

Building Bridges to College and Career: Family Engagement for Successful Student Transition

November 7, 2018



Welcome!



Meeting agenda

- Introductions and Overview
- Where We've Been
- What the Research Tells Us
- **Break**
- Learning from Local Experts
- Breakout Session
- Next Steps



Meet the presenters



Ashley Campbell,
SRI International
REL AP partnership lead



Dodi Swope, EDC
REL AP workshop
facilitator

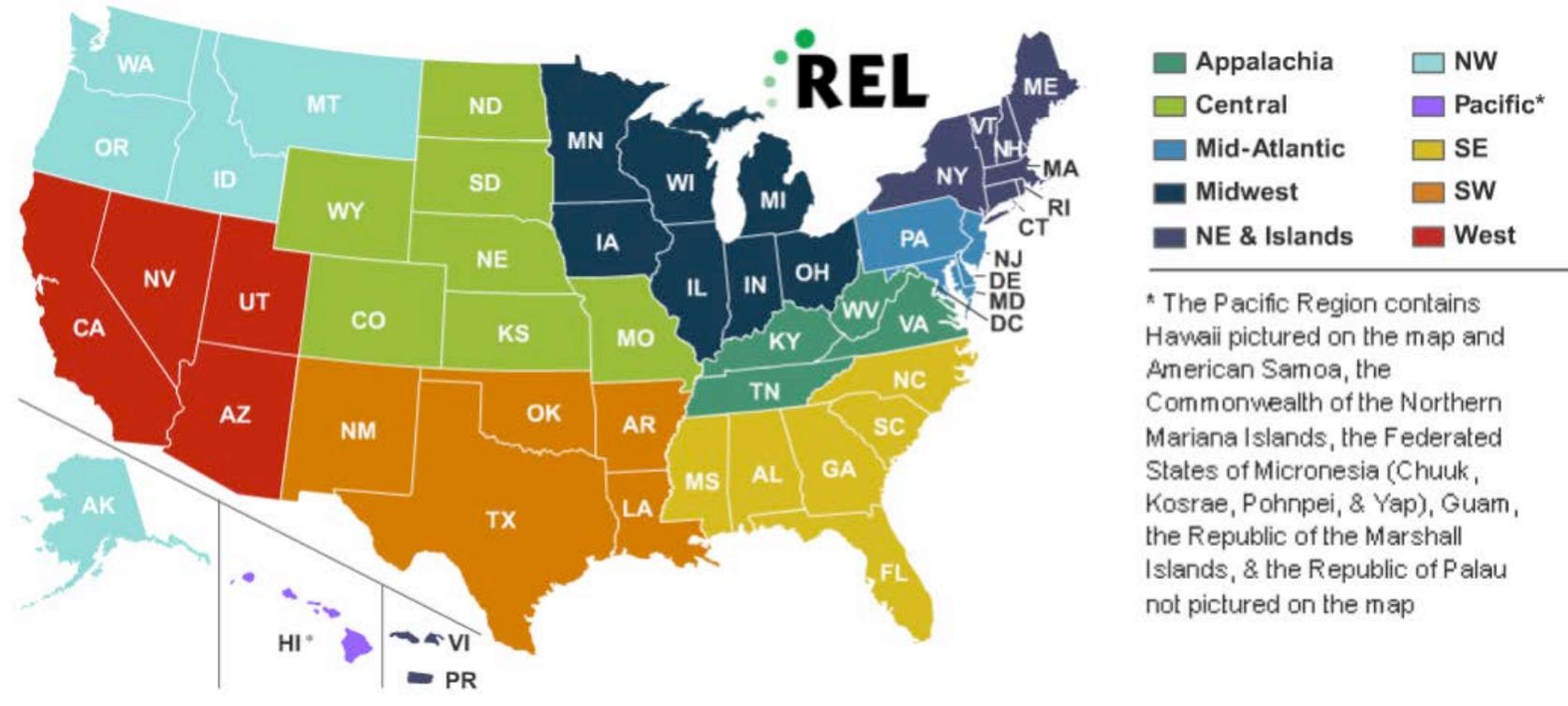


Victoria Schaefer,
SRI International
REL AP workshop
facilitator



Lydotta Taylor,
L-ovation
REL AP workshop
facilitator

The Regional Educational Laboratories



The ten Regional Educational Laboratories (RELs) work in partnership with stakeholders to conduct applied research and trainings.

