# Family Engagement and Utah Schools

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Utah State Board of Education
Family/Community Engagement Specialist

*What do you mean when you say, "Family/Community Engagement Specialist"?*

# My role

- Share next, best practices (directors' meetings, newsletters, LIFT)
- Train educators on evidence-based strategies, namely home visits
- TA support for LEAs who receive a risk score of a 4 or 5 on parent survey for Special Education

*What do we mean when we say, "Family engagement"?*

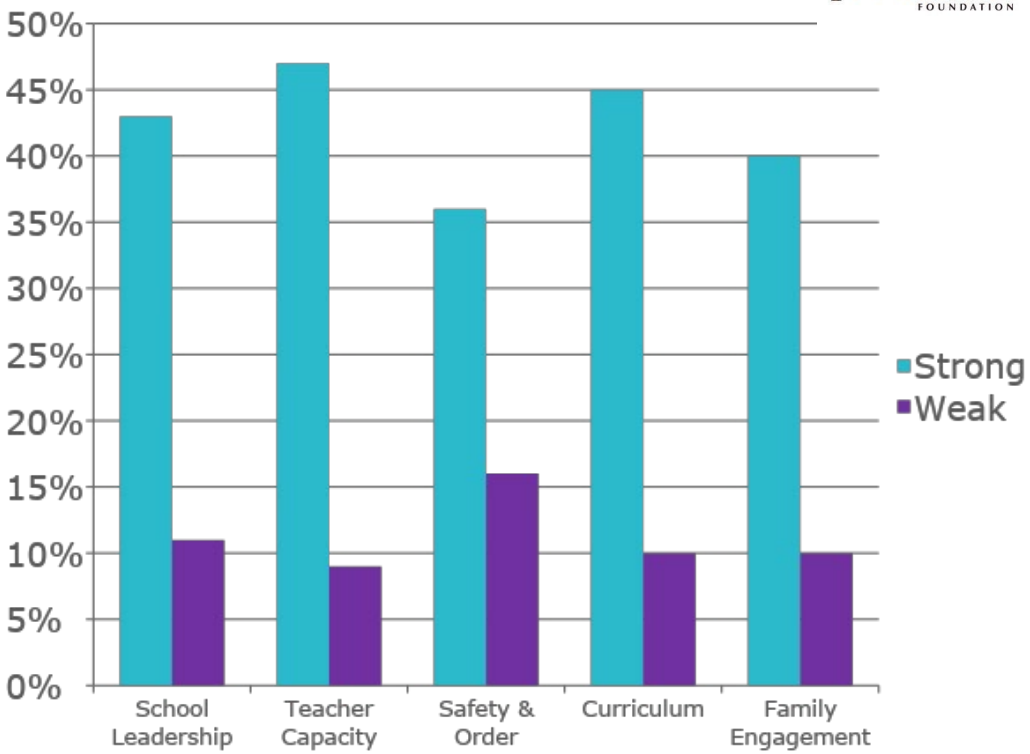
# Definition of Family Engagement

- Family Engagement is a *full, equal, and equitable partnership* among families, educators and community partners to promote children's learning and development from birth through college and career.

-Ann Henderson & Judy Carson

# Family Engagement & School Improvement

- 5 key factors predicted school improvement
- Weakness in any one area = school's chance of improving is ~10%

