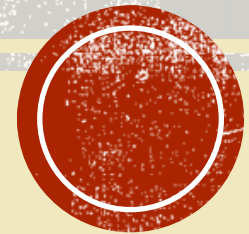


POWERFUL PARTNERSHIPS

Karen L. Mapp. EdD

Harvard Graduate School of Education



GOALS

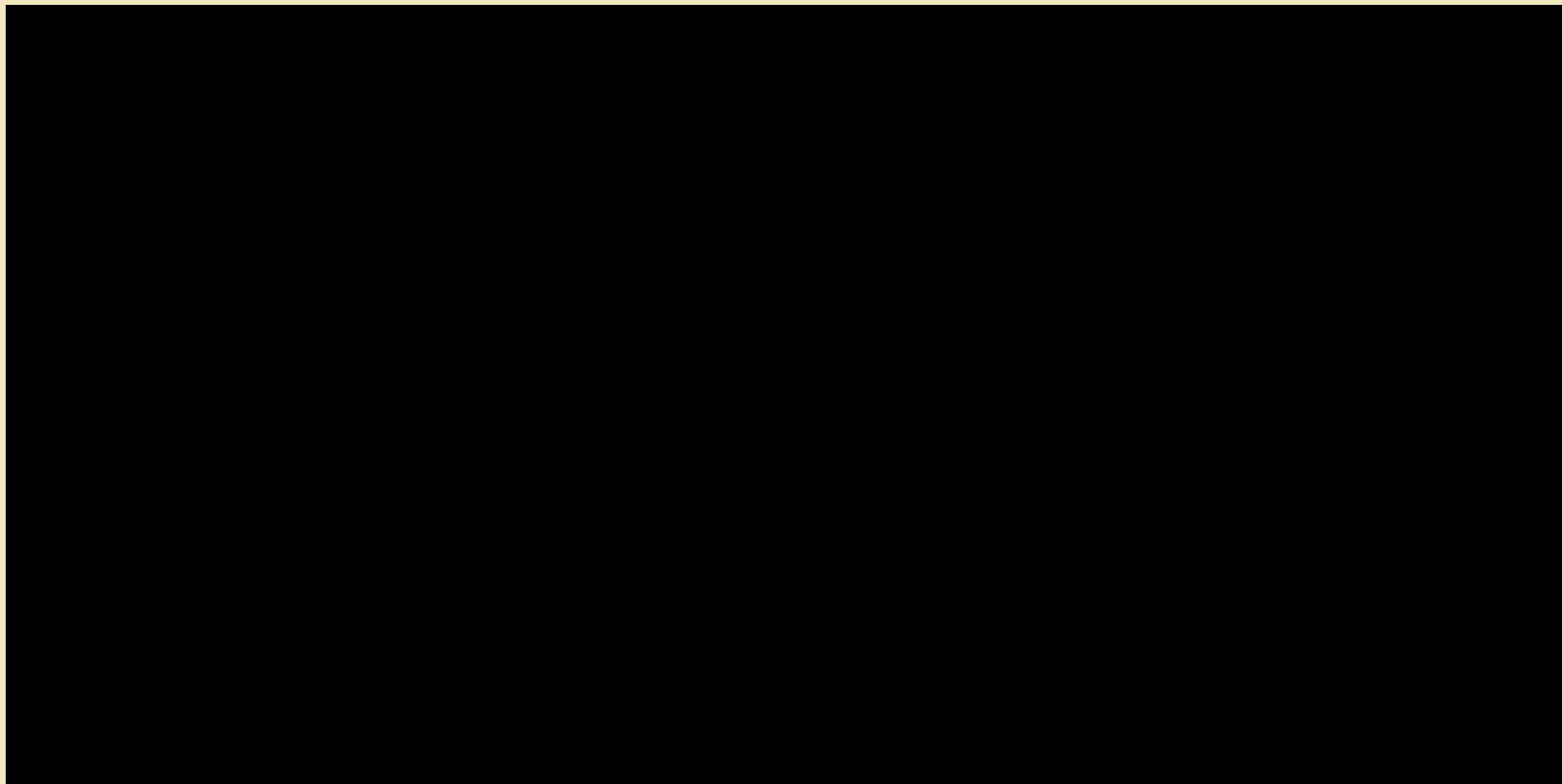
1. *Why* are educational partnerships with families so powerful?
2. *How* do we cultivate powerful partnerships with our families?

