

**Family Engagement
 Community Data, Research and Interventions**

Potential Actionable Steps

- ✚ Get parent feedback <https://www.textizen.com>
- ✚ Use OUPN funding (4.3K) to provide teachers with PD in area of Family Engagement
- ✚ Attend Family Engagement Conference in Ohio in April
- ✚ Task OUPN Research Assistant with further investigation/data collection
- ✚ Develop current resources (Parent University/Community Liaisons)

Community Data

Demographics

Single Parent Households in OUPN - 24.51%
 Grandparents responsible for grandchildren in OUPN – 2.28%
 Renter occupied housing in OUPN – 64.14%

Mobility

Do you plan on moving to a new neighborhood in the next year?

Response	n	Percentage
Definitely not	370	51.6
Probably not	114	15.9
Not sure	43	6.0
Probably will	82	11.4
Definitely will	108	15.1
Total	717	100.0

A full 26.5% indicate yes.

How long have you lived in this neighborhood?

Response	n	Percentage
Less than 3 months	56	7.7
3-6 months	37	5.1
More than six months but less than a year	58	8.0
1-2 years	145	19.9
3-5 years	172	23.6
6-10 years	135	18.5
11 or more years	125	17.2
Total	728	100.0

Only 35% have lived in neighborhood over 5 years.

Income

38.6% of OUPN residents live below the poverty line
 46.9% of children in OUPN live below the poverty line
 Only 11.6% of OUPN households make \$60,000 or more per year
 Median OUPN household income \$31,302

Ethnicity

52.6% of Ogden residents indicated they were of some Hispanic descent.

31.8% of OUPN residents indicated Spanish as primary language spoken in home.

Kindergarten Readiness

Table: DIBELS Kindergarten Composite Score % well below benchmark

	Beginning of year	Middle of year	End of year
Dee	74	37	
Gramercy	58	16	
James Madison	70	39	
Odyssey	62	24	
T.O. Smith	60	25	

Source: Dibels Next, 2012-2013

School Demographics

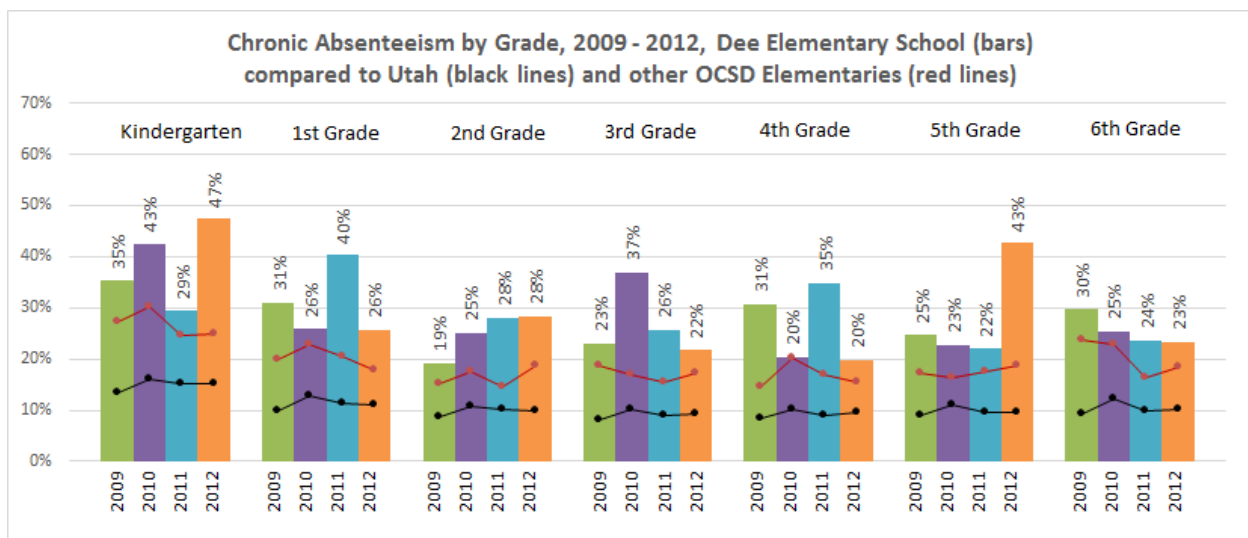
Table: School Demographics in percentages

