



Family Engagement and Empowerment in Texas

TEXAS

Comprehensive Center

at American Institutes for Research ■

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November 6, 2017

Family Engagement and Empowerment in Texas

Part 1: Past, Present, and Future



Making the Case: Why Invest in State Systems for Family Engagement?

A positive and convincing relationship exists between family involvement and benefits for students, including improved academic achievement. This relationship holds across families of all economic, racial, ethnic, and educational backgrounds, and for students at all ages.



Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: SEDL.



Impact of Family Engagement

When parents and school staff work together to support learning, students. . .

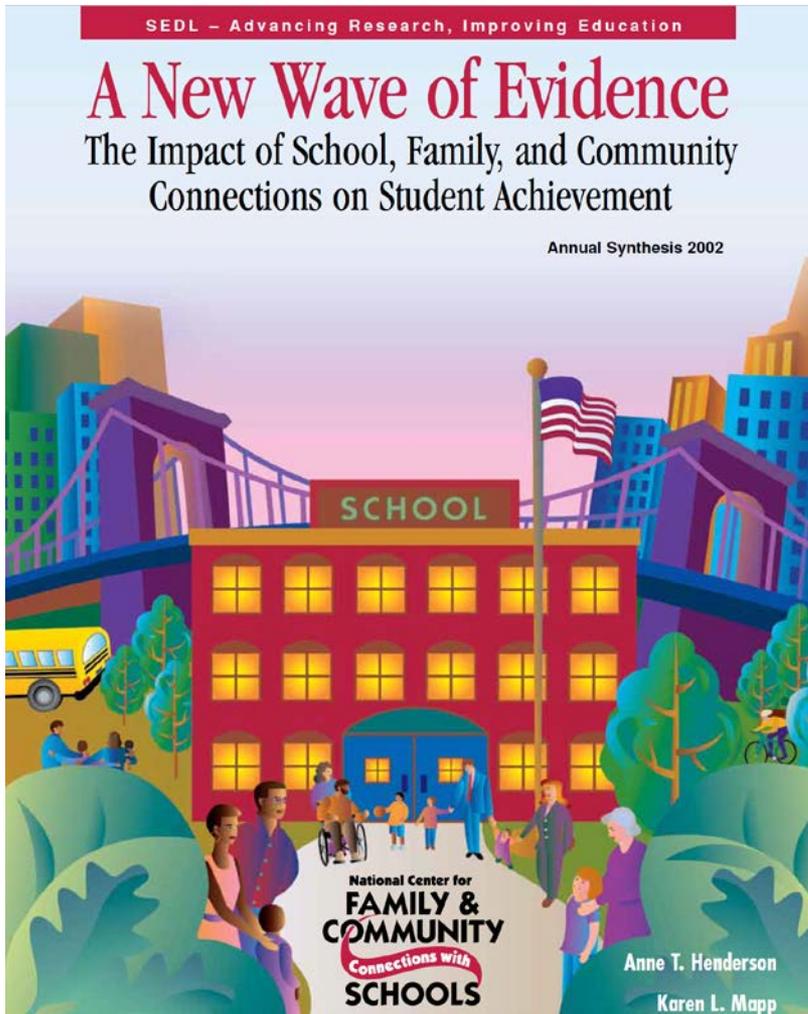
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education

Family Engagement

Family engagement has a protective effect.

The more families can be advocates for children and support their progress. . .

- The better their children do in school
- The longer they stay in school



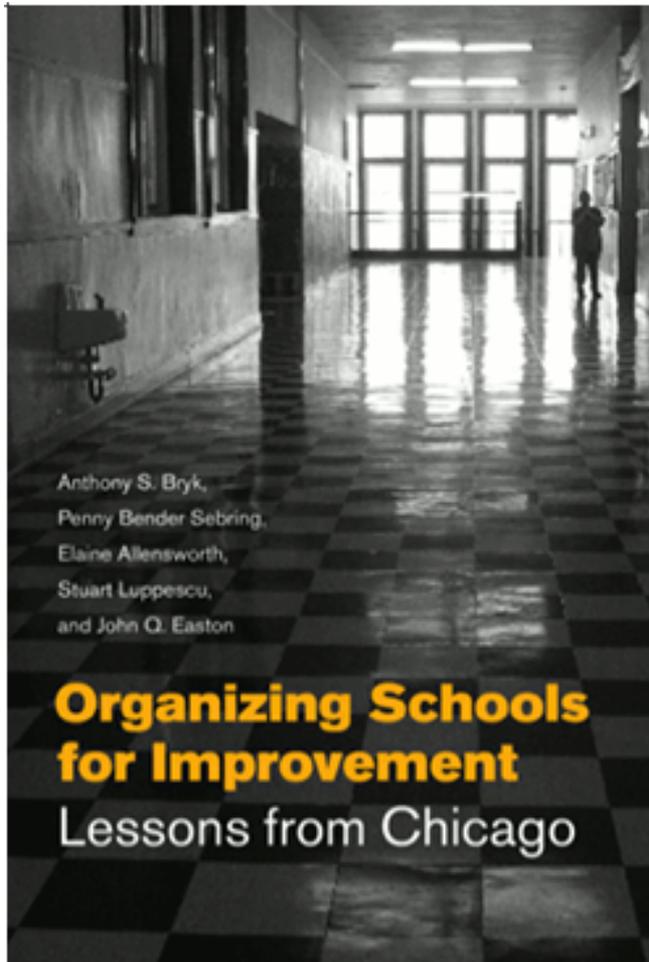
Henderson, A. T., & Mapp, K. L. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*. Austin, TX: SEDL.

Family Engagement as an Improvement Strategy

Family engagement is an integral part of education reform efforts.



