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Beyond the Bake Sale: Best Practices in Parent and Community Engagement

Sonia Johnson

Executive Director
Parent and Community
Engagement/21st CCLC

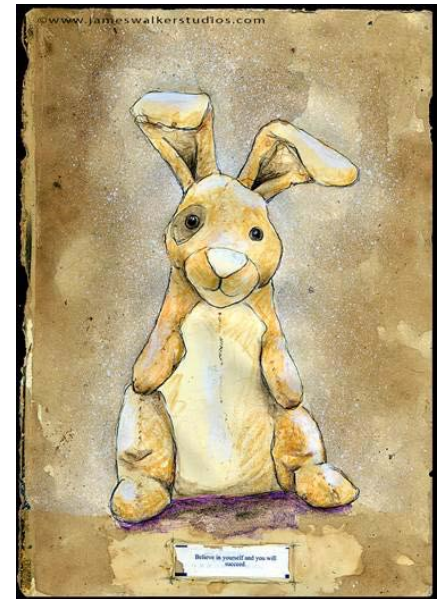




Sandpaper

OR

Velveteen



**What would your families
and community say?**

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Four Takeaways

- 1) Research
- 2) Strategies
- 3) Oklahoma Practices
- 1) Resources



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Involvement versus Engagement *What's the Difference?*

- Involve "to enfold or envelope"
 - Implies *doing to*
- Engage "to come together and interlock."
 - Implies *doing with*



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RESEARCH



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Over 50 years of research LINKS the various roles that families play in a child's education, such as

- Supporters of Learning
- Encouragers of Grit and Determination
- Models of Lifelong Learning
- Advocates of Proper Programming and Placement for Their Children

WITH



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Indicators of Student Achievement

- Higher Student Grades
- Improved Achievement Test Scores
- Better Attendance
- Lower Drop-out Rates
- Sense of Personal Competence
- Post Secondary Enrollment
- Beliefs about the Importance of Learning



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Assumptions about Educators and Parents

