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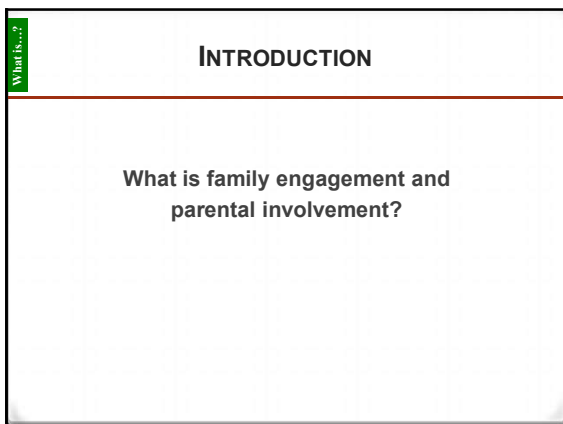
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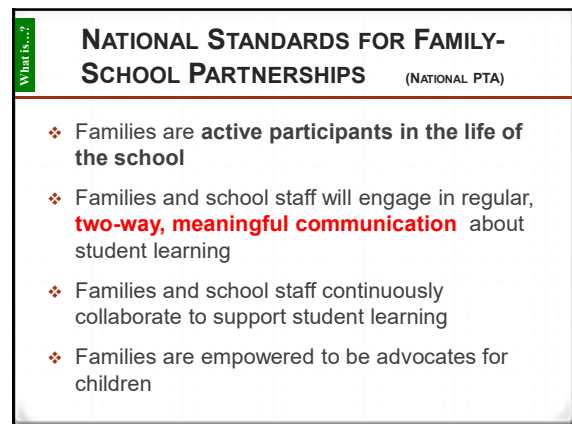
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What is...?

NATIONAL STANDARDS FOR FAMILY-SCHOOL PARTNERSHIPS

(NATIONAL PTA)

- Families and school staff **are equal partners** in decisions that affect children and families
- Families and school staff collaborate with community members to **connect to expanded learning opportunities**, community services, and civic participation

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What is...?

INTRODUCTION

What expectations regarding parental involvement do you have for your families?

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What is...?

INTRODUCTION

How do you establish expectations regarding parental involvement with your families?

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What is...?

INTRODUCTION

What is your primary means of communication with parents?

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STATEWIDE CONFERENCE ON ENDING HOMELESSNESS

Omni Hotel; Houston, TX

October 9, 2019

3:30 – 5:00 p.m.

Requirements

ESEA accountability

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Requirements

ESEA DEFINITION OF PARENTAL INVOLVEMENT

The statute defines parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- that parents play an **integral role** in assisting their child's learning;
- that parents are encouraged to be **actively involved** in their child's education at school;
- that parents are **full partners** in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child....

(Parental Involvement). [Section 9101(32), ESEA.]

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What is...?

PARENTAL INVOLVEMENT

In many contexts, a **broader definition** of family engagement or parental involvement emerges ...

... it **recognizes a wide array of behaviors** as engagement and involvement ...

... and **does not focus on parents' compliance with commonly accepted requests** for involvement.

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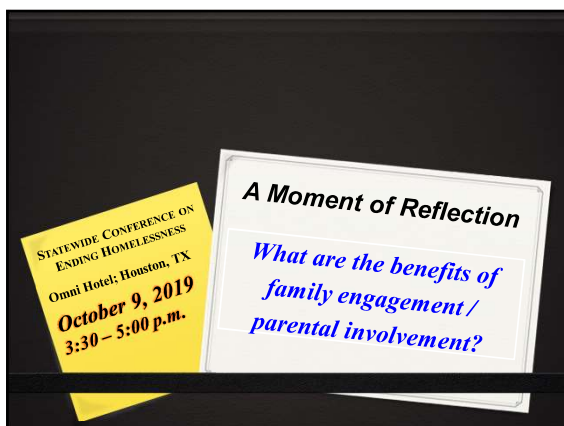
What is...?

PARENTAL INVOLVEMENT

There are a number of key stakeholders in a school's success and student achievement: administrators, teachers, and community members...

... but parents are paramount.