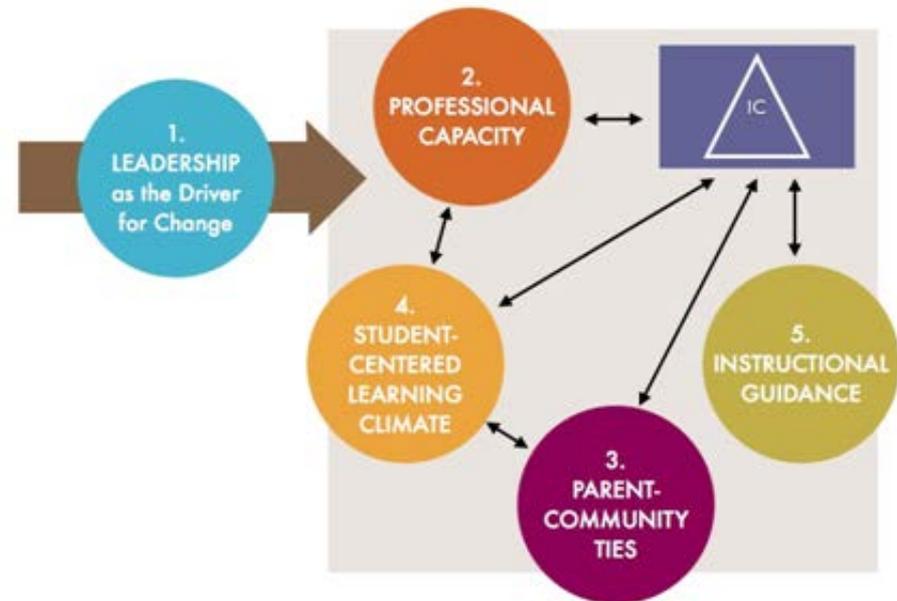
Family Engagement as a Key Element of Education Reform



*Organizing Schools for Improvement:
Lessons from Chicago (2010)*

FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



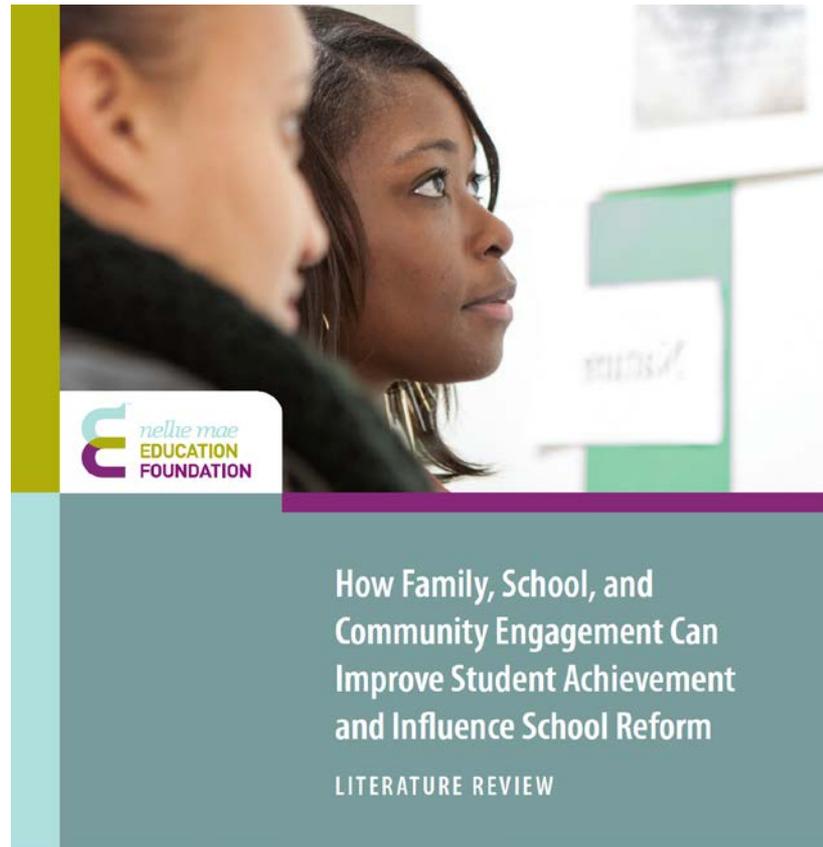
Family Engagement as a Key Element of Education Reform

Programs need to move beyond random acts of family engagement so that professional development supports a series of connected activities that, as a whole, can positively affect student learning.

How Family and Community Engagement Can Improve Student Achievement and Influence School Reform

Findings:

- Social Networks
- Parent Leadership
- Parent Classes
- Family Engagement at Home
- Family Engagement at School
- School-Family Outreach
- Family-School Relationships
- Family Educational Goals and Values
- Perceived Parental Support
- School-Family-Community Partnerships
- Strategies for Increasing Family Engagement



 nellie mae
EDUCATION
FOUNDATION

How Family, School, and
Community Engagement Can
Improve Student Achievement
and Influence School Reform

LITERATURE REVIEW

What Works?

- Programs that engage families in supporting their children's learning at home are linked to higher student achievement.
- Family engagement at home appears to have the greatest effect on student achievement.





Impact of Family Engagement: Early Childhood

- Children whose parents read to them at home recognize letters of the alphabet and write sooner than those whose parents do not.
- Children whose parents help them learn how to write can identify letters and connect them to verbal sounds.
- Children's development is boosted by parents' support in play and a cognitive and literacy-oriented environment at home.



Impact of Family Engagement: Elementary

- Children in Grades K–3 whose parents participate in school activities have good work habits and stay on task.
- Parents who provide homework support have children who often perform better in the classroom.
- Children whose parents explain educational tasks are more likely to participate in class, seek help from the teacher, and monitor their own work.

Impact of Family Engagement: Secondary

- Youth whose parents monitor their academic and social activities have lower rates of delinquency and higher rates of social competence and academic growth.
- Youth whose parents are familiar with college preparation requirements and are engaged in the application process are most likely to graduate from high school and attend college.
- Youth whose parents have high academic expectations and offer consistent encouragement for college have positive student outcomes.

