Bureau of Family & Community Outreach

Building Effective Family and School Partnerships

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BFCO OVERVIEW

OBJECTIVES

- Model approaches to building relationships with families
- Assess mindsets
- Examine levels of family participation
- Highlight the impact of family engagement
- Explore opportunity conditions

Opening the Door

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Let's Play "Getting To Know You" Bingo

- Introduce yourself and tell the person your child's name.
- If you meet someone who can fill in a box, obtain that person's initials for that box. **Only one initial per box.**
- To win Bingo, a person must obtain initials to get 5 boxes in a row: horizontally, vertically, or diagonally.
- When a person successfully gets 5 in a row, shout Bingo.

Let’s do a mindset activity!

Assessing Our Mindsets

Mindset Diagnostic from Parent Engagement Toolkit	Yes	No
1. All of our parents have the capacity to support their students in learning.		
2. Leveraging parent knowledge and skills is key to supporting student achievement.		
3. Parents should be involved in making decisions regarding learning and instruction at school.		
4. We are responsible for empowering parents to know that their expertise is valuable to school performance.		
5. We value building trusting relationships with parents.		
6. Students will achieve more if we work closely with families and communities.		
7. Parents should have access to student school performance results.		
8. There should be clear processes and platforms for parents to voice concerns.		
9. Our school should have space for parents to work and come together.		
10. Parents have the ability to set goals, create plans, and initiate change at our schools.		
11. We should offer opportunities for parents to develop their knowledge and skills based on their needs.		
12. We can find solutions to barriers to parent engagement in schools.		
13. Parents know and understand their potential as part of the leadership of our school.		

Assessing Our Mindsets

The most important thing is our mindset. We have to ***absolutely believe in our souls*** that...

families want to ***support their children*** and (that) partnership can make a ***significant difference.***

(Henderson and Mapp, 2006)

Levels of Participation

- Family Involvement
- Family Engagement
- Family Empowerment

(*Henderson & Mapp, 2007*)

Family Involvement

Participation in school-based, school-sponsored activities and events:

- Open house
- Parent/teacher nights
- Sports events
- Workshops

Family Engagement

Encouraging family decision making:

- Active participation in decision-making committees
- Completion and review of school climate surveys
- Included in major decisions for the school and district

Family Empowerment

Promoting family leadership:

- Advocacy
- Organizing
- Networking
- Community Engagement

What's the Impact on Student Outcomes?

- ***Attend*** school regularly
- Have better social skills and ***improved behavior***
- Earn ***higher grades*** and test scores
- ***Pass*** courses, earn credits and are promoted
- ***Graduate*** and go on to postsecondary education

(Henderson & Mapp, 2002)

FLAMBOYAN FOUNDATION

https://www.youtube.com/watch?v=vbyhao0FtaQ

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What's the impact on Student Outcomes?

"When school staff construct caring and trustful ***relationships*** with parents, treating parents as ***partners*** in their children's education…

…parents are far more likely to become involved – and ***stay involved***."

(Henderson, 2007)

