

Community Engagement in School Turnaround Series: An Overview

June 26, 2014

Jonathan Brice and Danielle Smith,
U.S. Department of Education
Lori Thomas, Center on School Turnaround and Academic Development Institute



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Introduction to the Series and Its Sponsors



- David Yi
 - Education Program Specialist, U.S. Department of Education





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Community Engagement Series

Hold the Dates!

All webinars take place from 2 to 3 pm EDT.

- August 7: Rural Schools *Registration Open!*
- September: Urban Schools
- October: State Education Agencies



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Welcome and Housekeeping

- **Quick Write:**
Type messages into chat area
- **2 Types of Polls:**
 - Quick Polling:
 - Multiple Choice Poll
- **Discussion/Reflection** for responding to chat questions/comments
- Those on just the teleconference can **email questions** to: eventhelp@wested.org




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Getting to Share with Each Other




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Chat Area

Please type in an introduction with your role and affiliation.

from Anuradha Advani to Host (privately):
no one has typed into it
from Julie Duffield to All Participants:
Welcome

Send to: All Participants

Type your comments here and press "send".



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Role Poll

Please check which role best describes you:

- District Administrator
- Building Administrator
- School Board member
- Community Organization Staff
- State Office of Education staff
- Regional Center staff
- U. S. Department of Education staff
- Other (type in chat area)







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Quickwrite: Today's webinar

Think about Your School's Story
What is the story of a school you are involved with? Who needs to hear it—and then become part of it?





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Agenda

- **Section 1:** The Dual Capacity-Building Framework for Family-School Partnerships
- **Section 2:** Strategies for Community Engagement in School Turnaround
- **Section 3:** Strategies for Community Engagement in School Turnaround: Lessons for Research

Each section followed by discussion/reflection time for Q and A.



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Introduction to the Presenters



- **Jonathan Brice, Ed. D.**
 - Deputy Assistant Secretary for Policy, Office of Elementary and Secondary Education, U. S. Department of Education



- **Danielle Smith**
 - Management and Program Analyst, Implementation and Support Unit, U.S. Department of Education and part of the Reform Support Network



- **Lori Thomas**
 - Research Associate, Academic Development Institute and part of the Center on School Turnaround



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Section 1

The Dual Capacity-Building Framework for Family-School Partnerships

Jonathan Brice, Ed. D.
 In partnership with the U. S. Department of Education



Have you reviewed "The Dual Capacity Building Framework for Family-School Partnerships?"



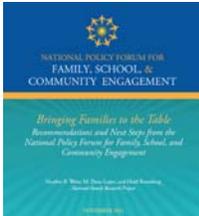


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BACKGROUND

- Beyond Random Acts
- Bringing Families to the Table







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QUICKWRITE:
FAMILY/COMMUNITY ENGAGEMENT
In what new ways do you envision family and community engagement looking like in your school / community / district?



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THE DUAL CAPACITY-BUILDING FRAMEWORK FOR FAMILY-SCHOOL PARTNERSHIPS



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THE GOAL



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THE CHALLENGE



In your role, have you seen this to be true?

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OPPORTUNITY CONDITIONS

OPPORTUNITY CONDITIONS	Process Conditions	Organizational Conditions
	<ul style="list-style-type: none"> • Linked to learning • Relational • Development vs. service orientation • Collaborative • Interactive 	<ul style="list-style-type: none"> • Systemic: across the organization • Integrated: embedded in all programs • Sustained: with resources and infrastructure

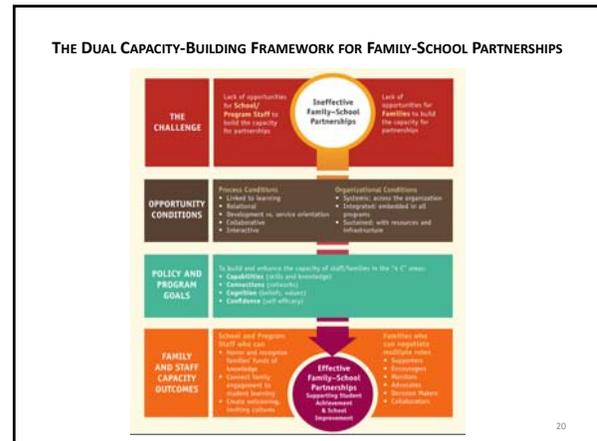
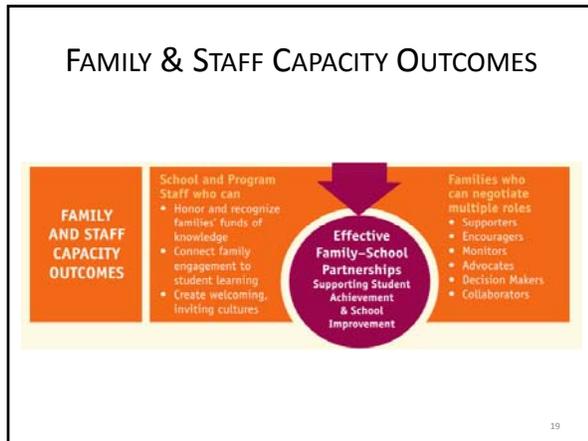
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POLICY & PROGRAM GOALS