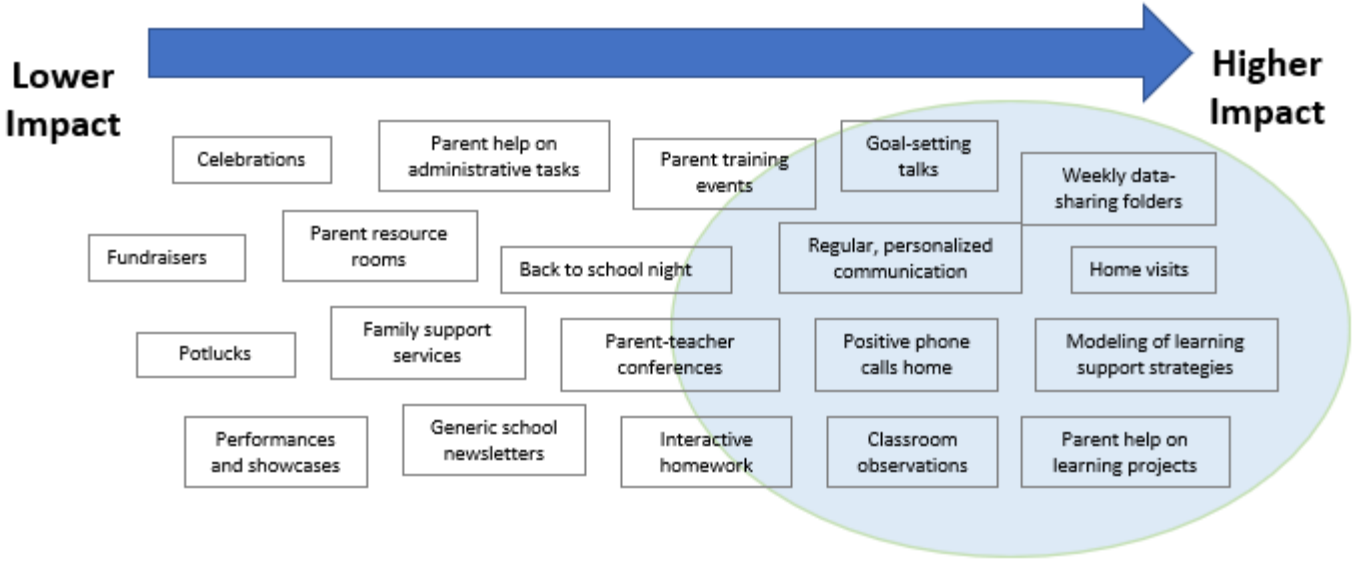



Bryk, A.Sebring, P., Allensworth, A., Luppescu, S., & Easton, J. (2010). *Organizing Schools for Improvement: Lessons from Chicago.* Chicago: University of Chicago Press.

