THIRD ANNUAL

Ohio Family Engagement
— LEADERSHIP SUMMIT —

Family Engagement that
BREAKS THROUGH

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Brookings Institution

Ohio Statewide
Family Engagement Center
at The Ohio State University

THE OHIO STATE UNIVERSITY
CENTER ON EDUCATION AND
TRAINING FOR EMPLOYMENT

Think Chat

In 5 words or less, write why family engagement is important to you

Objectives

01 <u>Learn</u>

Learn about the Center for Universal Education and the importance of family engagement

02 <u>Discuss</u>

Discuss parents' and teachers' beliefs on education

03 <u>Takeaway</u>

Consider examining family engagement in your schools and takeaway new strategies

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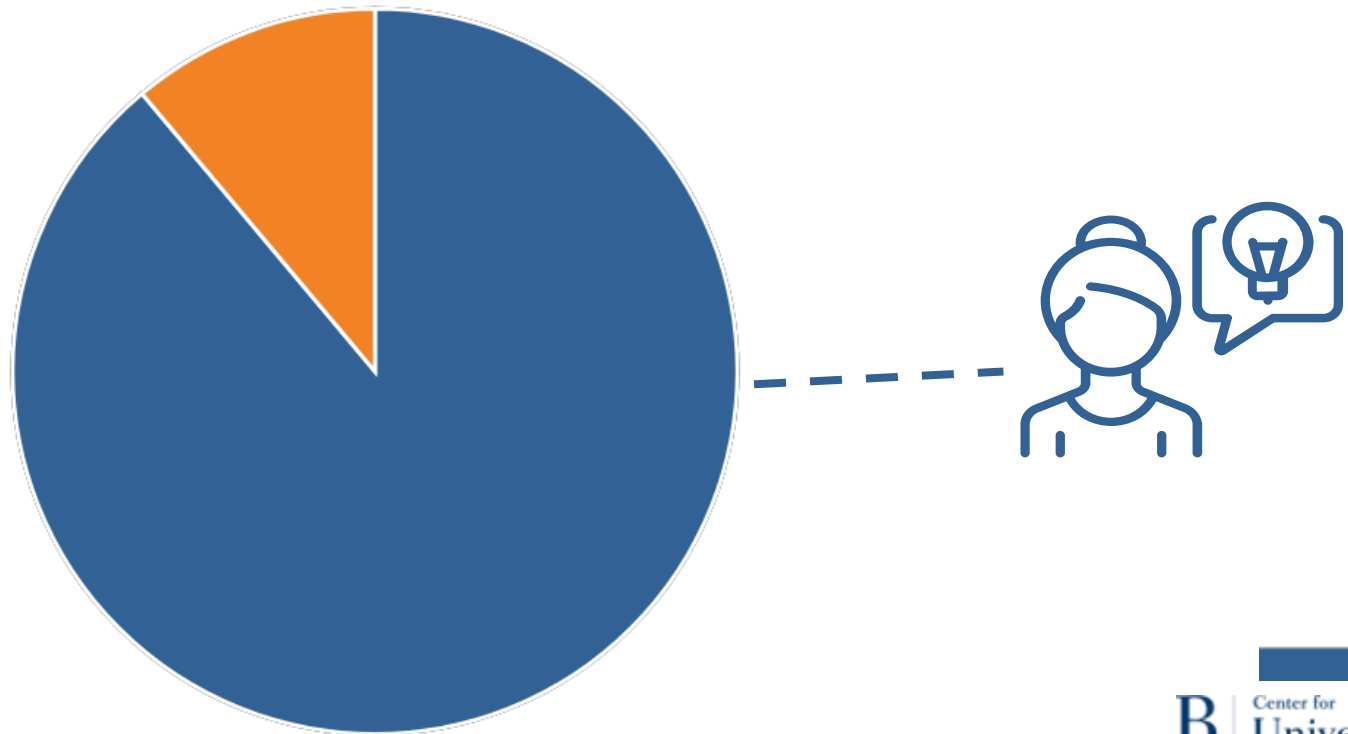# Center for Universal Education, Brookings Institution

- **Independent**, non-partisan "think tank" based in Washington, DC

- **Global,** works around the world

- **Policy-oriented** and **free-to-use education research and tools** across topics and geographies

- **Equity focused,** how to help *all* young people develop skills to thrive in work, life, and as constructive citizens

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Entry point into family engagement

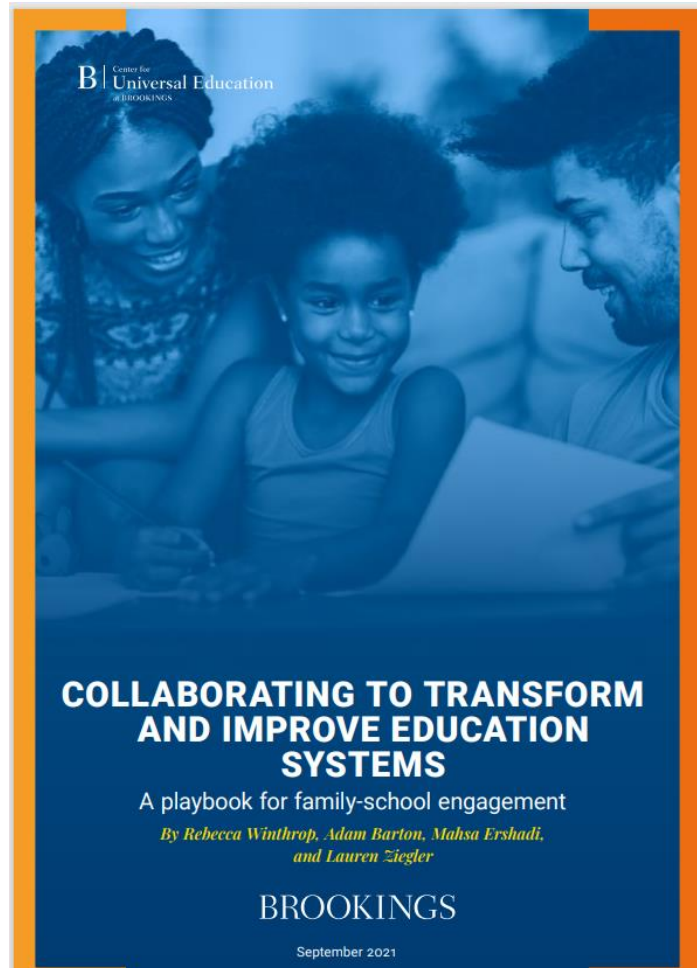*COVID-19 is an opportunity to shift how we approach family-school-community collaboration in the long-term*

Schools are responding to this moment!

In 8 of the 9 jurisdictions where we surveyed teachers between 2018-2021, teachers reported that they plan to engage differently with their students' families after COVID-19 school closures.

What is The Playbook?