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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- ### HOW THE FRAMEWORK CAN BE USED
- Stanton Elementary School – Washington, D.C.**
 - Including home visits to enhance relationships designed to build educator and parent *capacity* to support student success.
 - Using Academic Parent-Teacher Teams to increase parents' *efficacy* and *confidence* to support student learning.
 - Boston Public Schools – Boston, Massachusetts**
 - Moved from pockets of family-community engagement to *systemic* capacity-building for authentic family-home partnerships.
 - Launched Parent University, which now serves as a national model.
 - Developed "Family Guides to Learning" to help teachers build their capacity to have effective conversations with families around *learning outcomes*.
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QUICKWRITE

Based on what you heard today, what are your ideas about how you could incorporate the dual capacity-building model in your school or district?

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- ### Pause to Review and Reflect
- Quick review of the chat area
 - Questions and answers
-
- STLC** SCHOOL TURNAROUND LEARNING COMMUNITY
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Section 2

Strategies for Community Engagement in School Turnaround

Danielle Smith,
U.S. Department of Education

Have you reviewed the document, "Strategies for Community Engagement in School Turnaround?"

STLC SCHOOL TURNAROUND LEARNING COMMUNITY

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MULTIPLE CHOICE POLL: CURRENT CAPACITY

How would you rate your organization's current capacity for family and community engagement?

- High**—We have a comprehensive engagement plan, dedicated staff and everyone understands this to be fundamental to the success of our organizational goals.
- Medium-High**—We have dedicated resources and strategies for engaging families, but could be more strategic in our work.
- Medium**—We have some dedicated resources and strategies for engaging families, but they are not necessarily tied to organizational goals and are sometimes considered "extra" in addition to our every day work.
- Low**—We lack dedicated resources and are uncertain how to be most effective in promoting and supporting family and community engagement.

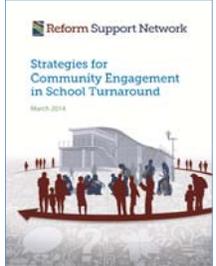
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THE PROJECT

Community Engagement in School Turnaround

The Reform Support Network (RSN):

- Identified community engagement as one important strategy used to implement effective turnaround initiatives
- Developed a publication to highlight engagement strategies in 11 States and communities
- Published in March 2014
- Webinar series starts in June 2014



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INFORMING IS NOT ENOUGH

Communications and Engagement Framework



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TAKEAWAY 1: PRIORITIZE

Make engagement a priority and establish an infrastructure

- Baltimore, Maryland:**
 - Mission statements
 - Strategic plan
 - Dedicated office
 - Family and community engagement specialists with strong local ties
 - Training

"An effective, school-family community collaboration assures parents, families, and community members the opportunity to effectively work together and participate in making decisions at all levels in support of improved academic performance for all students."

Source: BCPS Board Policies & Regulations, Family and Community Engagement Policy

Are you familiar with Baltimore's program?

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TAKEAWAY 1: PRIORITIZE

Make engagement a priority and establish an infrastructure

- Montana:**
 - Dedicated community liaisons
 - Home visits
 - Surveys
 - Partnerships



Are you familiar with Montana's program?

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TAKEAWAY 2: INFORM

Use multiple tools to communicate proactively

- Marvell-Elaine, Arkansas:**
 - Monthly Family Nights with free transportation, food and childcare
 - Home visits and phone calls
 - Active businesses
 - Church and senior citizen engagement

Please feel free to share in the chat any of these and other strategies that you have used.

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TAKEAWAY 2: INFORM

Use multiple tools to communicate proactively

- AUSL, Chicago:** Pre-turnaround relationship building:
 - Neighborhood walks
 - Home visits by teachers
 - Parent-led open houses
 - Meetings with aldermen
 - Faith-based community
 - School family barbecues



Are you familiar with AUSL's program?