DEFINITION OF FAMILY ENGAGEMENT

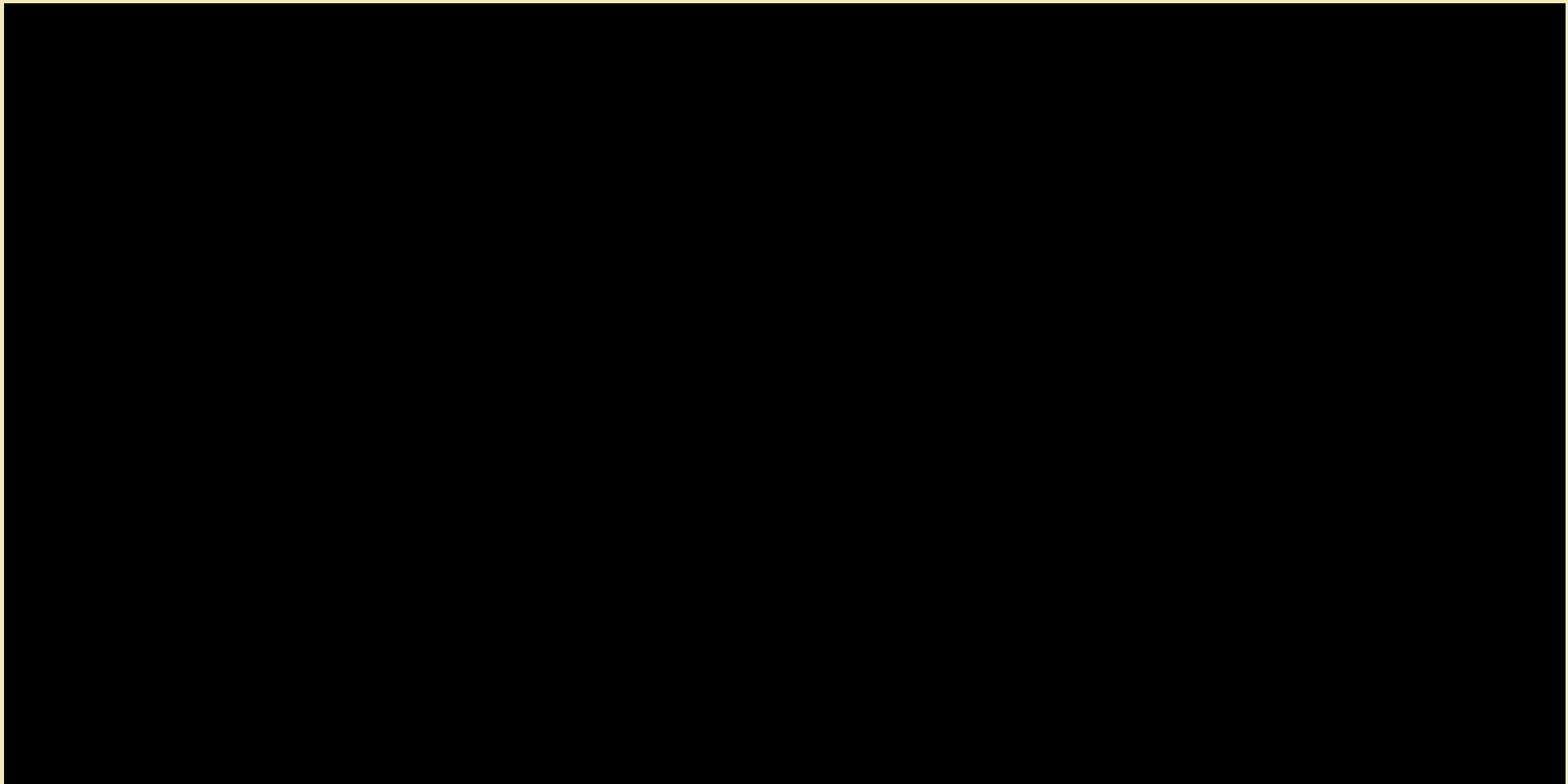
Family Engagement is a *full, equal, and equitable partnership* among families, educators and community partners to promote children's learning and development from birth through college and career.



I USED TO THINK...



I USED TO THINK...



WHY ARE PARTNERSHIPS SO POWERFUL?

OVER 40 YEARS OF RESEARCH



- Published in 2002
- 52 studies
- Qualitative and Quantitative

A new version of “Evidence” is coming out in 2020

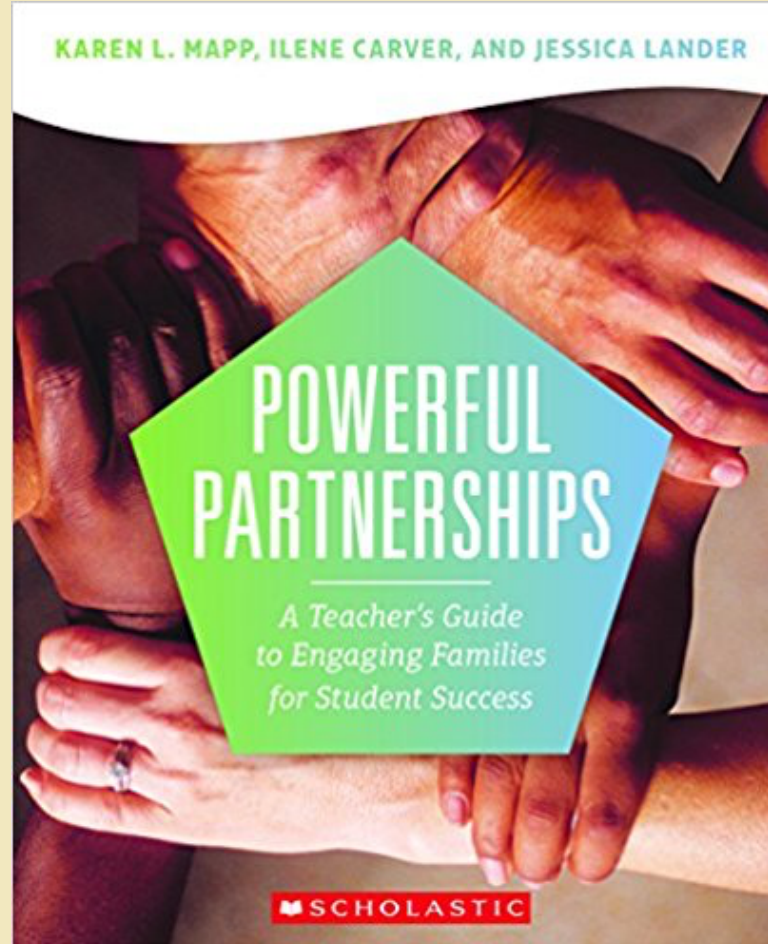
IMPACT ON STUDENTS

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores

John Hopkins Evaluation 2015: Family Engagement Partnership (FEP) in Washington, DC