COLLABORATING TO TRANSFORM AND IMPROVE EDUCATION SYSTEMS
A playbook for family-school engagement
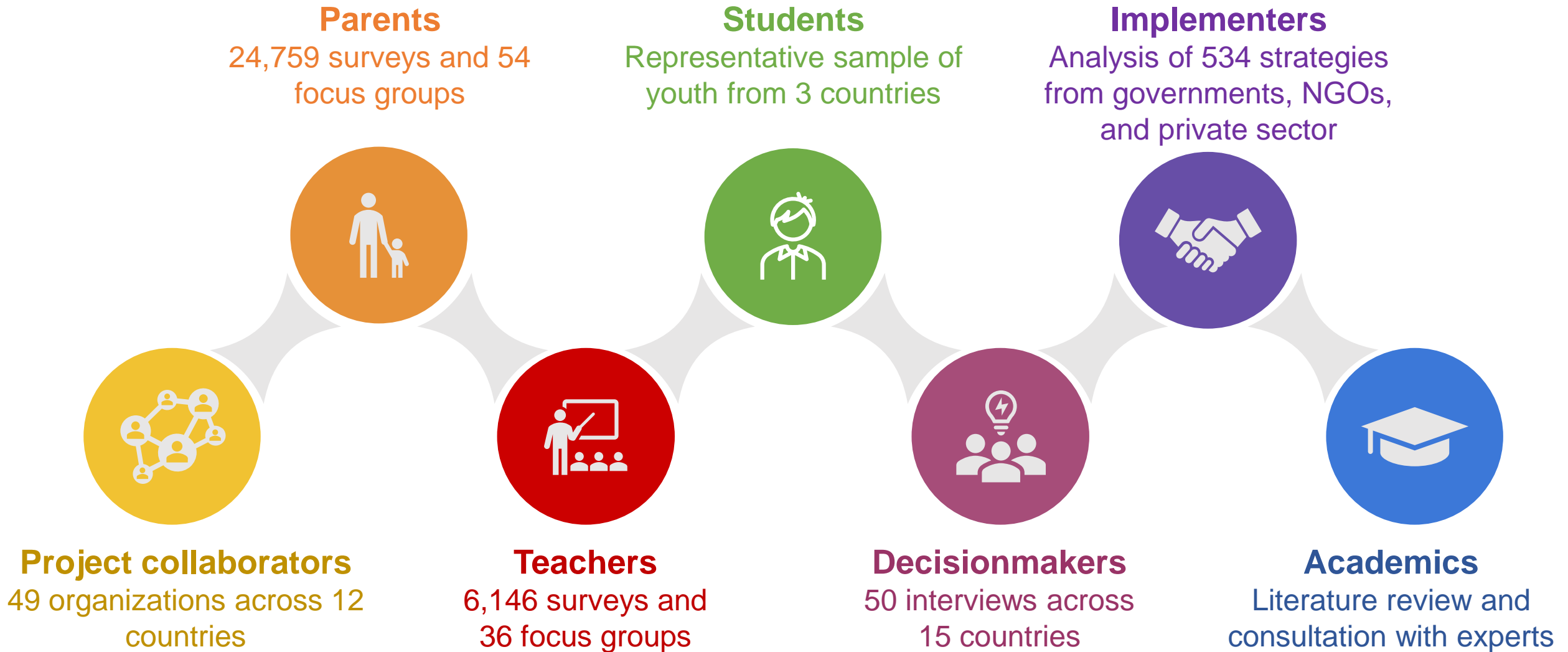By Rebecca Winthrop, Adam Barton, Mahsa Ershadi, and Lauren Ziegler
BROOKINGS
September 2021

- The culmination of **three years of CUE research**

- Offers **insights into the benefits** of family-school-community engagement

- Provides **real-world examples** and **tools**

Available at: *www.brookings.edu/familyengagement*

How was The Playbook developed?

Parents
24,759 surveys and 54 focus groups

Students
Representative sample of youth from 3 countries

Implementers
Analysis of 534 strategies from governments, NGOs, and private sector

Project collaborators
49 organizations across 12 countries

Teachers
6,146 surveys and 36 focus groups

Decisionmakers
50 interviews across 15 countries

Academics
Literature review and consultation with experts

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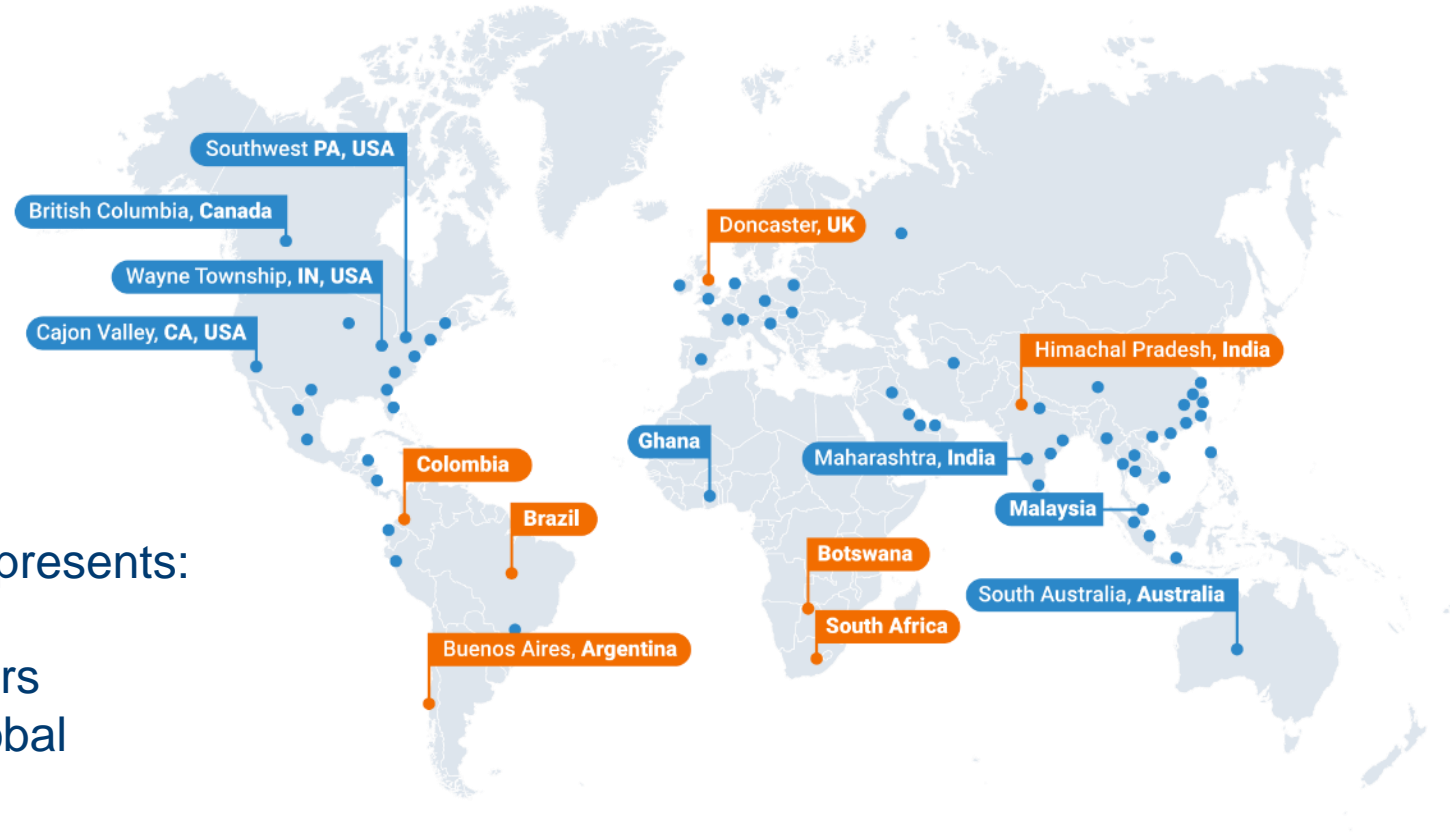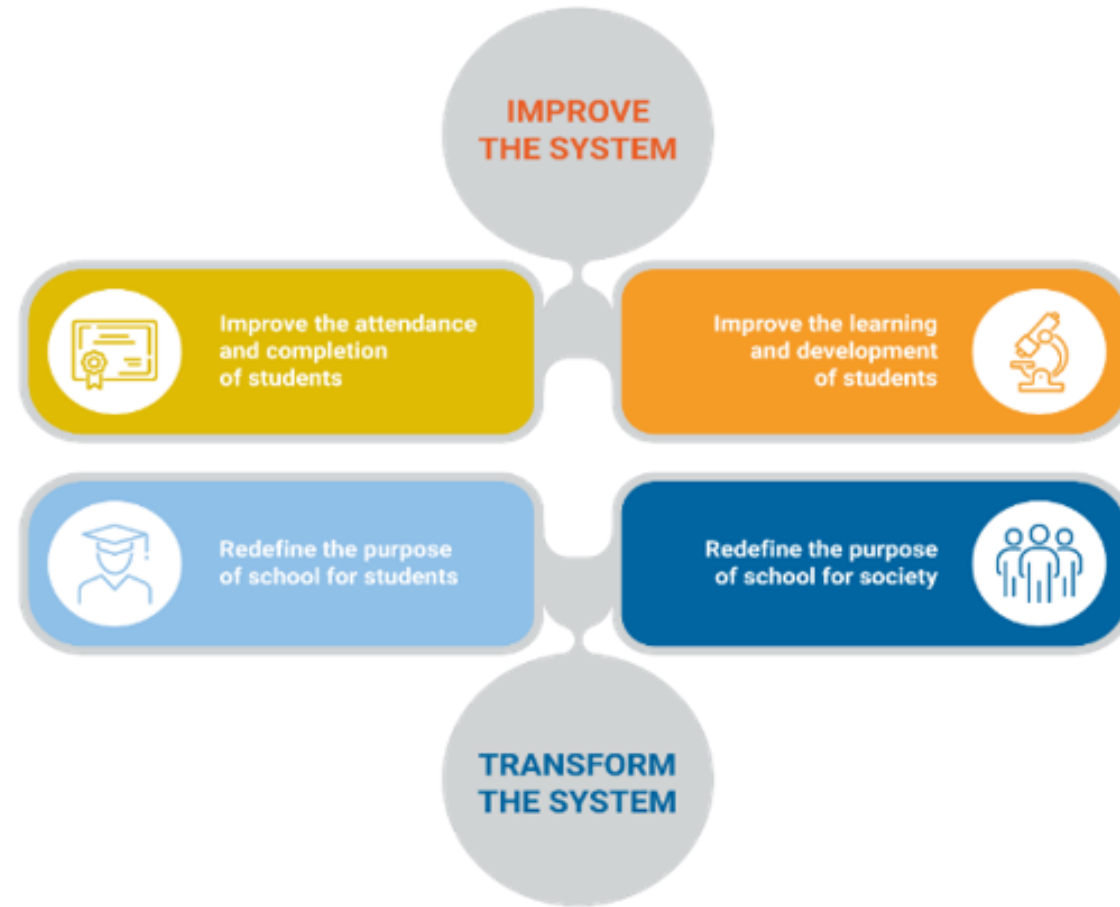
How was The Playbook developed?