The REL mission is to support a more evidence-based education system.

Administered by the U.S. Department of Education, Institute of Education Sciences (IES)

Find us on the web! <https://ies.ed.gov/ncee/edlabs/regions/appalachia/>

Poll Everywhere instructions

If you are connecting via computer, tablet, or smartphone

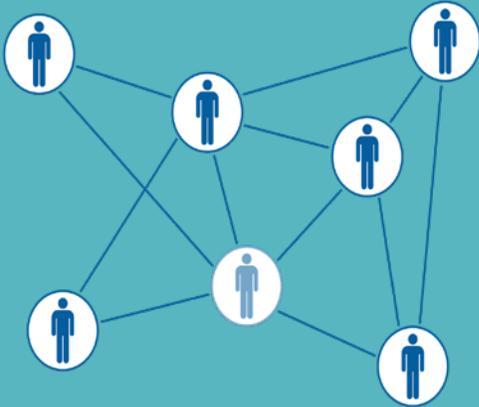
- Go to **PolleEv.com/relap416**.
- Respond to the poll question presented there.

If you are connecting via text
(standard messaging fees may apply)

- Text **relap416** to **22333** to join the session.
- Respond to that number with A, B, C, D, E...when the poll is active.



Let's see who is here today!



Connect at:
[PollEv.com/relap416](https://pollev.com/relap416) or
by texting your
response to 22333.

Where are we from?

- A. Bell County
- B. Clay County
- C. Harlan County
- D. Hazard County
- E. Jackson County
- F. Knox County
- G. Laurel County
- H. Lee County
- I. Leslie County
- J. Meade County
- K. Owsley County
- L. Perry County
- M. Pulaski County
- N. Rockcastle County
- O. Other



Where are we from?



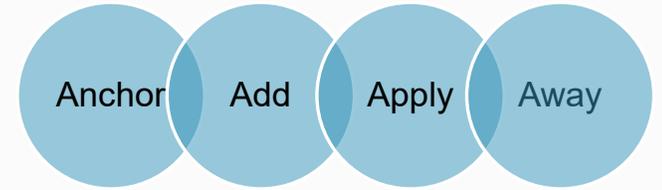
Graphic credit: https://commons.wikimedia.org/wiki/File:Kentucky_counties_map.png

Session objectives



- Review the evidence base for effectively engaging families in postsecondary readiness and transitions
- Connect with local resources and experts on successfully engaging families
- Begin to select potential family engagement strategies that meet the district and school needs and context

TODAY'S SETUP



The 4 A's of adult learning*

- **Anchor:** Ground information in what people already know
- **Add:** Add new information
- **Apply:** Provide opportunities to apply the new information
- **Away:** Plan for using in real world work



Wall of Strategies

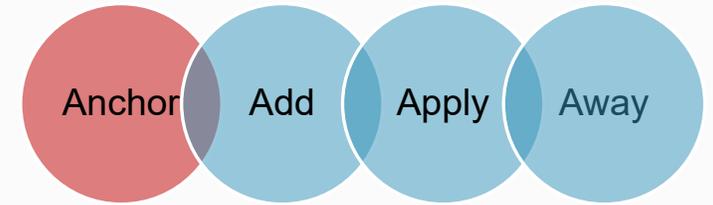
The session workbook

- Take notes on workshop content
- Reflect on the information presented
- Capture aha moments and follow-up tasks
- Review reference documents and resources



