Using GTO to Promote Family Engagement in Education

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Why Family Engagement in Schools?







Presentation Objectives

- Describe the Carolina Family Engagement Center
- Present the benefit of using GTO in family engagement
- Discuss using GTO across levels (school and classroom)
- Demonstrate how readiness has been incorporated into GTO for family engagement





Equity, Opportunity & Excellence in Education



Creating Equity and Opportunity for ALL Families

- Families with low incomes
- ESL families
- Racial and ethnic minority families
- Families of disabled and special needs students
- Families who are homeless or migrant workers
- Families of foster children





Multi-Year School-CFEC Partnerships

- 24 26 schools that are distributed across South Carolina (4 year partnership)
- CFEC regional liaison working with schools, their district, and their families and communities on family engagement planning, implementation, and evaluation
- CFEC regional liaison working with teachers on classroom level plans over a 2 year period

What can GTO bring to family engagement?

 Many widely used models form the what for family engagement...

Epstein's 6 Types of Involvement

Parenting

Communicating

Volunteering

At Home

Decision Making

Collaborating with Community

Assist families with parenting and childrearing skills, understanding child and adolescent development. and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.

Communicate
with families
about school
programs
and student
progress
through
effective
school-to-home
and
home-to-school
communications.

Improve recruitment, training, work and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.

Involve families
with their
children in
learning
activities at
home, including
homework and
other curriculumrelated activities
and decisions.

Include families
as participants
in school
decisions,
governance
and advocacy
through
PTA/PTO,
school councils,
committees,
action teams
and other parent
organizations.

Coordinate community resources and services for students, families and the school with businesses, agencies, and other groups, and provide services to the community.

TYPE 1

TYPE 2

TYPE 3

TYPE 4

TYPE 5

TYPE 6

The Dual Capacity-Building Framework for Family-School Partnerships

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

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

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)

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

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2) **Capacity Outcomes** The Challenge **Essential Conditions** Policy and Program Goals Educators Precess conditions principles of family -· Retaileren Baltine manual train. Florer increased presumed. Build and anhance the Educators are empowered to instable; or Comband for Searching and density rank capacity of selections and May not see pertnership as an Scenect family angagement to: properties procince * Annah Sanati Remitten in the "a-C" areas: menting and development Hay have developed definit · Children's recommend and A Trapage function as 10 citations PROGRAM WHAT * Motor family books of bookings. + Estaboration * Drawin sentanting colleges · Interactive Effective partnerships that support student and school. Organizational conditions improvement. · Todarco entered by Families empage in: landership across the diserse rotes. Teamers. **WINNESSTOR** a magnifical embedded in all **Mishagins** * Sustained with resources. White Part Aug Street Land and infrastructure.



South Carolina Priority Areas

- Relationships and Welcoming School
- Communication
- Linking to Learning
- Collaboration
- Community Partnerships



...GTO can provide the how.



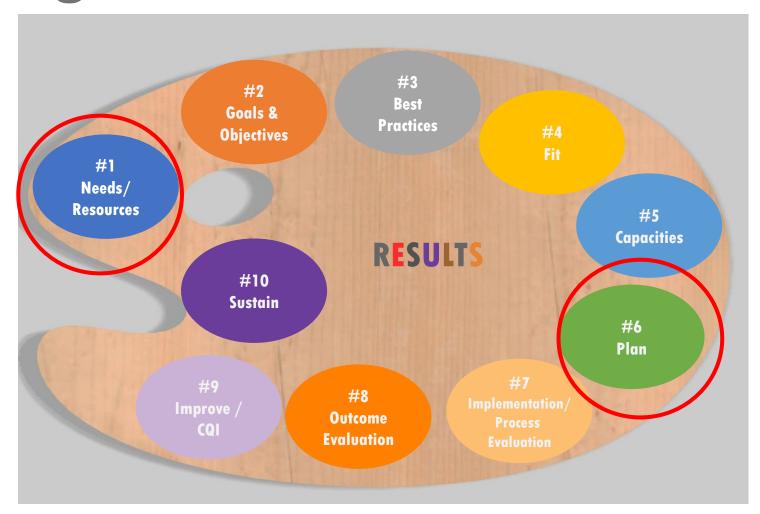
Using GTO to Structure Family Engagement

- With CFEC liaison, school teams will:
 - Conduct a needs and resources assessment, including inventorying and assessing existing plans and practices. (Step 1)
 - Set goals for engagement that are tied to goals for improved achievement. (Step 2)
 - Develop an action plan that is evidence-based and meets all mandates.
 (Steps 3, 4, 5, 6)
 - Support and monitor implementation. (Step 7)
 - Evaluate, communicate outcomes, continue improving the engagement process. (Steps 8, 9, 10)

Accountability Question		State	County	Community	School District	School	Teacher/Parent	Student
1	Needs/ Resources							
2	Goals							
3	Best Practice							
4	Fit							
5	Readiness (Motivation X Capacity)							
6	Plan							
7	Process							
8	Outcome Evaluation							
9	Improve							
10	Sustain							



Working forward and backward.





Incorporating readiness

 $R = MC^2$

Readiness

Motivation
Innovation-Specific Capacity
General Capacity

Motivation	How much the Stakeholder Team wants to complete GTO Step 1.							
Relative Advantage	Completing GTO Step 1 seems better than other strategies for collecting and documenting the schools' family needs and resources for family engagement.							
Compatibility	Completing GTO Step 1 fits with how the team currently think about planning for family engagement.							
Complexity	It seems complicated to complete GTO Step 1.							
Ability to Pilot	It seems easy to test out GTO Step 1 in small parts.							
Observability	It is easy to see small wins in the short term when working on GTO Step 1.							
Priority	Completing GTO Step 1 is important compared to other priorities that the team has.							
Innovation-specific Capacity	If the Stakeholder Team has the capacity to complete GTO Step 1.							
Innovation-specific Knowledge, Skills & Abilities	The team has the knowledge and skills to know how to identify needs and resources for their school.							
Program Champion	There is an important person(s) who supports completing GTO Step 1 on the team.							
Supportive Climate	There is necessary support from the team to enable the completion of GTO Step 1.							
Intra-organizational Relationships	The connections within the team that are required for GTO Step 1 are established.							
Inter-organizational Relationships	The connections to other people or organizations outside the team required for the team to complete GTO Step 1 are established.							
General Capacity	The overall functioning of the Stakeholder Team.							
Culture	The norms and values of how things are done in the team are established.							
Climate	The "mood" of the team; how people feel about being part of the team and the work.							
Innovativeness	The team's openness to new things in general.							
Resource Utilization	The team's clarity about how to get and use resources.							
Leadership	The leadership of the team is effective.							
Structure	Effectiveness of the team's work processes (e.g., clear methods of communication)							
Staff Capacity	The experiences and skills of individuals in the team and the number of people on the team are adequate to do the work.							
Process Capacities	The team plans, implements, evaluates, and communicates well.							



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