- **Students whose families received a home visit, one of the core strategies in the FEP, had 24 percent fewer absences than similar students whose families did not receive a visit.**
- **These same students also were more likely to read at or above grade level compared to similar students who did not receive a home visit.**

POWERFUL PARTNERSHIPS



JORGE'S STORY

- *Jorge entered our second grade classroom as a new student to the school. He is an English Language Learner and Spanish is the language spoken at home. When Jorge arrived, he didn't yet know any of the sounds that letters make. On a reading assessment in late September, he scored at an early kindergarten level. At the mid-October family conference, both Jorge and his mother were in tears. It was devastating to be seven years old and not to be able to read. During the conference, Jorge set a goal to improve his reading. He pledged to read every chance he got and his mother promised to sit with Jorge each night and to listen to him read.*

JORGE'S STORY

- *Jorge joined a reading intervention group at school, and I sent home many books for him to read, exchanging the books as he mastered them. In less than two months, Jorge could identify all the sounds the letters make, and he had increased his reading by two levels. In late November, Jorge was reading at an end of kindergarten level—with 6 months of the school year still ahead. At the next family conference, Jorge's mother spoke about how she renewed her commitment to listen to Jorge read at home once she understood its importance. Without a doubt, Jorge's ability to make reading progress was multiplied by the home-school connection.
(p. 6)*

IMPACT ON STUDENTS

- Exhibit faster rates of literacy acquisition
- Earn higher grades and test scores
- Enroll in higher level programs
- Are promoted more and earn more credits
- Adapt better to school and attend more regularly
- Have better social skills and behavior
- Graduate and go on to higher education

IMPACT ON FAMILIES

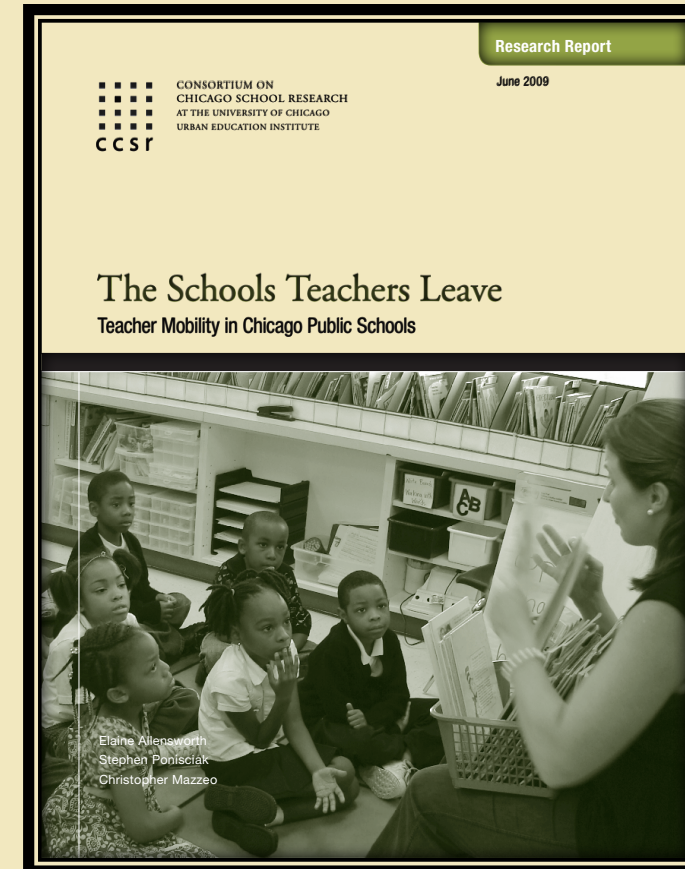
- Families' perception of their “job description” shifts (their “role construction”)
- Families gain confidence in their ability to shape and influence their children’s learning and development (their “self efficacy”)
- Families develop an increased sense of accountability to their school or neighborhood, and advocate for *all* children versus *their* children
- Families are empowered to take on new challenges in terms of their education, careers, and civic participation

