

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



Carolina Family Engagement Center

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	Learning At Home	Decision Making	Collaborating with Community
Assist families with parenting and child-rearing 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 curriculum-related 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 Dual Capacity-Building Framework for Family-School Partnerships (Version 2)





South Carolina Priority Areas

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



...GTO can provide the *how*.





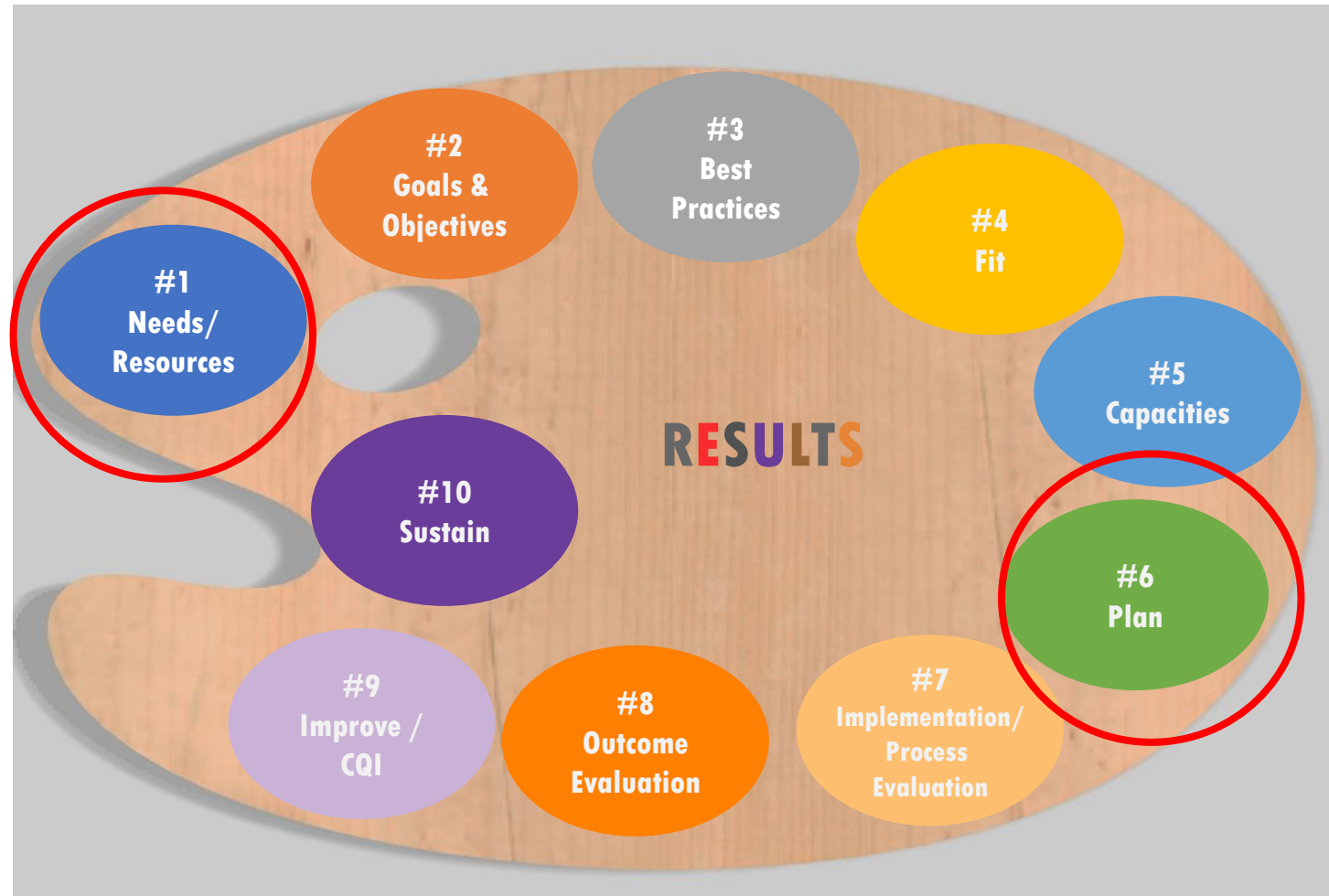
Using GTO to Structure Family Engagement

- **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. high low DK			
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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