

Family Engagement for Educational Achievement Acceleration

MPP, MURP and MPA Capstone Paper

In partial fulfillment of Degree Requirements

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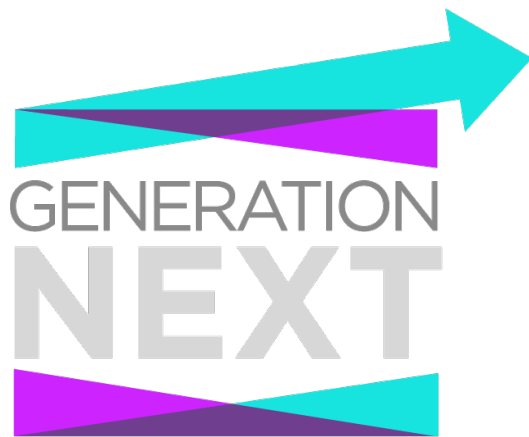
May 2, 2014

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FAMILY ENGAGEMENT FOR EDUCATIONAL ACHIEVEMENT ACCELERATION



A Partnership for Student Success
from Early Childhood to Early Career



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Spring 2014

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LITERATURE REVIEW: DEFINITIONS AND MODELS

EXECUTIVE SUMMARY

The literature review outlines the current and historical research on the topic of family engagement – definitions, context, and academic models used. The review also extended to models of family engagement that are being used in practice today. Below are the four main findings from the review:

1. Child's Education is a Shared Responsibility between Families, Schools and Communities

Family engagement is shared responsibility for the education of a child, between families, schools, and communities, and is rooted in an asset-based understanding of the strengths of each part of the partnership. This partnership is critical so that a child learns both the formal and informal knowledge that results in a healthy trajectory for the child's life.

2. Subtle Forms of Family Engagement Show Strongest Impact

Based upon historical research, family engagement in a child's education leads to improved academic achievement. It is the subtle forms of parent and family engagement that have the strongest impact, such as parental expectations, parental style, and reading and vocabulary use at home. Schools do not easily influence these more subtle aspects of family engagement. Beyond checking homework, which has a negative correlation, all measures of parent involvement have a positive correlation with student achievement.

3. Schools Need to Assess and Provide Context Driven Solutions

School culture is an important piece of the equation, especially combating the historical deficit approach to at-risk children and their families. Schools should conduct an assessment of their staff and their families to understand their current contextual situation, with the understanding that family engagement is complex, and there will not be one program or answer to address the work. Rather, a differentiated approach will be needed to engage all families. Contextually driven decision making at the school/ district level will provide the best results for varying sub-sets of parents.

4. Partnership Models Recognize Shared Power & Expertise Between Home & School

Though there are six categories of models used by schools to engage with families according to Hornby, our research focuses on partnership models. Partnership models highlight professionals as experts on education and parents as experts on their children. The relationship between professionals and parents can be seen as a

partnership that involves the sharing of expertise and control at home and at school, both contributing strengths to provide the optimal education for children.

In conclusion, the literature review findings provide Generation Next with a foundational understanding of the field of family engagement. The models can then be used to help conceptualize how GN can establish a culture of strong family- school- community partnerships in the Minneapolis & Saint Paul region.

I. REASON FOR STUDYING FAMILY ENGAGEMENT

Twenty years of research concludes that parent involvement in their child's education leads to improved academic achievement¹. The most prominent piece of research to draw this conclusion is the 2005 meta-analysis of 41 research studies by parent involvement researcher William Jeynes². Jeynes then conducted another meta-analysis in 2007 that focused exclusively on urban minority secondary students, which had the same basic conclusions³: **that parent involvement has a positive impact not only on students, but on urban students specifically**. Jeynes consolidated various measures of parental involvement overall, and by specific component, to determine the effect it had on student achievement, aggregating performance on standardized tests, GPA, grades, and homework performance as available.

Almost every major measurement of parent involvement had a statistically significant impact on academic achievement: parental expectations, parental reading, parental style, programs of parent involvement, communication between parent & child, parental participation or attendance (listed in descending order of impact). This held true across socioeconomic status, minority group, and gender group. The only measure that had a negative impact was parents checking homework. (See Appendix 1- Exhibit 1). Jeynes concludes, though, that parent involvement that is initiated by parents has the strongest effect, compared to parents participating in programs created by the school or another entity. Specifically, the actions that have the greatest effect are the more subtle ones that parents take. For example, more so than attending school functions, it is important to establish an atmosphere of high achievement at home.

¹ Constantino, S. (2008). *101 ways to create real family engagement*. Galax, VA: ENGAGE!. Also: Whitaker, M. (2011). School Influences on Parents' Role

² Jeynes, W. H. (2005). A Meta-Analysis Of The Relation Of Parental Involvement To Urban Elementary School Student Academic Achievement. *Urban Education*, 237-269.

³ Jeynes' second meta-analysis (2007) included 52 studies focusing exclusively on urban secondary students, concluding that parental involvement does have a significant influence on student achievement for secondary school children. He found that parental involvement affects all the academic variables under study by about .5 to .55 of a standard deviation, holding for both white and minority children. Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education*, 42(1), 82-110.

II. METHODOLOGY

In order to understand the family engagement landscape and identify models of practice, we conducted a literature review of both scholarly and practitioner literature on family engagement. Our goal was to identify general models and specific organizations that do family engagement work both locally and nationally as a preliminary stage in our larger research project, Parent Engagement for Educational Achievement Acceleration, the end goals of which are to summarize models of family engagement, describe what effective collaboration with parents and Generation Next looks like, and create a model to demonstrate effective family engagement.

This review was conducted in six weeks, so it is not exhaustive of all possible sources. Priority was given to foundational authors in the field and research published since 2010, as well as to studies that focused on diverse, urban student bodies.

The research questions for the literature review were:

1. How is parent engagement defined in existing literature? By what other name is it called?
2. What are general models that organizations use to engage parents within a school context?
3. What organizations, both locally and nationally, are leaders in engaging parents within a school context?
4. What are the areas of disagreement?
5. What are the areas of consensus?

The summary below acts as a foundation, or common understanding, from which our group launched phase two of the project: data analysis. It also serves as a foundation for Generation Next as it considers its role in family engagement.

III. DEFINITIONS

INTRODUCTION TO DEFINITIONS

Parent, or more broadly, Family engagement is a complex concept, with multi-faceted dimensions working together toward the goal of improved student achievement. Because there is no single definition, there is no common understanding of or agreement on what needs to be done to improve family engagement, and no single instrument has been agreed upon to measure family engagement. Many academic and practitioner-based models are employed to encourage, incent, and/or measure family engagement, and effectiveness is evaluated at an individual program level using various instruments.

Parent engagement and parent involvement are generally used interchangeably in the academic literature, however a distinction is starting to be made⁴. From 1990 to 2010, parent involvement research was primarily focused on the relationships between schools and parents. Also, the need for increased parent involvement was often framed either as 1) teachers and administrators needing to do a better job at engaging parents or 2) minority families and disadvantaged families having deficiencies in parent involvement⁵. However, there has been a shift in the past ten years acknowledging the role of an expanded set of factors on parent involvement, and the corollary role/need for an expanded set of players, including the parents as the primary teachers of their child and their need for a more primary role in their child's academic achievement. This leads to a focus more on parent engagement, as compared to parent involvement. This has also led to a rise in wrap-around organizations that help families with other basic needs so they can support their child, and an understanding of the shared responsibility between school, family, and community in supporting strong academic outcomes.

DEFINITIONS – HISTORICAL (1990 – 2010)

Parent involvement is primarily defined in one of four ways⁶:

- Parent-child relationship – helping with homework, encouraging attendance, reading to the child⁷
- Parent-school relationship – parents volunteerism at school, support for school, trust in school
- Parent-policy relationship – degree to which parents can shape policy at the school
- Parent-role relationship – perception of parents role at school, compared to that of teachers

The pioneer parent involvement researcher was Joyce Epstein, whose Theoretical Framework for parent involvement has six components⁸, listed below. These six components are still used today as the foundation of many studies and surveys. See Appendix 1- Exhibit 2 for sample survey questions grouped by component. They are also used today in the Johns Hopkins National Network of Partnership Schools program, rebranded as “keys to successful partnerships” for parent involvement:

1. Parenting: Helping all families establish supportive home environments for children
2. Communicating: Establishing two-way exchanges about school programs and children's progress

⁴ Montgomery, C. and Goodall, J. (2013). Parental involvement to parental engagement: a continuum. *Educational Review*, 1-12.

⁵ Dauber, S. L. (1991). School Programs And Teacher Practices Of Parent Involvement In Inner-City Elementary And Middle Schools. *The Elementary School Journal*, 289.

⁶ Ringenberg, M., Funk, V., Mullen, K., Wilford, A., & Dramer, J. (2005). Test-Retest Reliability of the Parent and School Survey (PASS). *School Community Journal*, 121-134.

⁷ Jeynes, W. H. (2003). A Meta-Analysis: The Effects of Parental Involvement on Minority Children's Academic Achievement. *Education and Urban Society*, 202-218.

⁸ Epstein, J. (1992). School and family partnerships. In M. C. Alkin (Ed.), *Encyclopedia of educational research* (6th ed., pp. 1139-1151). New York: Macmillan.

3. Volunteering: Recruiting and organizing parent help at school, home, or other locations
4. Learning at home: Providing information and ideas to families about how to help students with homework and other curriculum-related materials
5. Decision-making: Having parents from all backgrounds serve as representatives and leaders in school committees
6. Collaborating with the community: Identifying and integrating resources and services from the community to strengthen school programs

The key finding of Epstein's research is that parent engagement is multi-faceted. It is not "passively following the directive of a school" administrator or teacher (Ringenberg, et al 2005). Rather, it is "meaningful dialogue between parents and professional educators that has the potential to alter both"⁹. More specifically, examples of behavior associated with these components include explaining difficult concepts to your child when they don't understand, knowing generally how your child is doing in school academically and behaviorally, displaying a child's schoolwork in your home, and make suggestions to the teacher about ways to help your child learn.¹⁰

MODIFIED DEFINITION- CURRENT (2010 TO PRESENT)

Parent engagement has shifted to be called family engagement in many circles, and the definition has evolved, too. Family engagement is shared responsibility for the education of a child, between parents, schools, and communities, and is rooted in an asset-based understanding of the strengths of each part of the partnership.

FAMILY ENGAGEMENT

We have found the literature to still generally support Epstein's Theoretical Framework. However, Ms. Epstein now feels that the term parental involvement should be replaced with "school, family, and community partnership"¹¹, as this emphasizes the shared responsibility for children's learning. Others agree, at minimum, that the switch should be from parent involvement to parent engagement, because they are not the same thing¹². Further, many organizations and leaders are now using family instead of parent, because simply using the word *parent* "potentially alienates up to 50% of adults who take charge of children's lives", including foster parents, grandparents, aunts, uncles, neighbors, and group homes.¹³

⁹ Fine, M. (1993). (Ap)parent involvement: Reflections on parents, power and urban public schools. *Teachers College Record*, 94(4), 682-710.

¹⁰ Ringenberg, M., Funk, V., Mullen, K., Wilford, A., & Dramer, J. (2005). Test-Retest Reliability of the Parent and School Survey (PASS). *School Community Journal*, 121-134.

¹¹ Epstein, J., & Sheldon, S. (2006). Moving Forward: Ideas for Research on School, Family, and Community Partnerships. *SAGE Handbook for research in education: Engaging ideas and enriching inquiry*, 117-138.

¹² Kim, Y. (2009). Minority Parental Involvement and School Barriers: Moving the Focus away from Deficiencies of Parents. *Educational Research Review* 4 (2): 80-102.

¹³ Constantino, S. M. (2008). 101 ways to create real family engagement. Galax, VA: ENGAGE! Press.

Further still, simply using the term *engagement* might be construed as the “system” (schools, education providers) needing to use their power to engage families who are *disengaged*, which comes close to a deficit approach. Conceptually, we agree with Epstein that the goal is not just engagement, but rather, a partnership between School-Family-Community. *Partnership* is preferred because it implies even distribution of power, but it is broader than family engagement, so they can co-exist together. So for the purposes of this project, we use family engagement often, and partnership occasionally. See Appendix 1- Exhibit 4.

SHARED RESPONSIBILITY

Many organizations are starting to recognize the shared responsibility, or partnership, between schools, families, and communities in achieving healthy outcomes for children both academically and socially. Further, there is largely consensus in the literature that traditional forms of family engagement, such as attendance at parent-teacher conferences, volunteering at school, and helping with homework, have not been shown to have as large an impact on student outcomes as more subtle measures¹⁴, such as parenting style and an attitude of expectations that foster learning. Literature went on to report that these more subtle forms of parental involvement are not easily influenced by schools.

Certainly, these more basic measures of family involvement (attendance at events, volunteer rate) are still evaluated by schools and contribute to a supportive community environment. They are not to be disregarded – they are just not to be seen as the backbone of engaged families.