The "Family Engagement in Education Network" represents:

- 50 Project Collaborators
- 12 countries & one global private school chain
    - 32 governments
    - 15 civil society and funder organizations
    - 3 private school networks

Map labels:
- Southwest PA, USA
- British Columbia, Canada
- Wayne Township, IN, USA
- Cajon Valley, CA, USA
- Colombia
- Brazil
- Buenos Aires, Argentina
- Doncaster, UK
- Ghana
- Himachal Pradesh, India
- Maharashtra, India
- Malaysia
- Botswana
- South Africa
- South Australia, Australia

How does family engagement support teaching and learning?

Playbook highlights that family engagement is important for teaching and learning

- **Relational trust predicts learning outcomes.** Schools with strong relational trust between families-teachers-administrators are **10 times** more likely to improve student learning outcomes (and other measures) (Byrk, 2010).

  Strong relational trust between families-students-teacher is **more predictive of learning outcome than socio-economic status** (Tschannen-Moran, 2014)

- **Cost-effective.** Communicating with families is **the most cost-effective** approach (Angrist et al., 2020).

- **Make or Break for Reforms. "Belief misalignment"** between families-teachers-administrators is one of the top barriers to successful reforms (Barton, 2021).

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But there are barriers to family-school-community engagement

Lack of personnel, training, and support

Legacy of structural oppression

Attention, funding, and research

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comparing approaches

Family Involvement   vs.   Family *Engagement*

A school striving for family involvement **leads with its mouth**

A school striving for family engagement **leads with its ears**

Identifies projects, needs, and goals, then **tells parents how they can contribute**

Listens to parents and what they think, dream, and worry about

Goal is to **serve clients**

Goal is to **gain partners**

Learn more and start engaging at
kidsburgh.org/topic/parents-as-allies

KIDSBURGH™

source: Ferlazzo, L., & Hammond, L.A. (2009). Building parent engagement in schools. ABC–CLO.

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What do YOU think?

What percent of US states require learning about effective family engagement to become a teacher?

1. <75%

2. 51-75%

3. 26-50%

4. <25%

Do you think families in your schools are more "involved" or "engaged"?

1. Engaged

2. Involved

3. Neither

4. Both

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Findings on Aligning beliefs
Top 5 insights we learned from parents and teachers

1

Different communities have different beliefs on the purpose of education

2

Parents frequently think teachers are much more focused on academics while teachers report they are more focused on wellbeing and socioemotional learning

3

The more receptive teachers are to parents' inputs, the more parents feel they share teachers' beliefs about schooling

4

Parents' beliefs about school are dynamic, changing greatly with their child's age

5

Parents' sources of information about education vary greatly by their education levels

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Findings on Aligning beliefs
Top 5 insights we learned from parents and teachers

1

2

3

4

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Different communities have different beliefs on the purpose of education

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Parents' beliefs about school are dynamic, changing greatly with their child's age

Parents' sources of information about education vary greatly by their education levels

What is the most important purpose of school?

Academic education   *To further*

Economic   *To develop work skills*

Civic   *To be active community members or citizens*

Socioemotional   *To understand oneself and develop social skills or values*

Other   **Enter your purpose**

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Your Response

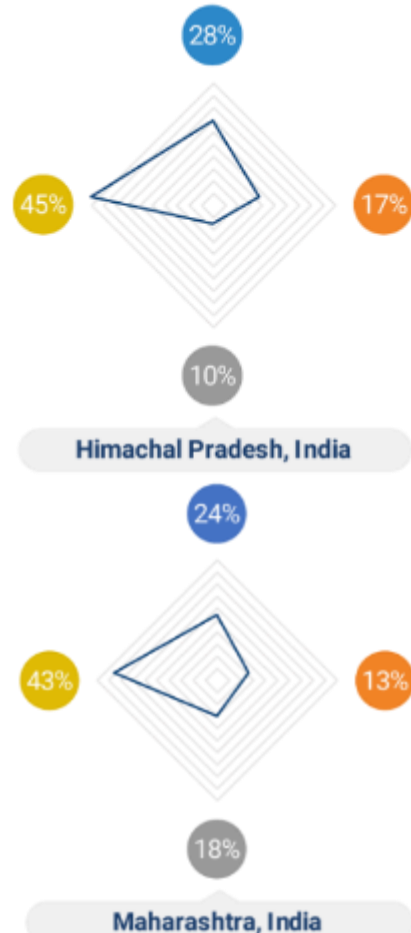What is the most important purpose of school for you?