# Family Engagement Frameworks

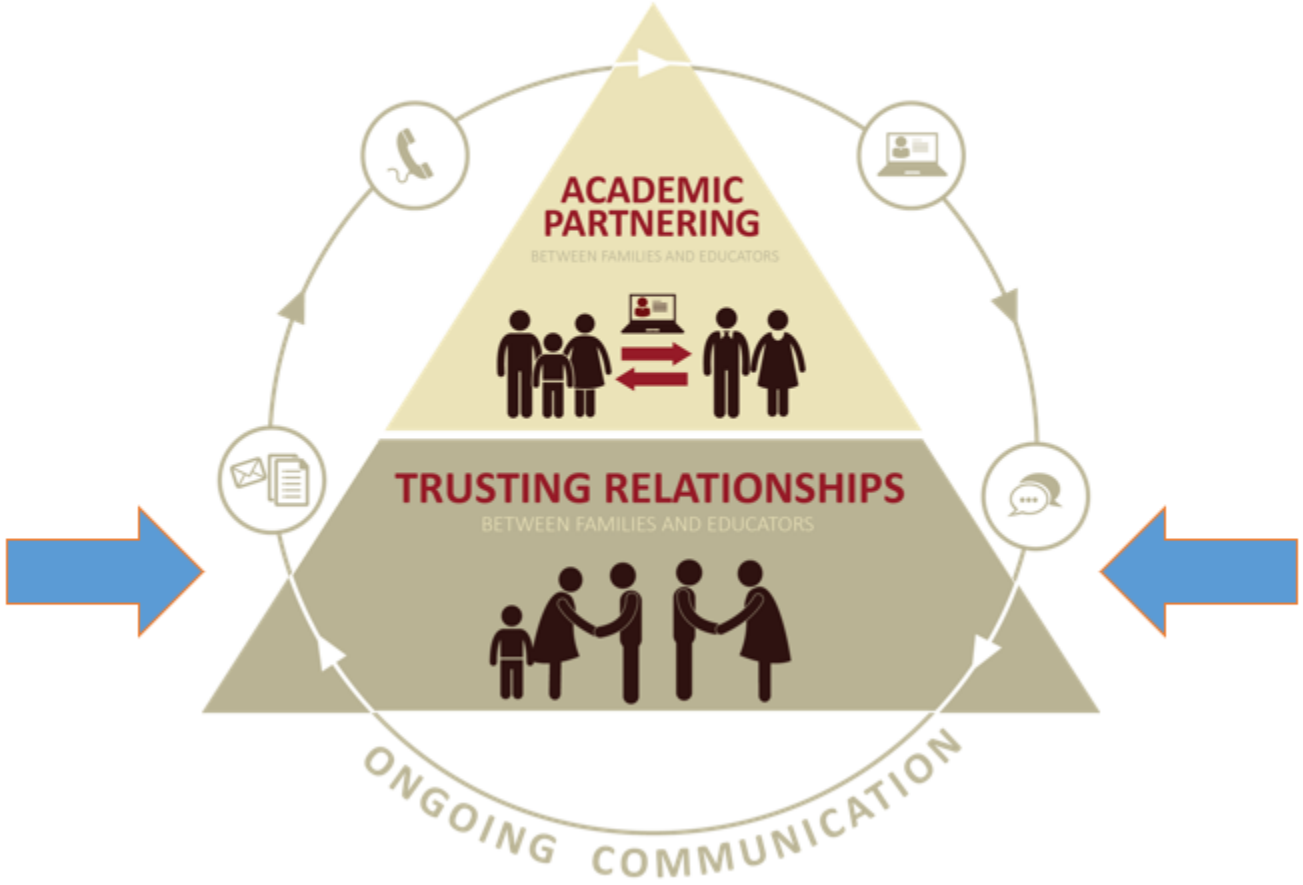
# High Impact Family Engagement

**USDOE Framework:** Family Engagement Should Be **Relational,** Should **Build Capacity Of Families And Staff**, And Be **Linked to Learning**




Courtesy of Flamboyan Foundation

# Family Engagement Grounded in Trust



# The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

## The Challenge

### Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

### Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

## Essential Conditions

### Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

### Organizational conditions

- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

## Policy and Program Goals

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

## Capacity Outcomes

### Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

### Families engage in diverse roles:

- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

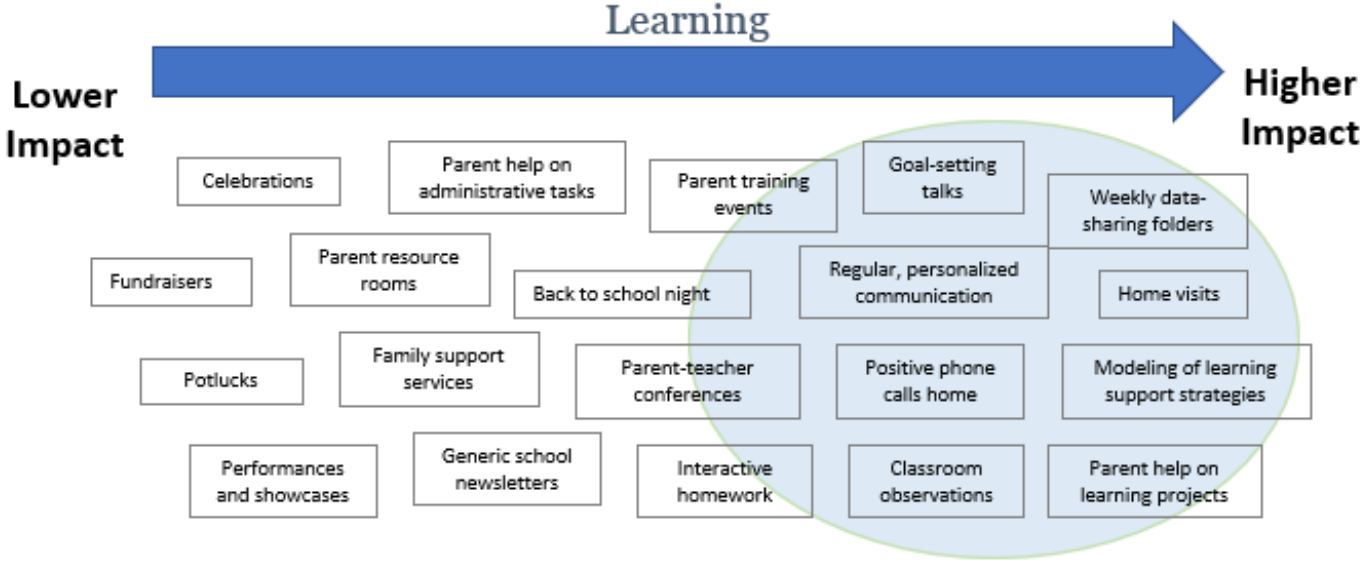
Effective partnerships that support student and school improvement

**Dualcapacity.org**

https://www.youtube.com/watch?time_continue=1&v=QpCnXnO-cO8&feature=emb_logo

# High Impact Family Engagement

USDOE Framework: Family Engagement Should Be Relational, Should Build Capacity Of Families **And** Staff, And Be Linked to Learning




Courtesy of Flamboyan Foundation

**Dualcapacity.org**

https://www.youtube.com/watch?time_continue=1&v=QpCnXnO-cO8&feature=emb_logo

# Quick update:

Following LEAs need to use FY 19 funds, which expire September 2021 (please email for details on remaining balance):

CS Lewis Academy
Mana Academy
Davis
Granite
Ogden
Salt Lake
San Juan

Window was extended and closes today for SY 20-21 (FY 20) for home visit funds, which expire September 2021