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Benefits

BENEFITS OF PARENTAL INVOLVEMENT

One of the major innovations in the 1994 law was a **mandate for school-parent compacts**. These compacts set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement and explain how an effective home-school partnership will be developed.

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Benefits

HIGHER STUDENT ACHIEVEMENT

- ❖ Students achieve more, regardless of socio-economic status, ethnic/racial background, or the parents' education level
- ❖ Students have higher test grades and test scores, better attendance, and complete homework more consistently
- ❖ Students have higher graduation rates and greater enrollment rates in postsecondary education
- ❖ Student achievement for disadvantaged students
- ❖ improves dramatically, reaching levels that are standard for middle-class children

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Benefits

IMPROVED STUDENT BEHAVIOR

- ❖ Students exhibit more positive attitude and behavior
- ❖ Students have more self-confidence and feel school is more important
- ❖ Student behaviors such as alcohol use, violence, and other antisocial behaviors decrease

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Benefits

STUDENTS OF ALL AGES BENEFIT

- ❖ Parental involvement clearly benefits students in the early years, but continued parental involvement shows significant gains at all ages and all grade levels
- ❖ Junior and senior high school students make better transitions, maintain the quality of their work, and develop realistic plans for the future

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Benefits

SCHOOL QUALITY

- ❖ Schools with parent-teacher groups have higher student achievement
- ❖ School experience improved teacher morale and higher ratings of teachers by parents
- ❖ When schools are held accountable, school districts make positive changes that include securing resources and funding to improve the curriculum and provide after school and family support programs
- ❖ Schools have **more support from families and better reputations in the community**

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Benefits

LIFELONG BENEFITS

When schools work together with families to support learning, children tend to succeed not just in school, but throughout life.

Source: The Parent Institute; Henderson and Burla, 1997

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Benefits

BENEFITS OF PARENT INVOLVEMENT

Research indicates that the most accurate predictor of a student's achievement in school is *not income or social status*, but **the extent the student's family is able to:**

1. Create a home environment that encourages learning (*shelters?*).
2. Express high and realistic expectations for their children's achievement and future careers.
3. Become involved in their children's education at school and in the community.

Source: Anne Henderson, *A New Generation of Evidence*

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Benefits

BENEFITS OF PARENT INVOLVEMENT

Family practices of involvement **are as or more important** than family background variables in determining whether and how students progress and succeed in school.

Source: Joyce Epstein, 1996

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Benefits

BENEFITS OF PARENT INVOLVEMENT

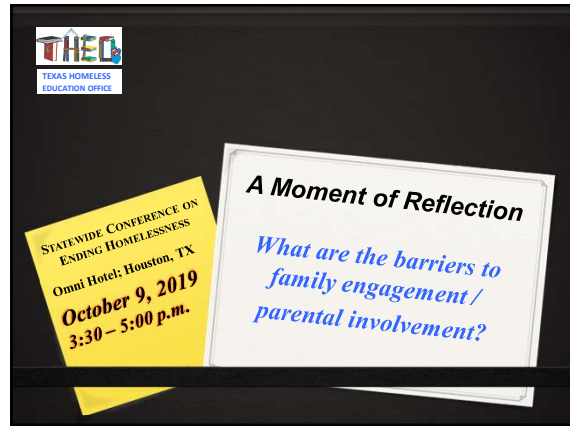
The Triple A's

1. Student **A**chievement
2. Student **A**ttendance
3. Student **A**ttachment

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Barriers

BARRIERS TO PARENTAL INVOLVEMENT

- ❖ Prior concepts of the parents' sense of place in their children's education. The traditional approach to family involvement in schools assume that parents know they played a key role in their children's education and that they are welcome and needed in the schools. This approach sometimes does not work well with families who may be unfamiliar with this concept.
- ❖ Lack of information on the importance of parental involvement.
- ❖ **Feelings of lack of ability to help their children.**
- ❖ Transportation issues can prevent them from being able to travel to the school.