1   To further education

2   To develop work skills

3   To be active community members or citizens

4   To understand oneself and develop social skills or values

5   Other

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Parents have different beliefs about the purpose of school

Jurisdictions that prioritize socio-emotional purpose of school

Botswana
- 45%
- 14%
- 15%
- 23%

Buenos Aires, Argentina
- 45%
- 10%
- 26%
- 14%
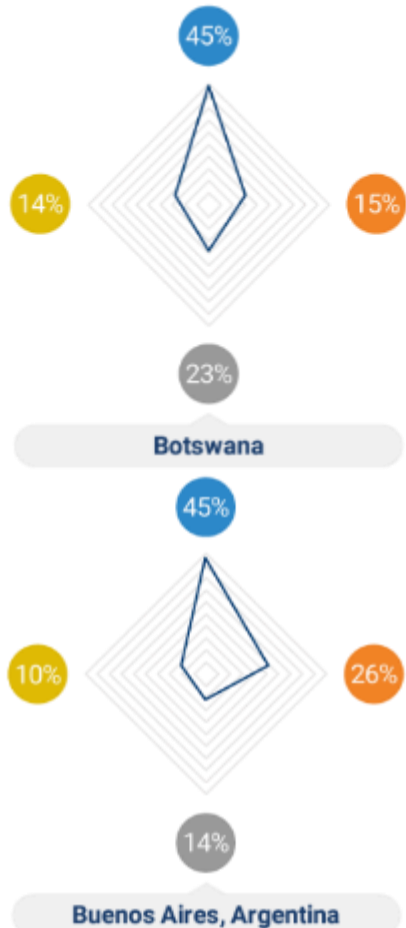
Jurisdictions that prioritize civic purpose of school

Himachal Pradesh, India
- 28%
- 45%
- 17%
- 10%

Maharashtra, India
- 24%
- 43%
- 13%
- 18%

Jurisdictions that prioritize academic purpose of school
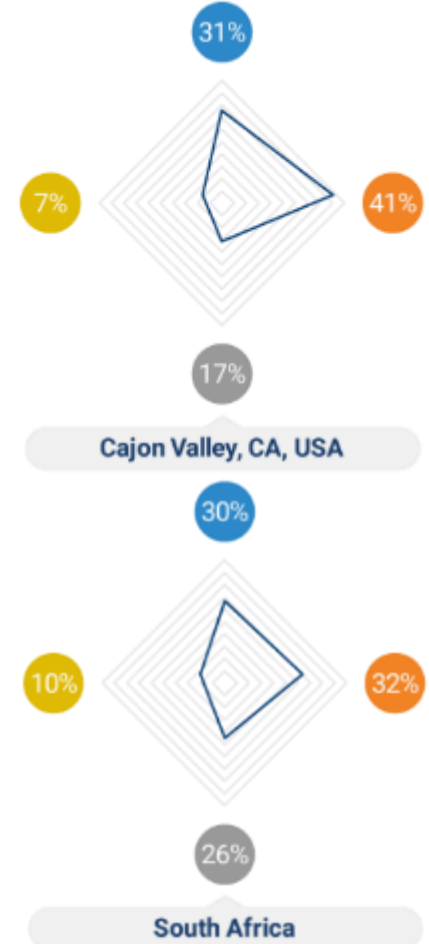
Cajon Valley, CA, USA
- 31%
- 7%
- 41%
- 17%

South Africa
- 30%
- 10%
- 32%
- 26%

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Top 5 insights we learned from parents and teachers

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Different communities have different beliefs on the purpose of education

Parents frequently think teachers are much more focused on academics while teachers report they are more focused on wellbeing and socioemotional learning

The more receptive teachers are to parents' inputs, the more parents feel they share teachers' beliefs about schooling
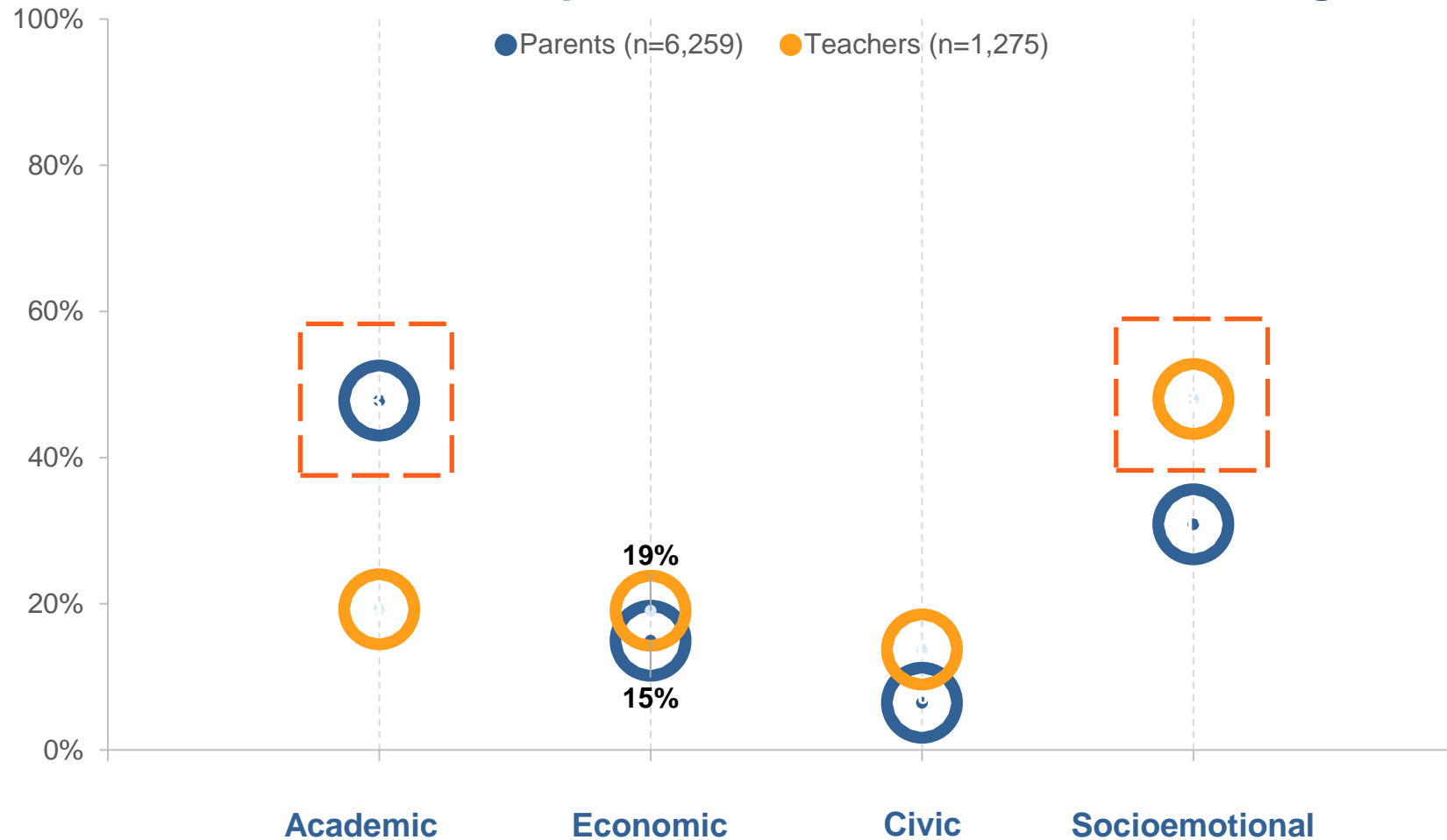
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Belief Maps: Most Important Purpose of School

