Reframing Family and Community Engagement
Title I Technical Assistance & Networking Session
October 17, 2013
Session overview

- Define family engagement
- Review Title I district requirements
- Emphasize the importance of family engagement
- Understand the fundamentals and how they relate to Title I
- Share additional resources
Elementary and Secondary Education Act defines family engagement as:

The participation of parents [family] in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring that:

- Parents [family] play an integral role in assisting their child’s learning;
- Parents [family] are encouraged to be actively involved in their child’s education at school; and
- Parents [family] 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.

[Title 1, Section 9101(32), ESEA.]
National Family, School, and Community Engagement Working Group defines family engagement as:

- A shared responsibility where schools and community organizations commit to engaging families in meaningful and culturally respectful ways and where families actively support their children’s learning and development;
- Continuous across a student’s life, beginning in infancy and extending through college and career preparation programs; and
- Carried out everywhere that children learn, including homes, schools, afterschool programs, faith-based groups, and community settings
Karen Mapp, family engagement researcher, defines family engagement as:

“Family engagement is any way that a child’s adult caretaker (biological parents, foster parent, siblings, grandparents, etc.) effectively supports learning and healthy development.”
Title I district requirements

- District-wide Parent Involvement Policy
- School Parent Involvement Policy
- Parent Right to Know: schools provide parents the qualifications of teachers when asked (this includes four week non-HQ teacher letter)
- School Parent Compact: document outlining the shared responsibility for student achievement

For more information:
www.doe.mass.edu/apa/titlei/parta/family-engagement
It takes all three to be successful

Education Triad:
Overall findings from 40 years of research

When families are involved at home and at school,
children do better in school...

AND

...schools do better educating children.
Why families get involved

Family members are more likely to become involved when they:

- Understand that they *should* be involved
- Feel *capable* of making a contribution
- Feel *invited* by the school and their children
Massachusetts family, school, and community partnership Fundamentals

- Welcoming All Stakeholders
- Communicating Effectively
- Supporting the Success of Children and Youth
- Advocating for Each Child and Youth
- Sharing Power and Responsibility
- Partnering with the Community
Alignment of Fundamentals with Title I family engagement requirements

- Involving parents/guardians is a cornerstone of Title I of current ESEA
- Information to parents must be provided in languages they understand
- Schools need to build parental capacity for engagement
- Home – school partnership agreements need to be in writing
- District and school Title I Parent Involvement Policies need to be developed with parental input
Standards & Indicators of Effective Teaching Practice

Standard III: Family & Community Engagement

A: Engagement
   A1. Family Engagement

B: Collaboration
   B1. Learning Expectations
   B2. Curriculum Support

C: Communication
   C1. Two-way communication
   C2. Culturally proficient communication
Alignment of *Fundamentals* with Massachusetts Model for Educator Evaluation

- All *Fundamentals* included within Standards for principals and teachers
- Both use similar language and share similar values on the importance of family and community engagement
- Educator Evaluation does not identify specific practices, strategies or ways to engage families and community members
- *Fundamentals* serve as a guide or self-assessment tool and not a performance evaluation
Involving parents, guardians and families as full partners in the education of their children is a cornerstone of the Elementary and Secondary Education Act (ESEA). When families support learning, children are more successful in school and school success helps children become successful adults.
Questions?

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A project of the Federation for Children with Special Needs

Informing, Educating, Empowering Parents

Massachusetts Department of
ELEMENTARY & SECONDARY
EDUCATION