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Barriers

BARRIERS TO PARENTAL INVOLVEMENT

- ❖ Presence of younger children at home who require child care.
- ❖ **The perception that they are not needed and that someone else can do the job better.**
- ❖ Unfamiliarity with the concept of volunteering because there are no systems in place for this in their culture can lead to skepticism about institutions which promote this.
- ❖ Perceptions by many cultures that the mainstream volunteer management model is too rigid and organization-driven may create a barrier to participation.

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Barriers

BARRIERS TO PARENTAL INVOLVEMENT

- ❖ Written communication – **text dependent communications** of all kinds
- ❖ **Limited access to technology**, limited technology skills (survival is a great teacher of skills)
- ❖ **Reliance on a select group of volunteers**
- ❖ Single-track recruiting strategies
- ❖ **Limited multicultural/subcultural outlook and resources**
- ❖ Teachers want to involve parents in schools but need guidance and support in promoting this union.

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Barriers

BARRIERS TO PARENTAL INVOLVEMENT

- ❖ **Community organizations** and groups, many of which are already engaged in helping children and their families outside schools, **often have weak links with schools.**
- ❖ **School structures** are more **complicated** at the middle and high school levels.
- ❖ **Many parents are preoccupied with survival strategies.** (i.e., *Smarties*)

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Barriers

BARRIERS TO PARENTAL INVOLVEMENT

- ❖ Fear
- ❖ Isolation
- ❖ Assumptions
- ❖ Values

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Components

TYPE OF FAMILY ENGAGEMENT / PARENTAL INVOLVEMENT PROGRAM

Research does not show certain types of parental involvement activities to be more strongly associated with improving student outcomes than others ... research in this field does not yet strongly endorse one strategy over another.

Studies do show that programs resembling true **partnerships**—family involvement is not limited to certain activities but rather integral to all aspects of school life, including decision-making—are the most successful in raising student outcomes.

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Components

TYPE OF FAMILY ENGAGEMENT / PARENTAL INVOLVEMENT PROGRAM

Programs that offer a **wide variety of opportunities for involvement** increase the chances of tapping different parent skills and accommodating varied parent schedules.

Researchers repeatedly emphasize, however, that **the care with which strategies are planned and implemented is more significant than the specific form** the involvement takes.

(Eccles & Harold, 1996; Henderson & Berla, 1997)

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

Joyce Epstein (Center on School, Family and Community Partnerships at John Hopkins University) has identified **six important types of cooperation** between families, schools, and other community organizations.

1. Parenting
2. Communicating
3. Volunteering
4. Learning at Home
5. Decision-making
6. Collaboration with the Community

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

1. Parenting
 - ❖ Supporting stable family routines, parental support and encouragement about schoolwork, discussion of ideas and events, high parental aspirations and standards for children's achievement, nutrition/health, quiet places to study, emphasis on family literacy, monitoring of after-school activities, tapping of community resources as needed, modeling of positive behaviors, and knowledge of school experiences
 - ❖ Promoting strong family values

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

2. Communicating

- ❖ Key here is developing effective home-school communication -- the more frequent and positive the messages parents receive from teachers, the more involved they are likely to become in their children's education.
- ❖ A variety of techniques must be used, capitalizing on technology, that **make information intelligible**.
- ❖ Strategies should include helping students gain awareness of their own academic progress.

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

3. Volunteering

- ❖ Schools enhance their connection to families by encouraging them to volunteer in school activities and attend school events. Families who volunteer grow more familiar and comfortable with their children's schools and teachers.
- ❖ Volunteering efforts that tap parental talents enrich school programs and, particularly in upper grades, facilitate individualized learning.
- ❖ Goal is to enhance students' skills in communicating with adults (**parent centers**).

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

4. Learning at Home

- ❖ Most parental participation in children's education occurs in the home. Schools must capitalize upon what parents are already doing by helping them to assist and interact with their children on home learning activities that reinforce what is being taught in school.
- ❖ Schools should aim to increase parents' understanding of the curriculum and the skills their children need to develop at each stage in their schooling.

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

(#4 continued)

- ❖ Home learning activities help bridge the gap between cultural or class disconnects between home and school.
- ❖ The parent parent-child relationship must be recognized as distinct from the teacher-child relationship. What works at school will not always work at home. Parents should be equipped and relied upon as supporters and monitors of the learning process so that their children can become effective independent learners.