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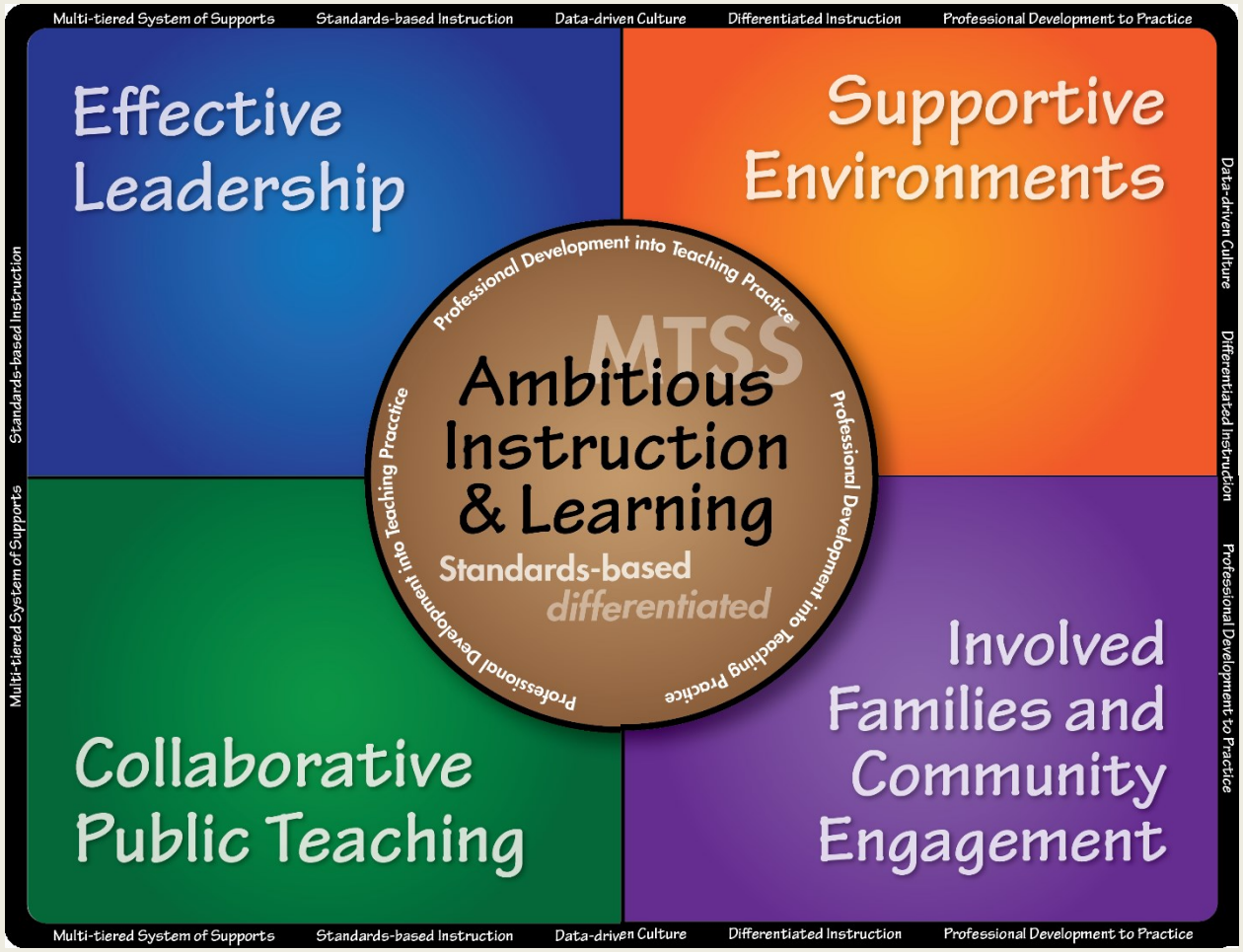
What's the Impact?



(Bryk, 2010)

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Dual Capacity Building

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Dual Capacity Building Process Conditions

- Linked to Learning
- Relational
- Development vs Service Orientation
- Collaborative
- Interactive

Dual Capacity Building: Process Conditions

1) **Linked to Learning**
2) Relational
3) Focused on Development
4) Collaborative
5) Interactive

- Initiatives align to student achievement goals and connect families to teaching and learning goals

Dual Capacity Building: Process Conditions

1) Linked to Learning
2) **Relational**
3) Focused on Development
4) Collaborative
5) Interactive

- Initiative focuses on building respectful and trusting relationships between home and school
- Communication with families is a key component

Dual Capacity Building: Process Conditions

1) Linked to Learning
2) Relational
3) **Focused on Development**
4) Collaborative
5) Interactive

- Initiatives focus on building the skills, knowledge and experiences of all stakeholders engaged in the program

Dual Capacity Building: Process Conditions

1) Linked to Learning
2) Relational
3) Focused on Development
4) **Collaborative**
5) Interactive

- Learning is conducted in group versus individual settings and is focused on building networks and learning communities

Dual Capacity Building: Process Conditions

1) Linked to Learning
2) Relational
3) Focused on Development
4) Collaborative
5) **Interactive**

- Participants are given opportunities to test out and apply new skills
- Skill mastery requires coaching and practice

Dual Capacity Building Organizational Conditions

- Systemic
- Integrated
- Sustained

Dual Capacity Building: Organizational Conditions

1) **Systemic**
2) Integrated
3) Sustained

- School readiness, student achievement, and school turnaround are purposefully designed as a core component of educational goals

Dual Capacity Building: Organizational Conditions

1) Systemic
2) **Integrated**
3) Sustained

- Training and professional development, teaching and learning, curriculum and community collaboration are embedded in programs