IMPACT ON FAMILIES

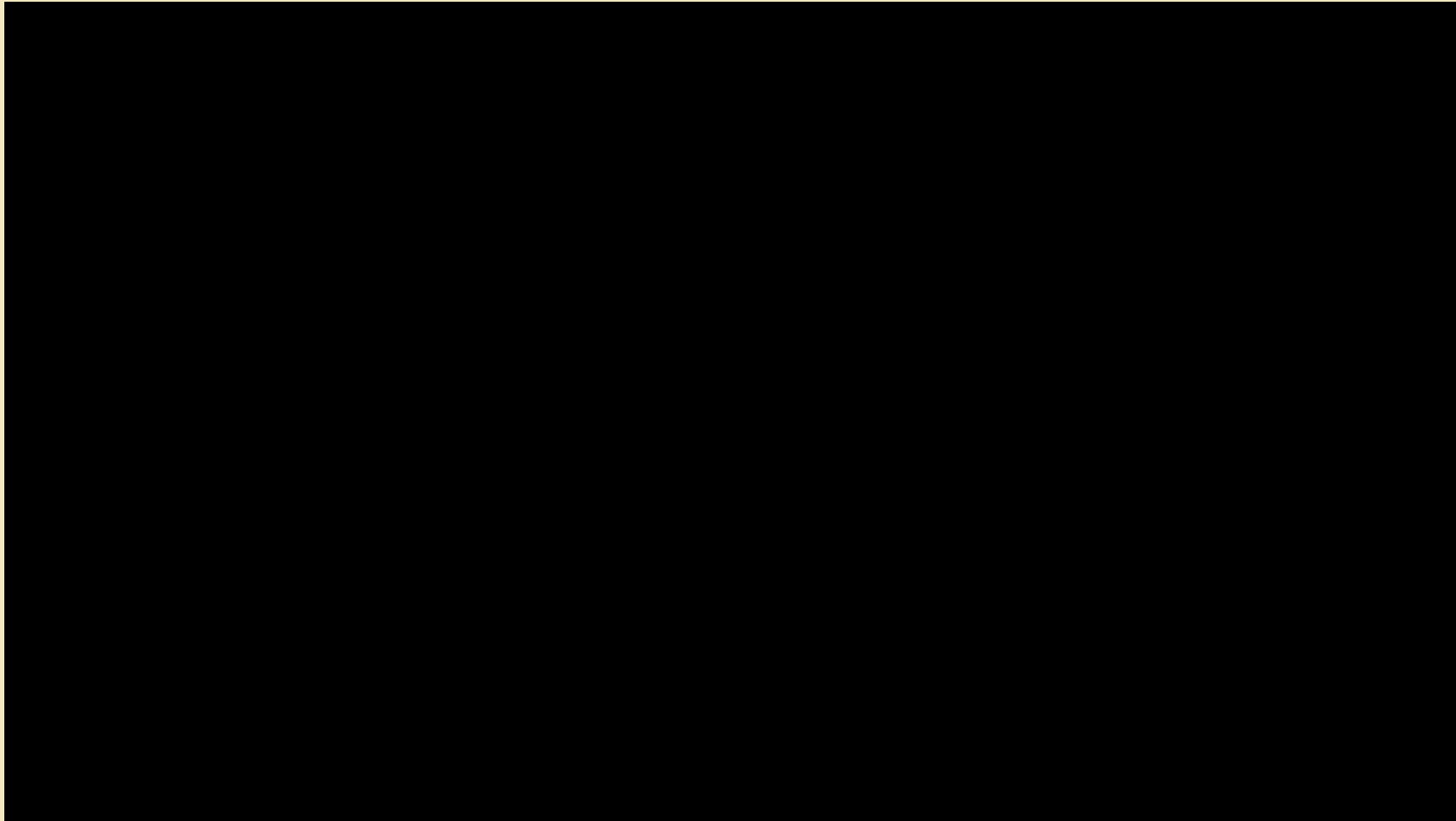
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IMPACT ON EDUCATORS

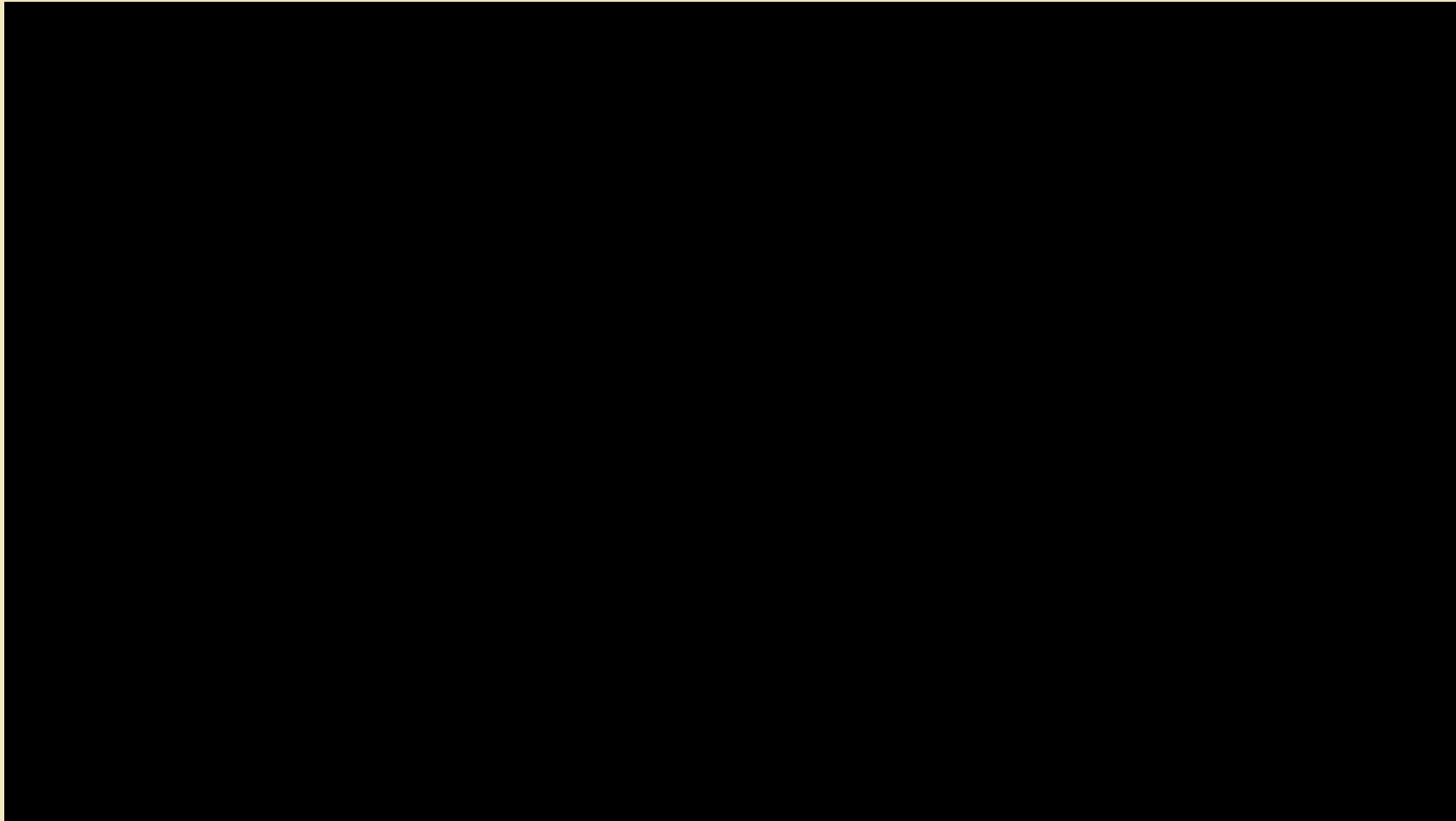
In elementary schools, teachers perceptions of parents as partners in students' education are strongly related to their decisions to remain in their school.