Middle School Family Engagement

Academic Socialization has the greatest impact.

- Communicating expectations for education
- Linking schoolwork to current events
- Fostering educational aspirations
- Discussing learning strategies
- Making plans for the future

Secondary School Family Engagement

Strategies that foster a broader set of outcomes:

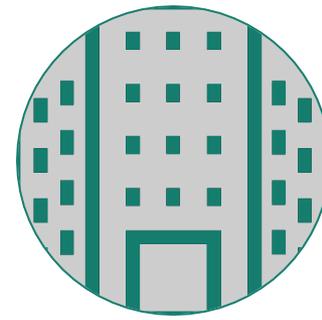
1. Communicating expectations
2. Actively planning for the future
3. Scaffolding independence around school work
4. Providing additional school work

Secondary School Family Engagement Outcomes

- Internalized value of education
- Motivation for learning
- Work ethic
- Academic engagement
- Self-regulation
- Self-efficacy for help seeking
- Academic self-concept

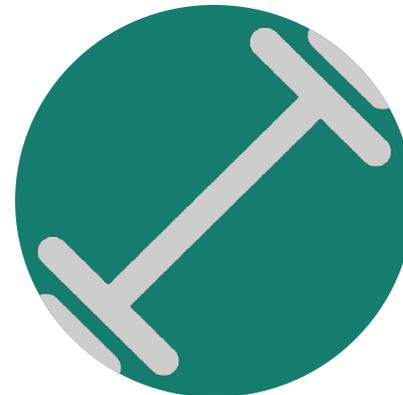


Effective family engagement programs build the self-confidence of families and can create a groundswell of support to meet student needs.



Purposeful Family Engagement

- Shared responsibility for the academic, physical, social, emotional, and behavioral development of youth . . .
- Fostered through a deliberate process . . .
- Empowers adults to jointly support student growth, address any barriers to learning, and ensure college and career readiness



Reframing Family Engagement

From an individual parent's or teacher's "job"

