**

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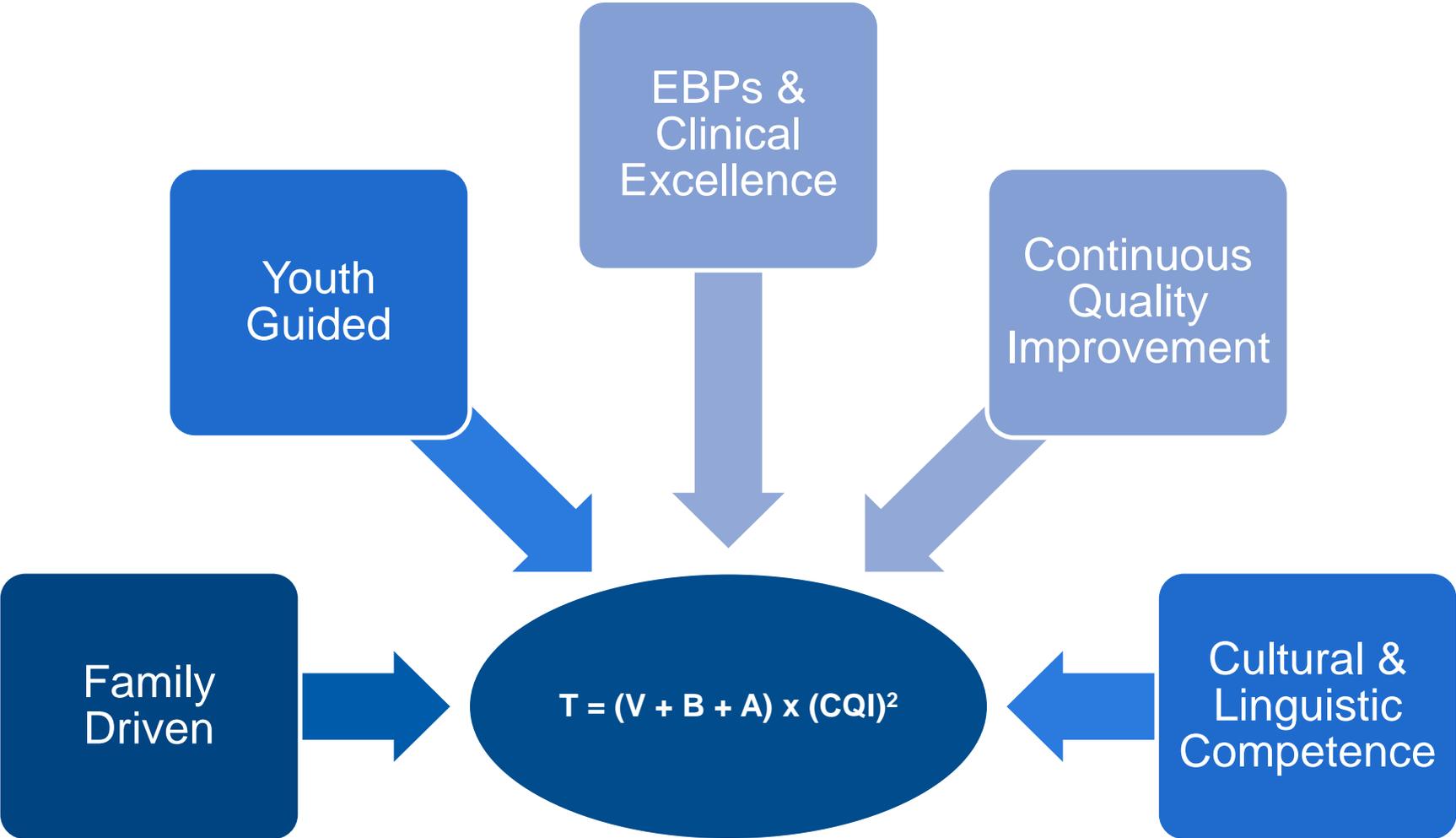
Why is Family Engagement Important?

- **Engaging families can:**

  - emphasize a respect for their capabilities and their role as part of the solution to their problems.

  - help ensure sensitivity to cultural, service, and support needs.

- **Child and Family Services Reviews have found that a significantly higher percentage of children have permanency and stability in their living situations in states that rated strongly in developing case plans jointly with parents.**
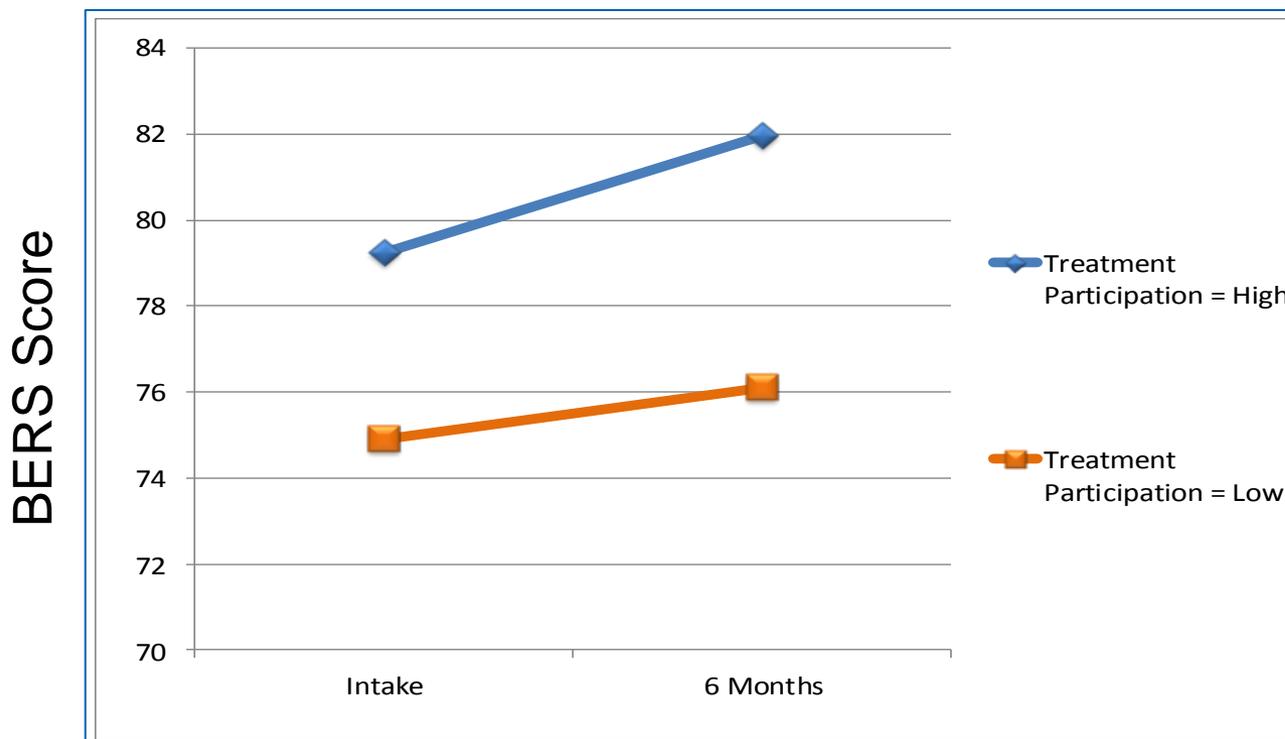
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- **Educators and children's mental health advocates want the same things for children and youth:**

  - higher academic achievement.