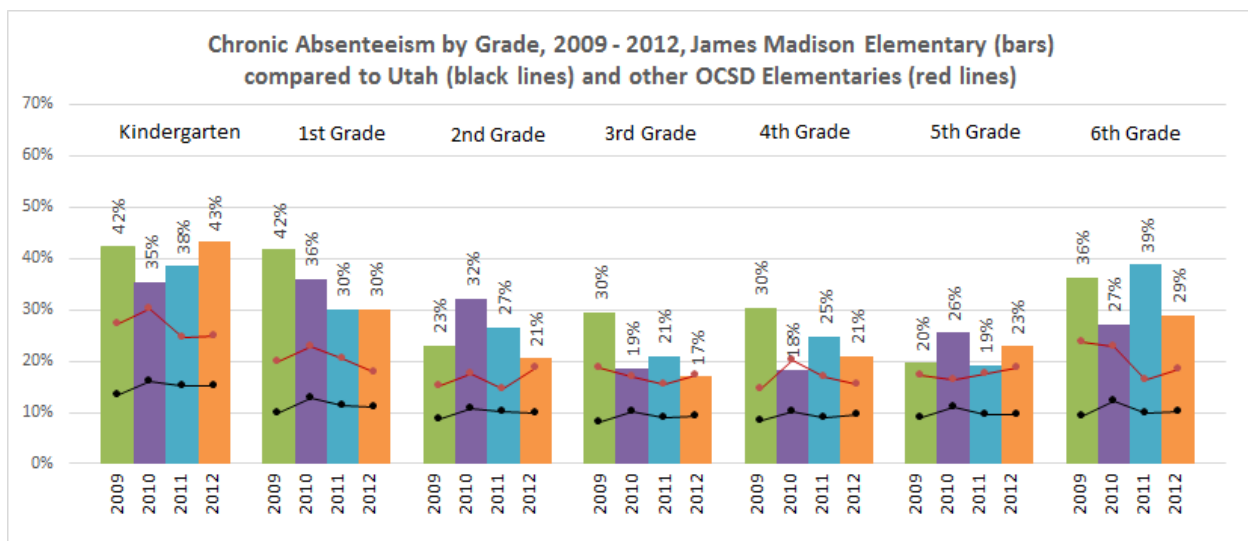
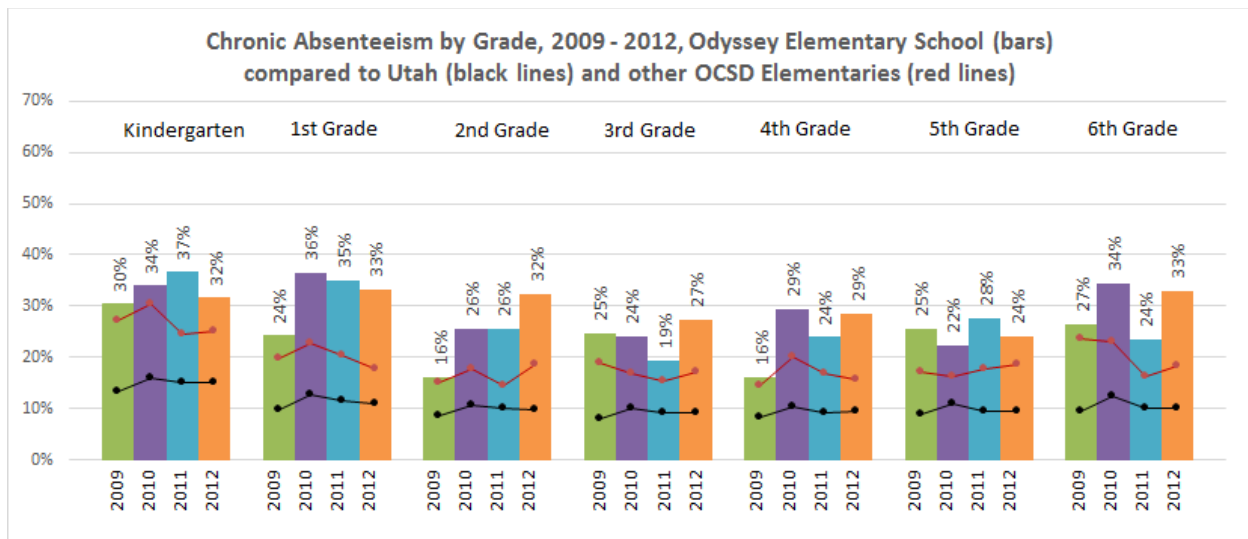
	Minority	English Learners	Low-Income
Dee	76	60	100
Gramercy	63	42	88
James Madison	81	60	100
Odyssey	15	1	24
T.O. Smith	68	45	99
Mound Fort JHS	67	25	99
Mount Ogden JHS	50	19	63
Ben Lomond HS	57	14	74
Ogden HS	52	19	60
George Washington	54	14	99