- To a shared responsibility

From random acts

- To systemic approaches

From events-driven

- To results-driven

From add-on services

- To purposeful connections to learning

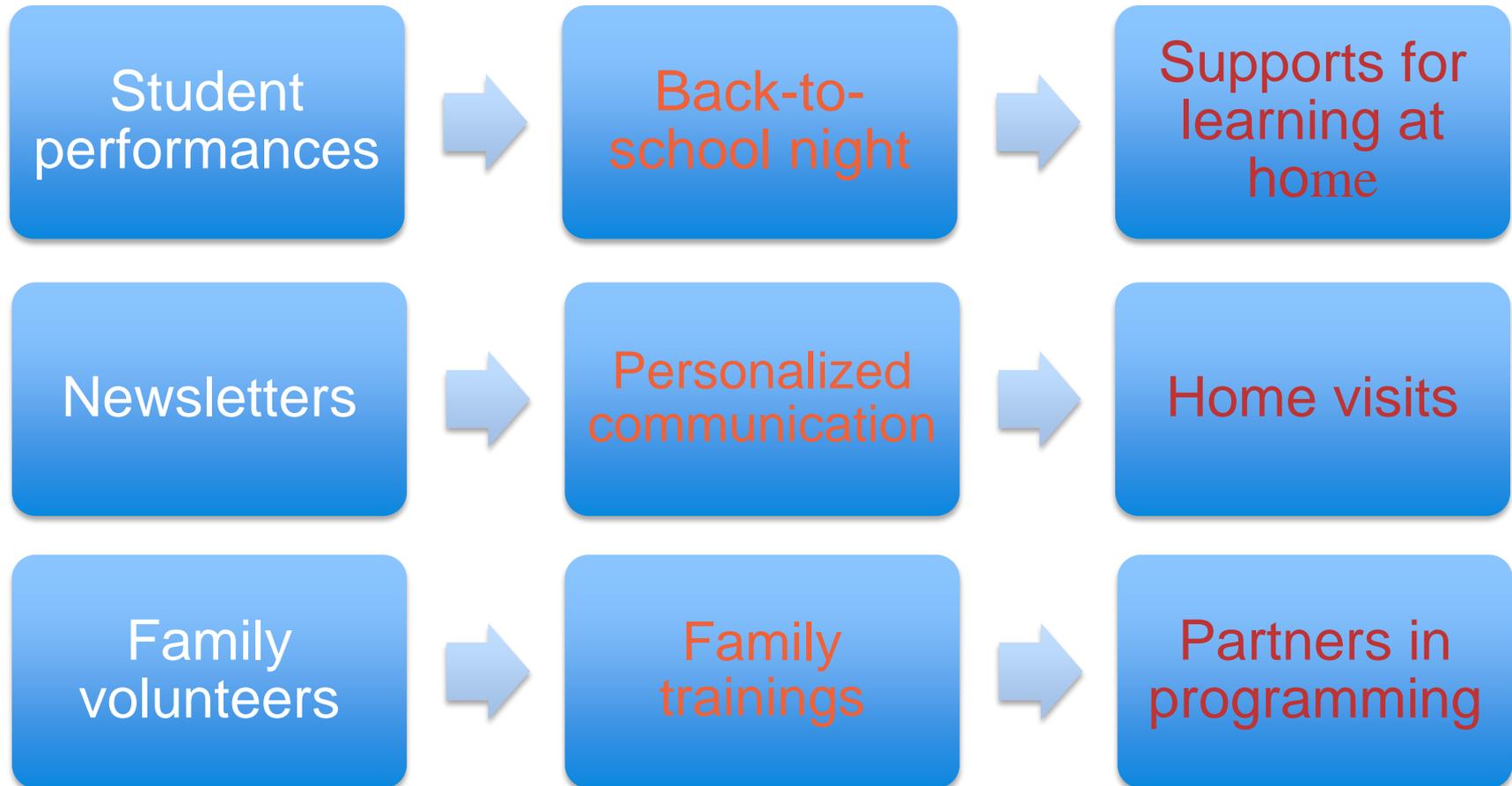
From compliance

- To focus on learning, improvement, accountability, and innovation

From one-time

- To sustained

Affecting Student Achievement



Supporting School Improvement

Solicit input from families



Empower parents to be involved in the decision-making process



Jointly develop and review programming



Include families in the continuous improvement process

Building Relationships

Reach out to families



Create welcoming environment



Respond to student and family needs



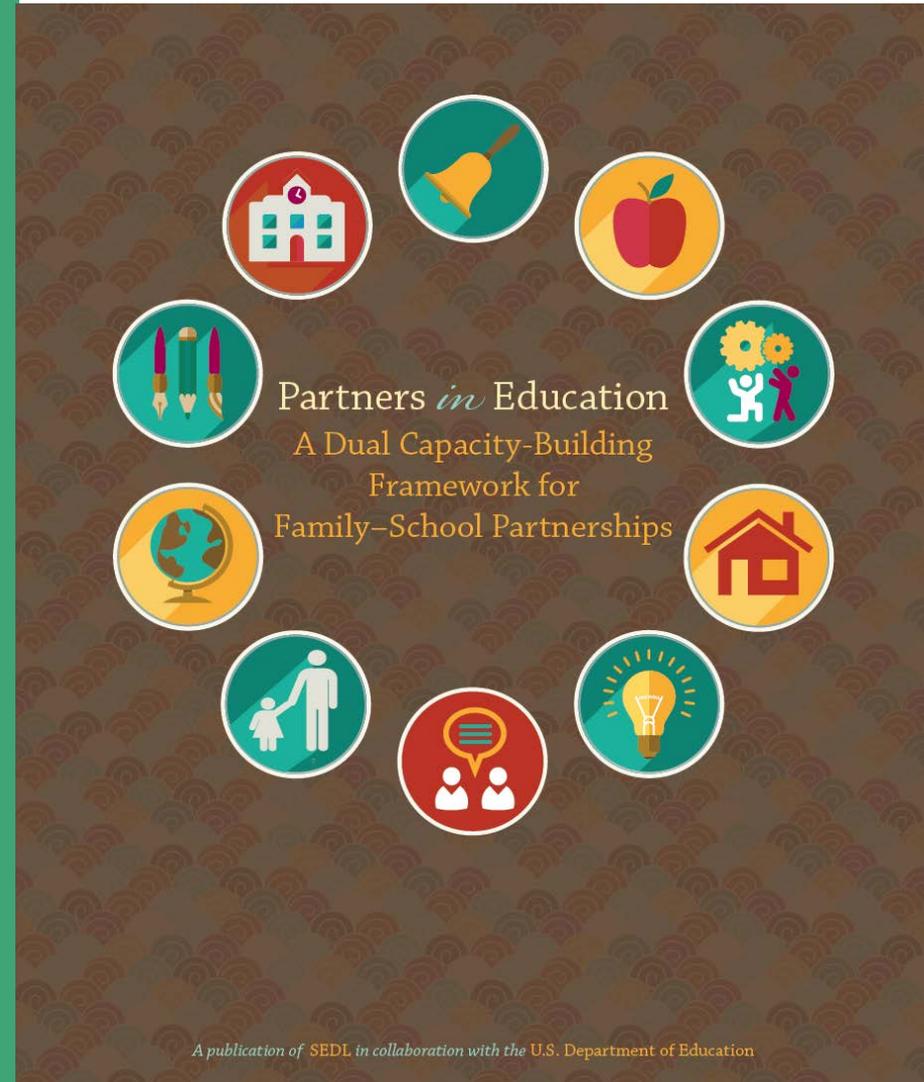
Acknowledge shared responsibility



Develop relational trust



Partners in Education: A Dual Capacity-Building Framework for Family–School Partnerships



Dual Capacity-Building Framework for Family–School Partnerships



Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. Austin, TX: SEDL. Retrieved from <http://www.sedl.org/pubs/framework/>

Dual Capacity-Building Framework for Family–School Partnerships

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

Dual Capacity-Building Framework for Family–School 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



Dual Capacity-Building Framework for Family–School Partnerships

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)

Dual Capacity-Building Framework for Family–School Partnerships

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



PTA's National Standards for Family– School Partnerships

- Standard 1: Welcoming all families into the school
- Standard 2: Communicating effectively
- Standard 3: Supporting student success
- Standard 4: Speaking up for every child
- Standard 5: Sharing power
- Standard 6: Collaborating with the community

National Standards for Family-School Partnerships



[PTA.org/excellence](https://www.pta.org/excellence)

National
PTA
everychild.one voice.®



SCHOOL OF
EXCELLENCE

Leveraging Family Engagement to Support Texas Education Agency Priorities

- **Priority 1:** Recruit, Support, and Retain Teachers and Principals
- **Priority 2:** Build a Foundation of Reading and Math
- **Priority 3:** Connect High School to Career and College
- **Priority 4:** Improve Low-Performing Schools

Defining Family Engagement

Defining Family Engagement

Parent

Guardian

Caregiver

Advocate

Family

Defining Community Engagement



Developing State-Level Infrastructure for Family Engagement

Every Student Succeeds Act (ESSA)

- Focuses on a vision for whole-child education
- Incorporates ongoing stakeholder engagement
- Emphasizes evidence-based practices and classification of interventions and strategies within four tiers of evidence
- Promotes a broader vision of school success





Building Infrastructure for Family Engagement

Family engagement initiatives are more likely to succeed if they have buy-in, training, and policy support at the state and district levels.

Key Supports for Systemic, Integrated, and Sustained Family Engagement Initiatives

- Provide training and supports for both educators and families.
- Integrate family engagement standards and measures into educator evaluation systems.
- Leverage funds and resources from multiple sources.