  - lower absenteeism.

  - fewer behavioral problems, resulting in more time for teaching and learning.

- **Systems of Care can help achieve those goals through a coordinated network of community-based services and supports that is organized to meet the challenges of children and youth with serious mental health needs and their families.**

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EBPs & Clinical Excellence

Youth Guided

Continuous Quality Improvement

Family Driven

$$T = (V + B + A) \times (CQI)^2$$

Cultural & Linguistic Competence

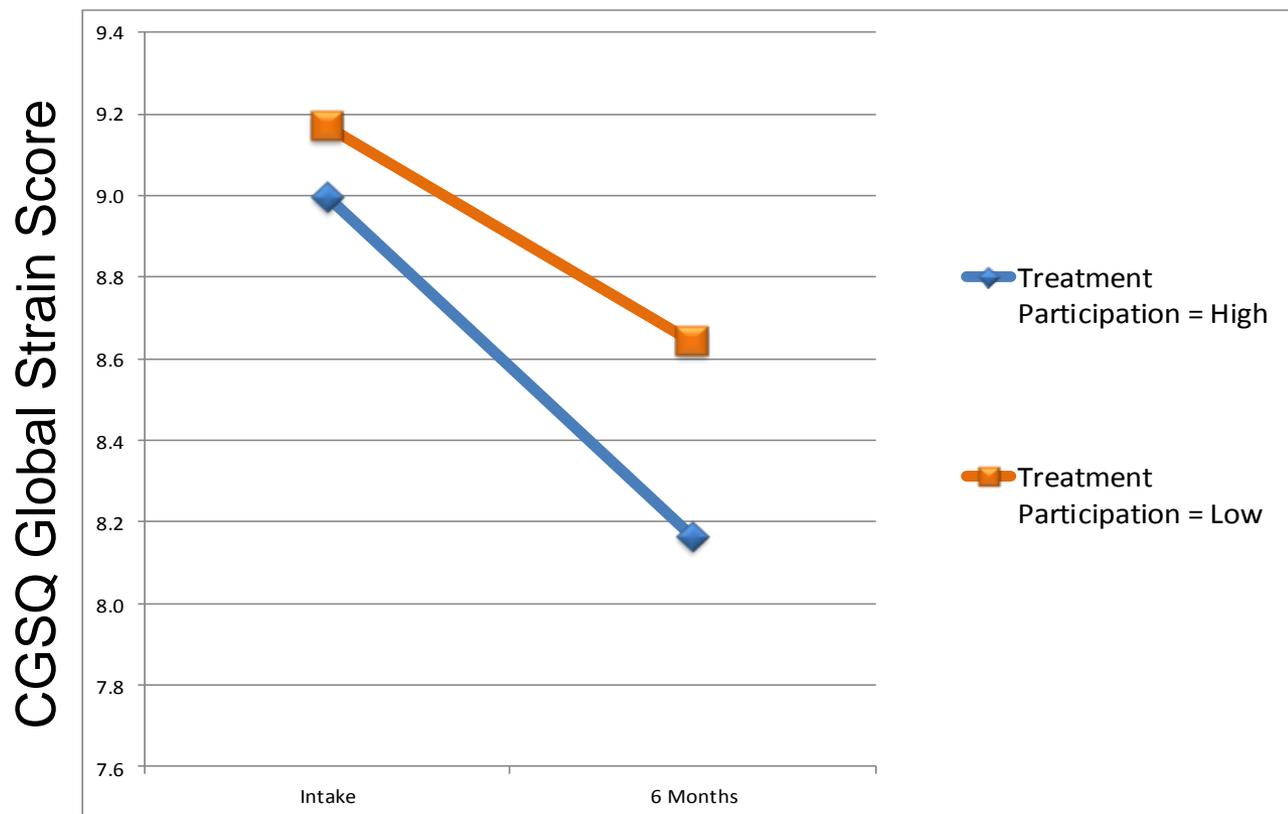Safe Supportive Learning
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Caregiver Report of Youth Strengths

Within Subjects X Time: $F = 2.114$, $p = .146$
Between Subjects: $F = 22.596$, $p < .001$
Strength Index on the BERS–2C ranges from 38 to 161 with an average index between 90 and 110. A higher index indicates greater overall strengths.