ASSET BASED APPROACH

Additionally, it is important that families and school staff having a mutually supportive, nonjudgmental relationship so that schools and teachers can motivate families and support family decisions at home. Historically, this relationship has been driven by the traditional ways families have engaged with schools – volunteering and attending events. However, socio-economic status and culture are two major factors influencing how families get involved in these traditional ways in their child’s school. There are many barriers for low-income families to becoming involved in traditional ways,¹⁵ because of the lack of material resources (e.g., childcare, transportation), lack of unstructured time in their day-to-day lives, and lack of confidence and preparation in approaching teachers and administrators.

“Although low-income parents may experience barriers to participation, they also have strengths and resources that may be left untapped, perhaps due to the unwitting and unintended adoption of a “deficit approach” by school and other professionals toward lower-income parents (Lawson, 2003;

¹⁴ Jeynes, W. H. (2007). The relationship between parental involvement and urban secondary school student academic achievement: A meta-analysis. *Urban Education, 42*(1), 82-110.

¹⁵ Carreon, G. P., Drake, C., & Barton, A. C. (2005). The importance of presence: Immigrant parents' school engagement experiences. *American Educational Research Journal, 42*(3), 465-498.

Lightfoot, 2004). Recognizing the strengths and resources that diverse families have is the root of an asset-based approach.

Families in low-income and ethnically diverse urban neighborhoods report having a community-focused perception of parent engagement, in which there was a desire for schools to act as service-providers to help the community. On the contrary, teachers in similar neighborhoods saw their job as more traditional, focused on educating within the classroom environment.¹⁶ But there is a transition occurring right now in schools. Teachers and families are beginning to understand their roles differently – families are taking more ownership and teachers are seen as partners in the student’s learning.

It is a slow moving culture shift, as evidenced by research from Aaron Schultz at UW Milwaukee (2005) citing statistics such as: seventy percent of teachers hold negative beliefs about students and their families. Sixty-four percent of teachers in an underperforming urban high school believed that parents or guardians are largely to blame for students’ low achievement. Research has shown, however, that low-income and minority families generally have reverence for education and high hopes for their children’s success, even though they may not interact with schools in the same manner as middle-class, white parents. Deficit perspectives are accompanied by negative views of the ethnic/minority culture of some students. Further, some argue that “poor people of color generally achieve empowerment not as individuals, but as a collective”, and therefore conclude that the focus on incremental academic achievement gains for individual, poor students is not necessarily going to change the outlook for the group as a whole.¹⁷

This calls for an assessment of where the school or the district is in regard to its assumptions & beliefs, where the school/district wants to go, and what model(s) it can use to get there.

IV. ASSESSING A SCHOOL SYSTEM

Epstein recommends five steps to maximize success as a school system begins to assess its approach to family engagement¹⁸. Note that this follows the workflow typically recommended for a strategic planning process. It is also very similar to what is emerging as the steps that wrap-around school support organizations use to engage families in their child’s academic success.

1. Assess present strengths and weaknesses of the relationship between families, schools, and communities

¹⁶ Reece, Cornelia, Staudt, Marlys, Ogle, Ashley. (2013). Lessons Learned From a Neighborhood-Based Collaboration to Increase Parent Engagement. *School Community Journal*, 23(2), 208.

¹⁷ Schutz, A. (2006). Home is a prison in the global city: The tragic failure of school-based community engagement strategies. *Review of Educational Research*, 76(4), 691-743.

¹⁸ Epstein, J., & Dauber, S. (1991). School programs and teacher practices of the parent involvement in inner-city elementary and middle schools. *The Elementary School Journal*, 91, 289-305.

2. Identify hopes, dreams, and goals – how would the school like families to be involved in 3-5 years
3. Identify who will have the responsibilities for reaching the goals
4. Evaluate implementation and results
5. Continue to support program development activities

DIFFERENTIATED PATHS TO ENGAGEMENT FOR FAMILIES

Schools also need to take into account different types of families, as well as the differences among these family lifestyles and cultures in terms of their ability to get involved in schools. For instance, a 2013 study done in Kansas City grouped parents into three major categories: Help seekers, School helpers, and Potential transformers.¹⁹ See Appendix 1- Exhibit 3 for more detail. One of the models we found²⁰ groups parents based on a school's needs, i.e., everyone needs to read newsletters, most need to interact with staff and attend a few meetings, many need to attend parent education workshop or be a classroom resource, and a few are needed to share in leadership through PTA membership, governance council membership, etc. See "Differentiated Engagement" model for more detail.

Understanding a family's psychological beliefs, including role construction and self-efficacy, are important in assessing differentiated approaches to family engagement. Role construction is the degree to which the family believes that primary responsibility for the child's educational outcomes belongs to the family. Self-efficacy is a family's assessment of their own capacity to be involved in their child's education, and the likely effectiveness of this involvement.

Contextually driven decision making at the school/ district level will provide the best results for different sub-sets of families.

V. MODELS USED BY SCHOOLS TO ENGAGE FAMILIES

Garry Hornby summarizes current family engagement models into six categories, described below²¹. The Protective Model is said to be the most common model in use today, however at the other end of the spectrum, the Partnership Model is most consistent with current research on effective family-teacher relationships and student outcomes.

¹⁹ Sparks, Sarah (2013). Parents need differentiated school engagement. *Education Week*. http://blogs.edweek.org/edweek/inside-school-research/2013/04/parents_need_differiated_sc.html?utm_source=twitterfeed&utm_medium=twitter

²⁰ Hornby, G. (2011). *Parental involvement in childhood education building effective school-family partnerships*. New York: Springer.

²¹ Hornby, G. (2011). *Parental involvement in childhood education building effective school-family partnerships*. New York: Springer.

	<u>Six Main Categories of Models</u>	<u>Overview of Model</u>	<u>Challenges With the Model</u>
1.	Protective Model	Most common model. Teacher's role is to educate children at school, whereas the parent's role is to make sure children get to school on time with the correct equipment.	Parents are pushed away.
2.	Expert Model	Professionals maintain control over educational decisions, while the parent's role is to receive information and instructions about their children.	Parents encouraged to be submissive and dependent on professionals.
3.	Transmission Model	Professionals remains in control and decide on the interventions to be used, but they do accept that parents can play an important part in facilitating their children's progress, so they enlist parents' help to support the goals of the school.	Assumes all parents have time and talent to act as resources; risks over-burdening parents of special education students in particular.
4.	Curriculum Enrichment Model	Extend the school curriculum by incorporating parents' contributions, based on the assumption that parents have important expertise to contribute and that the interaction between parents and teachers around the implementation of the curriculum material will enhance the educational objectives of the school.	Limits parent involvement to curriculum. Teachers may feel threatened/limited by what parents bring.
5.	Consumer Model	Professional acts as a consultant, while the parent decides what action is to be taken. The parent has control over the decision-making process, while the professional's	Parents are placed in the role of experts, which is just as inappropriate as

		role is to provide them with relevant information and a range of options from which to choose.	professionals regarding themselves as experts on all aspects of the child.
6.	Partnership Model	Professionals are viewed as experts on education and parents are viewed as experts on their children. The relationship between professionals and parents can then be a partnership that involves the sharing of expertise and control to provide the optimum education for children. Parents and professionals can contribute different strengths to their relationship, thereby increasing the potency of the partnership. There are seven principles of effective partnerships: Trust, Respect, Competence, Communication, Commitment, Equality, and Advocacy.	Challenging and more time consuming to implement

Most of the models listed above undermine the development of an equal relationship of power between family and school, relegating the family to the role of “visitor” while trying to create varying degrees of interaction. Yet the leading experts (Epstein, Jeynes) agree that the modern definition of family engagement is shared responsibility between parents, schools, and communities, with an asset-based approach to collaborating. This requires families to feel like more than visitors at the school, while acknowledging that they have limited time, different styles and talents, and different cultural understandings of engaging with schools.

Further complicating family engagement plan-development is that there is still debate on whether or not family engagement programs result in increased student achievement. Some researchers contend that many of the programs geared toward increasing family-school-community partnerships as a way to bolster student achievement are based on weak evidence.²² They cite design flaws in the research pointing to student outcomes.²³ Jeynes and others respond with claims that these researchers focus only on family engagement *programs* (excluding more subtle

²² Kayzar, B., Prislun, R., McKenzie, T., Rodriguez, J., & Kayzar, B. (2002). Evaluating Evaluations: The Case Of Parent Involvement Programs. *Review of Educational Research*, 549-576.

²³ Gordon, Molly. (2010). Bringing parent and community engagement back into the education reform spotlight: a comparative case study. University of Minnesota Dissertation.

forms of family engagement) and include many unpublished studies while excluding prominent studies from their research.²⁴

Most recently, *The Atlantic* published a book review in April 2014 on The Broken Compass: Parental Involvement With Children's Education by Professors Keith Robinson and Angel L. Harris. The book, and the review, concluded that “Most measurable forms of parental involvement seem to yield few academic dividends for kids, or even to backfire—regardless of a parent’s race, class, or level of education.”²⁵ However, consistent with Jeynes’ critiques of other criticism, the article is primarily focused on the effect of “measurable” parent engagement on standardized test score results. Its conclusion centers on middle school students, i.e., parents helping with homework in the middle school years and higher is not helpful in changing standardized test scores. More subtle forms of family engagement like those that Jeynes advocates, such as the culture of expectations at home, are found by the Broken Compass authors to be helpful as well, along with reading to your child, teaching your child to ask critical questions and advocate for themselves, requesting placement with the best teachers; talking to teenagers about college plans, and surrounding students with “successful” role models.

In conclusion, if the primary way that family engagement influences academic outcomes is through parenting style and expectations in the home, then it is in the best interest of those interested in education reform to support families as more than visitors dropping off children at a school. Reformers should also support families in their homes, and in their communities, and work with families to identify differentiated ways that families can engage with school success, both in and out of the school building. This is complex, delicate work that is not easily done through a program. Many models have been created and applied to help organize the work, yet most of the model categories fall short in delivering on the need for shared responsibility. Specifically, the Protective, Expert, Transmission, or Consumer models of family engagement will not reinvent the way low income families approach education and/or educational systems. This work must be done in partnership with the schools and the community. For this reason, we are focusing our model summary on partnership models (number 6 in the categories of models, above).

VI. EXAMPLES OF PARTNERSHIP MODELS

Though there are six categories of models used by schools to engage with families, our research focuses on the various partnership models. Partnership models highlight professionals as experts

²⁴ Jeynes, W. H. (2005). A Meta-Analysis Of The Relation Of Parental Involvement To Urban Elementary School Student Academic Achievement. *Urban Education*, 237-269.

²⁵ Goldstein, D. (2014, April). Don't help your kids with their homework. *Atlantic*.

on education and families as experts on their children. The relationship between professionals and families can be seen as a partnership that involves the sharing of expertise and control both at home and at school, both contributing strengths to provide the optimal education for children.

We have categorized the partnership models in two ways: academic models and practitioner models.. The academic models are those written in the abstract; that is, they do not apply to a particular program, non-profit, or school using them in practice. The practitioner models are those describing a specific program, non-profit, or school using them in practice.

PARTNERSHIP MODELS OF FAMILY ENGAGEMENT: ACADEMIC EXAMPLES

DIFFERENTIATED ENGAGEMENT MODEL (2011)²⁶

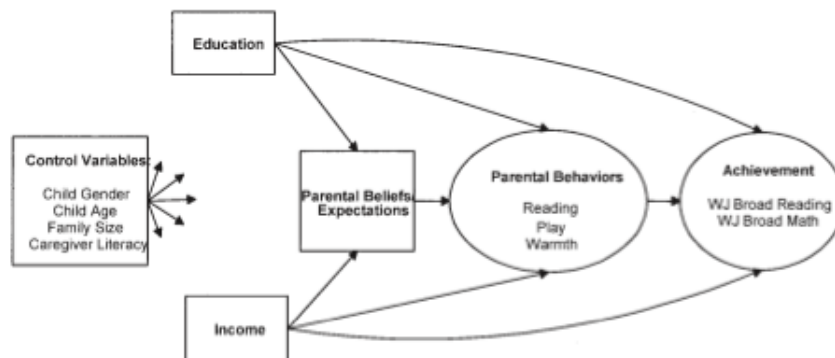
Parents have varying levels of interest in being involved in school programs and activities. Similarly, schools have varying levels of capacity for families to be involved. This model lays out family engagement based on a combination of a school's needs and families' needs. Its unique findings show that there will be varying degrees of parent contributions and parent needs based on what is happening in the relationships. On the parental contribution side, all will need to share information on their children, while only some will need to utilize policy formation. In terms of parental needs, all will need channels of communication but only some will need parent support. These unique findings show how not all parents will need or contribute all things to their child's education.

	PARENTAL CONTRIBUTIONS
SOME	POLICY FORMATION e.g. PTA members, school governors, parent support/advocacy groups
MANY	ACTING AS A RESOURCE e.g. classroom aides, fund-raising, supporting other parents
MOST	COLLABORATING WITH TEACHERS e.g. home-school reading, maths and behavior programs
ALL	SHARING INFORMATION ON CHILDREN e.g. children's strengths, weaknesses, likes, dislikes, medical details
ALL	CHANNELS OF COMMUNICATION e.g. handbooks, newsletters, telephone contacts, homework diaries
MOST	LIAISON WITH SCHOOL STAFF e.g. home visits, parent-teacher meetings
MANY	PARENT EDUCATION e.g. parent workshops
SOME	PARENT SUPPORT e.g. counselling, support groups
	PARENTAL NEEDS

²⁶ Hornby, G. (2011). *Parental involvement in childhood education building effective school-family partnerships*. New York: Springer.

