

Engaging Stakeholders Webinar Series

School Turnaround Learning Community

Session 1: The What and Why of Family
Engagement

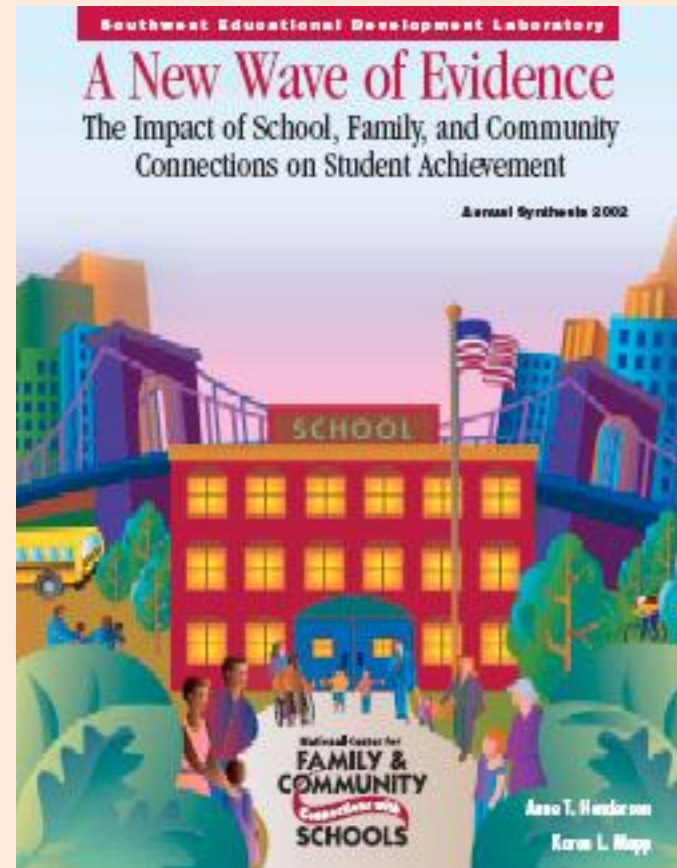
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Why is stakeholder engagement so important to student achievement and school improvement?

A New Wave of Evidence

The impact of
school, family and
community
connections on
student
achievement

www.sedl.org/connections



About the Studies

- Started with a group of 80 studies and literature reviews that focused on the influence of family and community involvement on academic achievement and other outcomes.
- Studies met these standards:
 - Sound methodology
 - Study findings matched the data collected

51 studies were selected

- Early childhood through high school
- All regions of the country
- Diverse populations
- Community as well as family involvement
- A variety of research methods
- Different sources of data

Impact of Partnerships:

When families, school staff, and community members work together to support learning, students:

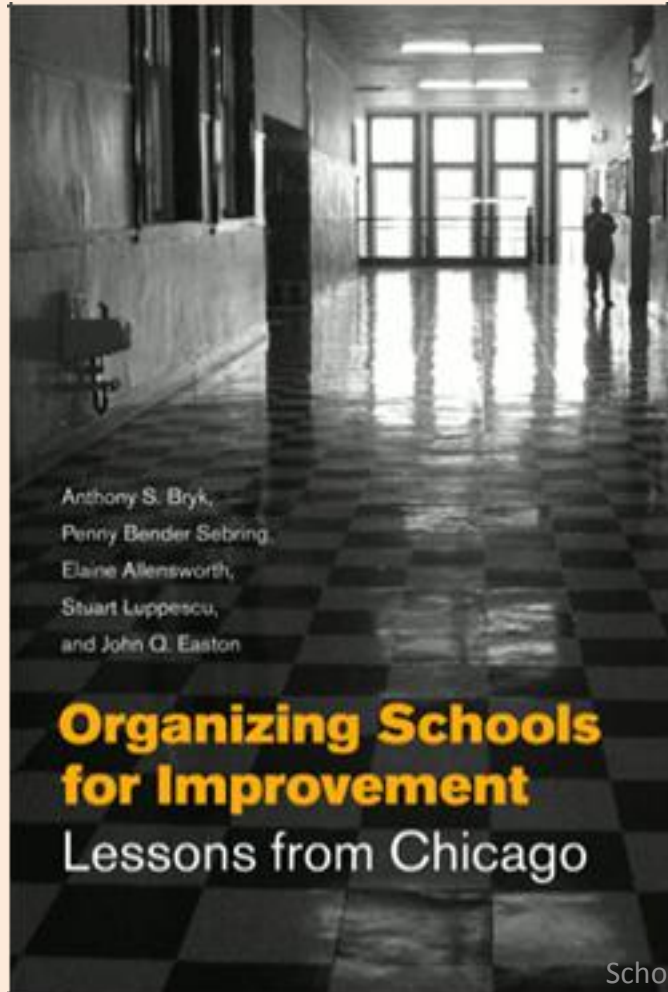
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education

Resources

- PTA Issue Briefs:
 - <http://www.pta.org/3463.asp>
- Harvard Family Research Project:
 - www.hfrp.org/family-involvement