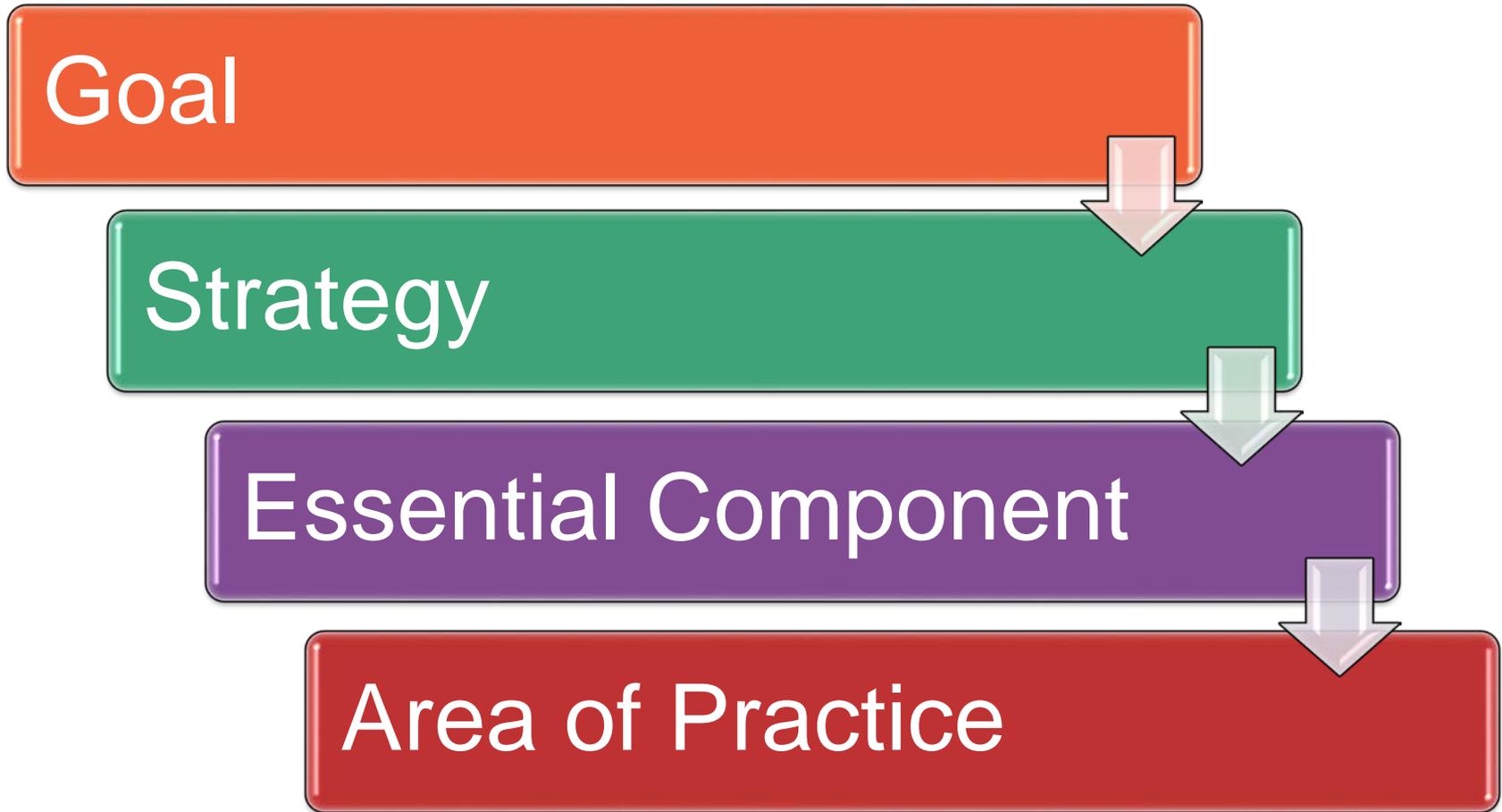


Key Supports for Systemic, Integrated, and Sustained Family Engagement Initiatives

- Create staff positions dedicated to family engagement.
- Focus on school improvement instead of procedural compliance.
- Make student and school data accessible and meaningful to families.



Rethinking Family Engagement



Texas Context: What Does Family Engagement Look Like in Texas?

Exploring the Texas Context

What is the history of state support for family engagement in Texas?

What are the current Texas priorities and highest needs in the state?

How can we align this work to those priorities and needs?

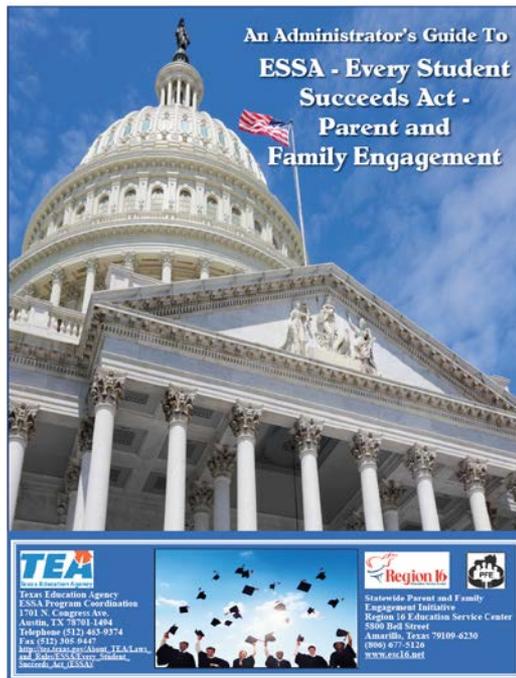


Region 16: Statewide Parent and Family Engagement Initiative

- Annual parent involvement conference
- Annual spring summit
- Statewide newsletter
- Compliance support
- Resources and tools