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Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

5. Decision-making

- ❖ Involving parents in governance, decision-making, and advocacy roles strengthens links between schools and parents.
- ❖ Parent and community involvement in decision-making also helps make schools more accountable to the community.
- ❖ Parents are expected to develop opportunities for input, feelings of ownership, an understanding of policies, and a sense of connection with other families. Parents become advocates for children.

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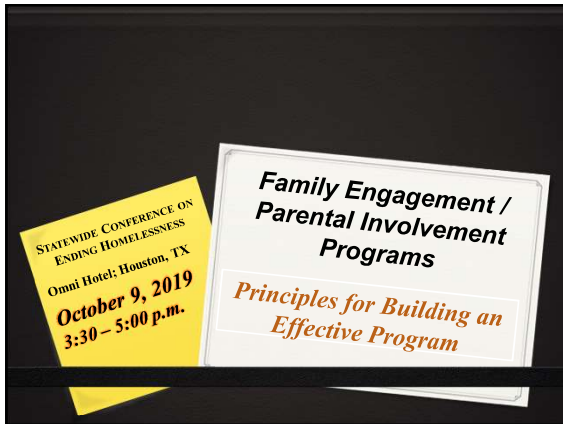
Components

SIX TYPES OF SCHOOL-FAMILY-COMMUNITY INVOLVEMENT

6. Collaboration with the Community

- ❖ Student outcomes are greatest when families, schools, and community organizations and leaders work together.
- ❖ Children are provided with more opportunities for learning and for linking school knowledge with real world opportunities. They associate with individuals, other than their parents and teachers, who reinforce the importance of learning.
- ❖ Activities include increased skills and talents for students participating in extra-curricular programs.

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Principles

SCHOOL AND TEACHER PRACTICES ARE WHAT MATTER MOST

- ❖ The quality of links between teachers and families and between communities and schools influences children's academic success.
- ❖ **The best predictor of parental involvement is what the school (organization) does to promote it.**

"The data are clear that the schools' practices to inform and involve parents are more important than parent education, family size, marital status, and even grade-level in determining whether inner-city parents stay involved with their children through middle school" (Dauber & Epstein, 1993).

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Principles

SCHOOL AND TEACHER PRACTICES ARE WHAT MATTER MOST

- ❖ Single parents, parents living in poor communities, and parents of adolescents will not be among the least involved if schools implement appropriate practices to engage them.
- ❖ **Even the most difficult-to-reach parents can be reached through the appropriate school and teacher practices.**
- ❖ It is in the person of the classroom teacher that students experience the power of a welcoming and helping community.

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Principles

SCHOOL AND TEACHER PRACTICES MATTER MOST

"You need one person to believe in you in your entire life, just one. And that one person will bring hope and love and encouragement...."

Often, that person is a teacher...."

- Maureen Look-Ainsworth, Wisconsin 2011 Teacher of the Year

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Principles

YOU GET ONE CHANCE TO MAKE A GOOD FIRST IMPRESSION

- ❖ Prepare for families as you would for a guest.
- ❖ Make family engagement "what we can do for you" and not so much "what you can do for us".
- ❖ Make "back to school" ... "back to school"!
- ❖ Promote a culture of openness, acceptance, and value for all.
- ❖ Appreciate the culture of your community.

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Principles

WHAT WE CAN DO THAT I CAN'T DO

- ❖ Social capital = those relationships between the school and the families that enhance the development of a child.
- ❖ Social capital exists in the relationships between persons in the school/district/community.
- ❖ A culture that engages families must make relationships the central theme in the process.
- ❖ Social capital closes the gap between schools and families.
- ❖ **Relationships are not optional – relationships in this community are simply something that happens.**

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Principles

CULTURE EATS CHANGE FOR LUNCH

- ❖ The culture of a school dictates the values, beliefs, assumptions, and norms that drive the organization.
- ❖ **You shape it or it shapes you.**
- ❖ Initiatives die, but cultures survive. (Peter Senge)
- ❖ You can't just "nibble at the edges of engagement!" (Constantino)