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TAKEAWAY 3: INQUIRE

Listen to the community and respond to its feedback

- Use focus groups, surveys and community meetings

Respond quickly to concerns

- **Project L.I.F.T., Charlotte:** Initial public confusion and distrust

Revise efforts based on input

- **Project L.I.F.T., Charlotte:** More relevant messaging, classes and services geared toward parents

Are you familiar with Project L.I.F.T.'s program?

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TAKEAWAY 4: INVOLVE

Offer meaningful opportunities to participate

- Boston Public Schools, Massachusetts:**
 - Parent University with one-day convenings, neighborhood sessions and 10-week family education classes
- Green Dot, Los Angeles:**
 - Parent organizing classes (46 trainings)

Involve community partners to provide "wraparound" support services

Are you familiar with either of these programs?

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BOSTON PUBLIC SCHOOLS

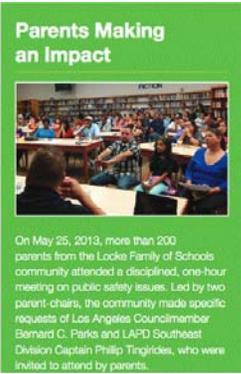


Secretary Duncan stopped by Boston Public Schools' Parent University during a trip to Boston.
Official U.S. Department of Education photo by Joshua Hoover.

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GREEN DOT

Green Dot, Los Angeles:
Parent organizing classes (46 trainings)



Parents Making an Impact

On May 25, 2013, more than 200 parents from the Locke Family of Schools community attended a disciplined, one-hour meeting on public safety issues. Led by two parent-chairs, the community made specific requests of Los Angeles Councilmember Bernard C. Parks and LAPD Southeast Division Captain Philip Tingricles, who were invited to attend by parents.

Image from Green Dot Public Schools Annual Report: P.14

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TAKEAWAY 5: INSPIRE

Turn community supporters into advocates and leaders

- **Denver Public Schools, Colorado:** Far Northeast Community Committee (45 members) held 10 meetings and influenced key school board vote



Are you familiar with Denver's program?

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TAKEAWAY 5: INSPIRE

Turn community supporters into advocates and leaders

- Recovery School District, Louisiana:** Community leaders, parents, non-profit staff, faith leaders and elected officials helped shape policy on how public charter schools are selected

Are you familiar with the Recovery School District? 

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A STARTING POINT FOR STRATEGIC ENGAGEMENT

1. Make engagement a priority and establish an infrastructure
2. Communicate proactively using multiple vehicles
3. Listen to the community and respond to its feedback
4. Offer meaningful opportunities to participate
5. Turn community supporters into leaders and advocates

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QUICKWRITE: SUCCESS/CHALLENGE

Please share one success and one challenge you/your organization has faced in creating engagement in your community.

*How have you **informed**, **inquired**, **involved**, and **inspired** families and communities to be a part of the change they seek in schools?*



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CONTACT US:

For more information visit <http://rtt.grads360.org>, or email us at info@reformsupportnetwork.org

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Pause to Review and Reflect

- Quick review of the chat area
- Questions and answers



STLC SCHOOL TURNAROUND LEARNING COMMUNITY 

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Section 3

Strategies for Community Engagement in School Turnaround: Lessons from Research

Lori Thomas
Center on School Turnaround and Academic Development Institute



Building on research



- Linked to Learning
- Systemic & Sustainable
- Cognition & Confidence
- Involve, Inquire, Inform, and Inspire




Turnaround schools can't afford NOT to get their families and community engaged!



Building Strong School Communities

Where people **connect** with each other

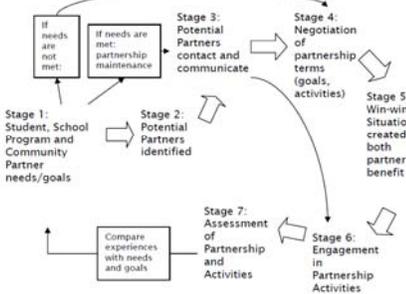



Family Engagement Research: Spotlight

- [Six Years Later: Effect of Family Involvement Training on the Language Skills of Children From Migrant Families](#) (St. Clair, Jackson, & Zweiback, 2012)
- [The Effects of Comprehensive Parent Engagement on Student Learning Outcomes](#) (Redding, Langdon, Meyer, & Sheley, 2004)