ECOLOGICAL THEORY OF INFLUENCE MODEL: THE MEDIATING ROLE OF FAMILY INVOLVEMENT ²⁷ (2012)

Davis-Kean (2005) and Galindo and Sheldon (2012) highlight the importance of home and school in learning and development. The ecological model calls attention to factors outside of school that may affect the extent to which families and students can engage in a child's educational development. These factors may lead to instability in the home, which can create difficulties for both parent and child. Parent education level was found to be a significant to take into consideration when looking at school-age children. It is also important to consider any external factors that may decrease the likelihood of engagement when planning outreach strategies.

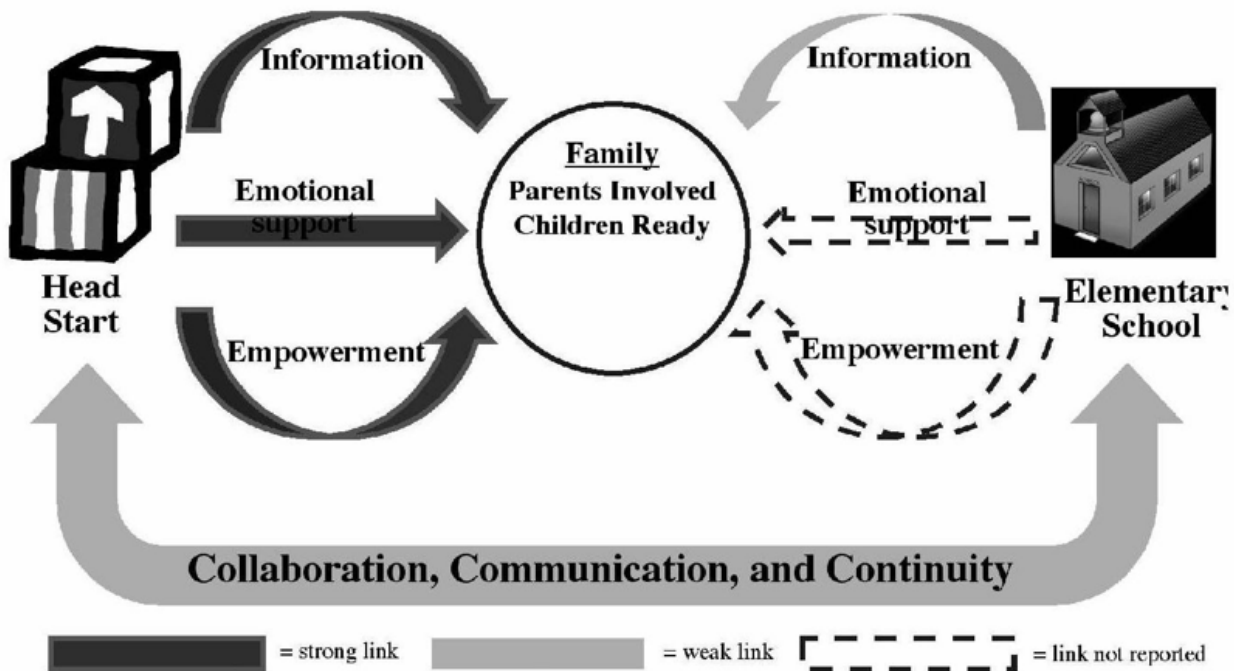


²⁷ Davis-Kean, Pamela E. (2005). The influence of family education and family income on child achievement: The indirect role of parental expectations and the home environment. *Journal of Family Psychology*.19(2), 294 -304.

Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly*, 27(1), 90-103.

FAMILY AT THE CENTER OF A CONTINUUM OF 3CS PREK MODEL (2011) ²⁸

Malsch, Green and Kothari see kindergarten as a major milestone for both children and parents. Their conceptual model places family at the center of a continuum of collaboration, community and continuity from preschool to elementary school. Links to information, emotional support and empowerment are all necessary parts transition supports that influence the course of a child's educational development.

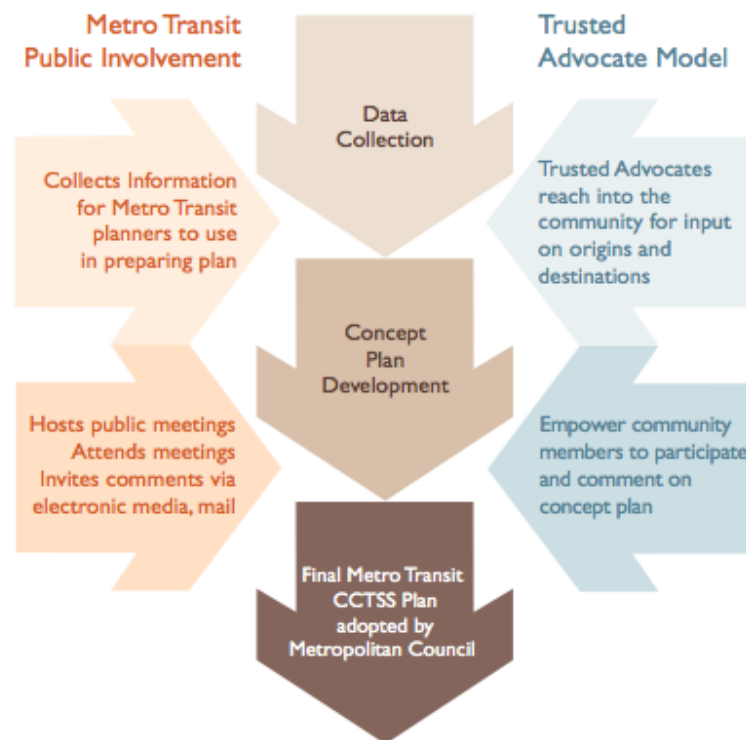


²⁸ Malsch, A. M., Green, B. L., & Kothari, B. H. (2011). Understanding Parents' Perspectives on the Transition to Kindergarten: What Early Childhood Settings and Schools Can Do for At-Risk Families. *Best Practices in Mental Health*, 7(1). Pianta, R. C., & Kraft-Sayre, M. (2003). *Successful kindergarten transition: Your guide to connecting children, families, & schools*. PH Brookes.

INTERMEDIARY ORGANIZATIONS AS CAPACITY BUILDERS MODEL // TRUSTED ADVOCATE MODEL (2005) ²⁹

Intermediary organizations or individuals act on behalf of parents and families as trusted advocates. They can serve as the bridge between parents and schools, helping parents become more engaged, and navigate the school system. They help schools understand parent talents, concerns, and cultures to increase partnership with schools on student achievement. Trusted advocates work to promote relational capacity between schools, families, and communities. Trusted advocates also work to promote organizational capacity by managing communication flows within and across sites so as to facilitate learning for improved practice by schools.

Sample Trusted Advocate Model from Metro Transit

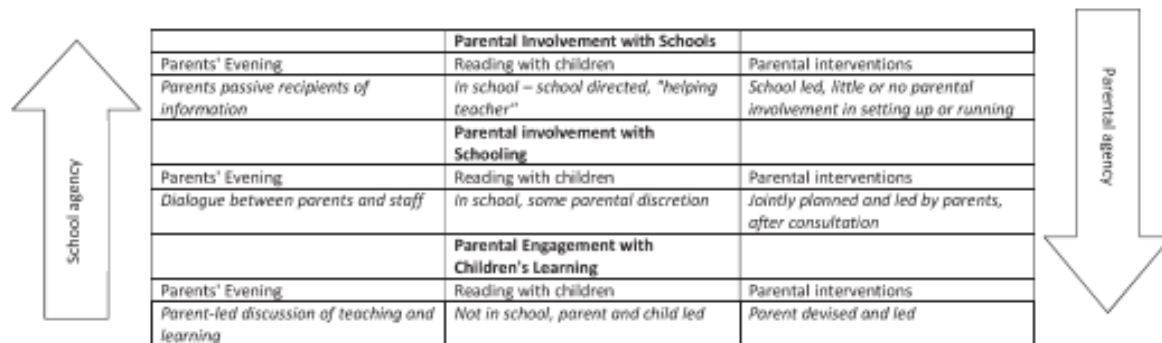


http://dcc-stpaul-mpls.org/sites/dcc-stpaul-mpls.org/files/images/u5/Trusted-Advocate_view.pdf

²⁹ Lopez, M. W., Kreider, H., & Coffman, J. (2005). Intermediary organizations as capacity builders in family educational involvement. *Urban Education*, 40(1), 78-105.

INVOLVEMENT TO ENGAGEMENT CONTINUUM MODEL (2013) ³⁰

Goodall and Montgomery assert that parent involvement and parent engagement are not the same thing, but that they are a part of the same continuum. Through a variety of factors, parents can move across the continuum from parent involvement to parent engagement. Both school and parent agency play a role. Needs of children change over time. This requires adaptability on the parts of schools and families. Families and schools will work in different parts of the continuum at different times depending on their contributions and needs.

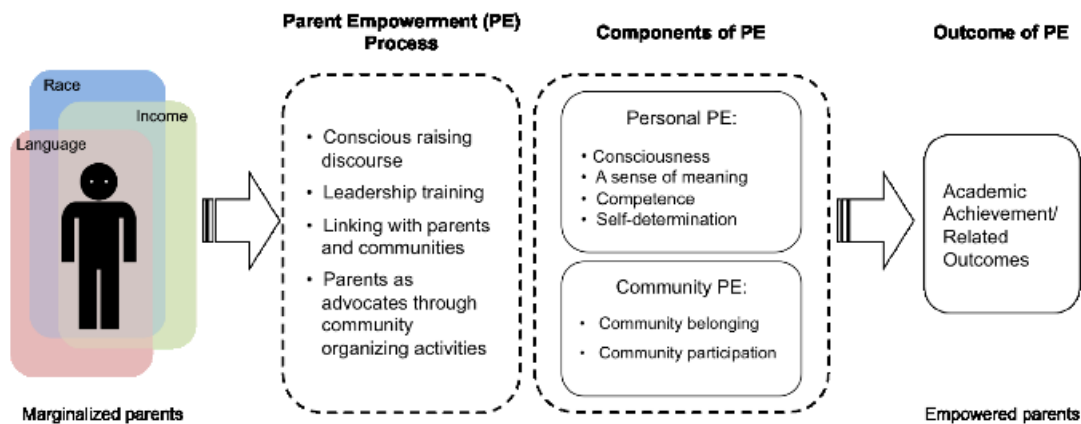


³⁰ Goodall, J. (2012). Parental engagement to support children's learning: A six point model. *School Leadership & Management*. 1-18.

PARENT EMPOWERMENT / SOCIAL CAPITAL MODEL (2012)³¹

Parent empowerment is a process and an outcome in which parents who lack power in schools increase their power to gain control over their lives and take action for their children. Parents develop both personal and community empowerment; that is, they increase consciousness, their sense of meaning, self-determination, competence, community belonging, and participation in community and school.

Social capital is the network of social connections that exist between people, and their shared values and norms of behavior, which enable and encourage mutually advantageous social cooperation. This model recognizes that parents from different social backgrounds have different types of involvement and that parents have unique skill sets. Parent empowerment utilizes social capital by increasing information, skills, access to resources, and sources of social control (i.e. school-home agreement on behavior expectations).

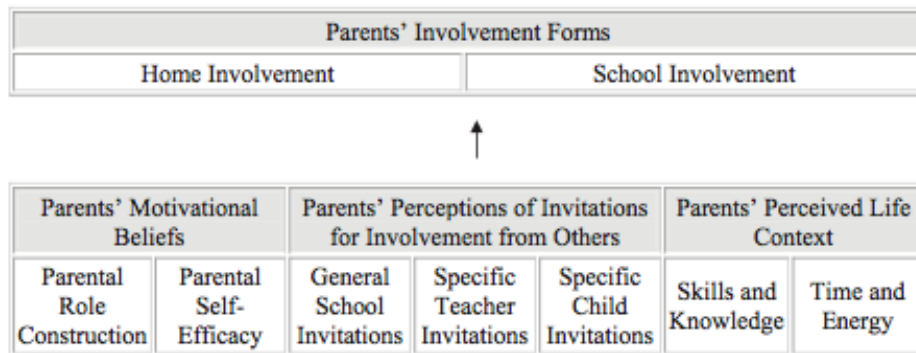


³¹ Kim, Jungnam. (2012). Defining and Assessing Parent Empowerment and its Relationship to Academic Achievement using the National Household Education Survey: A Focus on Marginalized Parents. UMD. http://drum.lib.umd.edu/bitstream/1903/13284/1/Kim_umd_0117E_13630.pdf

PARENT - TEACHER RECIPROCAL COMMUNICATION MODEL (HOOVER-DEMPSEY & SANDLER MODEL, 2005)³²

Hoover Dempsey and Sandler focus on the motivators behind parents' decisions to become involved in their child's educational process. They posit that a parent's motivational beliefs, perceptions of invitations, and perceived life contexts motivate their decisions. How each of these is defined by a parent affects the extent to which parents become involved in the educational process. For example, a parent who believes that he has a role to play in his child's education is more likely to be involved than a parent who is unsure of his role in his child's education.