Source: Public School Data Gateway

Chronic Absenteeism

Note: Chronic absenteeism is defined as missing more than 10% of enrolled school days. Students had to be enrolled in this school for at least 20 days of the school year to be included in the analysis. Other Ogden City School District (OCSD) elementaries includes all OCSD elementaries except Dee, James Madison, and Odyssey.





Research

School-Family-Community Partnerships – Joyce Epstein’s Six Types of Involvement

- ✚ **PARENTING:** 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.
- ✚ **COMMUNICATING:** Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
- ✚ **VOLUNTEERING:** 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.
- ✚ **LEARNING AT HOME:** Involve families with their children in learning activities at home, including homework and other curriculum-linked activities and decisions.
- ✚ **DECISION MAKING:** Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, and other parent organizations.
- ✚ **COLLABORATING WITH THE COMMUNITY:** Coordinate resources and services *for* families, students, and the school with businesses, agencies, and other groups, and provide services *to* the community.

Visible Learning – John Hattie – Meta-analyses assessing effectiveness of interventions

- ✚ **Parental involvement in early intervention** learning shows a large effect size (.51) such that parental involvement in early intervention programs (such as Head Start) significantly increases academic achievement.
- ✚ **Parental involvement in learning** effect size (.51). There is much variance in the influence of parental involvement. Parent aspirations were the most important influence on their children's achievement. The higher the hopes and expectations of parents with respect to the educational attainment of their child, the higher the students on educational expectations and, ultimately, the greater the students academic achievement (Hong and Ho).
- ✚ **Home environment** effect size (.57). The most consistent and highly correlated factors with achievement were maternal involvement, variety, and play materials.
- ✚ **Socioeconomic status** shows a large effect size (.57) meaning that socioeconomic status significantly effects academic achievement.
- ✚ **Parent education** shows a large effect size (.60) such that students with parents who have a higher educational attainment are more likely to be academically proficient.

Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence – Hedy Chang

Parent and family engagement is a crucial to any effective, comprehensive approach to reducing chronic absence. Parents, especially in the early grades, play a key role in making sure their children get to school on time every day. But too many parents don't realize how quickly absences — excused and unexcused — translate into academic trouble. To reach parents, Attendance Works has developed a new toolkit: Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence.

<http://www.attendanceworks.org/tools/for-parents/bringing-attendance-home-toolkit/>

Two Generations, One Future – Ascend at the Aspen Institute

**Strategy used by many Promise Neighborhoods.*

Parents' level of educational attainment is the best predictor of economic mobility for their children. Part of the road ahead is building the evidence that two-generation approaches are more effective, and potentially more efficient, than serving children and parents in isolation from one another. A benefit-cost analysis of these to generation approaches will also be important to pursue.

Early indications from emerging two-generation approaches highlight the importance of mutual motivation when both parents and children have access to opportunities. As noted earlier, a body of research highlights impact of maternal work and education on outcomes for children. At the same time, children can serve as a motivating factor for adults, particularly mothers.