Caregiver Treatment Participation and Caregiver Strain

Group X Time: $F = 3.971$, $p = .047$
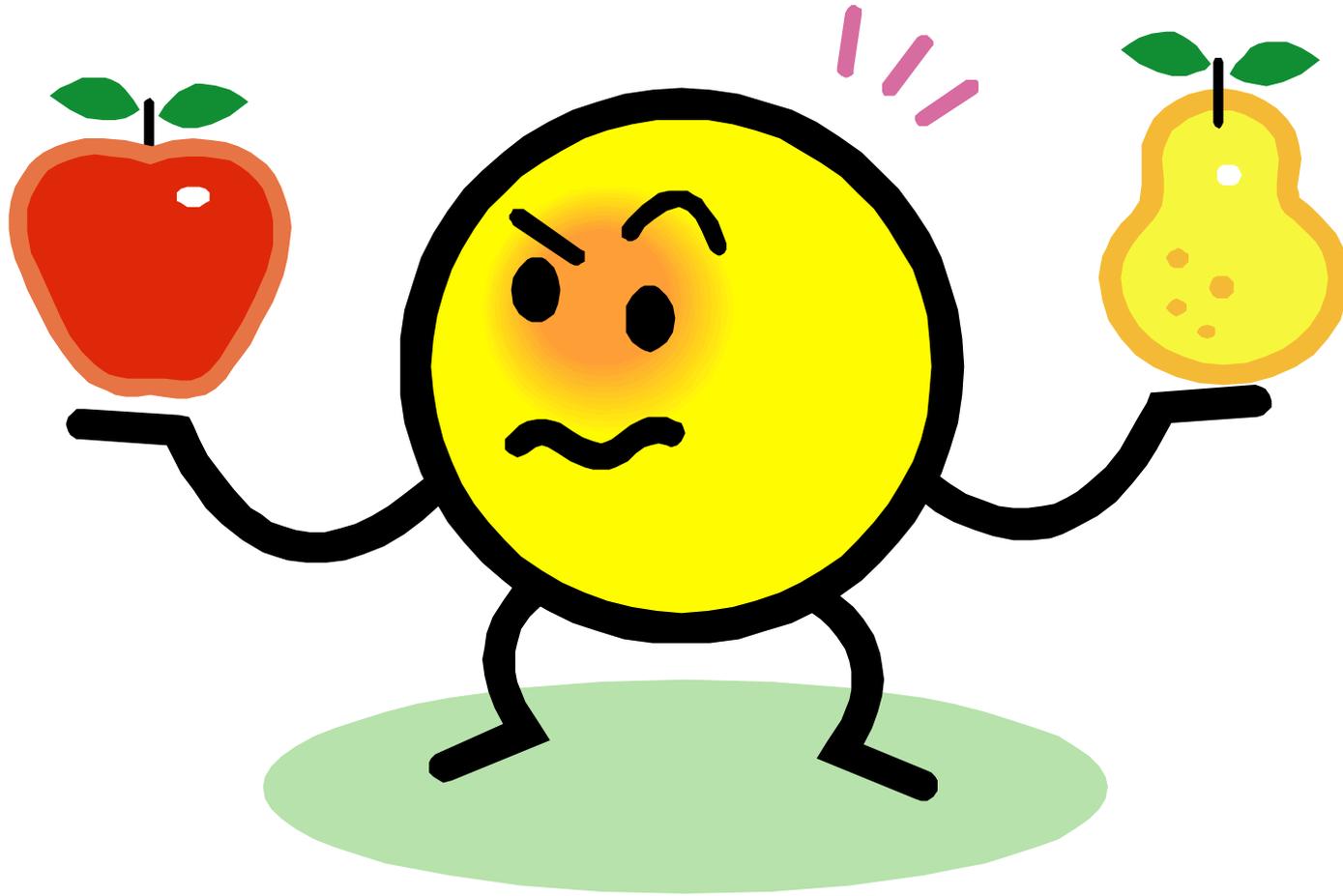Group main effect: $F = 3.782$, $p = .052$
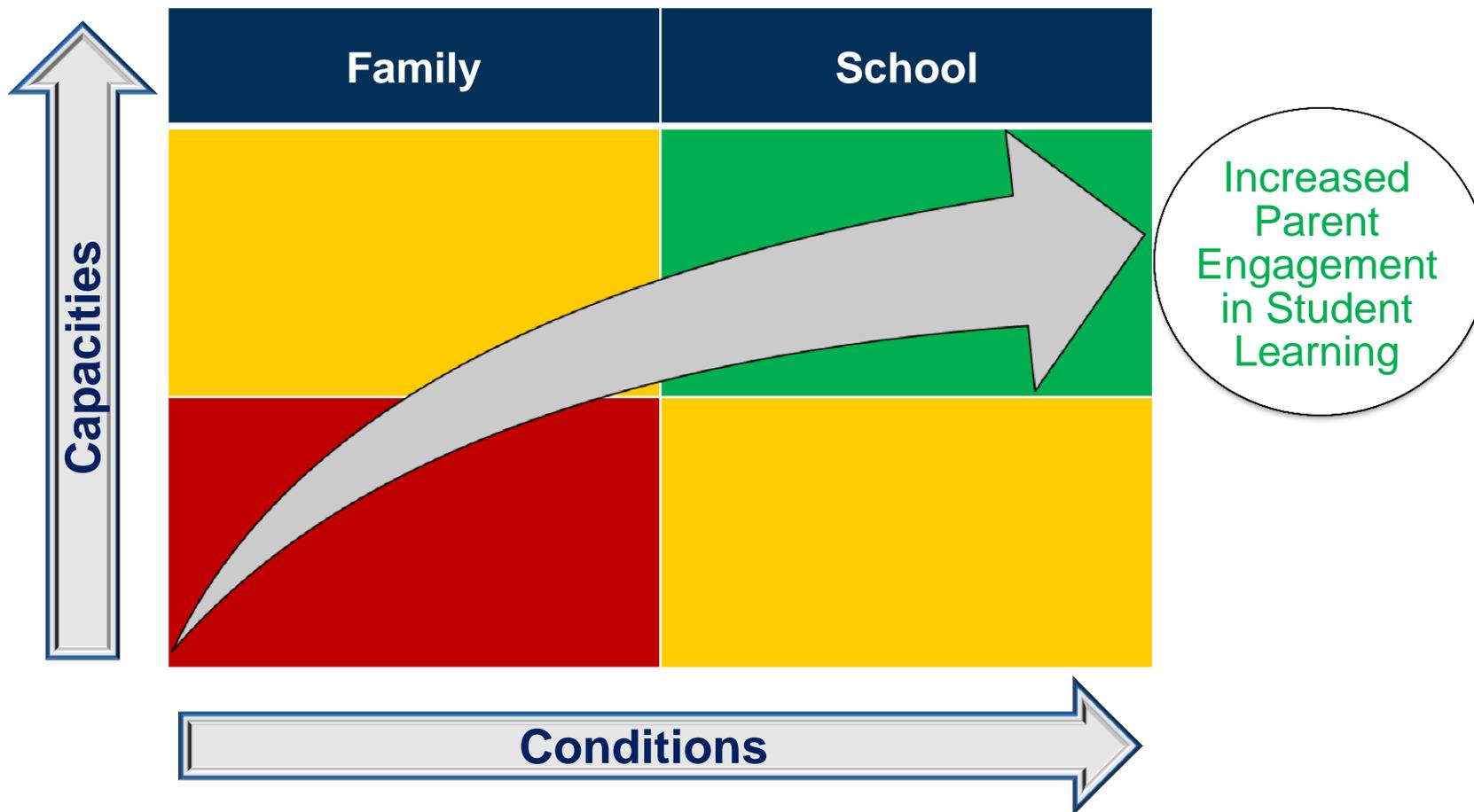
Family Engagement to Support Student Learning

- **ALL the things that parents do to help their children learn and do well in school and life.**

- **To support family engagement, school staff and parents share responsibility for regular, two-way, and meaningful communication about each student's learning in school, at home, and in the community.**

What Affects Family Engagement to Promote Student Learning?

Information
Communication
Training

Individual
Behaviors
& Skills

?