- Skills
- Knowledge
- Confidence
- Belief Systems



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Outcomes

- One-Way Communication
- Random Acts of Engagement

The Challenge

Build Collective Capacity

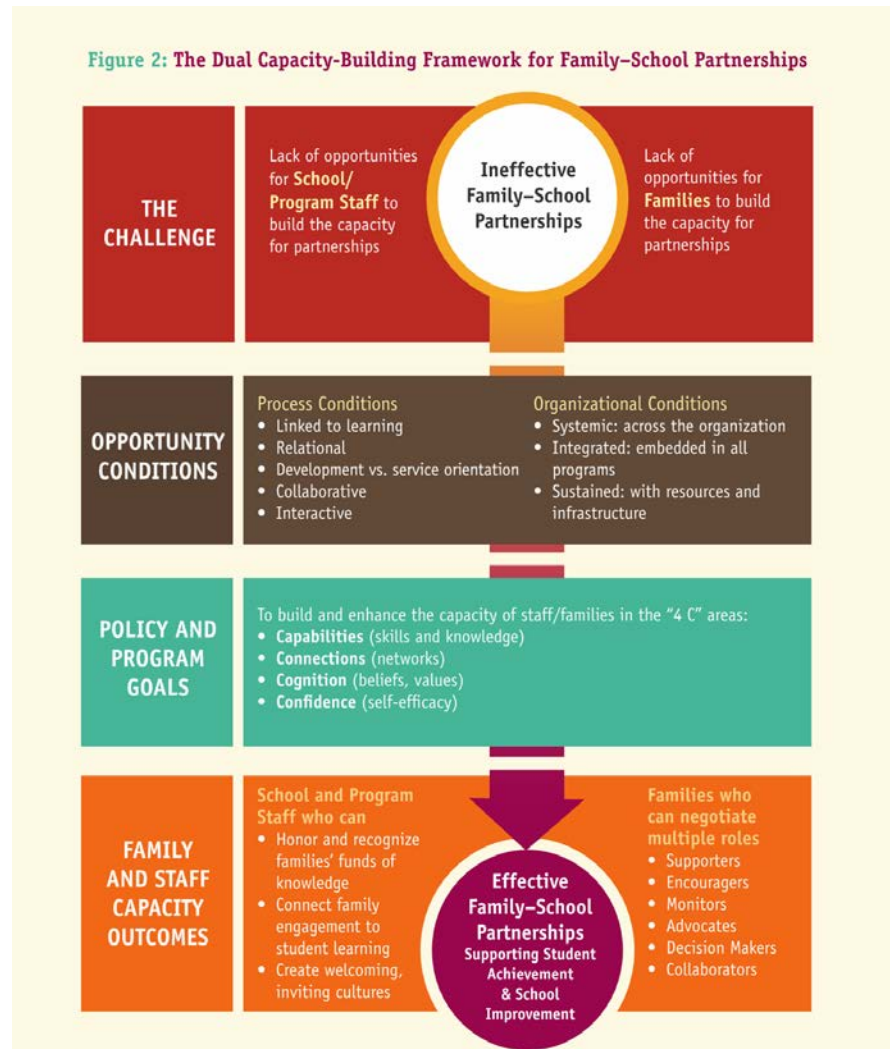


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Strategies



Dual Capacity Framework



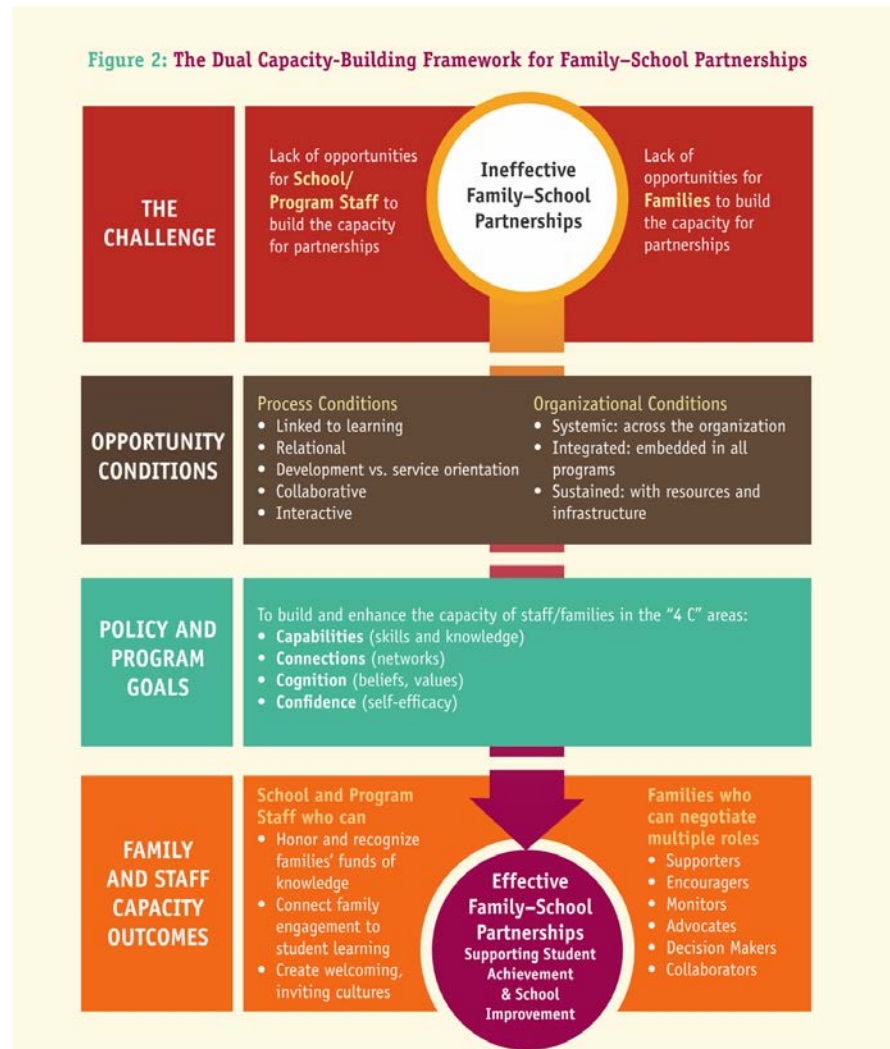
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History of the Framework

- October 2011, USDE works with leaders to develop framework
- December 2012, USDE releases framework for comment
- April 2014, USDE releases completed Family and Community Engagement Framework



Dual Capacity Framework



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- Enter **22333** in the **To** space
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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



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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





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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)



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Assessing Readiness

- What engagement practices currently exist in our school/district?
- What do we do well?
- Who has an engagement mindset?
- What resources exist to support the planning and implementation of effective engagement practices?