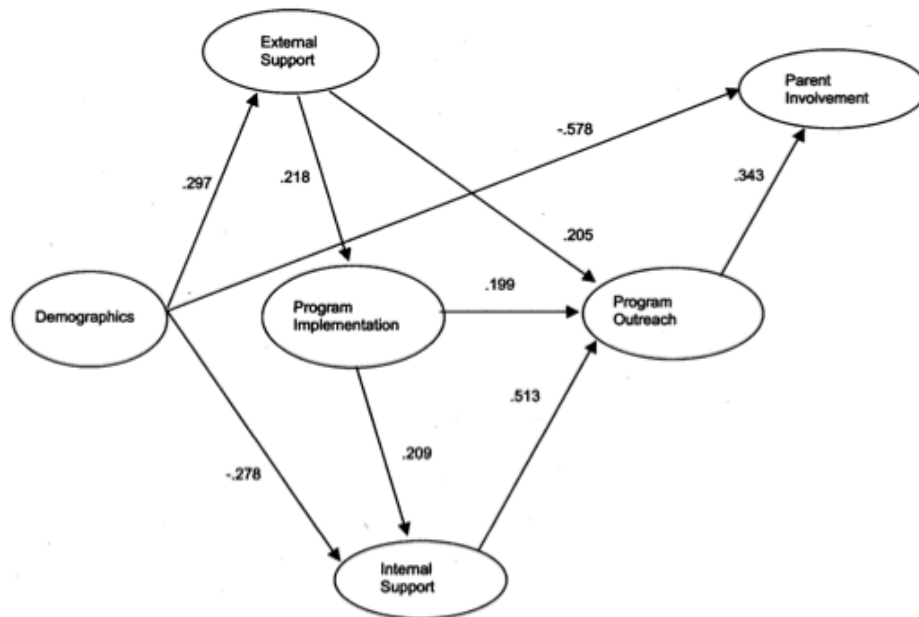
PARENTS' MOTIVATIONS FOR INVOLVEMENT



³² Green, Christa et al. (2007). Parents' Motivations for Involvement in Children's Education: An Empirical Test of a Theoretical Model of Parent Involvement. *Journal of Educational Psychology*. 99,(3), 532-544.

SCHOOL PARTNERSHIP PROGRAMS MODEL (2005)

The School Partnership Programs model uses a structural equation model to statistically analyze the relationship between the implementation and results of programs of school, family and community partnerships in elementary schools. Data is used from 565 National Network of Partnership School (NNPS) programs. The model emphasizes the influence of schools' partnership efforts on student outcomes. Schools' efforts produce the most outcomes when program outreach affects family involvement, as attendance at school functions is positively associated with student achievement and report card grades. Model shows that partnership programs can affect parents' perceptions and behavior.³³



³³ Sheldon, S. B. (2005). Testing a Structural Equation Model of Partnership Program Implementation and Parent Involvement. *The Elementary School Journal*, 106(2)

PARTNERSHIP MODELS OF FAMILY ENGAGEMENT: PRACTITIONER EXAMPLES

CHICAGO PARENT CENTERS MODEL

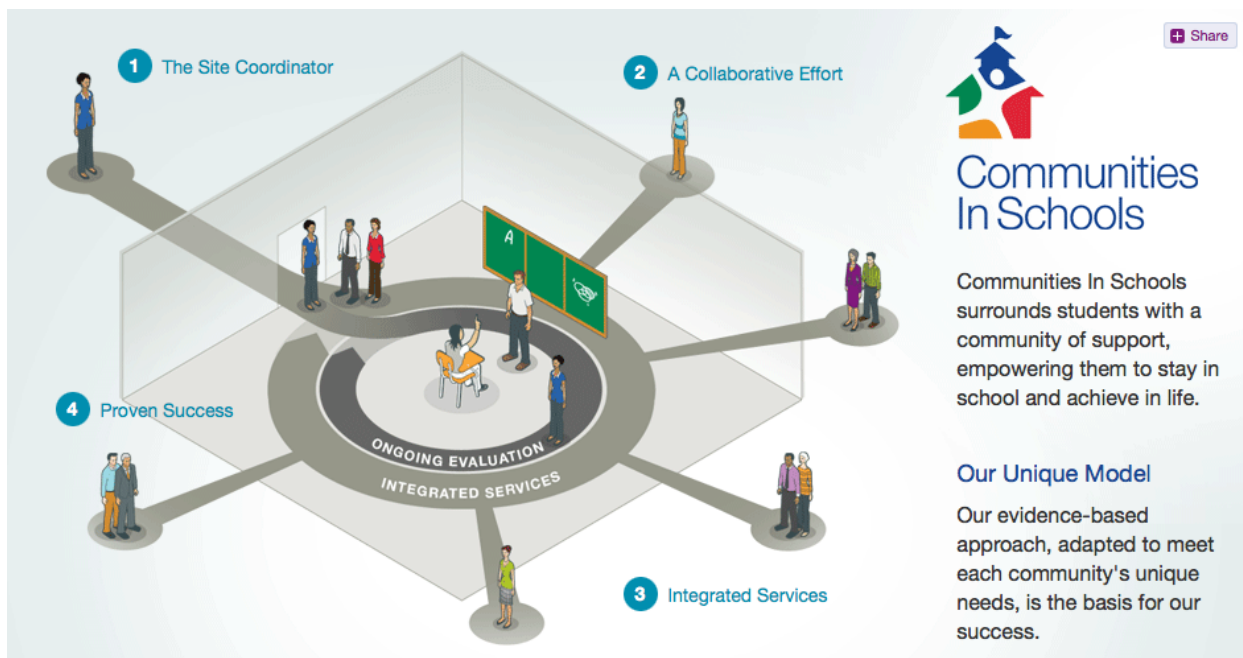
<http://www.cps.edu/Schools/EarlyChildhood/Pages/Childparentcenter.aspx>

The Chicago Child-Parent Centers (CPCs) provide comprehensive educational support and family support to economically disadvantaged children and their parents, with a focus on preschool children in low income neighborhoods. The guiding principle of the program is that by providing a school-based, stable learning environment during preschool, in which parents are active and consistent participants in their child's education, scholastic success will follow. The program provides a collaborative team consisting of a head teacher, parent resource teacher, and a school community representative. The program requires parental participation and emphasizes a child-centered, individualized approach to social and cognitive development. It provides many services to support the entire family.

COMMUNITIES IN SCHOOLS MODEL

http://www.communitiesinschools.org/interactive_model/

The Communities in Schools model is different from other models as it places a dedicated staff member inside partner schools. The site coordinator works with school staff to identify students at risk of not graduating; assess school and student needs; and establish relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to harness needed resources. This model is built on five essentials: (1) a one-on-one relationship with a caring adult, (2) a safe place to learn and grow, (3) a healthy start and a healthy future, (4) a marketable skill to use upon graduation, and (5) a chance to give back to peers and community. Communities in Schools understand that problems at home can create problems for students in the classroom. Site coordinators connect families with counselors and social workers to make sure that home a healthy, nurturing environment where a student can feel safe.



FAMILIES AND SCHOOLS TOGETHER (FAST)

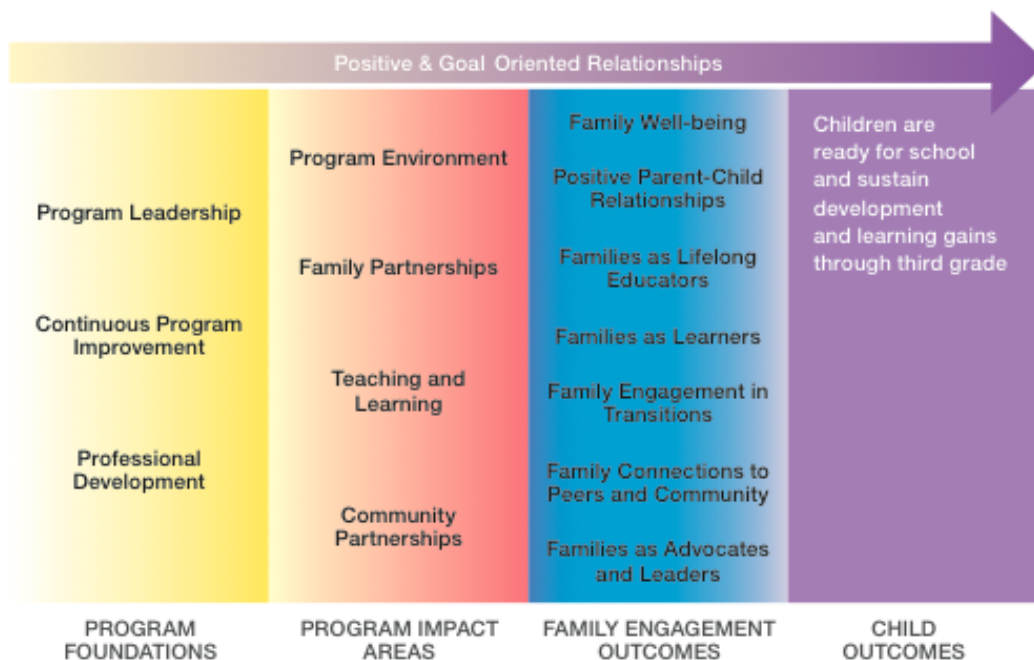
<http://www.familiesandschools.org/>

FAST is a preventive/early intervention after school program for parent engagement, prevention of substance abuse, and prevention of juvenile delinquency. The organization designs and distributes family strengthening and parent involvement programs to help kids succeed in school and in life. It brings together “local support resources to build protective factors around kids”. For example, LINC in Kansas City (below) offers FAST as one of its most successful programs. Offered at no charge to families, families can meet weekly with nationally certified coaches for 8 weeks to develop skills and confidence in parents to be able to empower their children to grow and succeed.

HEAD START PARENT, COMMUNITY, AND FAMILY ENGAGEMENT FRAMEWORK

<http://eclkc.ohs.acf.hhs.gov/hslc/standards/IMs/2011/pfce-framework.pdf>

Parent and family engagement activities, effectively implemented across program foundations and program areas, result in children who are healthy and ready for school. The Head Start model focuses on four main programmatic impact areas: program environment, family partnerships, teaching and learning, and community partnerships. These programmatic ideals generate positive and goal orientated relationships that will assist in provoking positive child outcomes.



LOCAL INVESTMENT COMMISSION (LINC), KANSAS CITY

<http://kclinc.org/>

LINC works toward a vision of a caring community that builds on its strengths to provide meaningful opportunities for children, families and individuals to achieve self-sufficiency, attain their highest potential, and contribute to the public good. LINC is built on 15 guiding principles, one of which is Strong Families. LINC works to strengthen families, especially the capacity of parents to support and nurture the development of their children.

NATIONAL NETWORK OF PARTNERSHIP SCHOOLS (NNPS) MODEL

<http://www.csos.jhu.edu/p2000/>

NNPS offers a school model, district model, and statewide model for promoting school, family, and community partnerships. Basic implementation of the NNPS partnership program has been associated with greater program outreach and higher collegial support. School communities organize committees and write action plans identifying partnership goals and involvement activities to support those goals. They then implement and evaluate these plans.



PARTNERSHIP PLANNER

Step 1

ORGANIZE AND PLAN FOR PARTNERSHIPS

- Develop Action Team for Partnerships, including teachers, parents, administrators, and others
 - Determine everyone's talents
 - Select a chair or co-chairs
 - Select a team structure based on improvement goals or the six types of involvement
- Prepare Action Team for partnerships
- Develop one year action plan for partnerships

Step 2

IMPLEMENT PARTNERSHIP PLANS

Step 3

EVALUATE PARTNERSHIP ACTIVITIES

Model excerpted from <http://www.csos.jhu.edu/p2000/pdf/partnership-planner.pdf>

PARENT INSTITUTE FOR QUALITY EDUCATION (PIQE): PARENT ENGAGEMENT EDUCATION MODEL

<http://www.piqe.org>

PIQE creates partnerships between parents, students and educators to further students' academic success, under the guiding principles that all parents love their children and want a better future for them; every child can learn and deserves the option of a college education; parents and teachers must work together to ensure educational success; learning is a natural process for children that parents and educators can facilitate.

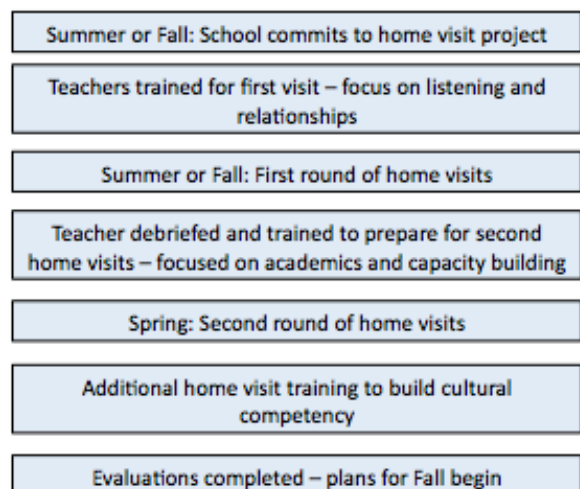
Signature program is parent engagement education.