But, there's always hope -!
Man's mind, once stretched by a new idea, never regains its original dimensions. - Oliver Wendell Holmes

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Principles

JOB DESCRIPTIONS / EXPECTATIONS

- ❖ **Parents don't have adequate job descriptions for their role as a parent or for their role of support in school** – and especially not one designed that is age-appropriate (elementary, middle, high school).
- ❖ Don't take expectations for granted. When things get busy or difficult, people stop communicating – unless it's about failing to meet expectations.
- ❖ Learn a lesson from the Olympians – **optimum performance means optimum coaching.**
- ❖ **"When people know better, they do better."**– Oprah

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Principles

EXPECT ALL KIDS TO LEARN

- ❖ Students experiencing homelessness and generational poverty repeatedly report – **still today – that teachers do not believe in them.**
- ❖ Failure is not an option for any student.

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Principles

MOTIVATION

- ❖ Motivation differs among social classes, cultures, genders.
- ❖ Many people we serve have never had a meaningful relationship with anyone who has benefited from the educational system.
- ❖ **For many, education means STRESS.**
- ❖ **Motivation is most easily achieved when a person can relate education to their values – "I want to help my family."**
- ❖ Grades/formal assessments may not be good indicators of motivation, or the lack thereof.

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Principles

MOTIVATION

- ❖ **"Constructive criticism"** is a "middle-class" concept – many take it personally and it can damage **RELATIONSHIP**s and self-esteem – perhaps even communicating a message that they do not belong in school and that school is not for people like them.
- ❖ Students in homeless situations, in poverty, often get their information verbally, through **RELATIONSHIP**s.

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Principles

BRIDGING THE CULTURAL GAP

- ❖ Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the cultural gap between home and school
- ❖ **The school's practices to inform and involve parents are stronger determinants of whether inner-city parents will be involved in their children's education than are parent education, family size, and marital status**
(Remember... What's the best predictor...?)

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Principles

BRIDGING THE CULTURAL GAP

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- ❖ **The school's practices to inform and involve parents are stronger determinants of whether inner-city parents will be involved in their children's education than are parent education, family size, and marital status**

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Principles

BRIDGING THE CULTURAL GAP

- ❖ Successful schools engage families from diverse backgrounds, build trust and collaboration, recognize, respect and address family needs, and develop a partnership where power and responsibility is shared
- ❖ **For low-income families, programs offered in the community or at church or through home visits are more successful than programs requiring parents to come to the school**

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Principles

RELATIONSHIPS CHANGE LIVES

- ❖ **RELATIONSHIP**s change lives for students experiencing homelessness or high poverty.
- ❖ Adults in their lives are most effective when they **expose students to possibilities** and opportunities.
- ❖ Teachers, administrators need to suspend judgment and assumptions about families and/or behavior – **search for the WHY** behind situations to promote education success.
- ❖ Insure **low turnover rates** in teachers so that **RELATIONSHIP**s can develop.

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Principles

EXPECTATIONS FOR STAFF

- ❖ Professional development and learning groups should **promote a consciousness of poverty and homelessness**.
- ❖ Regular evaluation and assessments of teachers and administrators should include **criteria such as effectiveness in building relationships** with students, meeting and accepting students where they are, etc.

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Principles

EXPECTATIONS FOR STAFF

People don't care how much you know until they know how much you care.

- John Maxwell

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Principles

ENTERTAINMENT

- ❖ Curriculum and activities should include entertainment, something other than information.
- ❖ Entertainment is often used as a way to escape the harsh world of poverty and homelessness (or any world!)
- ❖ Spotlighting the kids most at risk as much as possible in positive ways can increase parental involvement and engagement with the school.
- ❖ Schools can **use the expertise of families** and students to create opportunities for positive school experiences.

