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

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What would your families and community say?

Sandpaper

OR

Velveteen
Four Takeaways

1) Research
2) Strategies
3) Oklahoma Practices
1) Resources
Involvement versus Engagement

What's the Difference?

- **Involve** "to enfold or envelope”
  - Implies **doing to**
- **Engage** “to come together and interlock.”
  - Implies **doing with**
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
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
Assumptions about Educators and Parents

- Skills
- Knowledge
- Confidence
- Belief Systems
Outcomes

• One-Way Communication
• Random Acts of Engagement

The Challenge
Build Collective Capacity
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Strategies
Dual Capacity Framework
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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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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**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
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
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
Current Practices In Oklahoma

- Cool Bus – Yarbrough
- Parent Orientation – Fort Cobb/Broxton
- 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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