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Oklahoma Practices



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Best Practice Checklist

- Builds Key Parent Roles
- Research or Outcome Based
- Practical and Relational
- Develops Parents' Skills/Capacity
- Partnership for Achievement
- Builds Parent Leadership
- Sustainable – On-going Support



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Current Practices In Oklahoma

- Cool Bus – Yarbrough
- Parent Orientation – Fort Cobb/Broxtton
- Social Media – Hulbert
- What Am I Learning Newsletters – Beggs
- Positive Calls Home – Stratford
- Family Health and Safety – Jay
- Cox Connects - Tulsa





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Capacity (Level of Ease)

- Home Visits versus Listening Conference
- Family Learning Guides versus Data Night



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Resources

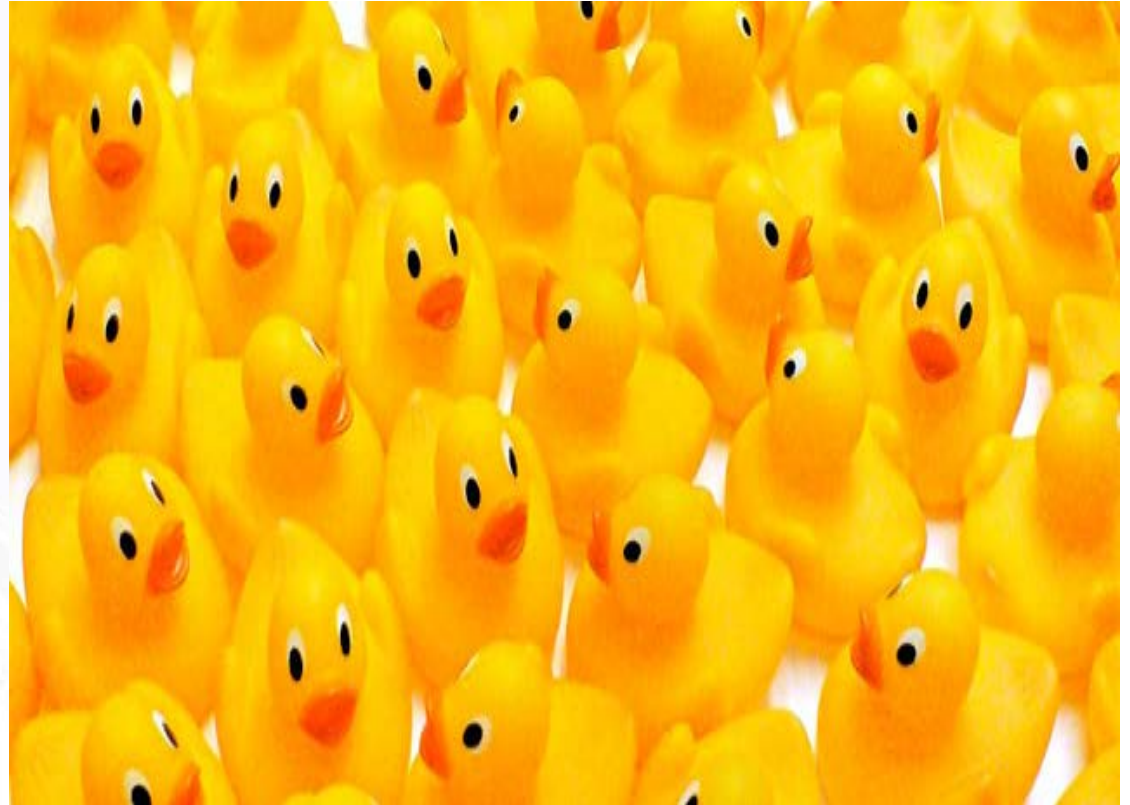


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- Partners in Education
- USDE Website - ed.gov
- Beyond the Bake Sale
- Harvard Family Research Project
- National Association for Family and Community Engagement
- Parent Camp USA
- National Parent Teacher Association



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Sonia Johnson
Executive Director
Parent and Community
Engagement/21st CCLC

Sonia.Johnson@sde.ok.gov

405.522.6225