The Lifecycle of the Partnership Process



```

    graph TD
      S1[Stage 1: Student, School Program and Community Partner needs/goals] --> S2[Stage 2: Potential Partners identified]
      S2 --> S3[Stage 3: Potential Partners contact and communicate]
      S3 --> S4[Stage 4: Negotiation of partnership terms (goals, activities)]
      S4 --> S5[Stage 5: Win-win Situation created, both partners benefit]
      S5 --> S6[Stage 6: Engagement in Partnership Activities]
      S6 --> S7[Stage 7: Assessment of Partnership and Activities]
      S7 --> S1
      
      S3 --> N1[If needs are not met]
      S3 --> N2[If needs are met: partnership maintenance]
      N1 --> S1
      N2 --> S3
      
      S6 --> C[Compare experiences with needs and goals]
      C --> S7
  
```




Beabout's taxonomy of partnerships

- Charitable relationships*
- Technical support relationships*
- Feedback relationships
 - Coaches from EMOs, State Systems of Support, other external partners, etc. (formal or informal)
 - Key: involves trust, sustained interaction, and improves classroom teaching/learning

From "Urban School Reform and the Strange Attractor of Low-Risk Relationships" (Beabout, 2010) **"low-risk"





Quickwrite:

Describe any feedback relationships you have had in a school with which you have been involved.





How families and communities can contribute:



- ▶ Advocating for Dramatic Change
- ▶ Supporting Rigorous Academics
- ▶ Providing External Expertise

From "Engaging Families & Communities in School Turnaround: When Students Can't Wait" (Rhim, 2011)




ADI Resources



- ▶ School Community Network: www.schoolcommunitynetwork.org
 - School Community Journal archive
 - FACE Handbook (free pdf)
 - Parent & School Resource Databases –find great resources on the Internet
- ▶ Indistar® – If you have Indistar®, be sure to choose key indicators related to family and community engagement




A Final Reflection

Please share one or two strategies from today's presentation that you can implement in your own practices.





Join the Workspace

Engaging Community Stakeholders in School Turnaround

This workspace supports the webinar series, "Community Engagement in Turnaround," sponsored by the School Turnaround Learning Community, the Reform Support Network, and the Center on School Turnaround. This series runs from June through October 2014.

1 9 1 [View More](#)

<http://www.schoolturnaroundsupport.org/workspaces/engaging-community-stakeholders-school>





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Review and Share

Engaging Community Stakeholders in School Turnaround

The workspace supports the webinar series, "Engaging Community Stakeholders in School Turnaround," sponsored by the School Turnaround Learning Community and the Reform Support Network. This series runs from June through October 2014.

Home | About | Webinars | Add Materials | Discussions | Other

Workspace Discussions

Welcome to the Community Engagement Webinar Series

Workspace Materials

Takeaway materials

Workspace Collections

Spotlighted vetted library resources

Post Q & A, suggest resource links, share your work

Takeaway materials

Spotlighted vetted library resources





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Discuss: questions, share a resource, network

Workspace Discussions

Workspace Materials

Workspace Collections

Workspace Discussions

Welcome to the Community Engagement Webinar Series





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Review Takeaway Materials

Workspace Materials

Reference Overview

STLC Staff

June 23, 2014

Takeaway 1: Make Engagement a Priority and Establish an Infrastructure

Aliu Achidi

June 17, 2014

Takeaway 2: Communicate Proactively with the Community

STLC Staff

June 21, 2014

Takeaway 3: Listen to the Community and Respond to Its Feedback

STLC Staff

June 21, 2014

Takeaway 4: Offer Meaningful Opportunities to Participate

STLC Staff

June 21, 2014

Takeaway 5: Turn Community Supporters into Advocates

STLC Staff



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Review & Suggest Resources

Collection Resources

The Dual Capacity Building Framework for Family-School Partnerships

The U.S. Department of Education has developed a Family and Community Engagement Framework for families, schools, districts, states, and the broader communities to develop partnerships in education.

Strategies for Community Engagement in School Turnaround

March 2014

The Reform Support Network (RSN) conducted studies between April and August of 2013 of 11 States and districts, urban and rural, engaged in the communities surrounding low-performing schools. The research yielded five primary lessons or takeaways:

Handbook on Family and Community Engagement

2011

Thirty-six of the best thinkers on family and community engagement were assembled to produce this



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Contact Information

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- <http://www.schoolturnaroundsupport.org>



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Thank You



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Your Feedback

- Survey Feedback
<http://www.surveymonkey.com/s/stlccceoverview>
- Webinar Archive & Resources
<http://www.schoolturnaroundsupport.org/workspaces/engaging-community-stakeholders-school>



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