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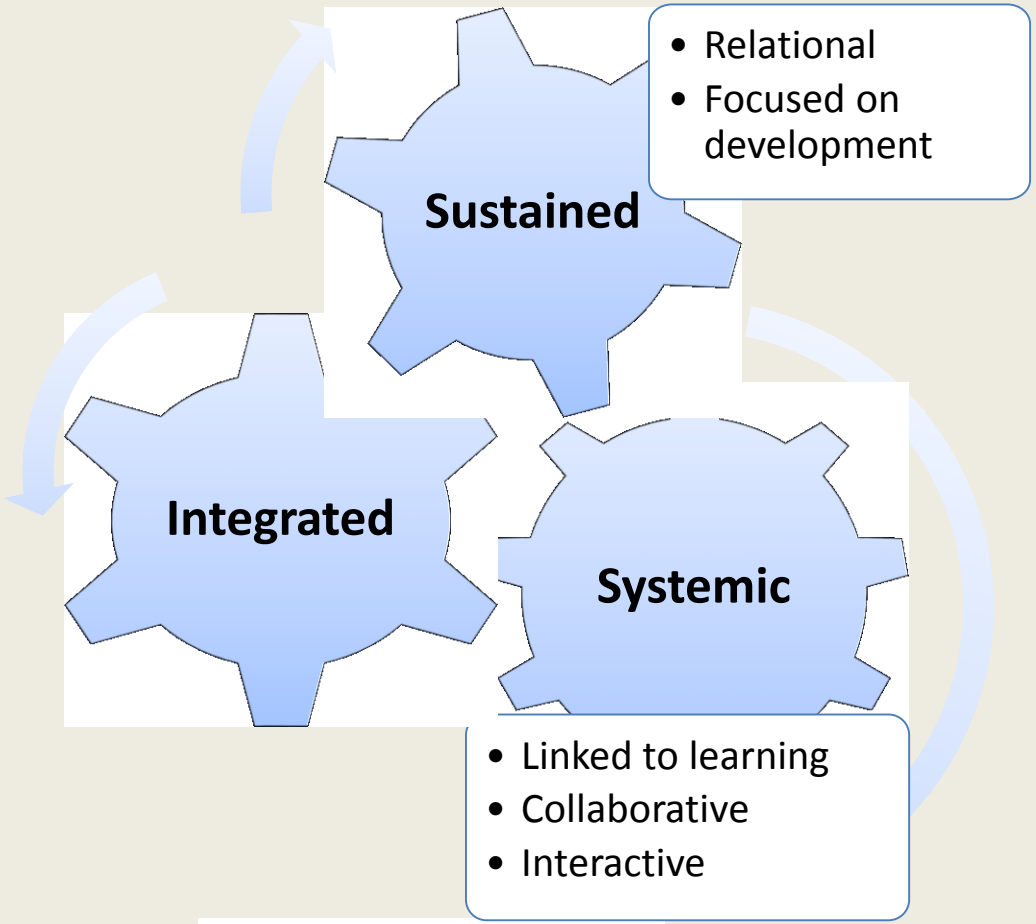
Dual Capacity Building: Organizational Conditions

1) Systemic
2) Integrated
3) **Sustained**

- Adequate resources and infrastructure support are provided to operate programs

All Gears in Motion



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Carousel Brainstorming

- Gather all of your notes and post them on the appropriate chart paper that represents the condition(s) of your program or initiative.
- If you have an idea for a program or initiative, you may place that on the SPARKPLUG chart.
- After you have placed your notes, take a gallery walk to see what new or improved ideas have been shared.

Assessing Our Mindsets

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families want to ***support their children*** and (that) partnership can make a ***significant difference.***

(Henderson and Mapp, 2006)

Resources

Florida Department of Education

- Bureau of Family and Community Outreach
  - Family and School Partnership for Student Achievement Act
  - Family Engagement/Parental Involvement
  - SPARKPLUGS
- Just Read, Florida
  - Just Take 20
  - Just Read, Families
- Bureau of Exceptional Education and Student Support Services
  - Family Network on Disabilities
  - Parent Resources and Information

U.S. Department of Education

- Family and Community Engagement
  - Dual Capacity Building Framework for Family and School Partnership
  - Toolkit of Resources for Engaging Parents and Community as Partners in Education

Other Family Engagement Organizations

- Harvard Family Research Project
- National Network of Partnership Schools

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