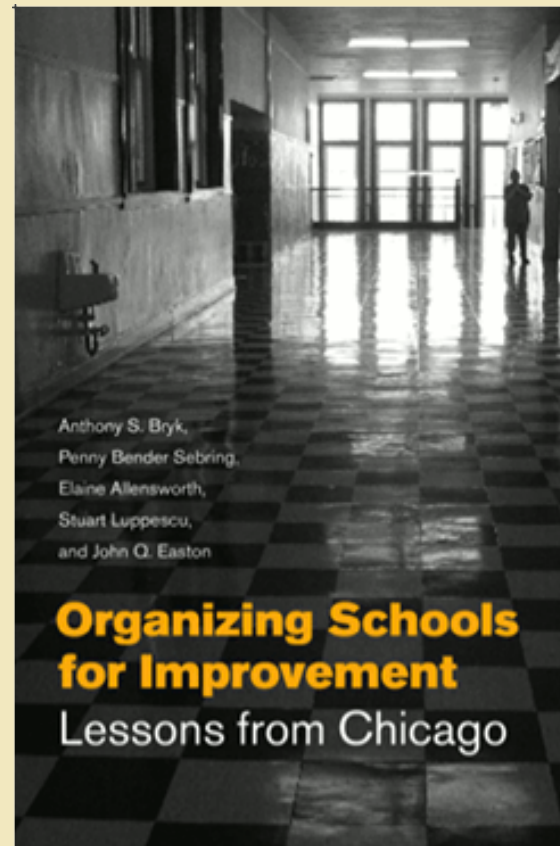
IMPACT ON EDUCATORS



IMPACT ON EDUCATORS

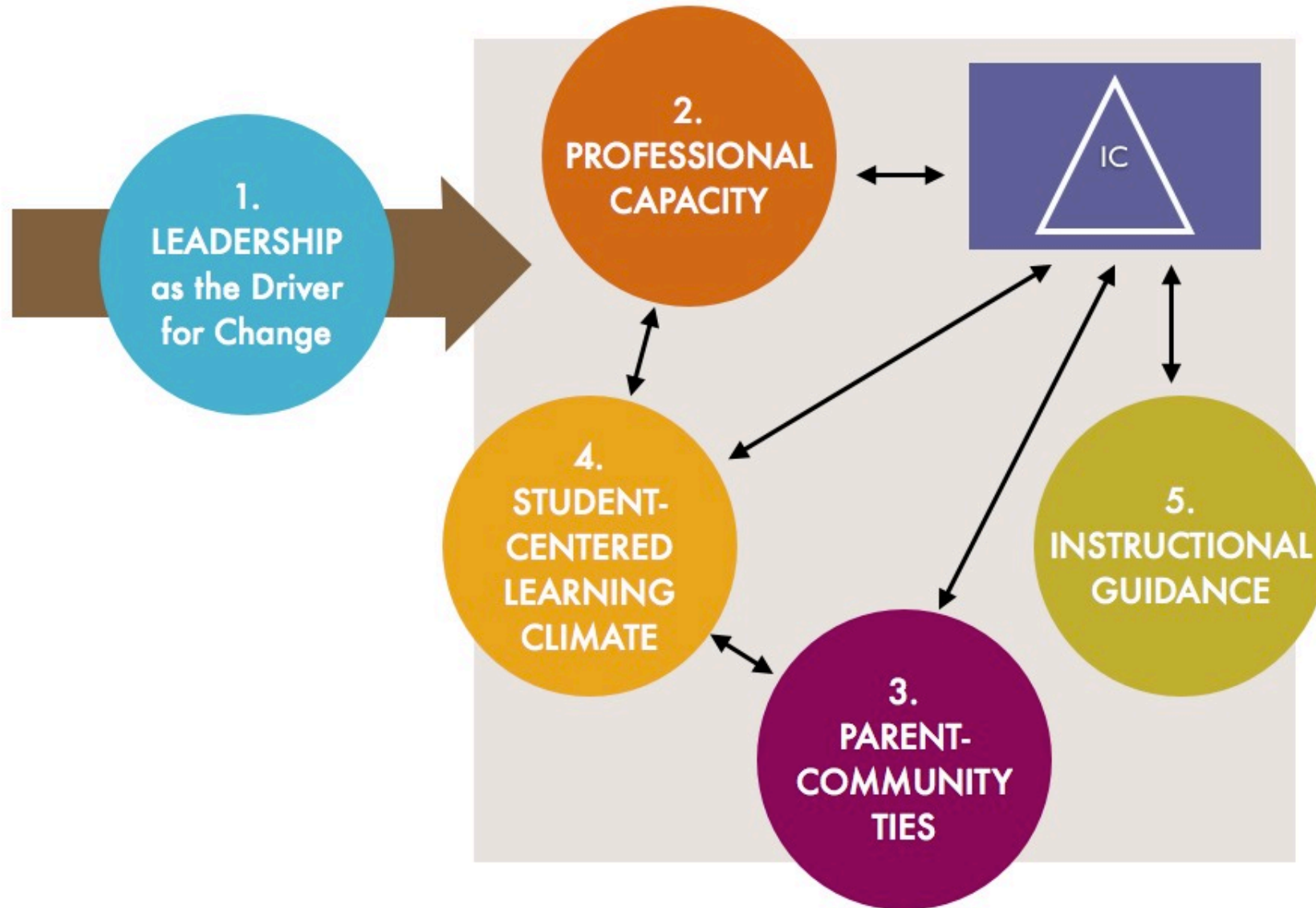


IMPACT ON OUR SCHOOLS



FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



Why has it been difficult to cultivate and sustain effective family-school partnerships that support student achievement and school improvement?