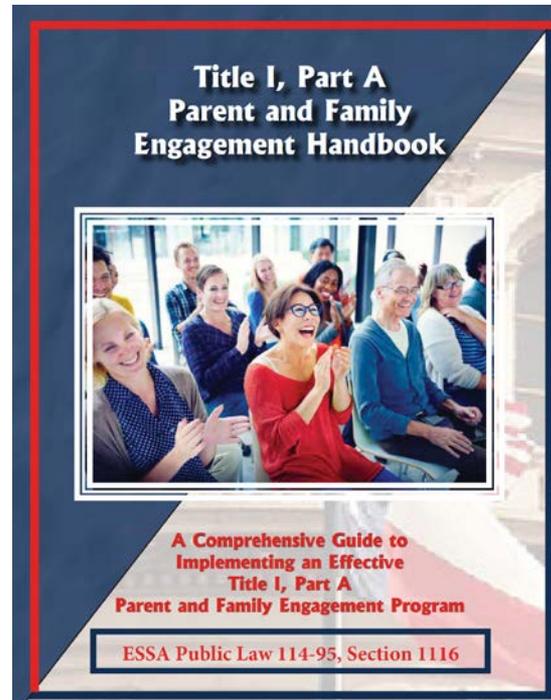
Region 16: Statewide Parent and Family Engagement Initiative Publications



An Administrator's Guide To
ESSA - Every Student
Succeeds Act -
Parent and
Family Engagement

TEA
Texas Education Agency
ESSA Program Coordination
1701 N. Congress Ave.
Austin, TX 78701-1404
Telephone (512) 463-9374
Fax (512) 905-9417
http://www.tea.texas.gov/ESSA
and http://www.tea.texas.gov/ESSA

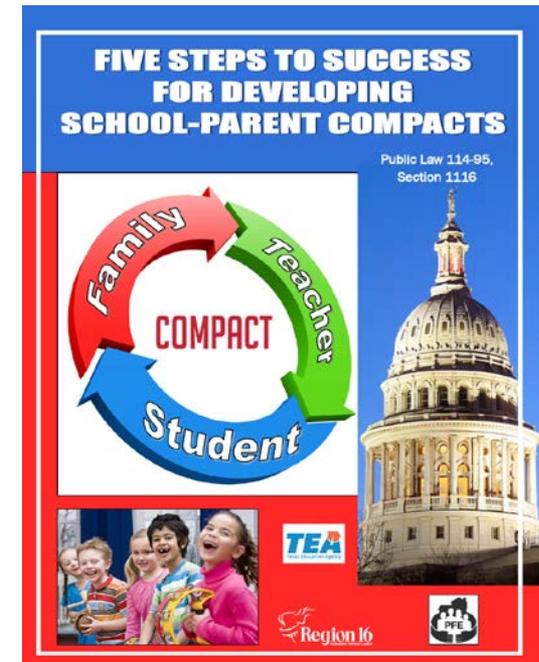
Region 16
Statewide Parent and Family
Engagement Initiative
Region 16 Education Service Center
5500 Bell Street
Amarillo, Texas 79109-0250
(806) 677-2120
www.r16.net



**Title I, Part A
Parent and Family
Engagement Handbook**

**A Comprehensive Guide to
Implementing an Effective
Title I, Part A
Parent and Family Engagement Program**

ESSA Public Law 114-95, Section 1116



**FIVE STEPS TO SUCCESS
FOR DEVELOPING
SCHOOL-PARENT COMPACTS**

Public Law 114-95,
Section 1116

Family
Teacher
COMPACT
Student

TEA
Texas Education Agency

Region 16

PFE

Examples of Statewide Family Engagement Systems

Family Engagement State Leaders Network

A leadership collaborative whose purpose is to build capacity of the SEAs to implement, support, scale-up, and sustain initiatives in family and community engagement that support student success.



Building and Implementing Statewide Family Engagement Frameworks, Policies, and Structures

1. California
2. Connecticut
3. Colorado
4. Georgia
5. Illinois
6. Nevada
7. Wisconsin

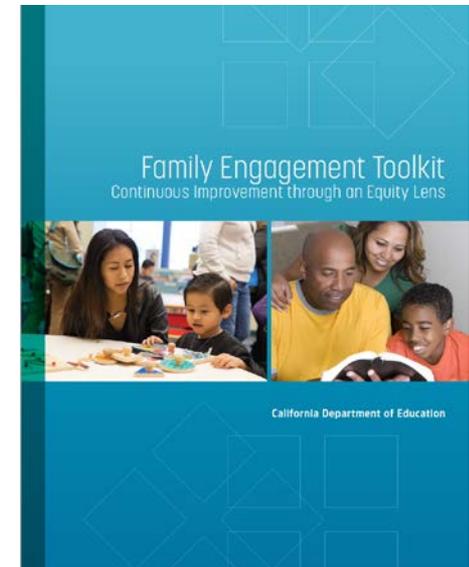
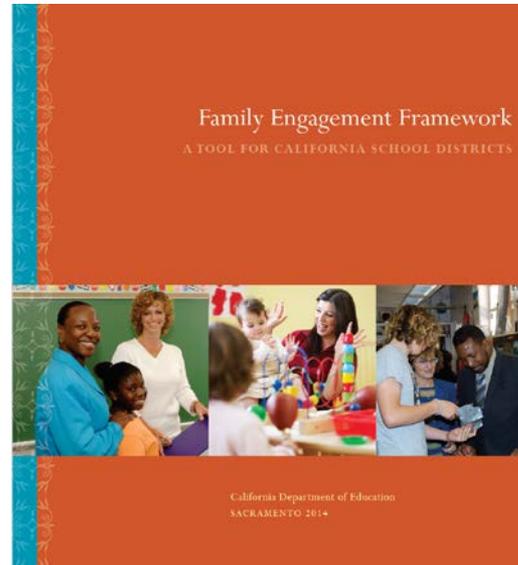
Family Engagement in California



First state to develop a family engagement framework

Local Control Funding Formula (LCFF)

Focus on equity and continuous quality improvement



Connecticut School, Family, and Community Partnerships



Led by the State Department of Education, State Education Resource Center, and the Capitol Regional Education Council, this project has been working to increase family and community involvement since 1995.