Focus group data suggests important ways in which mothers who return to school are motive by and for their children, as well as ways in which these mothers become more involved with their children's learning and homework as a result of their on participation in post secondary education. These mutually reinforcing investments suggest that the benefits of two-generation programs may be greater than the sum of their separate programmatic parts.

<http://ascend.aspeninstitute.org/resources/two-generations-one-future>

Harvard Family Research Project – Family Involvement

We are committed to meeting the growing demand for information on effective ways to support family involvement in children's learning and development. We promote strategies that support children's learning in school, at home, and in the community. As part of this effort, we:

- ✚ Synthesize our own and others' research to provide our audiences with the latest and best information about family involvement.
- ✚ Produce engaging, research-based publications that include practical ideas designed to help our audiences right away in their own family involvement work.
- ✚ Facilitate the exchange of ideas and insights among the members of the [Family Involvement Network of Educators \(FINE\)](#)—a community of thousands of higher education faculty, school personnel,

researchers, and parents, and community members.

- ✚ Disseminate useful, research-based information about family involvement, including teaching tools, training materials, and research reports.
 - ✚ Build the family involvement field by testing innovative evaluation methods and strategies and providing professional development and preservice training resources, such as cases and syllabi.
- <http://www.hfrp.org/family-involvement>

Working with Parents: building Relationship for Student Success – Ruby K. Payne, Ph.D.

Do not confuse having physical presence with parental involvement. The research seems to indicate that when a parent provides **support, insistence, and expectations** to the child, the presence or absence of a parent in the physical school building is immaterial. Therefore, training for parents should concentrate on these issues. Ruby K. Payne, Ph.D.

Think of parents not as a single group – but distinct sub-groups. For example:

- a. Career-oriented/too busy to attend school activities.
- b. Very involved in school activities.
- c. Single parent families**
- d. Immigrant parents with language issues**
- e. Parents with overwhelming personal issues: addiction, illness, incarceration, evading the law**
- f. Surrogate parents: foster parents, grandparents, et. al.**
- g. Children who, in effect are their own parents; they do not have involved parents/guardians**

*Student from (e) and (g) tend to have many behavioral problems. The students need long-term stable relationships with adults. In these groups the children are *de facto* parents.

*As a rule of thumb, the best (only?) way to make contact with groups e and f is through home visits.

Potential Solutions (a look at 5 other Promise Neighborhoods)

Parent Rooms – San Antonio Promise Neighborhood (Eastside) – informed by Harvard Family Research

**Parent Space at School *Home visits by other parents *Parent leadership development*

The Family School Community Partnership seeks to increase parental engagement to improve the academic achievement of students in early childhood centers, elementary, middle and high schools and reach our long-term objective of increasing the graduation rate of economically disadvantaged youth. In partnership with Family Service Association, Presa Community Center and United Way of San Antonio and Bexar County, over 130 parent leaders are facilitating significantly greater parent engagement and volunteerism in 18 schools. These parent volunteers seek to engage other parents and help them return to the school in order to help fulfill a critical role in their child's life: to be their first and lifelong teacher. In the Partnership, parent volunteers conduct parent-to-parent home visits, support a Parent Room on campus that acts as a bridge between the neighborhood and the school, celebrate student and campus-wide successes via family engagement events, and facilitate and attend parent leadership development opportunities that cover a wide variety of topics, including communication, child development, supporting academics at home, and college and career readiness. Regularly volunteering parents help shape and drive this parent-driven parent engagement initiative through five main avenues:

- ✚ **Parent-to-Parent Home Visits** – over 4,700 conducted in 2012-13
- ✚ **Parent Rooms on Campus** – over 130 parent leaders & 551 parent volunteers in 2012-13
- ✚ **Parent Leadership Development** – over 130 different topics offered in 2012-13
- ✚ **Parent Volunteerism** – over 74,000 parent volunteer hours logged in 2012-13
- ✚ **Parent-School Relationships** – over 200 parent/principal meetings in 2012-13

Last year, half of the 18 campuses saw an increase in average daily attendance.