**Parents prioritized academics.
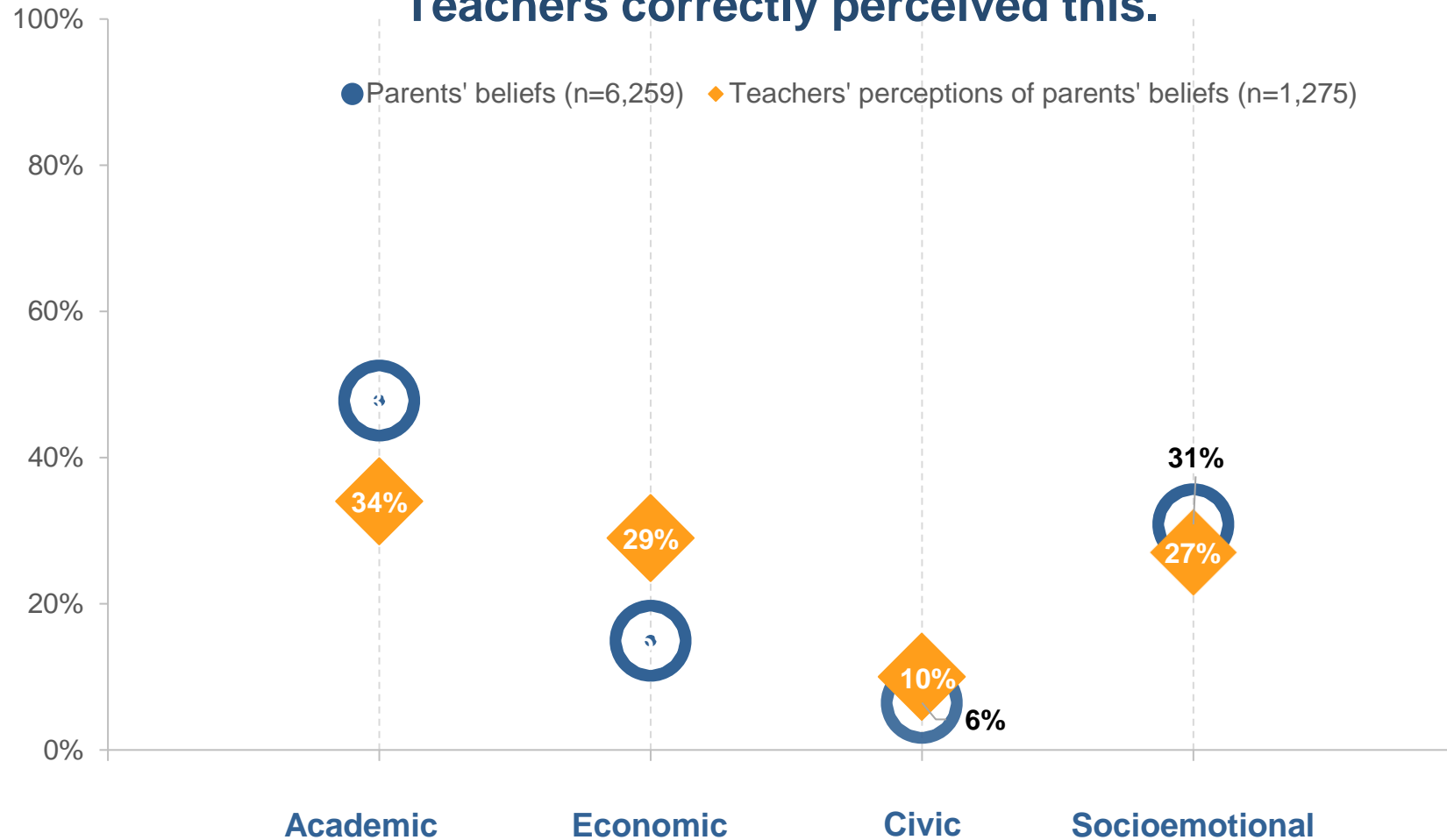Teachers prioritized socioemotional learning.**

● Parents (n=6,259) ● Teachers (n=1,275)

100%
80%
60%
40%
20%
0%

19%
15%

Academic   **Economic**   **Civic**   **Socioemotional**

Data Source. Red PaPaz Colombia

Perception Gaps: Most Important Purpose of School
PARENTS

Parents prioritized academics.
Teachers correctly perceived this.

● Parents' beliefs (n=6,259) ◆ Teachers' perceptions of parents' beliefs (n=1,275)