The various stakeholders (families, district/school leaders and staff) have not had the opportunity to develop the knowledge and skills, in other words, the *capacity* to engage in effective partnerships.

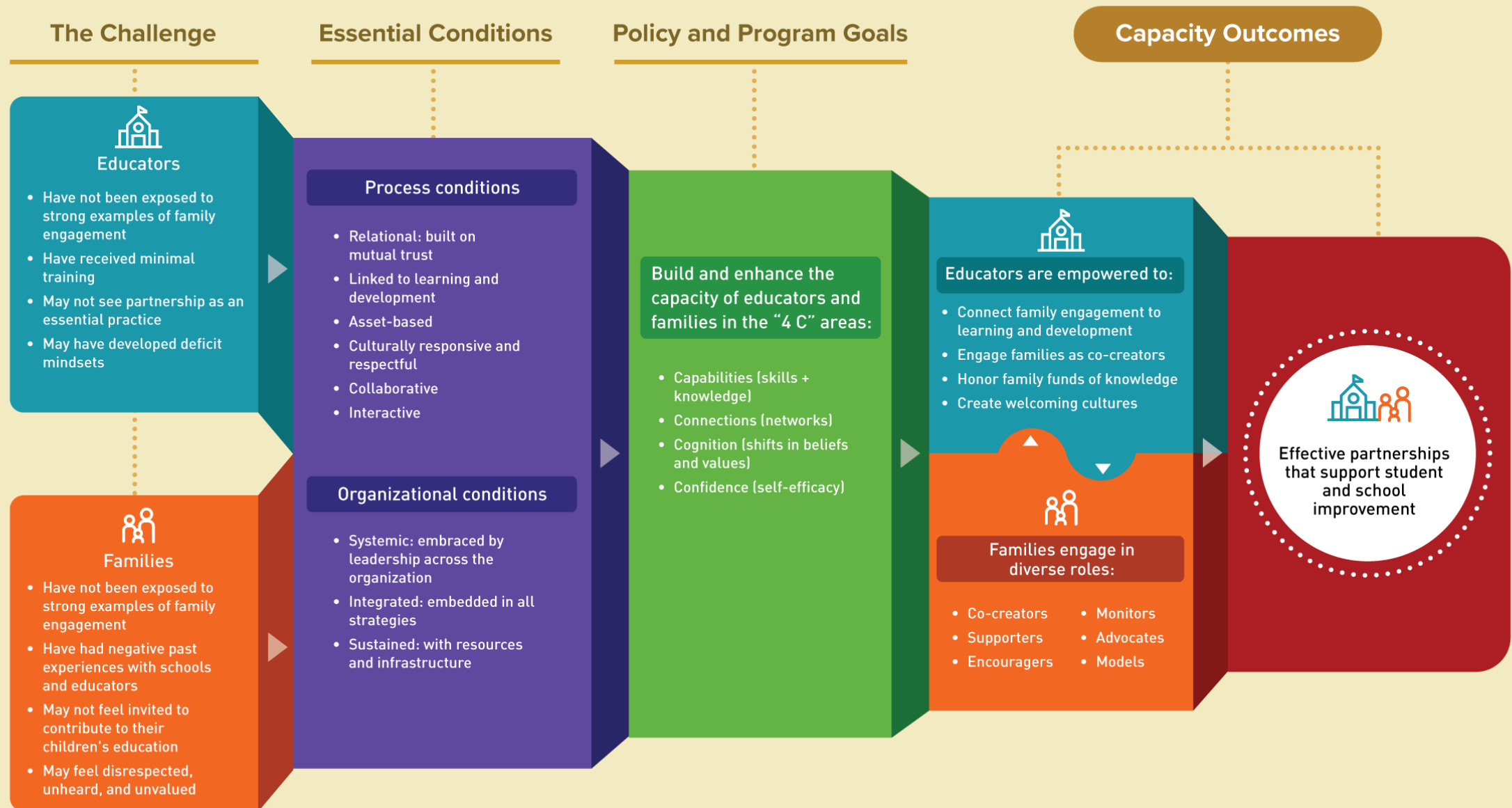
INTENTION OF THE DUAL CAPACITY- BUILDING FRAMEWORK

Instead of a *roadmap*, the framework provides a *compass*; a direction for the development of effective high impact strategies and initiatives.