- Educates parents on how to foster a positive educational environment for their children both at home and at school. It lasts nine weeks and is free to parents. Parents who participate learn how to create a positive and lasting educational environment at home using a number of proven academic success tools:
 - Dedicating a home study location and time of day for homework
 - Creating ongoing dialog with their kids' surrounding their academic successes and challenges
 - Discussing children's college expectations.

PARENT TEACHER HOME VISIT PROJECT MODEL

<http://www.pthvp.org/>

The Parent/Teacher Home Visit Project is an inexpensive and easily replicated model of family engagement that has been proven to end the cycle of blame between families and school staff by building trust and respect, instilling cultural competency and increasing personal and professional capacity for all involved. **National conference in St Paul, October 23-25, 2014.**



PROMISE NEIGHBORHOOD MODEL

<http://www.hcz.org/>

<http://northsideachievement.org/>

<https://www.wilder.org/Community-Leadership/Saint-Paul-Promise-Neighborhood/Pages>

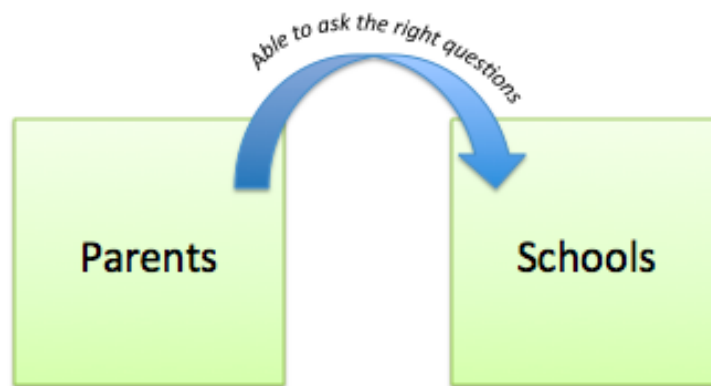
The Promise Neighborhood Model, based on the Harlem Children's Zone, is a two-generation model that calls on all residents of a neighborhood to rally around its children. This model asserts that it is possible for neighborhoods and communities to help every young person become a successful, productive, and caring adult by focusing on key outcomes that young people must achieve if they are to develop successfully. The model promotes the involvement of parents in learning-related activities, such as homework, parent organizations at school, and attending extra-curricular activities. In addition to, parents can encourage learning-related activities by communicating their goals and aspirations for their children as well as their values about education and achievement.



RIGHT QUESTION PROJECT (RQP) MODEL

<http://rightquestion.org/>

Promotes parent and community involvement in schools by building parents' skills to act democratically for their children's education. "RQP works primarily with low- and moderate-income communities that historically have been disengaged from the educational process. It believes that parents must be able to ask the right questions to be active partners in their children's education. This is the primary strategy that RQP helps parents acquire and then apply. The strategy is disseminated through community-based organizations and local education agencies that work directly with parents. RQP does not have formal sites but works with any organization that is interested in using its educational strategy. These organizations can access RQP's capacity-building supports through training products and curricula (for a small fee), participation in a peer-learning network of users of its strategy (free), and tailored training and technical assistance (for a negotiated fee)."³⁴

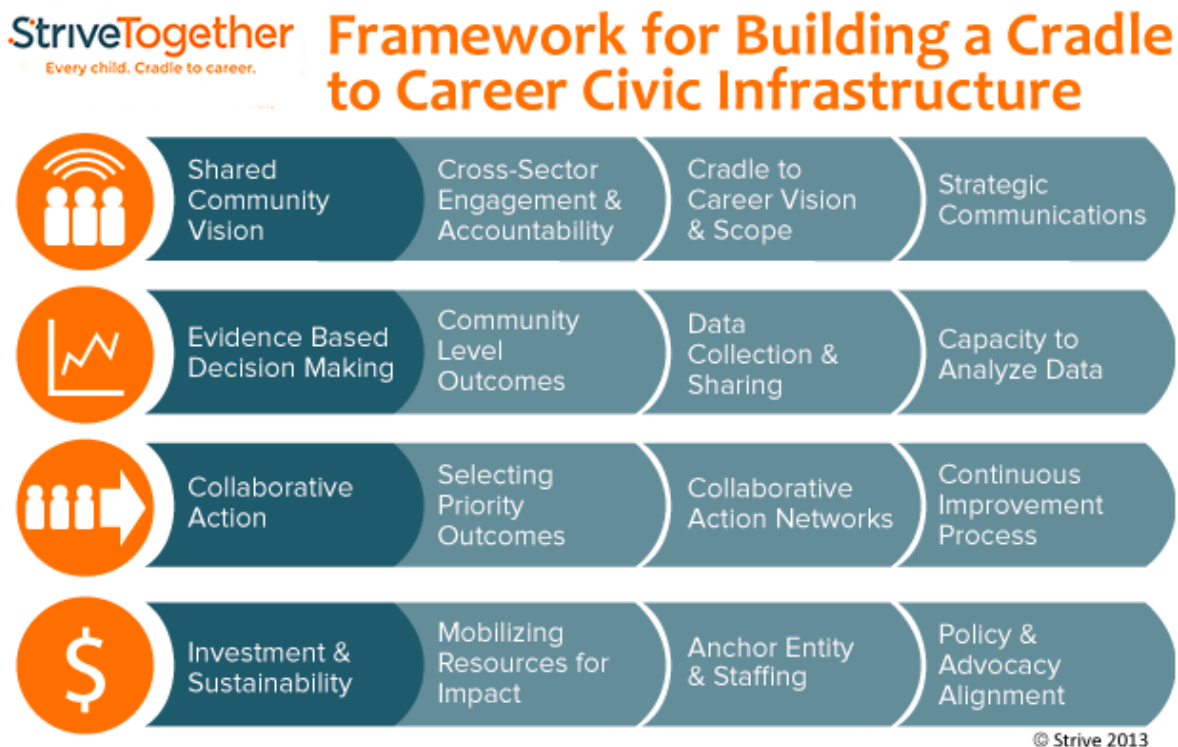


³⁴ Lopez, M. W., Kreider, H., & Coffman, J. (2005). Intermediary organizations as capacity builders in family educational involvement. *Urban Education*, 40(1), 78-105.

STRIVETOGETHER MODELS

<http://www.strivetogether.org/>

This is the foundational model for Generation Next. Although the model does not specifically identify a role for parents, it is a partnership model for building civic capacity to influence educational outcomes and should be considered while studying other partnership models for parent engagement.



THIRTY MILLION WORDS INITIATIVE / UNIVERSITY OF CHICAGO

<http://tmw.org/>

This nonprofit believes the achievement gap can be closed through parent and provider engagement in children's early language environment, so the program is built to expand the vocabulary that parents use in their homes. Specifically, the programs seeks to expand the vocabulary children are exposed to prior to school using in home technology to track the use of vocabulary in everyday conversations. Participants have shown strong results.

U.S. DEPARTMENT OF EDUCATION PARENT AND COMMUNITY ENGAGEMENT FRAMEWORK

<http://www.ed.gov/blog/2014/04/department-of-education-releases-new-parent-and-community-engagement-framework/>

The Dual Capacity- Building Framework for Family School Partnerships focuses on both the school/ program staff and the families. These two groups form the family- school partnership. In order to combat this issues, the Department of Education wants to focus on the “4 C” areas to improve the capacity of staff/ families: Capabilities (skills and knowledge), Connection (networks), Cognition (beliefs, values), and Confidence (self-efficacy). These policy and programmatic goals will induce effective family- school partnerships.



VII. CONCLUSIONS FOR GENERATION NEXT

In conclusion, research shows that the primary way that family engagement influences academic outcomes is through parenting style and expectations in the home. Therefore, family engagement initiatives need to move beyond “school programs” to become efforts that build a culture of partnership between families and schools - and to varying degrees, involve the community as a partner as well.

Families should not be seen as visitors dropping off kids at school. Rather, they are partners in education and should be brought into consulting and decision-making involving their children and the school, because they are privy to an important piece of the inputs in making those decisions – the asset of their life experience with the children at the school and the shared responsibility for educating those children.

Reformers should also support families in their homes and in their communities, and work with families to identify differentiated ways that families can engage with school success, both in and out of the school building. This is complex, delicate work that, as stated above, is not easily done through a program. Many partnership models have been created and applied to help organize the work, providing an asset based approach that emphasizes shared responsibility and two-way dialogue.

Specific recommendations for Generation Next include:

- Generation Next should consider using the term Family Engagement instead of Parent Engagement when entering into this field of activity. It should also refer to the goal of a *partnership* between schools-families-and communities.
- Generation Next should champion an asset-based approach to partnering with families, emphasizing the shared responsibility between families, schools, and communities for each child’s educational success.
- Generation Next should consider how to support the subtle aspects of family engagement, which often occur in the home, vs. traditional programs, as the former have the strongest impact on student outcomes. Examples of subtle aspects that are powerful in influencing student outcomes include parental expectations, parental style, and reading and vocabulary use at home. Examples from the models include Families and Schools Together, Parent Institute for Quality Education, Parent-Teacher Home Visit, Promise Neighborhoods, and Thirty Million Words

As this literature review has emphasized repeatedly, family engagement is a complex process. There is no “no size fits-all model” and therefore Generation Next should encourage context-driven solutions that take into account the varying needs and interests of families by having two-way communication with those families to co-create the partnership.

VIII. APPENDIX

EXHIBIT 1: SUMMARY TABLE OF FINDINGS FROM WILLIAM JEYNES' 2005 META-ANALYSIS

Effect Sizes for Specific Aspects of Parent Involvement: A Meta-Analysis³⁵

	Total Population of Studies	For Studies With Mostly Minority Students	For Studies With All Minority Students
General parent involvement	0.74	1.01	0.41
Parental expectations	0.58		
Parental reading	0.42		
Parental style	0.31		
Programs of parent involvement	0.27		
Communication between parent & child	0.24		
Parental participation or attendance	0.21		
Checking homework	-0.08		

³⁵ Jeynes, W. H. (2005). A meta-analysis of the relation of parental involvement to urban elementary school student academic achievement. *Urban Education*, 40(3), 237–269.

 EXHIBIT 2: SAMPLE PARENT SURVEY QUESTIONS GROUPED BY EPSTEIN CONSTRUCT³⁶

Table 1. PASS Items and their Correspondence to Epstein's Constructs

Epstein construct	Item #	Items
1. Parenting	4.	I explain difficult ideas to my child when she/he doesn't understand.
	14.	There are many books in our house.
	16.	My child misses school several days each semester.
	19.	Reading books is a regular activity in our home.
2. Communicating	3.	If my child misbehaved at school, I would know about it soon afterward.
	6.	Talking with my child's principal makes me uncomfortable.
	7.	I always know how my child is doing academically in school.
	17.	Talking with my child's current teacher makes me uncomfortable.
3. Volunteering	1.	I feel comfortable visiting my child's school.
	12.	I have visited my child's classroom several times in the past year.
	15.	I attend activities at my child's school several times each semester (e.g. fun nights, performances, award nights).
	23.	I regularly volunteer at my child's school.
4. Learning at Home	2.	I display my child's schoolwork in our home (e.g., hang papers on the refrigerator).
	5.	I compliment my child for doing well in school.
	9.	I read to my child every day.
	18.	I don't understand the assignments my child brings home.
5. Decision-Making	8.	I am confused about my legal rights as a parent of a student.
	13.	I have made suggestions to my child's teachers about how to help my child learn.
	21.	I know the laws governing schools well.
	22.	I attend school board meetings regularly.
6. Collaborating w/ Community	10.	I talk with other parents frequently about educational issues.
	11.	My child attends community programs (e.g., YMCA, park/rec, community theatre) regularly.
	20.	If my child was having trouble in school I would not know how to get extra help for him/her.
	24.	I know about many programs for youth in my community.

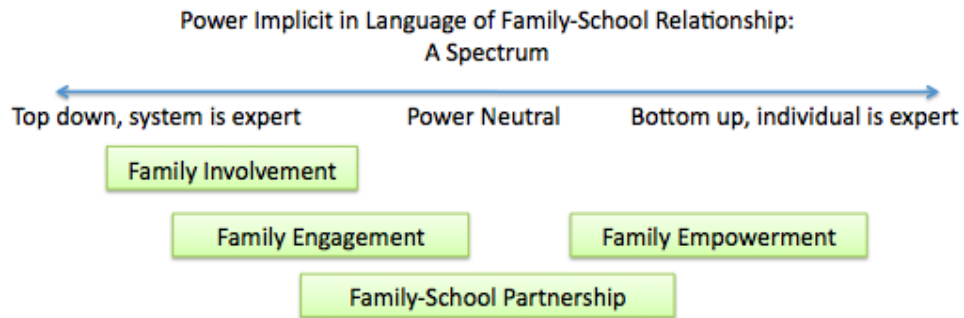
³⁶ Ringenberg, M., Funk, V., Mullen, K., Wilford, A. & Dramer, J. (2005). Test-Retest Reliability of the Parent and School Survey (PASS). *School Community Journal*, 15, 121-134.