Funding
Environments
Policies

Approaches
Models
Strategies

Services
Systems
Programs

Attitudes
Perceptions
Beliefs

Organizational
Cultures and
Behaviors

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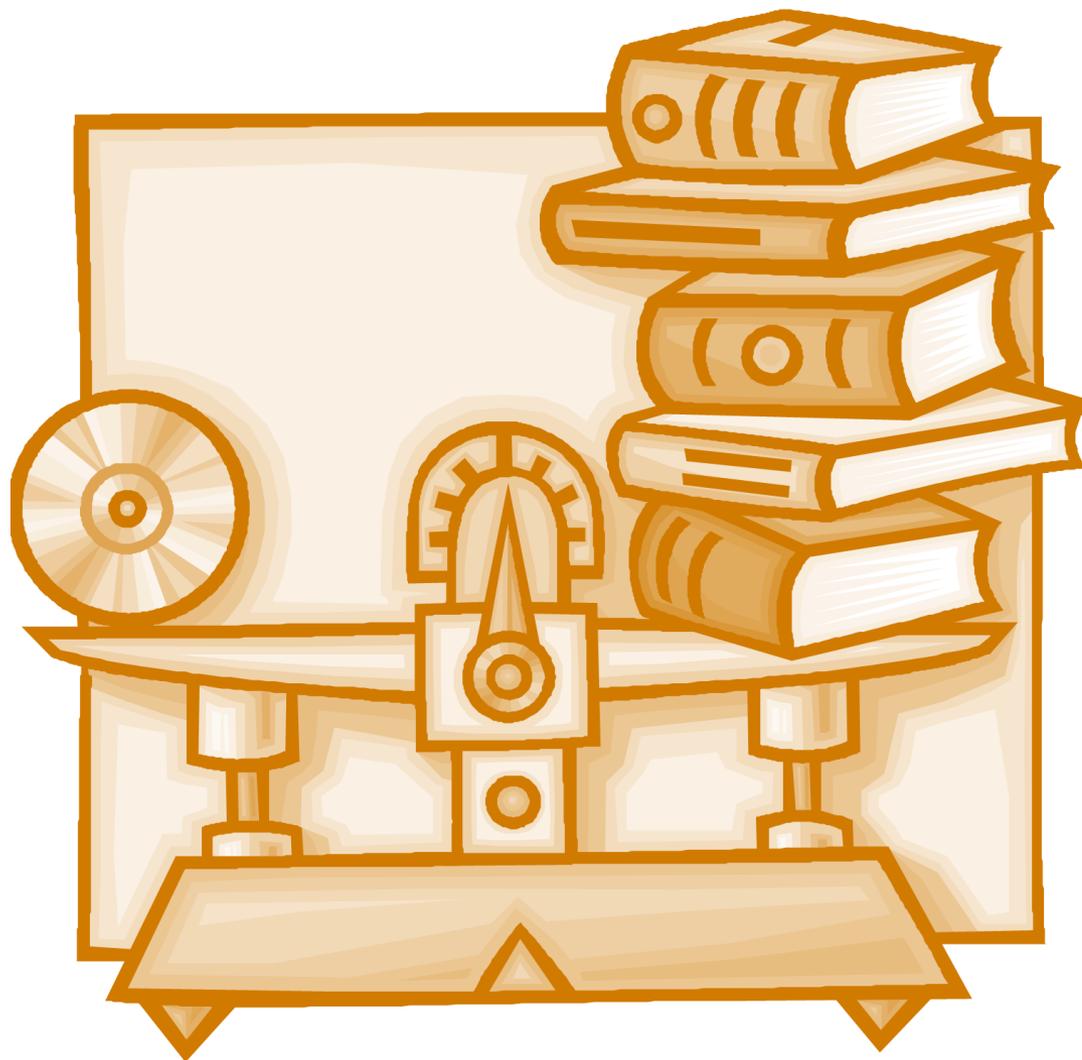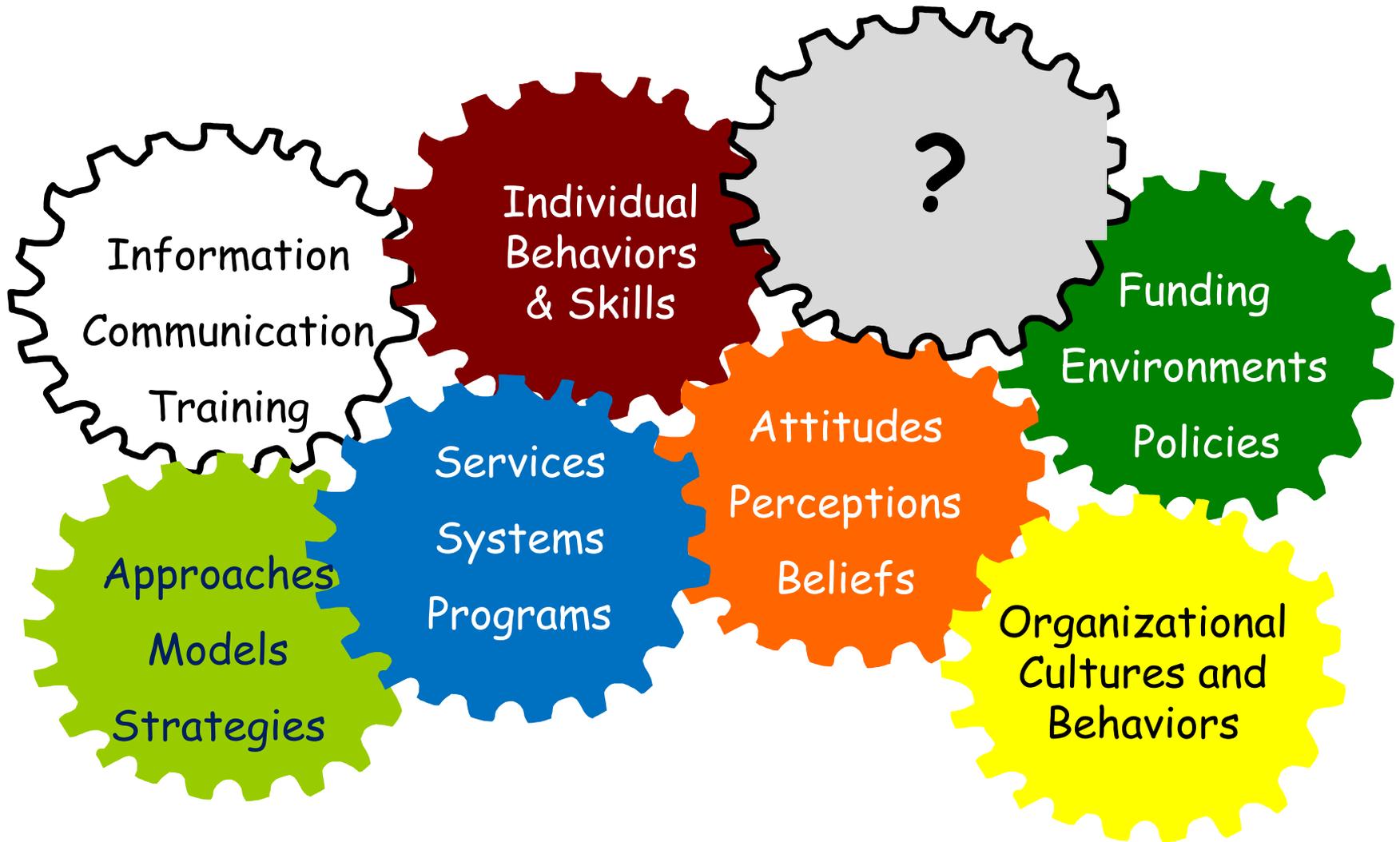
3-Tier Model for Differentiating Strategies to Maximize Family Engagement