34%

29%

10%
6%

31%
27%

Academic   Economic   Civic   Socioemotional

Data Source. Red PaPaz Colombia

Perception Gaps: Most Important Purpose of School
TEACHERS

Teachers prioritized socioemotional learning.
Parents thought teachers prioritized academic learning.
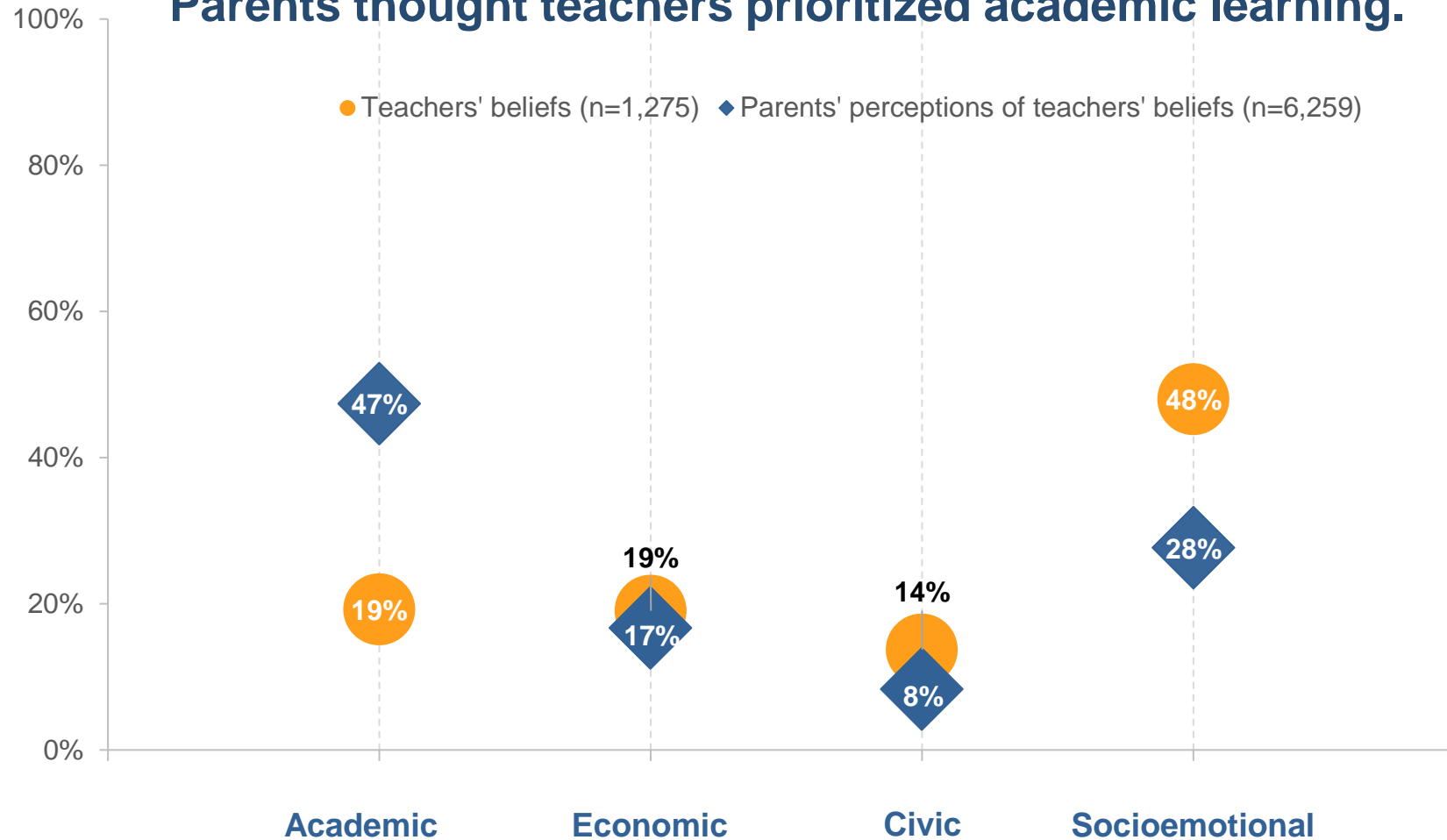
● Teachers' beliefs (n=1,275)   ◆ Parents' perceptions of teachers' beliefs (n=6,259)

	Academic	Economic	Civic	Socioemotional
Parents' perceptions	47%	19%	14%	28%
Teachers' beliefs	19%	17%	8%	48%

Data Source. Red PaPaz Colombia

Findings on Aligning beliefs
Top 5 insights we learned from parents and teachers

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Trust is built on aligning beliefs
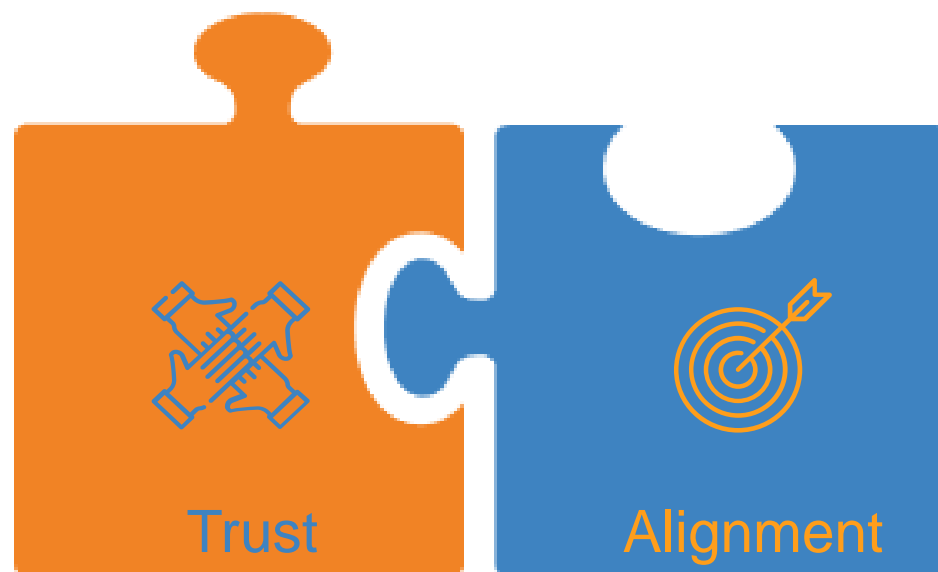
When teachers are more receptive to families' inputs, families feel they are on the same page with teachers about what makes for a good education.

Building trusting relationships is key to effective family, school, community engagement and collaboration (Bryk & Schneider, 2002).

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Am I demonstrating trustworthiness?*

1 **Respect** → Am I seeking input and listening carefully to what families have to say?

2 **Competence** → Am I demonstrating to families that I think they are doing a good job as caretakers?

3 **Integrity** → Do I always keep my word with families?

4 **Personal regard** → Do I show families that I care about them as people?

* Mapp, K., & Bergman, E. (2021). *Embracing a new normal: Toward a more liberatory approach to family engagement*. Carnegie Corporation of New York.

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Conversation Starter Tools (CSTs)
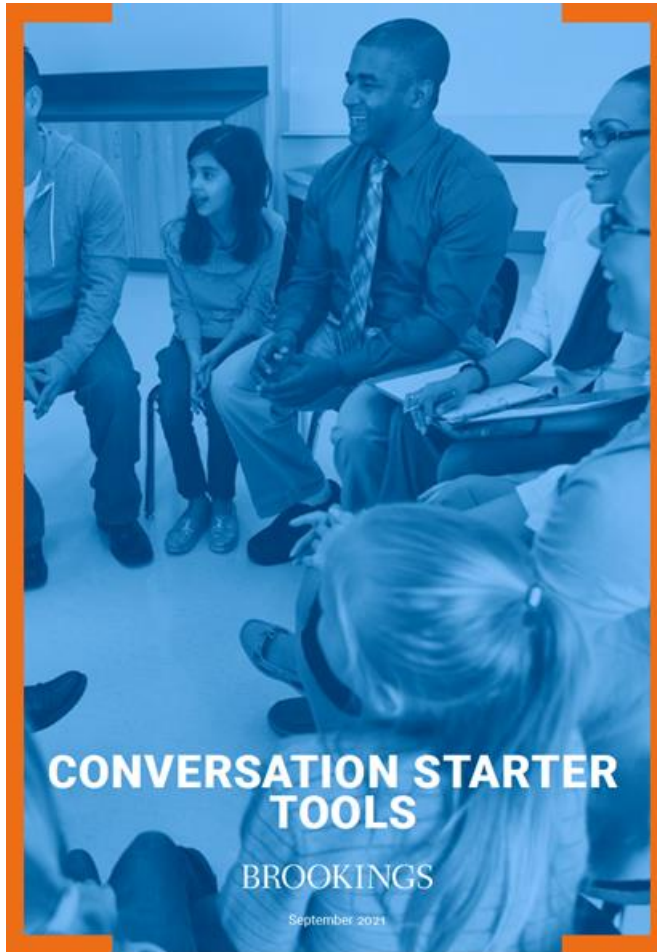
A free-to-use tool that can help teams foster understanding and generate intentional conversations with parents and teachers

Conversation Starter Process

1. **Contexualize** and center in your community

2. **Capture** Beliefs and perspectives

Contextualize

Survey

Transform Education

Strategize

Analyze, Share, Discuss

4. Develop and **enact** a strategy

3. **Reflect** on and **discuss** beliefs

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1. Contextualize

What are critical demographics and issues to consider?