EXHIBIT 3: EXAMPLE OF DIFFERENTIATED SCHOOL ENGAGEMENT

Public Agenda's analysis of 1500 interviews of parents from Kansas City ³⁷

Category of Parents	% of Parents	Description
Help Seekers	19%	Most concerned with finding out their own children's academic progress and learning how they can help their students improve. These parents are more likely than other types to be worried about the school's quality, but also the least likely to feel comfortable advocating to change policies or practices in the school. They were less than half as likely to approach the administration or volunteer for a committee to make changes to school policies. The majority say they don't know how and don't have time to do more than they already are doing to be involved in school.
School Helpers	27%	The closest to the traditional picture of the "PTA mom and dad." Nearly three out of four of them have already volunteered at the school in the past year, and they are most likely of all parents to trust the school officials. According to the study, these parents are open to "traditional" school involvement such as hall monitoring or fundraising, but less comfortable with contributing to school policies.
Potential Transformers	31%	Parents interested in and ready to be more involved in shaping how the schools operate. They are more likely to be aware of how their own school and district stack up to others in terms of academic performance and teacher qualifications, and they are also more likely than other parents to know what classes and skills their children need to be prepared for college. However, only between a quarter and a third of these parents have actually been asked to get more involved.

³⁷ Sparks, Sarah (2013). Parents need differentiated school engagement. Education Week. http://blogs.edweek.org/edweek/inside-school-research/2013/04/parents_need_differentiated_sc.html?utm_source=twitterfeed&utm_medium=twitter

EXHIBIT 4: LABELS FOR THIS WORK³⁸

³⁸ Developed by Generation Next capstone group

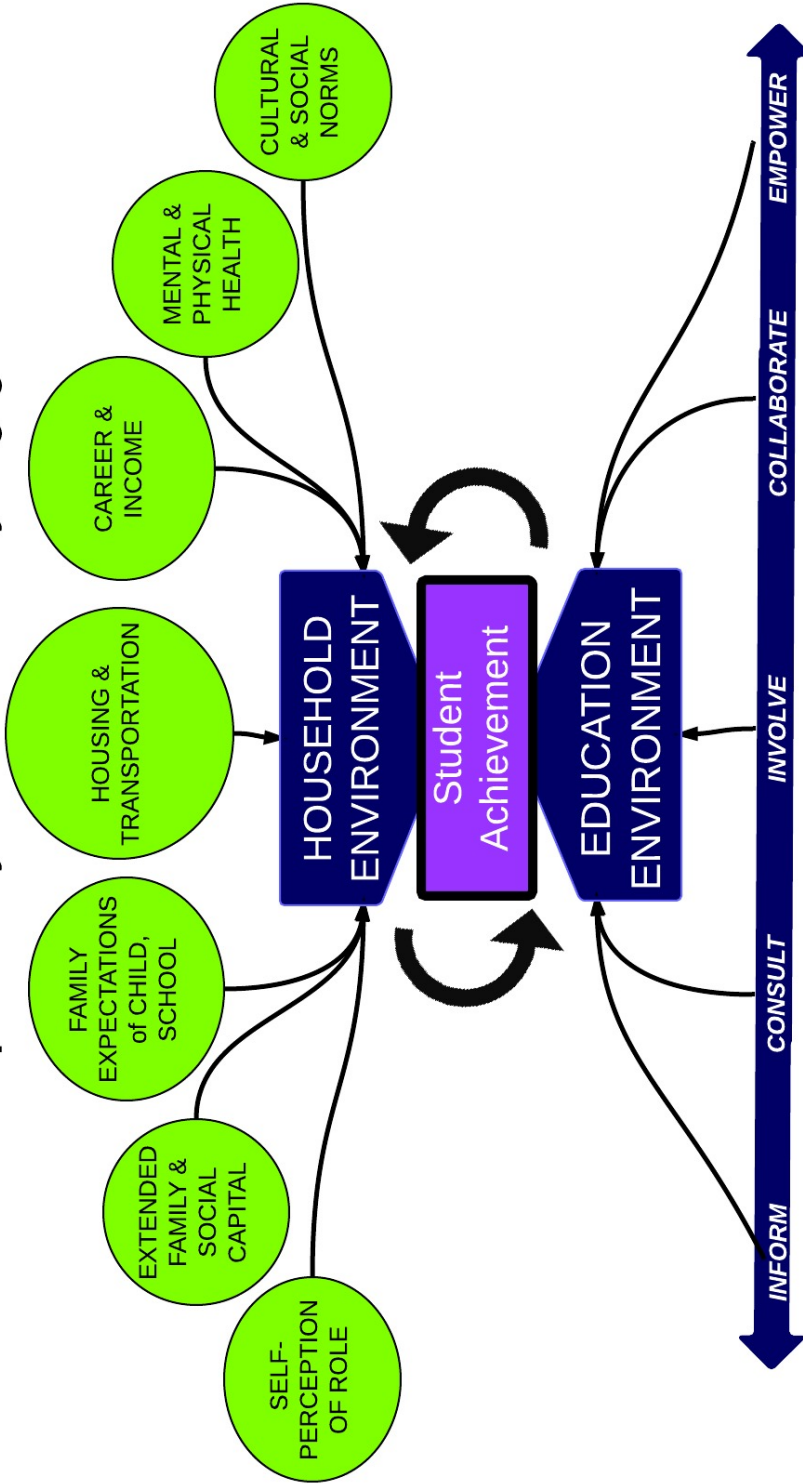
IX. RESOURCES FOR CONTINUED RESEARCH

We recommend that Generation Next subscribe to the following current resources for continued research.

- School Community Journal
 - Both Joyce Epstein and William Jeynes, along with 22 other experts, are on the advisory board of this bi-annual, free online publication. It publishes a mix of research, essays, discussion, reports from the field, and book reviews on the school as community with a focus on family engagement and school-family-community partnership issues.
 - If you would like to receive a free email notice when new journal issues are posted online, contact editor@adi.org and ask to “subscribe to journal notices.” Please include your mailing address, also. The archives of the journal may be accessed (free) at <http://www.schoolcommunitynetwork.org/SCJ.aspx>

SHARED RESPONSIBILITY MODEL FOR FAMILY ENGAGEMENT

Shared Responsibility Model for Family Engagement



	INFORM	CONSULT	INVOLVE	COLLABORATE	EMPOWER
Example of FAMILY CONTRIBUTIONS	Sharing personality & needs of child	Collaboration with teachers to meet needs of child	Use talents & skills as school resource	Policy Formation - PTA Membership - Gov council members	Participate/lead frequently - high trust, low fear
Example of SCHOOL CONTRIBUTIONS	Newsletters, handbooks, website	Regular interactions, Parent/Teacher conferences	Parent education workshops & community events	Cultural liaisons Trusted advocates Welcoming environment	Two-way communication Support for family's role in education

RUBRIC SUMMARY

In order to assist Generation Next (GN) in understanding the landscape of organizations engaging families, the Capstone Team has pulled together a rubric of information. The rubric is an updateable, evolving document that should be utilized as a resource, but not the lone source of data on organizations. The rubric was created after conducting 10 interviews with organizations that engage families. Other organizations were added through examination of public organizational documents. The Capstone Team suggests that GN continue to update the document based on real-time information to accurately capture the landscape of family engagement in Minneapolis and Saint Paul.

METHODOLOGY

The information was gathered through a series of questions answered by representatives of the organizations. See appendix for a full list of the questions. The interview was framed in a conversational format in order to get a sense of the organization's work. Each conversation focused heavily upon the activities of the organization in order to understand the tangible work of the organization and their programmatic and organizational theory of change.

Stemming from these conversations, the Capstone Team placed the activities of the organization on the International Association for Public Participation (IAP2) Spectrum. The spectrum gives an assessment of how families are solicited by the organization to participate with their students. The spectrum also shows the organization's core programmatic activities and the influence these programs have on its participants.

In addition to the IAP2 Spectrum, the Capstone Team organized and categorized tangible data points such as the population with whom the organization works, the organization's mission statement, the organizational contact person, and knowledge each organization had of GN. This information provides additional context essential to understanding the programs of each organization as it relates to family engagement.

The final piece to the rubric is an abstract understanding of how each organization defines family engagement, their own framework to family engagement, and how they evaluate their impact. These pieces are less concrete, yet help us understand the organization's operations and the foundational assumptions they have regarding family engagement.

CATEGORY INFORMATION & UPDATING TIPS

The rubric is made up of 10 main categories:

- 1- Activities of the Organization. Which, describe the programmatic activities that the organization utilizes in relation to engaging families. The five categories split the activities

along the IAP2 Spectrum. The description for each organization is structured with an active verb to elicit the action taken by the organization to engage families.

Inform: To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/ or solutions.

Consult: To obtain public feedback on analysis, alternatives, and/ or decisions.

Involve: To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

Collaborate: To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

Empower: To place final decision-making in the hands of the public.

- 2- Impact Tracking System/ Evaluation. Lists the metrics and observations the organization uses to track progress of the programmatic activities. This category indicates how the organization is tracking results. *How does the organization determine the success of their work?*
- 3- Population/ Audience. This, describes the people being served served by the organization's programs. This category can be a geographic, economic or other demographic data point. *Who is being serviced by the activities of the organization?*
- 4- Definition of Family Engagement. Elicits how the organization defines their family engagement. This category provides a statement regarding their perspective of the importance of family engagement. *How does the organization describe an engaged family?*
- 5- Framework of Family Engagement. States an assumption about their model and attaches academic or practical theory to their programs. *Does the organization describe a model or lens in which it accomplishes its work?*
- 6- Family Engagement Partners. Lists the key partners that the organization works with to accomplish its programmatic activities. *Who do they partner with to accomplish their goals?*
- 7- Mission. A description of what the organization does and to what aim it accomplishes these things. *What are the common aspirations of the organization?*
- 8- Contact. Lists the key personnel from the organization that works with the family engagement programs. *Who is the major connection point for family engagement?*
- 9- Knowledge of Generation Next. Details the interactions the organization has with GN including other personnel within the organization. *Do they have a formal or informal relationship with Generation Next?*
- 10- Other. Additional information that is interesting or unique about the organization.

NEXT STEPS

This rubric was developed as a usable tool for Generation Next’s use in the weeks, months, and years to come. The rubric is meant to be a place to easily record, edit and highlight what different organizations are doing around the area of family engagement in the Minneapolis-St. Paul area. Our desire is that Generation Next can take this rubric and continue to add information as it is collected, while building, working with, and fine-tuning all of their networks.

By focusing on what organizations are doing in the area of family engagement along the IAP2 continuum, GN can identify where organizations are doing work. By highlighting general, best practices this rubric can be used as a tool to introduce organizations to other like-minded groups who do some form of family engagement.

APPENDIX: INTERVIEW QUESTIONS

1. Tell us about your role at (*insert: org name*) and your history at the organization.
2. How does your organization talk about the meaning of “parent engagement?” Or, more simply, “what does your organization mean by parent engagement?”
3. Tell us about any activities your organization does specific to assisting parents in their child’s education.
4. How much time and/or resources does your org commit to those activities?
5. Do you focus your work on a specific population of parents?
6. In what ways do you communicate with those parents? Ask for specific examples.
7. How do you measure the impact of that work? Ask for an example here as well- if appropriate.
8. Could you describe any strategy or practices your org has found to be particularly effective or ineffective when working with parents?
9. What organizations, both locally and nationally, are leaders in engaging parents?
10. Do you see any opportunities to collaborate with these or other organizations on parent engagement efforts?
11. Do you know of Generation Next? What are your experiences with/knowledge of Generation Next?
12. How would you like to interact with Generation Next (*if applicable*)
13. Is there anything else you would like to say about how your organization does parent engagement that we haven’t asked?

STAKEHOLDER SUMMARY

WHAT?

The Generation Next (GN) Capstone Team conducted a stakeholder analysis. The product plots 81 different stakeholders using four criteria. Each stakeholder is represented by its capacity on the Y axis, its interest on the X axis, its engagement with GN by the size of the bubble, and the force driving the organization to be involved with the education collaboration by the color of the bubble (see Figures 1-4).

WHY?

The analysis helps to lay out the contextual field of the GN collaboration. The structure visually depicts organizations and how they could impact or be impacted by the initiative. The analysis, in its entirety, will enable Generation Next to better understand how Minneapolis and Saint Paul organizations engaging families could assist in actualizing GN's five strategic goals. The analysis shows the binding force for collaboration with Minneapolis and Saint Paul families.

HOW?

Each stakeholder was classified using four criteria: capacity, interest, engagement, and driving force. The organizations were analyzed and represented in the data from an admittedly limited external perspective. The primary source of information was derived from organizational documents. This process was as much an art as a science. Additional information and context derived from GN or other community partners may reveal necessary modifications in the data. The four criteria were defined as follows:

- (1) Capacity: The natural power of the organization. What resources is the organization able to employ and activate? (This could include actual human and financial resources as well as an ability to tap additional resources in the future.) A main source of capacity data was annual reports and populations served.
- (2) Interest: The organization's natural stake in the issue of education outcomes in Minneapolis and Saint Paul. How closely do the organization's key operations relate to the educational outcomes GN is striving towards? We primarily considered an organization's mission statement and vision to determine interest, while considering the inputs that will allow the organization to achieve its mission.
- (3) Engagement: The organization's involvement with ongoing GN activities. To what extent has the organization participated in GN meetings; does it play a leadership role in

GN, is it engaged with the strategic actions of GN in some other way? Attendance records and partnerships with Generation Next helped indicate engagement.