# THE BELONGING SCHOOLS INITIATIVE

A Plan for Advancing Equity Through Family Engagement with Utah Schools

# Utah Schools Belong to You

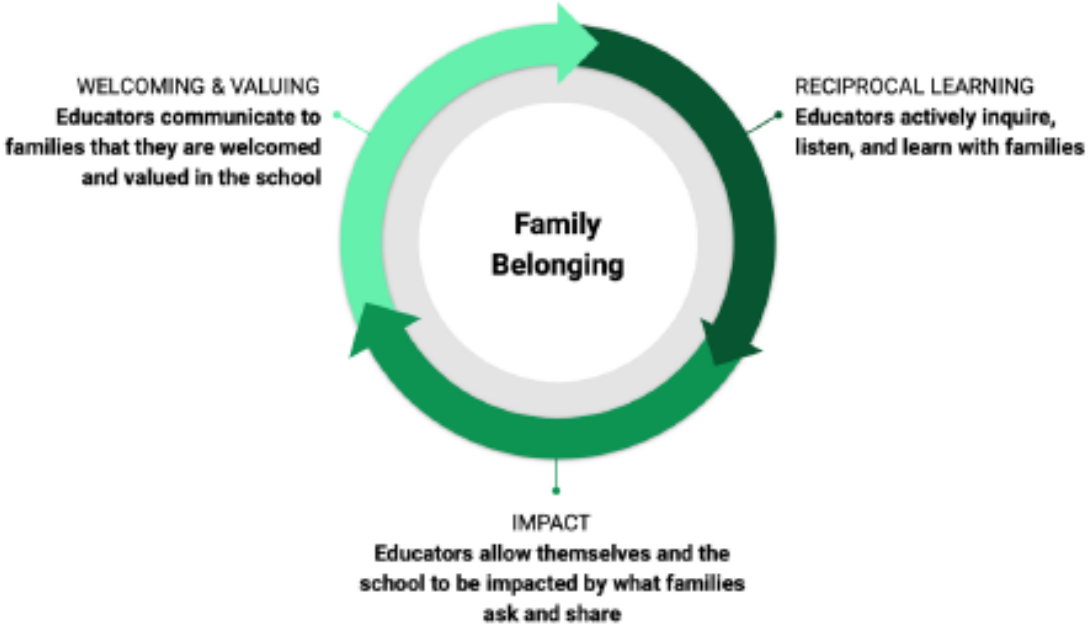
## You Belong in Utah Schools

THE BELONGING SCHOOLS INITIATIVE

A Plan for Advancing Equity Through Family Engagement with Utah Schools

## Our Vision

All families in Utah will experience schools as spaces of belonging — spaces where they are welcomed and valued, where they can build relationships and learn with educators, and where their engagement has a positive impact on students and the school.



# Our User Needs Statements

- **Welcoming & Valuing:** School faculty and staff need to make the goal of welcoming and valuing families as an integrated part of everyone's job because a sense of (un)welcome is developed through everyday personal interactions that carry large meaning.

- **Reciprocal Learning:** Educators and families need opportunities to learn from and about one another— their priorities, their contexts, their definitions of family-school collaboration — in ways that shift power imbalances, because there are too many assumptions being made in the absence of knowledge and relationships.

- **Impact:** Families need to experience their engagement — of whatever kind — having an impact, because it demonstrates that schools value families' knowledge and capacity and creates space for relationships to form.

# Connections to agency initiatives

Why are we focusing on family engagement?

# USBE Strategic Plan

- Goal 1D: Increase engagement of families of young children in early learning experiences

# Special Education Indicator 8

- Office of Special Education Programs (OSEP) wants each state to gauge a percentage of parents whose child is receiving special education services who report that the schools facilitated parent involvement as a means of providing services and results for children with disabilities

# Every Student Succeeds Act (ESSA)

- School Improvement, TSI, and CSI- plans are developed with timely and meaningful consultation from administrators, educators, paraprofessionals, parents, etc.

- Title 1- Each local educational agency that receives funds under this part shall develop jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy.

**USBE Initiatives & Connections**

# Our Plan for Advancing Equity Through Family Engagement

# Convene a state-wide family engagement collaborative

The USBE and Flamboyan Foundation will recruit a cohort of educators and family engagement practitioners to launch the Family Engagement Collaborative (FEC). The FEC cohort will be comprised of at least two people per school represented.

# Pilot a Belonging Schools Design Program

The USBE and Flamboyan Foundation will launch a pilot program that guides LEAs through the process of developing local plans that advance educational equity through family engagement. Family engagement coaches will offer resources, technical assistance, and seed funding.

**Goals:**

**Year 1**

# Q & A Time

# Thank You!

**Stay In Touch…**

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Utah State Board of Education