Connecticut School, Family, and Community Partnerships



- Commissioner's Roundtable on Family and Community Engagement in Education
- Transformed Title I School-Parent Compacts into Effective Action Plans
- Friday Café
- Focus on equity and dual capacity-building

Nevada's Parent Involvement and Family Engagement



Pursuant to NRS 385.630 the Nevada Department of Education Office of Parent involvement and Family Engagement was established in 2012 to actively promote and support the participation and engagement of families and communities.

Nevada's Office of Parent Involvement and Family Engagement



- Works with school districts to share family engagement best practices and grants
- Collaborates with the Advisory Council on Parental Involvement & Family Engagement to create and evaluate statewide policies
- Teams with the Steering committee for Nevada's Family Engagement in Education Summit
- Provides reports to the Nevada Legislature
- Works with family engagement liaisons appointed to each division at the state department

Nevada's Parent Involvement and Family Engagement



Beginning in 2015, licensees require at least 3 semester hours regarding parental involvement and family engagement that include an emphasis on:

- building relationships,
- outreach to families, and
- developing an appreciation and understanding of families from diverse backgrounds.

Nevada has vetted and approved courses from 11 colleges and universities

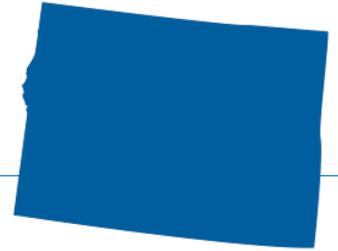
Colorado's Family Engagement Support Structure



Family-School-Community Partnering for Student Learning

- Implementing the Framework of National Standards for Family-School Partnerships
- Distributing Leadership
- Action Planning
- Evaluating

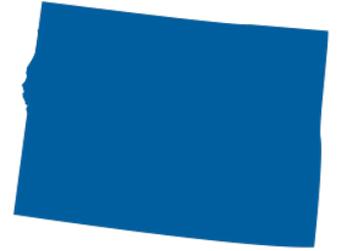
Colorado's Family Engagement Support Structure



Three-Pronged Support Structure

- CDE – 193: State legislation that increased parent engagement and created SACPIE
- State Advisory Council for Parent Involvement in Education (SACPIE)
- Family School Community Partnerships Community of Practice (FSCP COP)

Colorado's Family School Community Partnerships Community of Practice



- Adult Education and Family Literacy
- Colorado State Library
- District and School Performance
- Dropout Prevention and Student Engagement
- Early Learning and School Readiness
- Exceptional Student Services, Office of Gifted Education
- Exceptional Student Services, Office of Special Education
- Federal Programs
- Health and Wellness
- Improvement Planning
- Learning Supports
- Migrant Education
- Standards and Instructional Support

Georgia's Family-School Partnership Program



- State School Superintendent's Parent Advisory Council
- Capacity Building Programs
 - Georgia Family Engagement Partner (FEP) Network
 - Academic Parent-Teacher Teams (APTT)
 - Building Capacity of Parents
 - Building Capacity of School Staff
 - Parent Services Unit
 - Parent Mentors
- Integral part of Georgia's School Improvement System

Georgia's Systems of Continuous Improvement

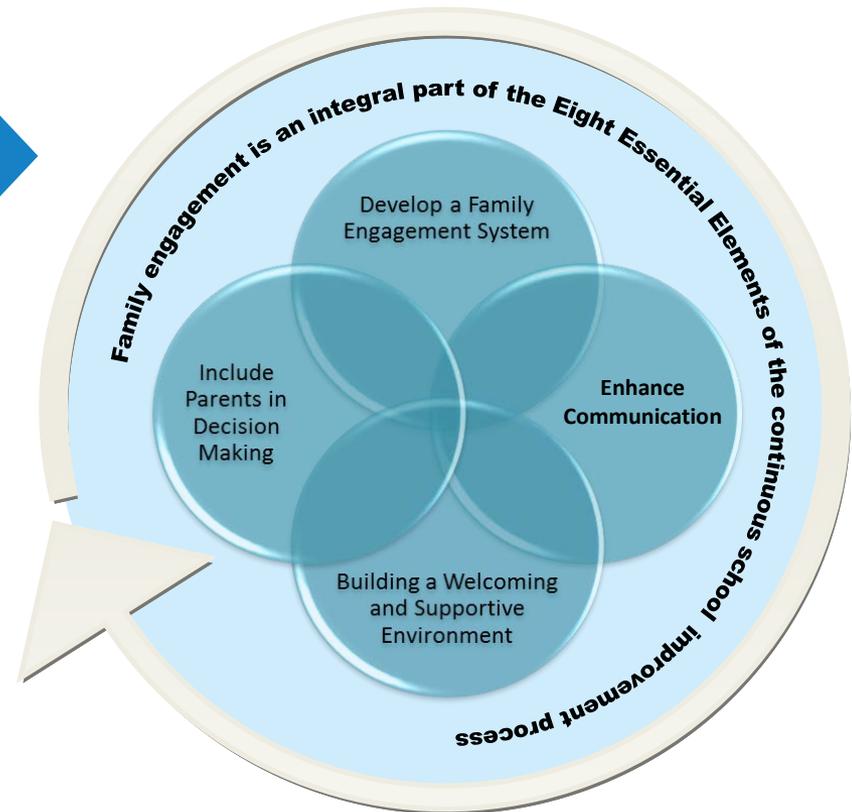


Retrieved from: <http://www.gadoe.org/School-Improvement/School-Improvement-Services/Pages/Georgia%E2%80%99s-Systems-of-Continuous-Improvement.aspx>

Illinois State Board of Education Family Engagement Framework

Components

- Family Engagement Framework Overview
- Research Review
- Family Engagement Standards
- Integrating Family Engagement Matrix
- Legislative Requirements