(4) Driving Force: The organization's key purpose for being involved with the collaboration. If the outcomes (goals) GN is striving for succeed, what would the organization gain from it? A complete list of driving forces and definitions is listed below:

Client: Hired by GN for services

Client for Research: Hired by GN to study and research

Education Innovation: Ability to create new opportunities for learning and growth

Education Partnerships: Ability to coordinate with other initiatives

Future Enrollment: Increase in number and quality of students applying and accepted

Future Opportunities: Increase individual livelihood and well being

Future Workforce: Increased quality of job training and preparation

Community: Increase the efficiency of tax dollars and sustainability of resources

Services Offered: Increase programmatic outcomes

Equity: Ability to provide appropriate resources to those in need

Information Distribution: Increase the channels for communication to the general public

Policy Agent: Ability to alter national, state, and local legislation

Resource Allocation: Increase quality of services with limited resources

RESULTS:

Figure 1 shows that the Leadership Council is mostly bunched into three main groupings with different driving forces: future workforce (indicated below in blue circles), resource allocation (indicated in red), and education improvements (indicated in purple and orange). Each of these individual stakeholders has a varying degree of capacity and interest within the GN partnership. This diversity of viewpoints shows the breadth of the collaboration's potential, as GN certainly expands beyond the typical players within the education sector. All of the organizations sitting on the Leadership Council have a high level of engagement with GN, so the circles are all larger. But

organizations have different rationales for sitting at the table as well as different resources they bring to the table. GN should continue to foster the varying driving forces to ensure that everyone continues to play a role in the collaboration.

Figure 1

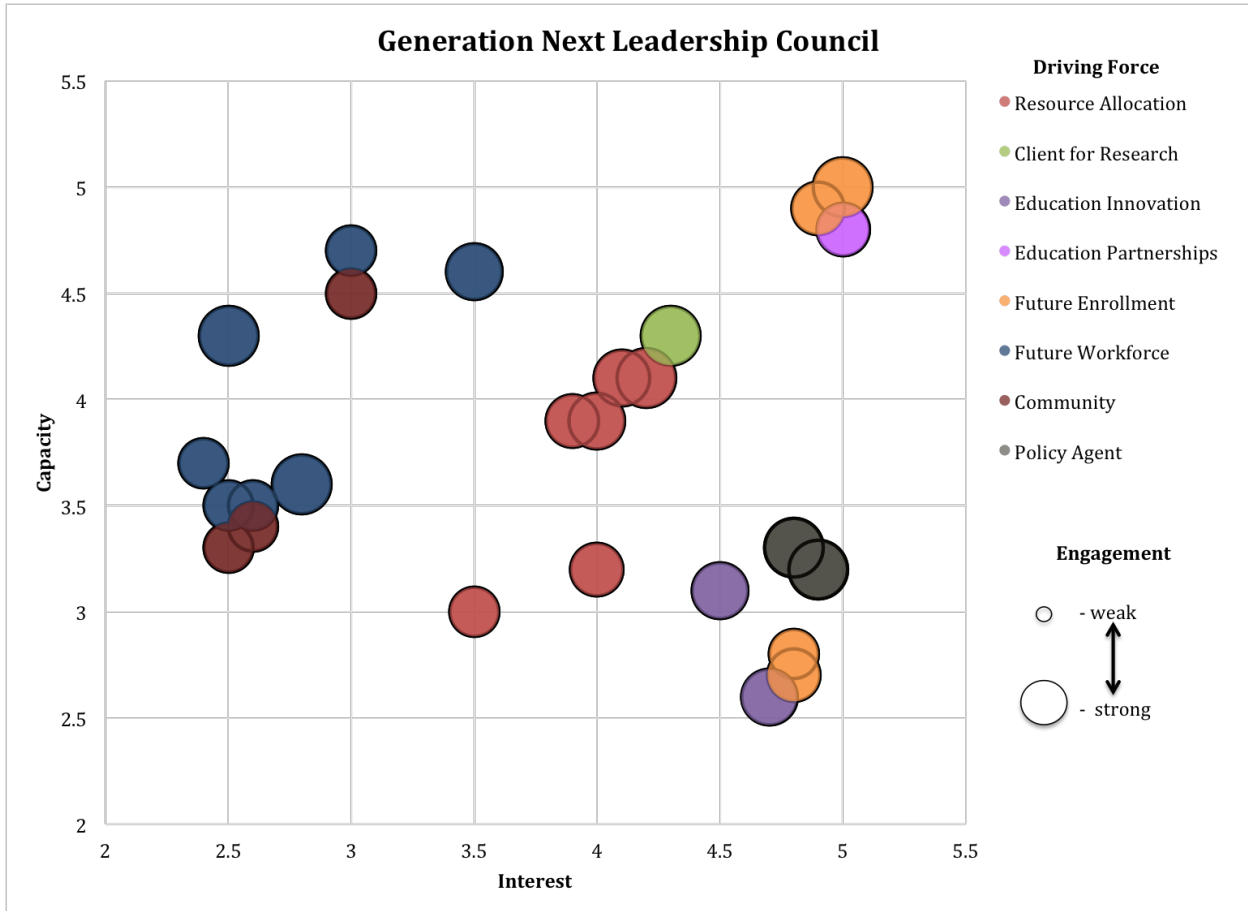
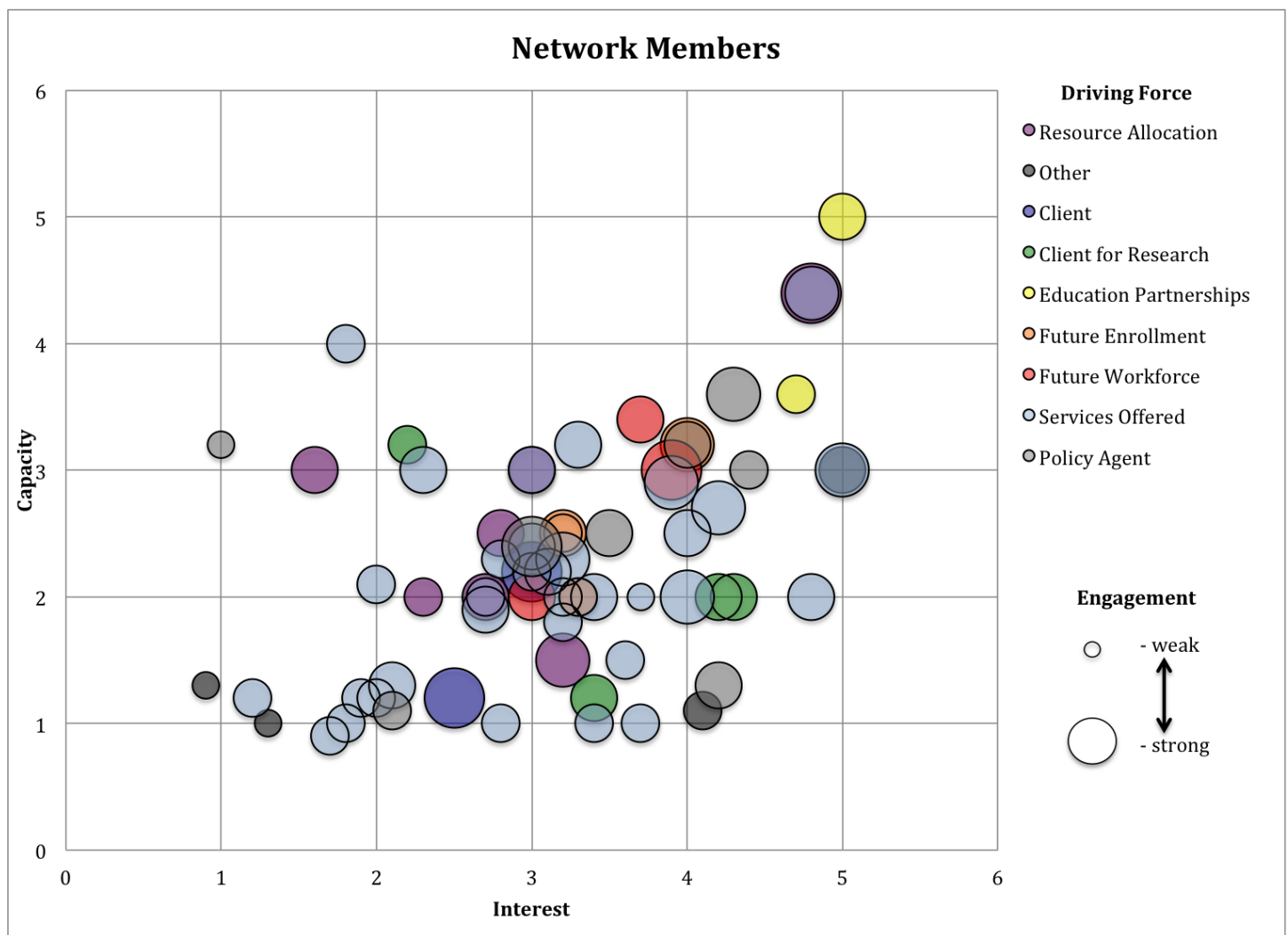


Figure 2 depicts stakeholders at the GN Network level. At the time of this analysis there were two main networks: 1) College and Career Readiness and 2) Early Literacy. Within the networks the analysis shows there is a plethora of organizations that come to the table in order to improve the services they offer to their clients (indicated in light blue below). Additionally, most of the stakeholders that focus on service offerings tend to have lower capacity but high interest, as noted by the concentration of bubbles with an interest greater than 3 but capacity less than 3. As the network structure continues to evolve, more stakeholders with higher capacity may improve the functioning of the networks and their ability to implement action plans.

Figure 2



The analysis in Figure 3 takes the network analysis from Figure 2 and transforms it in two ways. First, it includes additional organizations that have not established a formal relationship with Generation Next. Second, the organizations are then grouped together and plotted based on sector averages. The results reveal both realities and opportunities among current and potential partners. For instance, according to the analysis, research and policy agents tend to be less engaged with GN currently. In the opposite extreme, foundations are much more engaged. Additionally, on average, government agencies have the greatest capacity while people in the school building - teachers, students, principals, etc. - have the greatest interest. This may present an opportunity for GN to bridge the gap between governmental agencies and people within the schools to advance educational achievement. GN could also build the capacity and interest of social service organization utilizing its existing relationship with foundations." Both of these two stakeholders (social service organizations and foundations) interact closely with one another and may be able to build a stronger collaboration through working together. Foundations may assist in garnering more capacity for social service organizations to having greater capacity to make change.