Intensive 3rd Tier
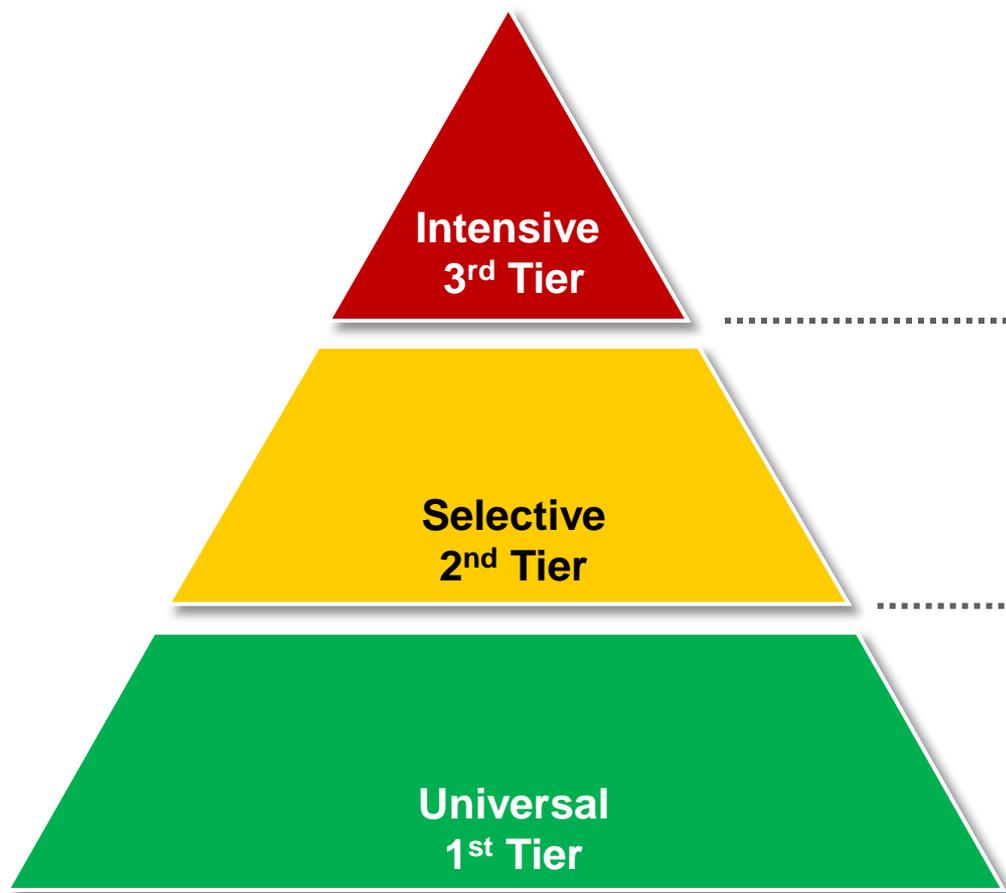
- Special efforts for a few families.

Selective 2nd Tier

- Additional supports to boost some families.

Universal 1st Tier

- Opportunities afforded to all families.

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Which of the three tiers do you find most challenging to effectively address in your own efforts to maximize family engagement?

- ❑ Tier 1: Universal efforts of engagement
- ❑ Tier 2: Selective efforts of engagement
- ❑ Tier 3: Intensive efforts of engagement

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- **Create a welcoming environment.**

- **Provide an orientation.**

- **Establish ongoing communication.**

- **Solicit family input.**

- **Sponsor social activities.**

- **Connect families with each other.**

- **Offer families education and training.**

- **Solicit family input.**

- **Recruit family members to serve on advisory groups.**

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- **Tailor approaches to each family.**

- **Repair relationships between the student and their family.**

- **Hire Family Liaisons to work with families 1:1.**

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They:

- **Build trusting collaborative relationships among teachers, families, and community members.**

- **Recognize, respect, and address families' needs, as well as class and cultural difference.**

- **Embrace a philosophy of partnership where power and responsibility are shared.**

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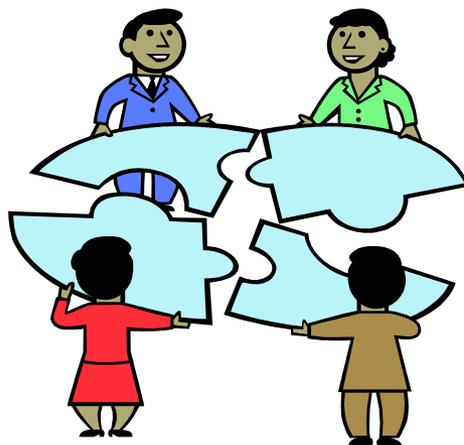
- **Everyone needs information, training, and on-going support to make the paradigm shift.**

- **Policies must encourage, support, and sustain a systemic approach to family engagement.**

- **Conditions must be right for parents to support their child's learning.**

- **School personnel and families must have capacities that support student learning.**

- **Gaps need to be filled with practical strategies.**

WARNING!

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Questions to Ask About Systems of Care and Family Engagement

- **Are families invited to all meetings that address systems of care issues?**

- **Are families adequately represented on all systems of care committees?**

- **Do the families involved in designing and building systems of care reflect the community's cultural makeup?**

- **Are staff trained in how to engage and involve families?**

- **Are family members employed in the system of care?**

- **Are families reimbursed for time spent supporting systems of care (e.g., wages, transportation, childcare expenses)?**

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Questions?

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

If you have a question for the presenters, please type it in the Q&A Pod or email ncssle@air.org during the Webinar.

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How to Develop Effective Programs of School, Family, and Community Partnerships

Joyce L. Epstein, Director, Center on School, Family, and Community Partnerships at Johns Hopkins University

Given:

- **Safe and supportive schools have a welcoming school climate for students, parents, and educators.**

- **All schools must develop meaningful relationships among teachers, parents, other family members, and community partners to increase student success in school.**

This Presentation: HOW-TO attain the "givens"

- **We will discuss six "lessons learned" from research and practice on the structures and processes that enable all schools—preschools, elementary, middle, and high schools—to organize and conduct goal-linked programs of school, family, and community partnerships.**

Principle for Program Development

1. **"School, family, and community partnerships" is a better term than *parental involvement* or *parent engagement* for developing school, district, and state programs.**

    - In practice this means creating **"partnership schools"** that are <u>welcoming places</u> for all students, educators, parents, and the community.

How will we reach these goals?

Excellent Schools

Strong Families

Healthy Communities

How will we reach these goals?