Illinois State Board of Education's Family Engagement Initiative



- Framework vetting and statewide awareness campaign
- Priority and focus services
- Foundational trainings and regional content specialists to provide targeted supports for school and district teams
- Core trainings and focused topic webinars

Illinois State Board of Education's Family Engagement Initiative



Illinois Framework for Building Parent Capacities

Supporting
Child
Development

Educational
Partnership
and
Leadership

Self-
Sufficiency

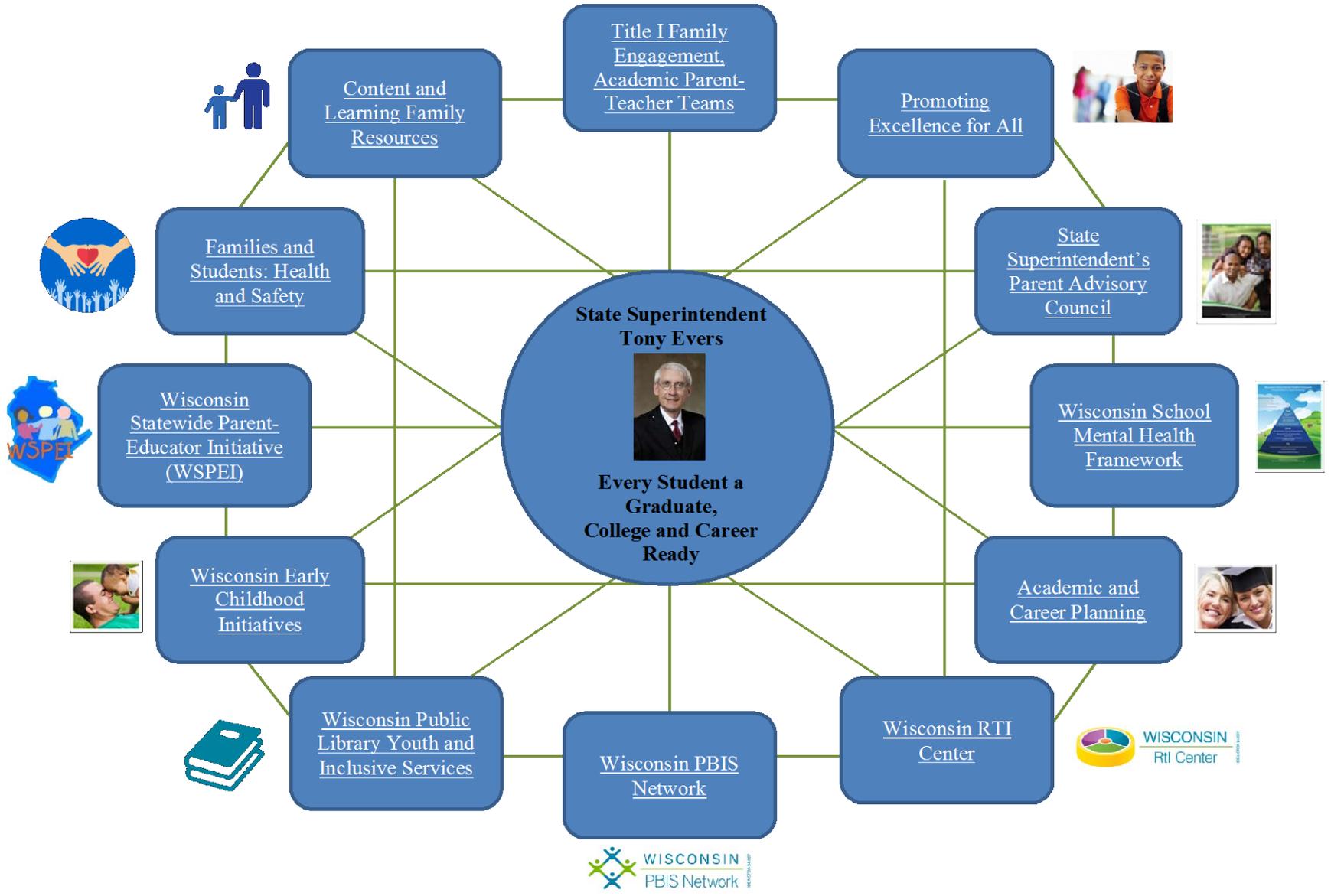
Wisconsin Department of Public Instruction



State Superintendent's Parent Advisory Council

- State Superintendent meets with parents four times a year
- Parents are nominated by their school district officials
- Parents are given a project (charge) each year to provide a family lens and feedback.

Wisconsin Department of Public Instruction: Family Engagement Efforts



Measuring Family Engagement



Measuring Family Engagement

Measuring Classroom Interventions

Practitioners work in contained environment.

They can more easily measure, test fidelity of implementation, and control outcomes.

Measuring Family Engagement

The work crosses different entities such as schools, families, communities, partners, and districts.

Mix of environments makes it difficult to control or ensure that expected outcomes are achieved.

Strategies for Measuring Family Engagement

Align work with clear, achievable, and measurable outcomes.

Consider using alternative, **proximal outcomes** such as:

- Attendance
- Behavior
- Course passing
- Graduation rates

Design data collection efforts, surveys, and other feedback to demonstrate value.

State Role: Measuring Family Engagement

Model for districts and schools the importance of measuring family engagement initiatives.

Create policies that encourage and facilitate measurement.

Provide professional development and capacity building supports.

Provide data measurement tools.

Family Engagement and Empowerment in Texas

Part 2: A Focus on the Future

Identifying Strategies and Looking Ahead

- What resources does the state currently have?
- What is the state already doing?
- What do we need and what will we need to do in the next 3–5 years to make our vision a reality?
- What is our message?
- How do we describe the ideal family engagement scenario?



Goal Setting



- Where do you want to be in 3 years? In 5 years? In 10 years? In 2030?
- What changes do you expect to see?

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