Figure 3

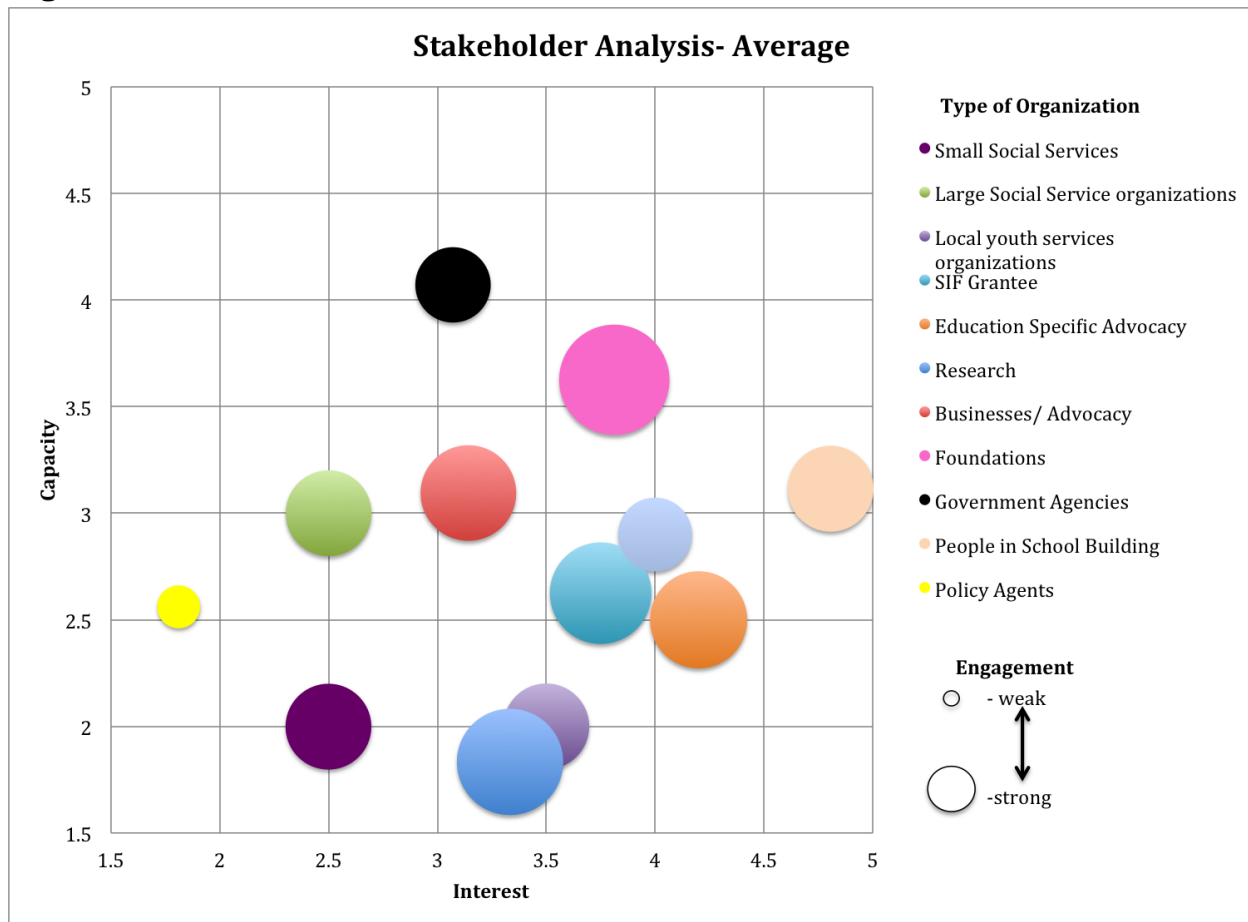
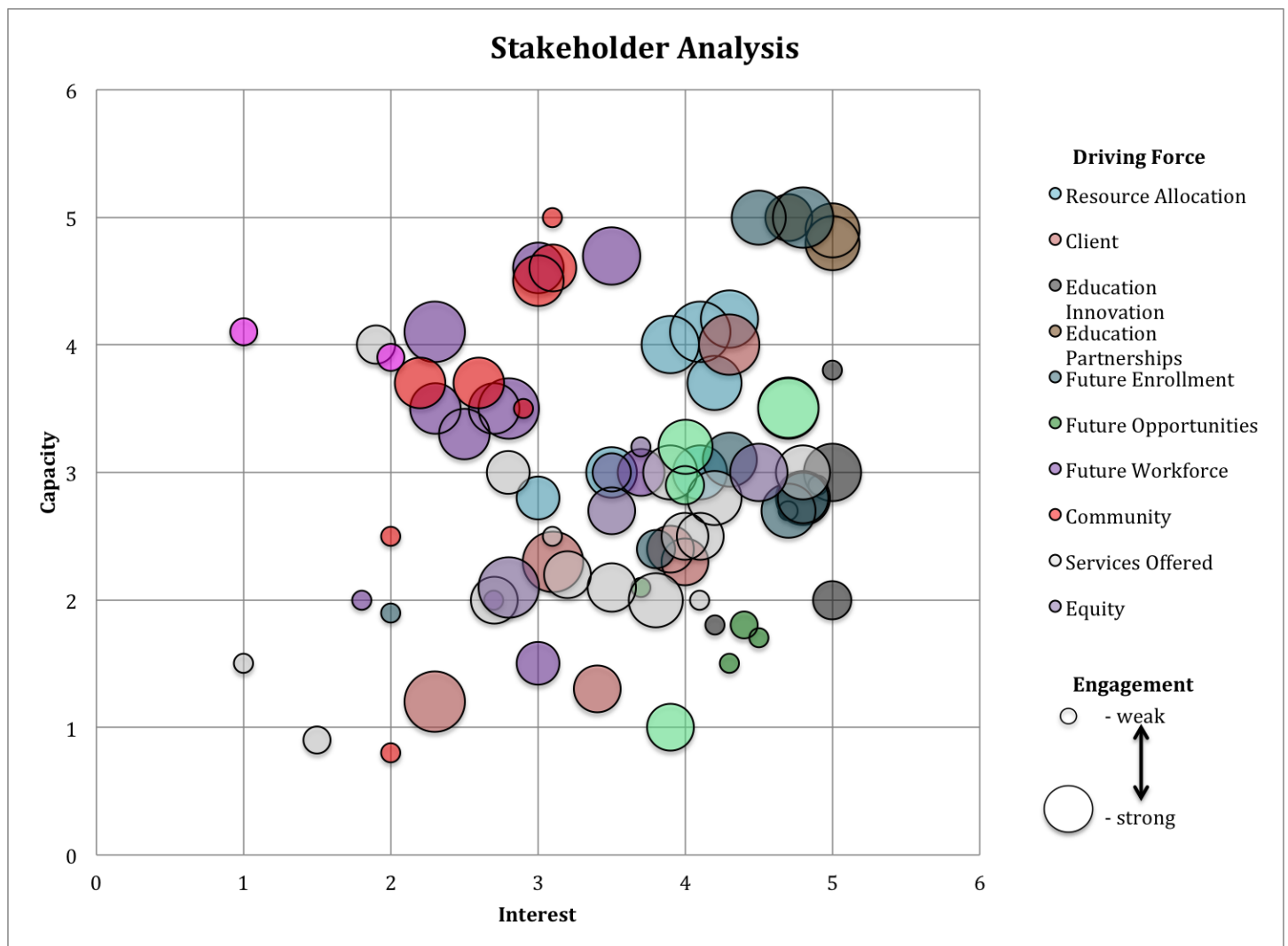


Figure 4 demonstrates the heart of the research by taking all stakeholders and plotting them individually using the four criteria. The stakeholders that are driven by future opportunities (i.e. families/ students, indicated in dark green) currently have the lowest level of engagement with Generation Next. These parties have a high level of interest and low capacity, similar to many network members. Moving families from high interest, low capacity to high interest, high capacity could provide a critical mass needed to realize GN’s strategic goals. Additionally, Figure 4 reiterates the stark divide between the stakeholders invested in future workforce (indicated in dark purple) and those interested in improving services (indicated in light grey). The divide between these stakeholders is that future workforce organizations have high capacity but medium interest (upper left), while the service providers have lower capacity but higher interest (lower right). On a diagonal in between these two are educational institutions and foundations, which could have a crucial role in bridging this divide.

Figure 4



NEXT STEPS:

By showing the current environment GN is working within, this stakeholder analysis will help GN build a stronger understanding of what it can accomplish collaboratively, who could be involved, and how activities will impact others. The findings indicate that involving families and students in the GN partnership could help to move them from low capacity to high capacity. Families represent a large number of people who are critical to students' success and could catapult the GN initiative forward. The full recommendations of the GN Capstone Team should be considered in conjunction with this analysis to ensure that GN reaches its goals and ensures every child a bright future.

APPENDIX:

Stakeholders Included in the Analysis

3M
 Achieve Mpls
 Advocacy Groups
 Augsburg College
 Bush Foundation
 Cargill
 Chicano Latino Affairs Council
 City of Minneapolis
 City of Minneapolis Employment & Training Program
 City of Saint Paul
 College Possible
 Early Childhood Family Education (ECFE)
 General Mills Foundation
 Governor
 Greater Twin Cities United Way
 Growth & Justice
 Harvest Prep- Seed Academy
 Health Partners
 Hennepin County
 Homeowner Associations
 Homeschool Associations
 Human Capital Research Collaborative
 Impact Strategies Group
 Individual K-12 schools
 Junior Achievement of the Upper Midwest
 Large Social Service organizations
 Legislature
 Local Businesses
 Local career development Orgs
 Local colleges and trade schools
 Local Government
 Local Media that covers education policy
 Local Media that doesn't cover education policy
 Local philanthropy
 Local youth services organizations
 MAP for Nonprofits
 McKnight Foundation
 Minneapolis Federation of Teachers
 Minneapolis Public Schools
 Minneapolis Urban League
 Minnesota Business Partnership
 Minnesota Center for Reading Research
 Minnesota Chamber of Commerce
 Minnesota Department of Education
 Minnesota Historical Society
 Minnesota Literacy Council
 Minnesota Minority Education Partnership
 Minnesota State College & Universities
 Museums/ Theaters
 Neighborhood Associations
 Northwest Area Foundation
 Parent Representatives (schools)
 Parks & Rec Departments
 Pastors/Faith Affiliates
 Pillsbury United Communities
 Policy Innovators in Education Network
 Principals
 Professors
 Project Success
 Ramsey County
 Saint Paul College
 Saint Paul Foundation
 Saint Paul Public Schools
 School boards
 Serve Minnesota
 Small Social Service organizations
 St. Paul Children's Collaborative
 St. Paul Federation of Teachers
 Students- High School
 Students- Higher education
 Students- Middle School
 Target
 Teach for America
 Teachers (not their association)
 The Minneapolis Foundations
 Think Small
 University of Minnesota
 Urban Education Institute
 Way to Grow
 Wilder Foundation
 Workforce Development Agencies

RECOMMENDATIONS

#	Statement of Recommendation	Relevance to the Mission	Impact on 5 Goals	Feasible to Resources	Comments
1	Develop clear value statement about family engagement - asset-based approach where family are the primary leaders and experts of the children and their development while at the same time we mentor and teach	high	low	high	
	<u>Short- Term</u>				
1.a	<i>Value family's skills and talents</i>				
1.b	<i>Raise awareness in Twin Cities community of the need for an asset based approach to partnership between schools and families through public service campaign</i>				
	<u>Long- Term</u>				
1.c	<i>Build family engagement into your brand as one of only a few core values that apply to all the work that you do.</i>				It will keep it at the forefront of all conversations and help justify action without developing a family engagement "program"
1.d	<i>Define family engagement in the Twin Cities community so that the community has a common understanding of what participation in student's lives looks like for a family.</i>				
2	Refine and establish communication to family, service providers, and public that emphasizes the family as primary teacher/expert of their child	medium	medium	medium	Based on understanding of landscape and participation continuum
	<u>Short- Term</u>				
2.a	<i>Expand access to current training materials on school, family, and community partnerships</i>				
2.b	<i>Craft a promotional campaign to show that families can be engaged in their child's education in a variety of ways</i>				
	<u>Long- Term</u>				
2.c	<i>Motivate families to work along all parts of the participation spectrum. Families should be able to move along it with flexibility and make decisions based on their own expertise about their child's needs.</i>				Examples: 100% of families want the best
2.d	<i>Use compelling statistics to bust myths about disengaged families</i>				

				for their kids
3	Act as convener and host of organizations doing family engagement	high	low-medium	high
	<u>Short- Term</u>			
3.a	<i>Bring Johns Hopkins team or Family Friendly Schools team to Minnesota for training & motivation sessions</i>			
3.b	<i>Facilitate continuous training and dialogue</i>			
	<u>Long- Term</u>			
3.c	<i>Share the participation spectrum with network orgs so that they can self-identify where their activities fall on the continuum</i>			Assuring that it's okay not to be on the empower end, don't have to be everything to everyone, but need to do what they do well to support the education ecosystem
4	Leverage relationships to encourage other sectors to support & cultivate family engagement	high	medium	high
	<u>Short- Term</u>			
4.a	<i>Support action items for each member of the collaboration to help families to be able to be engaged in their child's life.</i>			
4.b	<i>Provide concrete examples of things families can do; schools can do; employers can do to empower families to contribute both at school and at home toward increased student achievement</i>			i.e. Foundations ensure through granting that family engagement is pivotal piece of any programming, and/ or employers give more flex time for families to be engaged with their student's life, employers bring in programming agencies to help out during lunch period to inform parents of key opportunities, city of minneapolis puts up ads/ promotions throughout the city to promote parenting, etc...

Long- Term

4.c *Leverage relationship with large employers and foundations to get support for policy change that supports school-family partnerships*

The Foundation can help manage the unpredictability of bringing parents into the schools and it can result in a potent mix of engagement - more money, time, and talent being invested into the schools because parents are more engaged.

4.d *Connect foundations to various schools/school districts.*

5 Develop a cohort of family leaders to assist Generation Next's work

high medium medium

The recommendation is much easier said than done-- authentic engagement is necessary.

Short- Term

5.a *Incorporate families into helping to accomplish the action items the networks are already coming up with*
 Convene group of delegates from each Twin Cities school to attend a series of world-cafe style meetings to discuss strategies for family engagement and to help draft a model policy that schools can use to start (or re-start) these

Sample policy in "101 Ways to Create Real Family Engagement" by Stephen Cosgrove

5.b *initiatives.*

5.c *Invite families/ students to participate in & play an active role in the leadership council & networks*

Long- Term

5.d *Develop a family engagement network to help surface "best practices"*

6 Lead the creation of a comprehensive and customizable toolkit to assist school districts and service providers in fostering family engagement

medium medium low

Short- Term

6.a *Assist school districts and administrators in promoting families as a resource within schools and classrooms*

6.b *Have discussions with districts about what tools would be useful*

Long- Term

6.c *Co-create a toolkit of professionally designed materials that schools can use with their own logo to enhance their environment to make it more welcoming for families.*

6.d *Develop a curriculum for school administrators that communicates a “value” of Generation Next around family engagement.*

6.e *Create a rating system, like Parent Aware, to designate schools that are family friendly, to encourage welcoming environments*

The curriculum basically echoes that value, magnifies that value into a set of implementation resources (marketing materials) that the school administrator can easily use, i.e., training materials, videos, etc. Use Local Government Innovation Awards, as program of League of MN Cities as an example of this model. Design a modular set of criteria from which schools can choose what works for them or from which they can create their own similar concepts.