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Principles
CHARACTERISTICS OF ORAL CULTURE

Common in generational poverty/homelessness

- ❖ **Relationships** – are at the heart of everything and are first priority
- ❖ **Spontaneous** – Strong desire for variety, great abilities to “go with the flow” or jump from subject to subject with ease
- ❖ **Repetitive** – Storytelling and repeating the same thing over and over are important for maintaining the knowledge
- ❖ **Holistic** – Focus on the BIG picture, tendency to take in everything that is going on around them

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Principles
CHARACTERISTICS OF ORAL CULTURE

- ❖ **Comfort with emotions** – Shows emotion readily in most any situation
- ❖ **Present oriented** – Highly in-tune with the here and now

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Principles
CHARACTERISTICS OF PRINT CULTURE

Not as common in generational poverty/homelessness

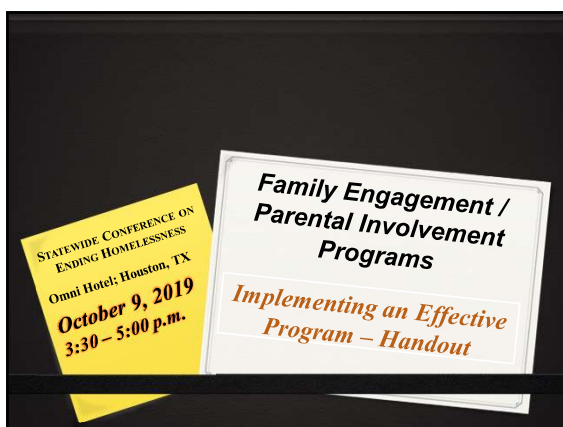
- ❖ **Linear** – organizes thoughts and actions by “first this, then this” process
- ❖ **Time** – Is at the heart of everything and has high priority in daily activities
- ❖ **Analytic/Abstract** – Knowledge is outside of self, ability to step back from a situation and separate and disconnect self from what is going on
- ❖ **Self-disciplined/Focus** – Strong ability to shut out sense data and focus on one idea at a time

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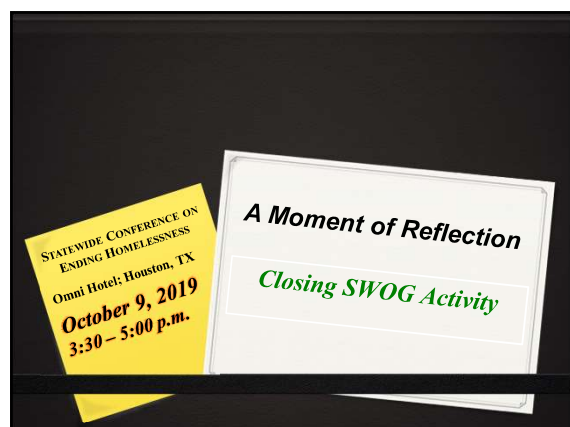
Principles
CHARACTERISTICS OF PRINT CULTURE

- ❖ **Ability to delay gratification** – Strong understanding of relationships between parts; ability to strategize, plan ahead, set goals, focus on the future; ability to break things into parts promotes abilities to connect small efforts to achieve desired end results

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❖	"Connect with Immigrant Parents," Patty Catalano, PTO Today, 2010. http://www.ptotoday.com/pto-todayarticles/article/298-connect-with-immigrant-parents
❖	"Overcome the Language Barrier," Evelyn Beck, Today, 2010. http://www.ptotoday.com/pto-todayarticles/article/261-overcome-the-language-barrier
❖	Promising Partnership Practices, 1999, 2000, 2001, 2002, 2003, 2004. Edited by Salinas, Karen Clark and Jansorn, Natalie Rodriguez. National Network of Partnership Schools; Johns Hopkins University. www.ndsschools.org

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❖	Henderson, Anne T., Marburger, Carl L. and Ooms, Theodora. Beyond the Bake Sale. National Committee for Citizens in Education, 1986.
❖	<u>Top TIPS</u> , annual publication of national examples of TIPS (Teachers Involve Parents in Schoolwork). Edited by Van Voorhis, Frances L. National Network of Partnership Schools, Johns Hopkins University. www.partnershipschools.org
❖	National Network of Partnership Schools: www.partnershipschools.org
❖	National Middle School Association: www.nmsa.org
❖	National PTA: www.pta.org
❖	Family Friendly Schools: www.familyfriendlyschoools.com

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