Excellent Schools

Strong Families
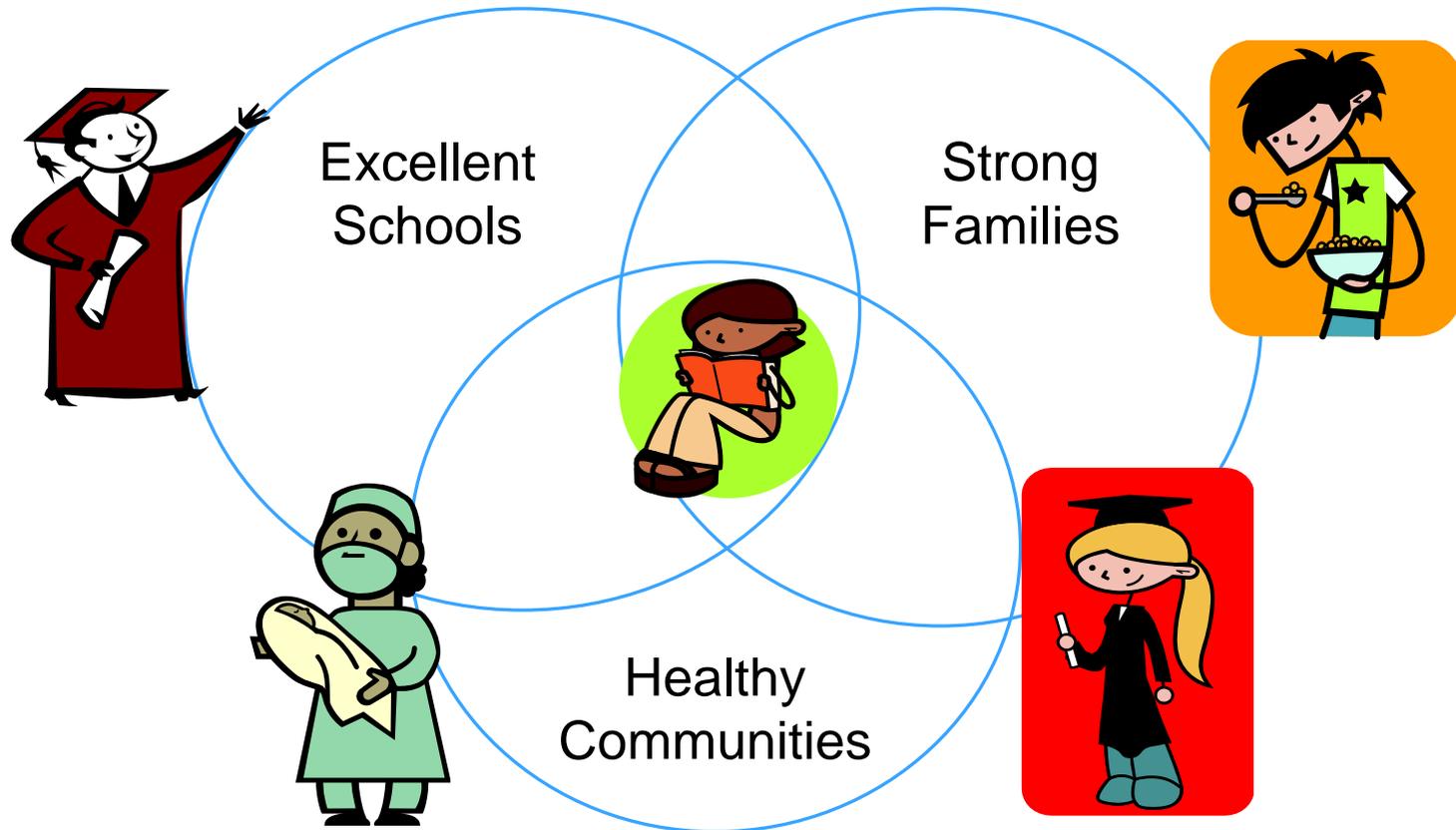
Healthy Communities
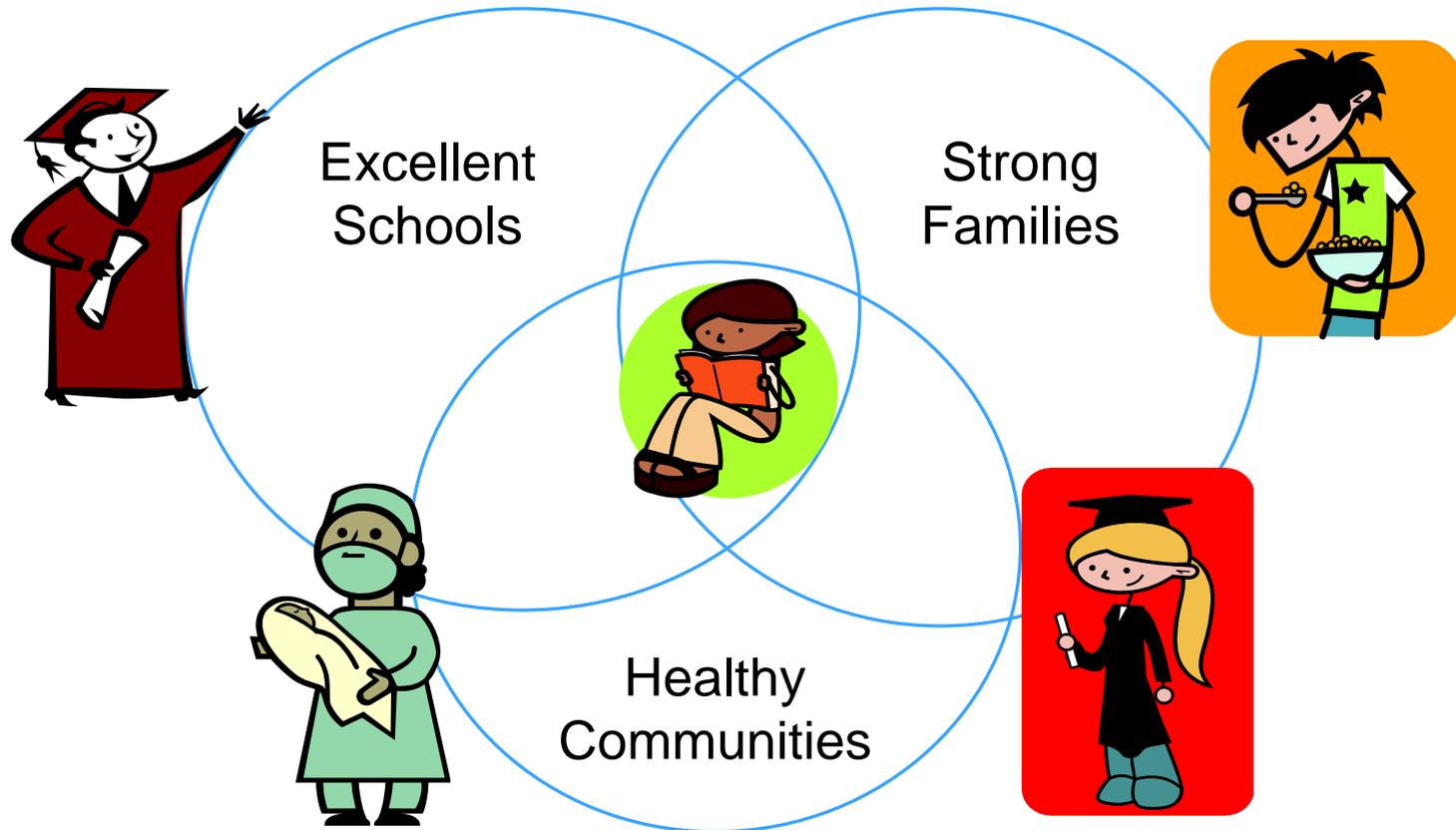
2. **"School, family, and community partnerships" is a multidimensional concept.**

- We use the *framework of six types of involvement*. The types are *separable*, with distinct *activities*, *challenges*, and *results*.