2. Survey beliefs and perspectives

Parents/Caregivers

Teachers/Educators

What are the different beliefs and perspectives?

Students/Youth

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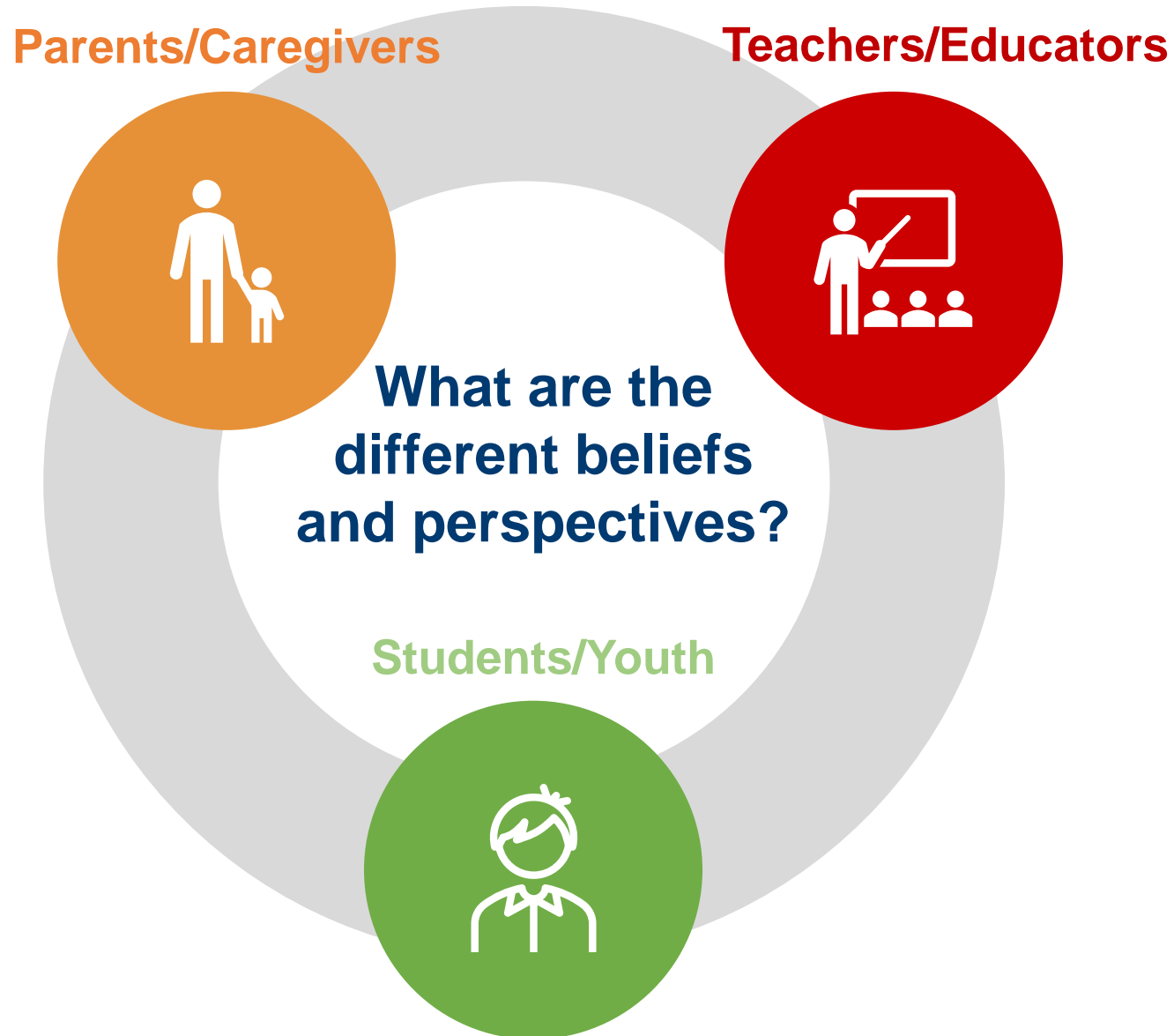
Survey constructs (what we measure)

1 Beliefs on a quality education

Purpose of Education

(What education is for)

Educational Quality Indicators

(What makes a quality education)

Satisfaction with Education

(How they see actual quality of teaching and learning)

Preferred Pedagogy

(How content should be taught)

Source of Information

(Who/what informs beliefs on education)

2 Relational Trust

Alignment of Beliefs

Respect and value input

3 Family-school-community engagement

Types and Barriers to Engagement

Level of Engagement

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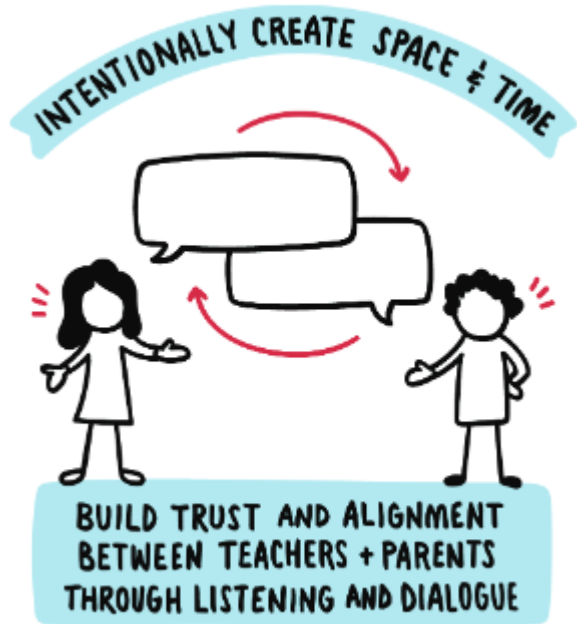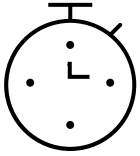
3. Reflect on and discuss beliefs
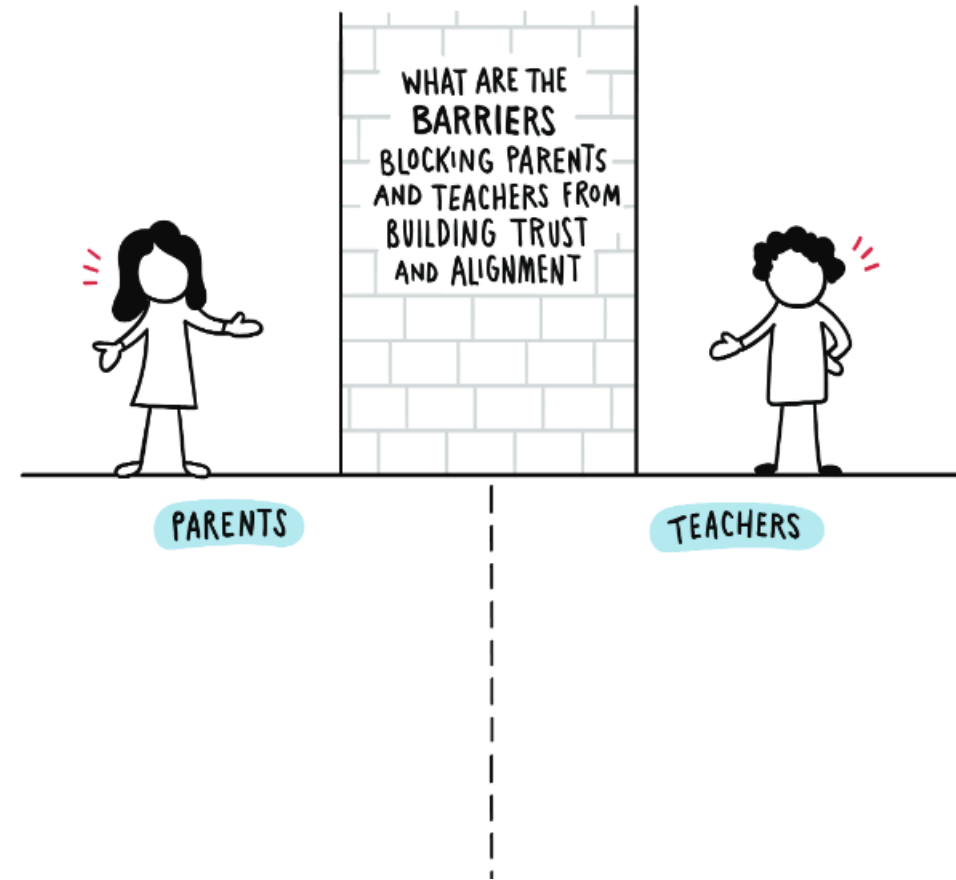
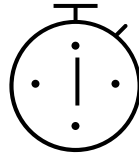*Photo Source.* Kidsburgh-Parents as Allies Conversation Guide