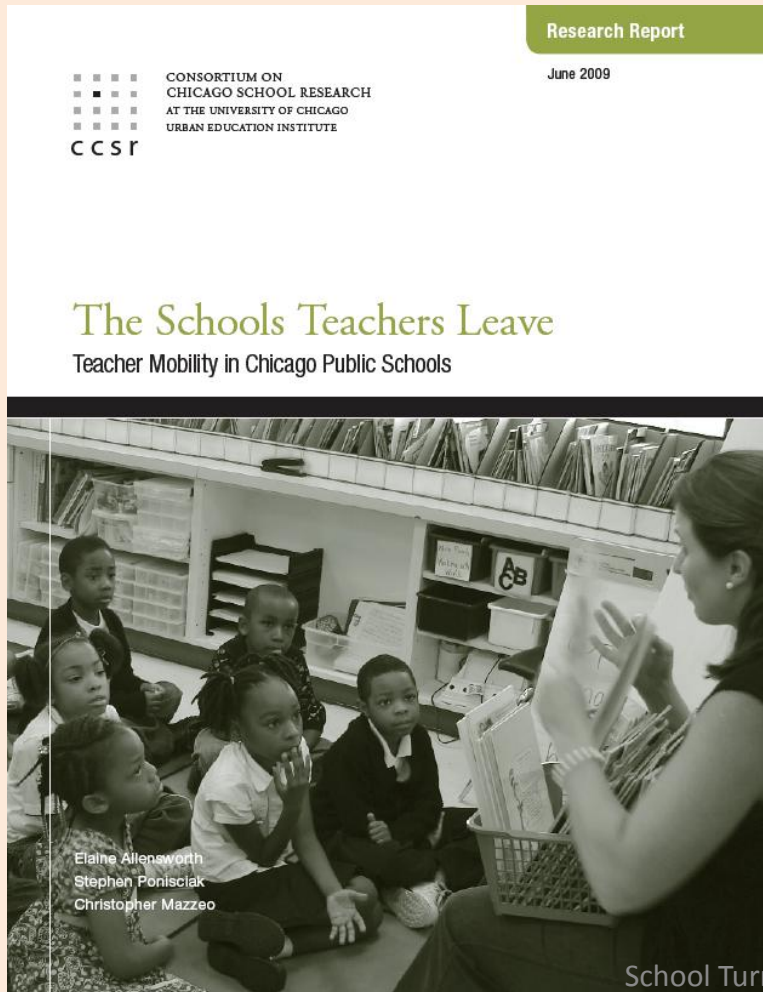
Organizing Schools for Improvement (2010)

Five Essential Supports for Reform:



1. Leadership
2. Parent-Community Ties
3. Professional Capacity
4. Student-centered learning climate
5. Instructional Guidance

CSSR June 2009 - Teachers remain in schools with stronger:



- Student-Centered Climates
- Teacher Collaboration
- Parent Involvement
- Leadership

Today's Focus: Family Engagement

Secretary Arne Duncan:

My vision for family engagement is ambitious...I want to have too many parents demanding excellence in their schools. I want all parents to be real partners in education with their children's teachers, from cradle to career. In this partnership, students and parents should feel connected--and teachers should feel supported. When parents demand change and better options for their children, they become the real accountability backstop for the educational system. (May 3, 2010)



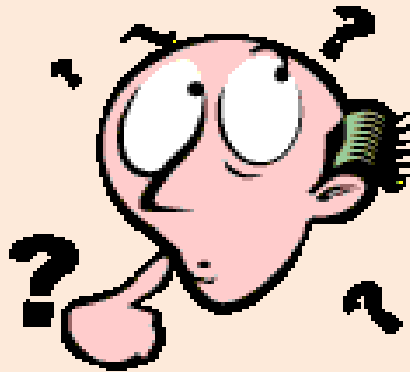
Demand Parent = Any adult caretaker who is effective in the support of their child's/children's learning and development and the in the improvement of schools.

What are the various roles that parents play when they are effectively engaged in their child's/children's learning and development?

“Demand” Parent Roles:

- *Supporters* of their children’s learning
- *Monitors* of their children’s time, behavior, boundaries and resources
- *Models* of lifelong learning and enthusiasm for education
- *Advocates* for improved learning opportunities for their children and at their schools
- *Decision-makers/choosers* of educational options for their child, the school, and community
- *Collaborators* with school staff and members of the community

How do parents learn to be effective Demand Parents?



There are certain conditions that have to be met BEFORE parents can be effectively engaged in their children's learning and development and school improvement.

Conditions

- Hoover –Dempsey, K. V., Walker, J. M., Sandler, H. M., Whetsel, D., Green, C. L., Wilkins, A. S. & Closson, K. (2005). Why do parents become involved? Research findings and implications. *The Elementary School Journal*.
- Mapp, K. L. (2003). Having their say: Parents describe why and how they are engaged in their children's learning. *School Community Journal*.

Conditions

- Parents must believe that they *have* a role (role construction)
- Parents must have the confidence that they *can* play a role and succeed (self-efficacy)
- Families need the skills and knowledge to negotiate these roles
- Schools and other organizations must invite engagement and welcome, honor and connect families to learning (Joining Process)
- Families must have access to supports that enable their engagement

How do we create these conditions?

- Through *Capacity Building* efforts that
 - Expose parents to the various roles they can play in their children's education
 - Build parents' skill and sense of efficacy to succeed in those roles
 - Build and enhance the skills, competencies and dispositions of school and organization staff to partner with families and design and provide systems of support for family and community engagement.

Components of Effective Capacity Building Practice

- Intentional focus on relationship building
- Asset, strength-based perspective
- Collective versus individual learning environment
- Interactive, hands-on, project-based
- Shows respect for existing funds of knowledge and skill

Video: Parent University Boston, Massachusetts

As you view the video, look for
examples of effective capacity
building practice

Question and Answer Segment

Next Stakeholder Engagement
Session: Elements of Effective
Family-School Partnerships
November 22, 2011
2:00-3:30PM (EST)