- In practice, this means that parents may be involved in different ways, in different locations, and for different reasons.

Keys to School, Family, and Community Partnerships

Epstein's Framework of Six Types of Involvement

1	**PARENTING:** Understand child development. Educators know families.
2	**COMMUNICATING:** Two-way. On school programs and children's progress.
3	**VOLUNTEERING:** At school, in class, at home, and as audiences.
4	**LEARNING AT HOME:** Connections on homework, course choices, other talents.
5	**DECISION MAKING:** All major groups represented on school committees.
6	**COLLABORATING WITH COMMUNITY:** Resources and volunteers from many groups, agencies.

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3. **A program of school, family, and community partnerships is an essential component of school and classroom organization.**

   - In studies and fieldwork, we identified eight essential elements that improve partnership program quality and outcomes for students from one year to the next:

     - Leadership
     - **Teamwork**
     - Action Plans
     - Implementation

     - Evaluation
     - Funding
     - Collegial Support
     - Networking

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A committee—ACTION ARM—of the
School Improvement Team

- **ATP Structure**
  - 2-3 teachers
  - 2-3 parents/family members
  - Principal
  - Others (nurse, counselor, parent liaison, afterschool, PTA/PTO representative, community partners)
  - 1-2 students at high school level

Timrod Elementary School - ATP Florence, SC 2012

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4. Programs of school, family, and community partnerships must focus on STUDENT learning and development.

- Effective partnership programs are "goal-linked" to increase STUDENT success in school.

- STUDENT achievements, attitudes, and behaviors are the ultimate outcomes of programs of family and community involvement in EXCELLENT SCHOOLS.

Reading, Math, Science, and other subjects

Art, Music, Technology, and other outcomes

Attendance, Physical Health, Mental Health, and other attitudes and behaviors

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Summary of Results

Scores of studies confirm that, compared to comparison or control groups, students benefit when parents are engaged in goal-linked ways.

Results for students (preschool thru high school):

- **Stronger reading and math readiness skills and better adjustment at the entry to elementary school.**

- **Higher reading, writing, and math achievement test scores and report card grades.**

- **Fewer behavior and bullying problems; better attendance; more positive health, exercise, school discipline.**

- **Greater commitment to the "role of student" and more and earlier career awareness and college planning.**

ALSO: School OUTREACH results in the involvement of more and different families and community partners for a safer and more welcoming place.

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5. Programs of school, family, and community partnerships require multi-level leadership.

- DISTRICTS, STATES, and ORGANIZATIONS have important leadership roles to play in helping schools organize, implement, and evaluate programs of family and community involvement.

- New studies show that DISTRICT Leaders for Partnerships help schools develop stronger programs than schools can do on their own.

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6. **All programs of school, family, and community partnerships are about EQUITY.**

- We find that ALL parents want to and can be involved in their children's education regardless of income, race, ethnicity, education, language spoken at home, and other background variables.

  - EQUITY = a STRENGTHS model.

  - EQUITY = addressing challenges to engage all families.

  - EQUITY = SOLUTIONS to inequalities.

Review

How can schools use these 6 principles to organize research-based and goal-linked programs of school, family, and community partnerships to improve school climate and increase student success?

- **Establish an Action Team for Partnerships (ATP).**

- **Write an Action Plan for Partnerships each year linked to school improvement goals.**

- **Use the Framework of Six Types of Involvement so that parents become involved in varied ways.**

- **Allocate a budget for planned activities.**

- **Allocate time for monthly meetings of the ATP.**

- **Evaluate and improve the partnership program each year.**

District leaders for partnerships guide schools in this work.

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Help Is Available from NNPS at Johns Hopkins University

- **Research-based tools, training, and publications.**

- **On-going technical assistance from NNPS Facilitators by phone, e-mail, monthly e-briefs, website, newsletters.**

- **Coordinated planning and evaluation tools for continuous improvement on family and community involvement.**

- **Networking opportunities to share best practices with hundreds of schools, districts, states, and organizations across the country.**

For more information, visit NNPS at www.partnershipschools.org.

NATIONAL NETWORK OF
Partnership Schools
JOHNS HOPKINS UNIVERSITY

Working Together for Student Success

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Polling Question #4

Which of the six lessons just described do you see as most important to your current work or practice?

- ❑ Using "school, family and community partnerships" language vs. "parent involvement" or "parent engagement".
- ❑ Viewing school, family and community partnerships as a multi-dimensional concept.
- ❑ Seeing a program of school, family, and community partnerships as an essential component of school and classroom organization.
- ❑ Ensuring that programs of school, family, and community partnerships focus on student learning and development.
- ❑ Ensuring that programs of school, family, and community partnerships have multi-level leadership.
- ❑ Ensuring EQUITY in your program of school, family, and community partnerships.

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Questions?

Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

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Family Engagement: Creating an Empowering Culture in Kansas

Barbara Shinn, Assistant Director, Kansas Parent Information Resource Center (KPIRC)

KPIRC

- **The Kansas Parent Information Resource Center (KPIRC) is the Parent Information Technical Assistance Center for the state of Kansas.**

- **KPIRC promotes meaningful parent involvement at all levels of education and provides information and resources to help parents, educators, and other organizations promote the educational success of every Kansas child.**

Multi-Tier System of Support

MTSS Framework

Leadership

- Identified Teams
- Buy-In/Consensus
- Communication
- Professional Development
- Empowering Culture

Professional Development

- Initial Training
- Support for Implementation
- Monitoring for Fidelity
- Providing ongoing Support

Empowering Culture

- Involving all Staff
- Involving Parents
- Informing All

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PTA National Standards for Family-School Partnerships

- **Endorsed by Kansas State Board of Education in January, 2008.**

- **Included in ESEA Flexibility Waiver.**

- **Incorporated as a critical component in the Multi-Tier System of Supports (MTSS).**

- **Incorporated into the Title 1 School-wide Integrated Improvement Plans.**

- **Incorporated into the new Kansas accreditation system.**

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PTA National Family-School Partnership Standards

1. **Welcoming All Families Into the School Community**

2. **Communicating Effectively**

3. **Supporting Student Success**

4. **Speaking Up for Every Child**

5. **Sharing Power**

6. **Collaborating with the Community**

Which of these six standards is your current practice BEST at supporting?