4. Develop and enact a strategy

Activities & Actions (short-term)

Family engagement activities such as:

- Task forces
- Family-school-community meetings and events
- Communications strategies

Plans or Programs (medium-term)

Family engagement strategy for:

- Government: national education plan(s)
- Education institutions: teacher training curricula, school network plans, teacher association plans
- Schools: school improvement plans
- CSOs: technical and work plans
- Donors: financing efforts
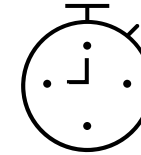
Policies or Visions (long-term)

Family engagement strategy for:

- Government: national/regional/district policy(s)
- Education institutions: teacher training as key focus, school network teacher association policies
- Schools: school policy(s)
- CSOs: commitment to family engagement
- Donors: commitment to family engagement

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Moving from conversations to strategy building

Strategy Finder (Bank of Strategies)

PRIMARY GOAL ⓘ

Improve the System

- Improve attendance and completion
- Improve learning and development

Transform the System

- Redefine purpose for students
- Redefine purpose for society

Clear Selection

Showing all strategies 62

| COUNTRY ⌄ | STUDENT AGE ⌄ | TECH LEVEL ⌄ | LEVERS FOR CHANGE ⌃ ⓘ |

LEVERS FOR CHANGE
- ☐ Providing information
- ☐ Building relationships
- ☐ Shifting mindsets
- ☐ Building skills
- ☐ Providing resources
- ☐ Designing

Clear   Done

Helpline to support remote learning

LOCATION:	City of Buenos Aires, Argentina
PLACE:	Home
ROLE:	Supporting
ORG. TYPE:	Government

Text messages to parents on their child's school performance

LOCATION:	Himachal Pradesh, India
PLACE:	Home
ROLE:	Supporting
ORG. TYPE:	Government

Text messages to parents on school logistics

LOCATION:	Himachal Pradesh, India
PLACE:	Home
ROLE:	Supporting
ORG. TYPE:	Government

ROLE:	Deciding, Supporting
ORG. TYPE:	Government

Mothers and fathers groups to support girls' education

LOCATION:	Matabeleland North, Matabeleland South, Midlands, and Masvingo, Zimbabwe
PLACE:	Home, Community

Parent and teacher mentors for girls

LOCATION:	Matabeleland North, Matabeleland South, Midlands, and Masvingo, Zimbabwe
PLACE:	School
ROLE:	Supporting

Monthly parent-school meetings organized by parent networks

LOCATION:	Colombia
PLACE:	Community
ROLE:	Creating
ORG. TYPE:	Parent organization

Creating clear communication between content experts and parents

LOCATION:	Colombia
PLACE:	Community
ROLE:	Supporting

Poverty Empathy Simulations
Cajon Valley, CA, USA

Goal: Improve learning and development

Place: School

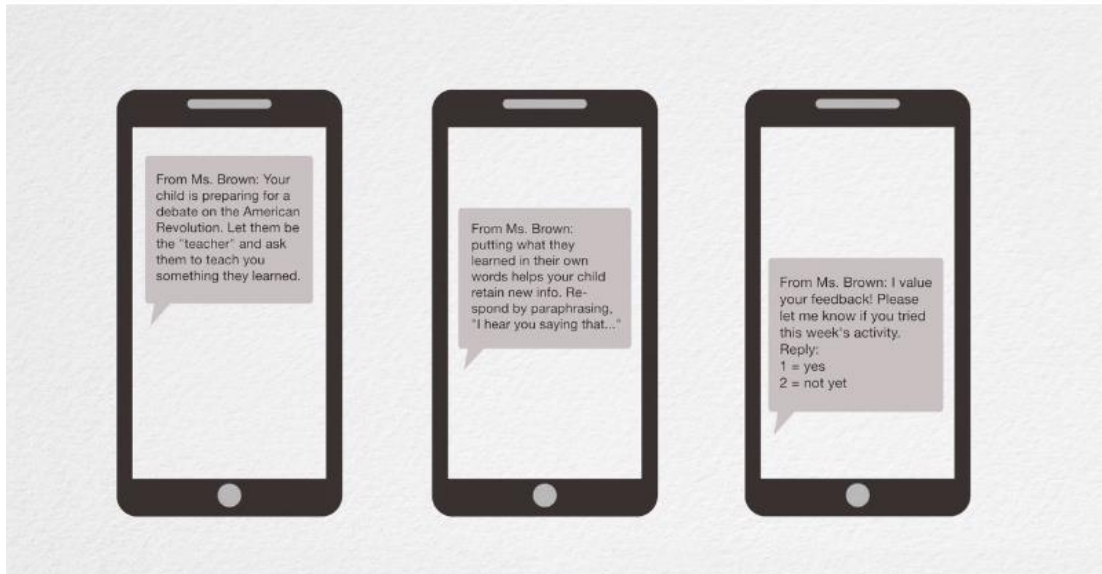**Lever**: Building relationships, shifting mindsets

Family role: Supporting

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FASTalk: Native-language text messages to strengthen learning at home
USA

Goal: Improve learning and development

Place: Home

Lever: Providing information, providing resources

Family role: Supporting

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What is your 3-2-1?

Q & A

Thank you!

@EmilyMarMarkovich
Email: emorris@brookings.edu

How to get involved

More info on the Conversation Starter Tools:

https://forms.office.com/r/ARznLgVLRq

Host a guided workshop:

https://bit.ly/CUEWorkshop

Contact Us:

leapfrogging@brookings.edu