TIPS Program – Nashville Promise Neighborhood

Evidence-based, theory-driven in-service teacher professional development.

Creates a safe and trusting environment where teachers can engage in dialogue related to parent engagement and learn and share effective strategies

Goals are to improve teachers':

- ✚ Personal sense of teaching efficacy
- ✚ Beliefs about parents' efficacy for helping children learn
- ✚ Attitudes toward parent engagement in general
- ✚ Beliefs about the importance of specific involvement practices
- ✚ Professional community

6 one-hour modules to be held after school, on the topics of:

- Teachers' experiences of parental involvement
- Addressing and coping with obstacles
- Perceptions of parents
- Communicating with parents
- Working with hard-to-reach parents
- Enacting strategies beyond the program

Family Success Coaches – Mission Promise Neighborhood (San Francisco)

The Promise Neighborhood (PN) employs 6 FTE Family Success Coaches that are employed throughout the 9 Community Hub locations. These Hub locations include schools, a family resource center, and health center. The Coach meets with students and/or families and develops an —Action Plan with the student and/or family that is designed to help them meet their academic and economic goals. The Action Plan will include mapping Promise Neighborhood services that can help the family achieve their goals and overcome barriers in areas such as: health (mental/physical), housing, childcare, employment, etc. The Family Success Coach provides benefits screening to the family to ensure they access all public supports that they qualify for, and is responsible for seamless referrals to Promise Neighborhood services. Significantly, the Family Success Coach's do not provide intensive case management; instead, referrals will be made to existing case management resources through other entities. The Family Success Coach is a connector between all of the PN services, the guide for families along the way, and the primary person responsible for ensuring students and families are successfully accessing the resources that can benefit them. Family Success Coach's play a crucial role in monitoring and tracking the student and/or family's progress toward their goals, and identifying additional supportive and/or more intensive services where needed. The Family Success Coaches and the Hubs are the pivotal points of service delivery through which effective implementation of PN strategies takes place. Each coach is expected to serve approximately 300 students and families per year.

Connectors – Minneapolis Promise Neighborhood (Northside Achievement Zone - NAZ)

Families work with their "NAZ Engagement Team" to develop one set of goals within the NAZ Connect tool—called Achievement Plans. These Achievement Plans are supported across multiple service providers within the NAZ system. The Engagement Team implements regular progress monitoring through the NAZ Connect system. Through the coordination of the NAZ Connect tool, families, schools, and organizations are now working together at every turn to drive success and provide opportunities, support and solutions to persistent challenges. The NAZ Engagement team is made up of NAZ Connectors who act as "family coaches"; and NAZ Navigators who are specialists in education, housing, early childhood, career and finance, and behavioral health.

NAZ Connectors are Northside residents who serve as the primary and consistent relationship for enrolled families. These neighbor-to-neighbor family partners have the background and context critical to developing an equal relationship with families. They work with parents to effectively embed new beliefs, skills, and actions that support the success of their children. NAZ Connectors are full-time employees who are not required to have expertise or prior training in social services or technology. Therefore, the NAZ Connect tool becomes a critical, user-friendly roadmap to support them in building relationships with families and leading parents to new actions that drive student achievement.

Within the tool, Connectors use a pre-set, easy to follow interactional processes between Connector and family. This includes both assessments to uncover family needs or opportunities; and goal planning. Assessments and goal plans in the NAZ Connect tool are populated with evidenced-based strategies that help families use specific activities to drive college-readiness outcomes in children.

Parent involvement strategies – Dudley Street Promise Neighborhood (Boston)

- ✚ Passive - inform/market to
- ✚ Connected - establishing relationships
- ✚ Engaged - involved in a program/committee
- ✚ Highly engaged - community members involved in planning and organization
- ✚ Full Partner - sharing power (may take time to get here)

Look at family engagement as a continuum. It begins with families being informed, and builds to connecting them to community efforts through relationship building, which then allows for more engagement to occur (involving parents in programs and committees). This allows for a higher level of engagement including involving parents in planning and organization – and working towards making them full partners in community efforts by taking leadership roles.