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

The Challenge



Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued



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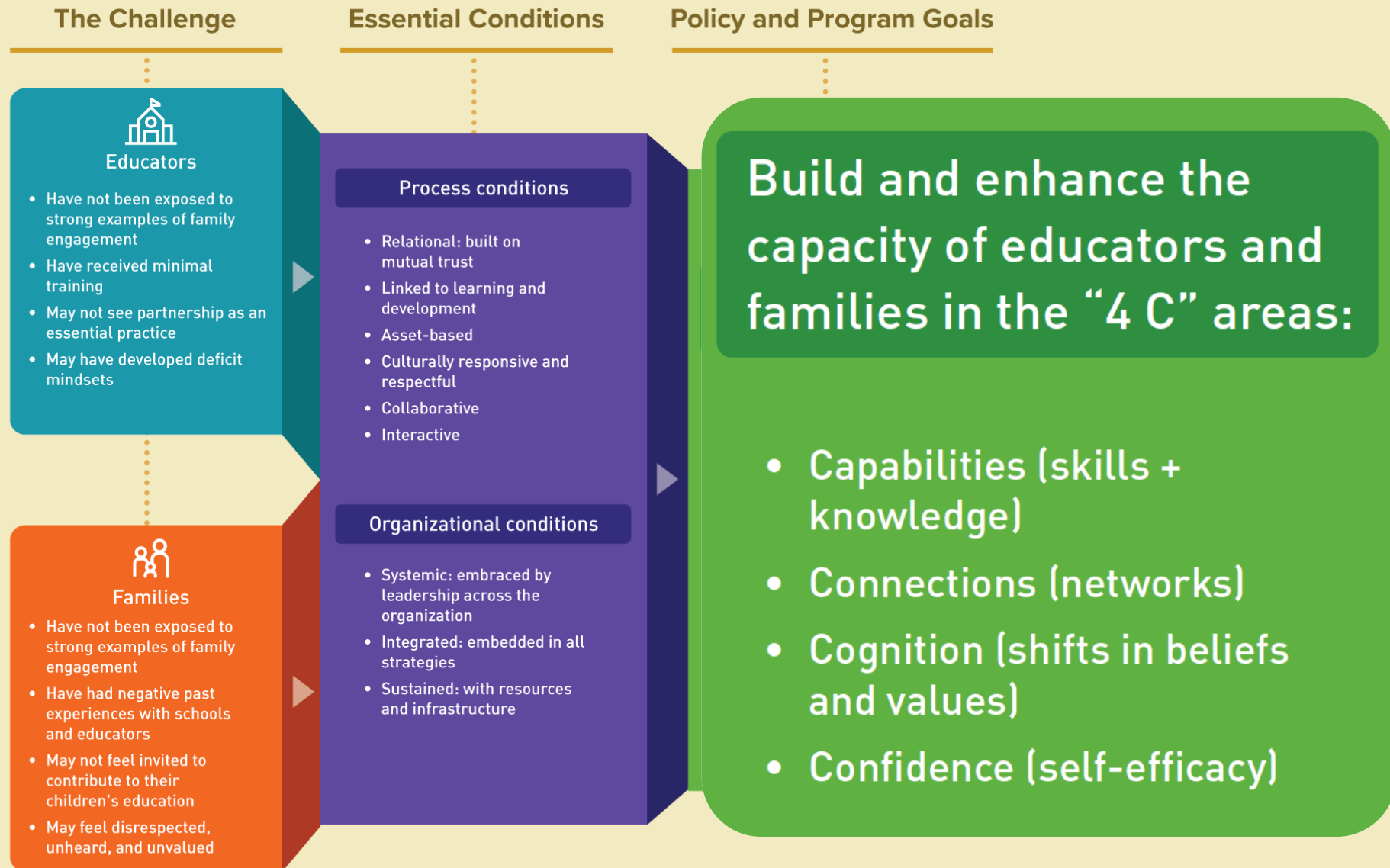