- ❑ Welcoming all families into the school community
- ❑ Communicating effectively
- ❑ Supporting student success
- ❑ Speaking up for every child
- ❑ Sharing power
- ❑ Collaborating with the community

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Which of these six standards is an area where there is GREATEST NEED for improvement in your current practice?

❑ Welcoming all families into the school community
❑ Communicating effectively
❑ Supporting student success
❑ Speaking up for every child
❑ Sharing power
❑ Collaborating with the community

Partnership

- **KPIRC partners with the Kansas State Department of Education (KSDE) to provide family engagement services to schools receiving a Safe and Supportive Schools (S3) grant.**

- **KPIRC provides services to 31 S3 High Schools.**
  - Site Visits
  - Technical Assistance
  - Professional Development
  - Resource Development

Successful Family Involvement:

- **Is championed by the school's principal and implemented by the administrators, teachers, and staff.**

- **Nurtures young person's interests.**

- **Provides for individualized choices.**

- **Includes family-staff partnerships at the classroom and programmatic levels.**

- **Mission (example)**
  - Increase parent involvement in our buildings.
  - Make parents and our community feel important.
  - Provide information on what we can offer.

- **Target Population**
  - Think about transition years.

- **Time Frame**
  - Set/confirm dates of visits.
  - Set/confirm time of visits.

- **Training of staff**
  - Provide extensive training to staff visiting homes.

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Marysville High School: Character Education and College/Career Readiness

- **"Top Dog" Award Program.**

- **"Target" Team for promoting graduation.**

- **Recipient State Spotlight Award: Character Education.**

- **College and Career Readiness programs.**

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Pittsburg High School: Development of Family Engagement Policy

- **Rural high school in high poverty region of state.**

- **Pittsburg High School had not previously had a family engagement policy.**

- **Pittsburg High School reached out for professional development for entire staff on family engagement.**

- **Developing family engagement policy built around the PTA National Standards on Family-School Partnerships.**

- **For first time, Pittsburg High School will include a Family Engagement Policy in their high school handbook.**
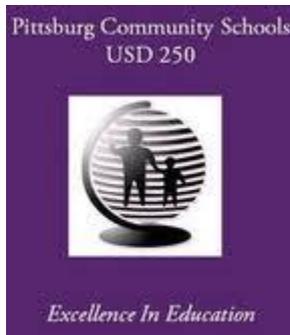
Wichita West High School: Family Resource Center

- **Urban district, diverse student population.**

- **Restorative practices.**

- **Center is used as a community resource for families providing health care services, GED program, decrease dropout rates.**

- **Established to provide a network of support for low income families.**

Evaluation Tools and Action Plans

- **KPIRC works with districts and schools to evaluate their family engagement progress.**

- **KPIRC provides access to family engagement surveys to districts and schools.**

- **KPIRC provides templates for family engagement policies.**

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Collaborating with families has to be much more than an activity: *it must be a pervasive attitude.*

Questions?
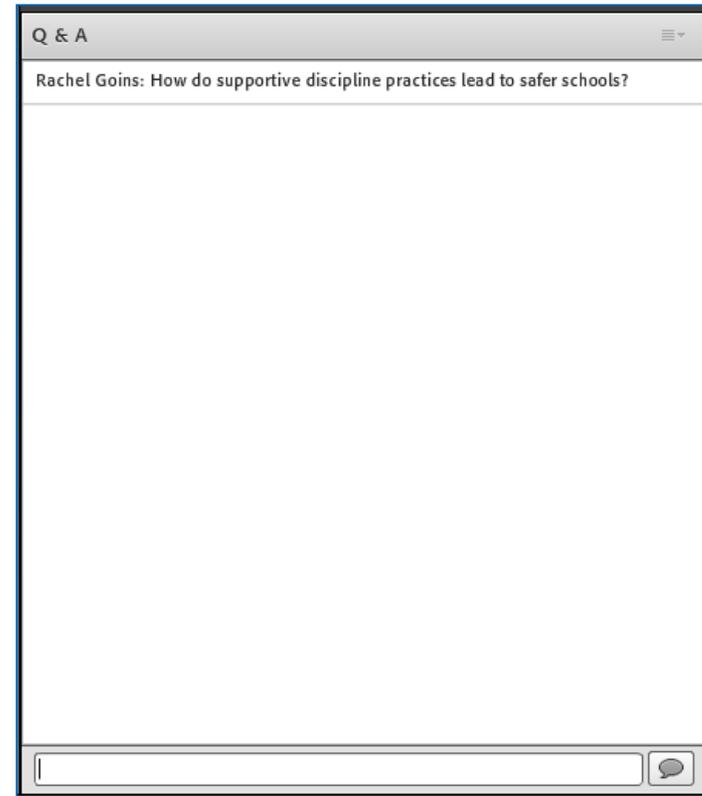
Q & A

Rachel Goins: How do supportive discipline practices lead to safer schools?

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Take Aways

1. **Effective Systems of Care can help achieve key educational outcomes.**

2. **Unique strategies for each tier of support helps support all families.**

3. **The six "Lessons Learned" provide a solid foundation on which any school or district can develop successful programs of school, family and community partnerships.**

4. **"Goal-linked" involvement activities ensure that all families and community partners can contribute to student success.**

5. **The six Family-School Partnership Standards of the National PTA have guided family engagement efforts in Kansas.**

6. **Kansas schools are using a variety of strategies to increase family engagement and are documenting change.**

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Citations

1. Epstein, J. L. (2011). School, family, and community partnerships: Preparing educators and improving schools. Second edition. Boulder, CO: Westview Press.

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3. Epstein, J. L., Galindo, C., & Sheldon, S. B. (2011). Levels of leadership: Effects of district and school leaders on the quality of school programs of family and community involvement. Educational Administration Quarterly, 47, 462-495

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5. Kansas Multi-Tier System of Supports: http://www.kansasmtss.org/

6. National PTA. (2009). PTA National Standards for Family-School Partnerships: An Implementation Guide. Retrieved from: http://www.pta.org/files/National_Standards_Implementation_Guide_2009.pdf

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8. Henderson, A. T., & Berla, N. (Eds.). (1994). A new generation of evidence: The family is critical to student achievement. Washington, DC: Center for Law and Education.

9. Osher, T.W., Osher, D. & Blau, G.M. (2008). Families matter. In T.P. Gullotta and G.M. Blau (eds.), Family influences on   childhood behavior and development: Evidence-based prevention and treatment approaches (pp. 39-62). New York: Routledge Press.

10. Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence. The impact of school, family, and community connections on student achievement. Austin [Texas]: National Center for Family & Community: Connections with Schools.

Upcoming Webinar

- **Relationship between Bullying, Violence Prevention, and Substance Abuse**

  May 22: 4:00 – 5:30 pm ET

  May 23: 11:00 – 12:30 pm ET

  Register at: http://safesupportivelearning.ed.gov