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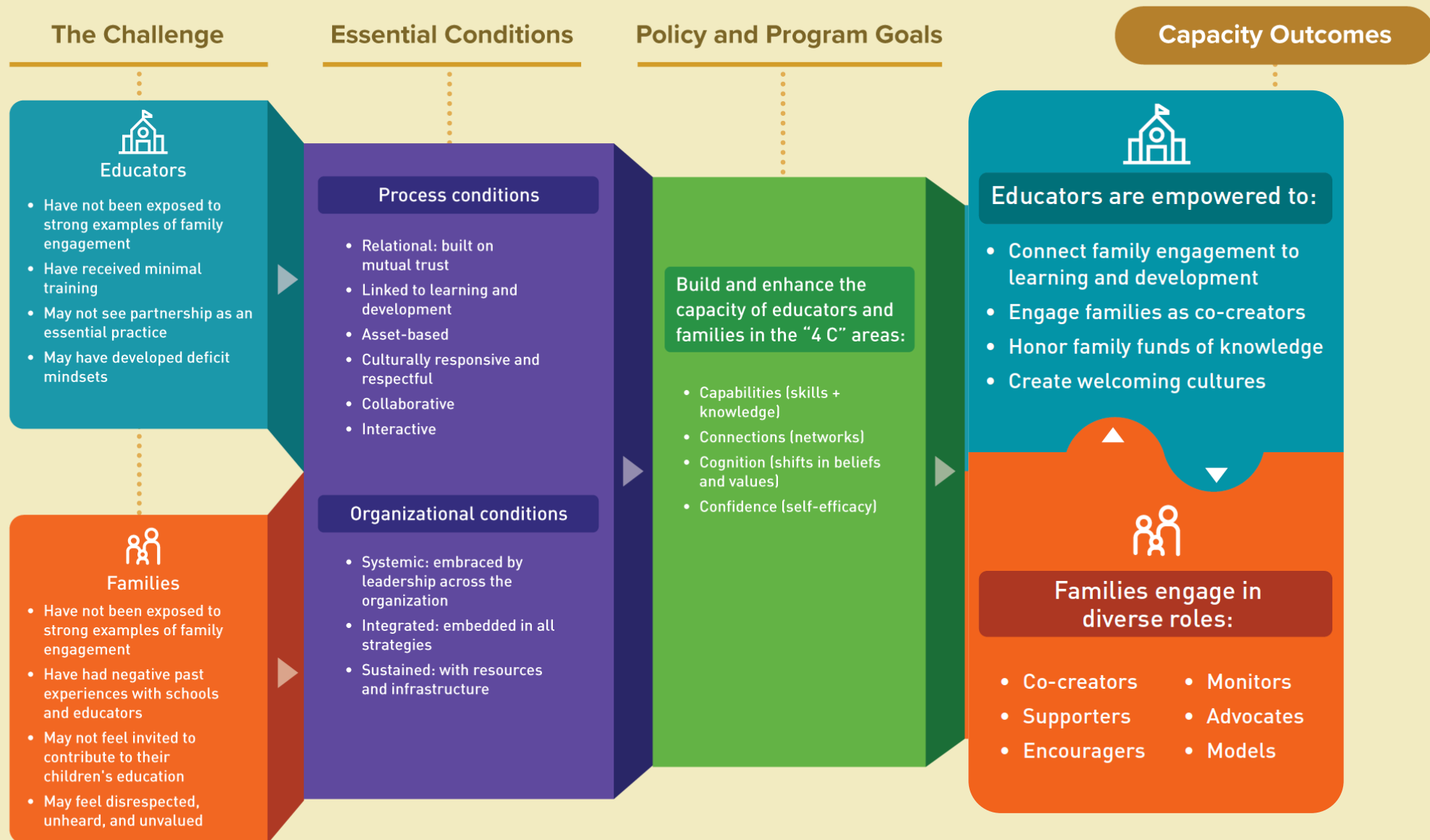
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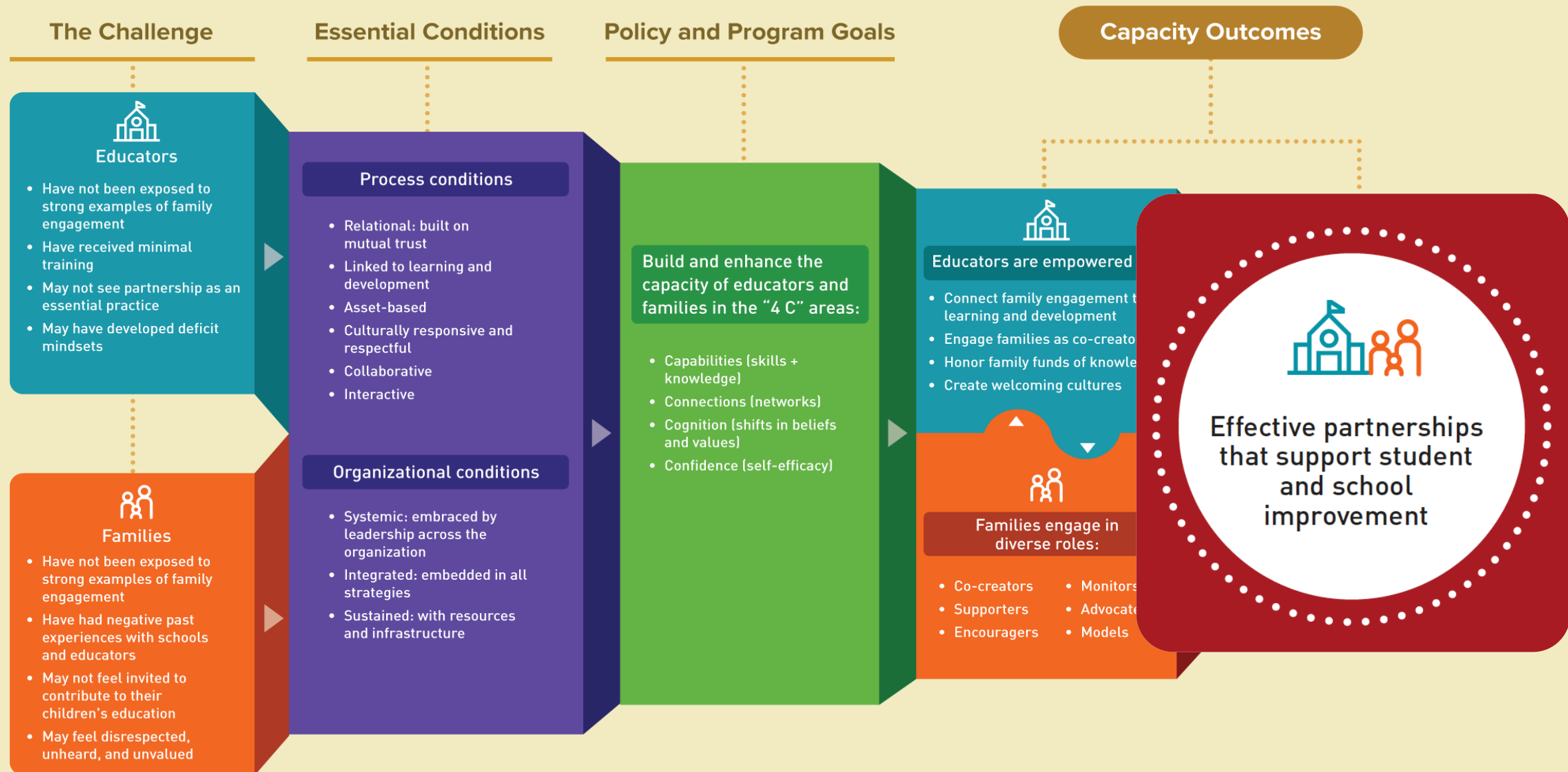
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