WARM-UP ACTIVITY

ANCHORING: YOUR PERSONAL EXPERIENCE

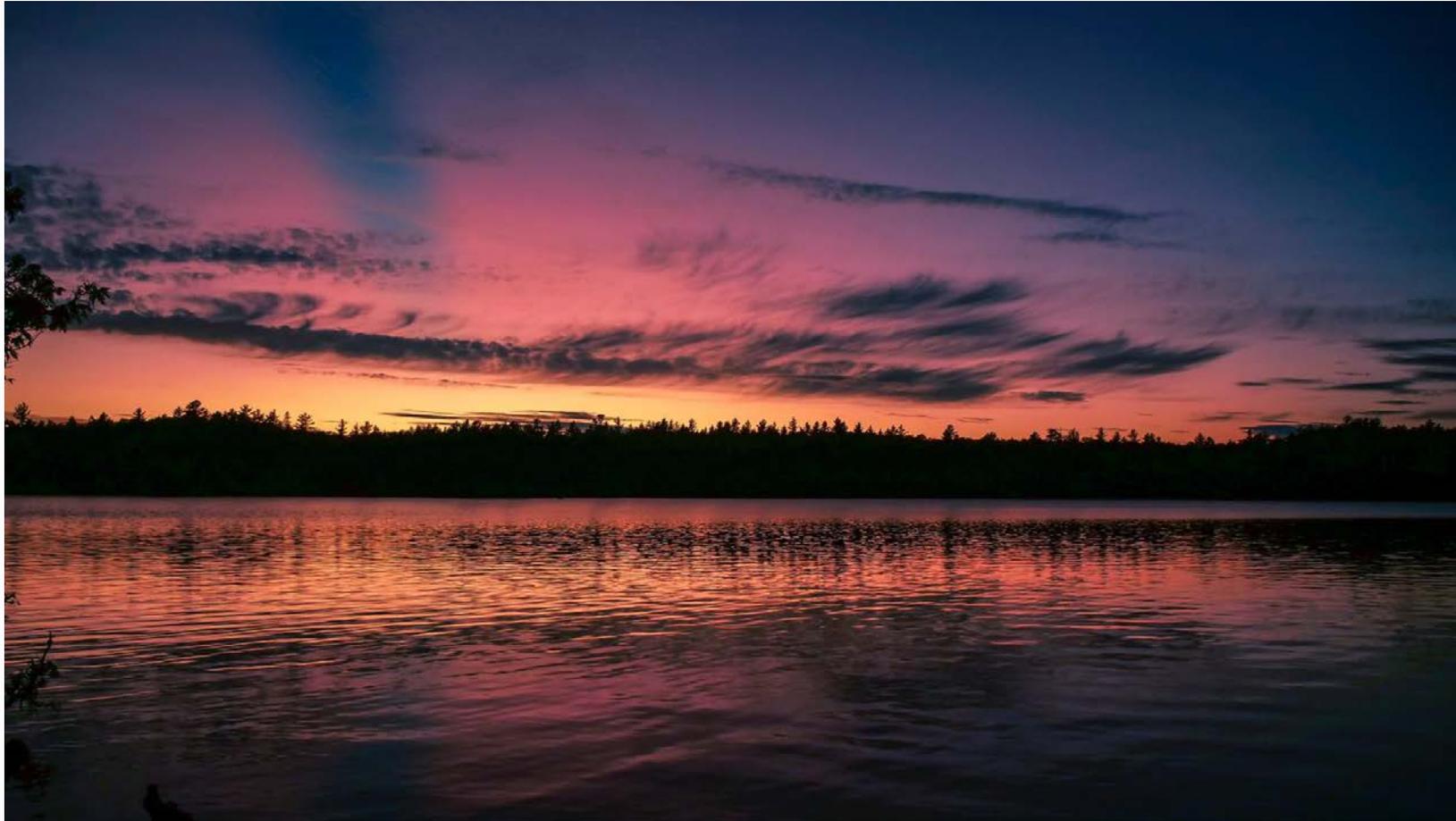
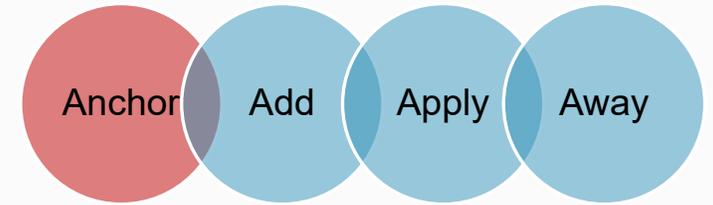


What do you remember?

What role did your parents and/or family play in . . .

1. Setting expectations about college or career?
2. Applying to school or technical training?
3. Getting settled in school or technical training?

Reflections

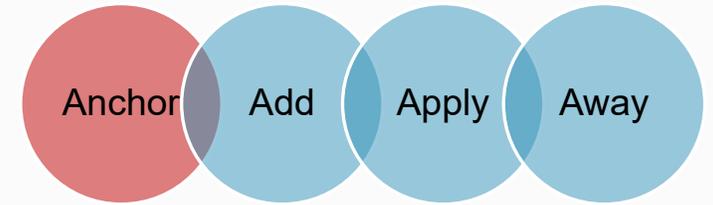


WB p. 3



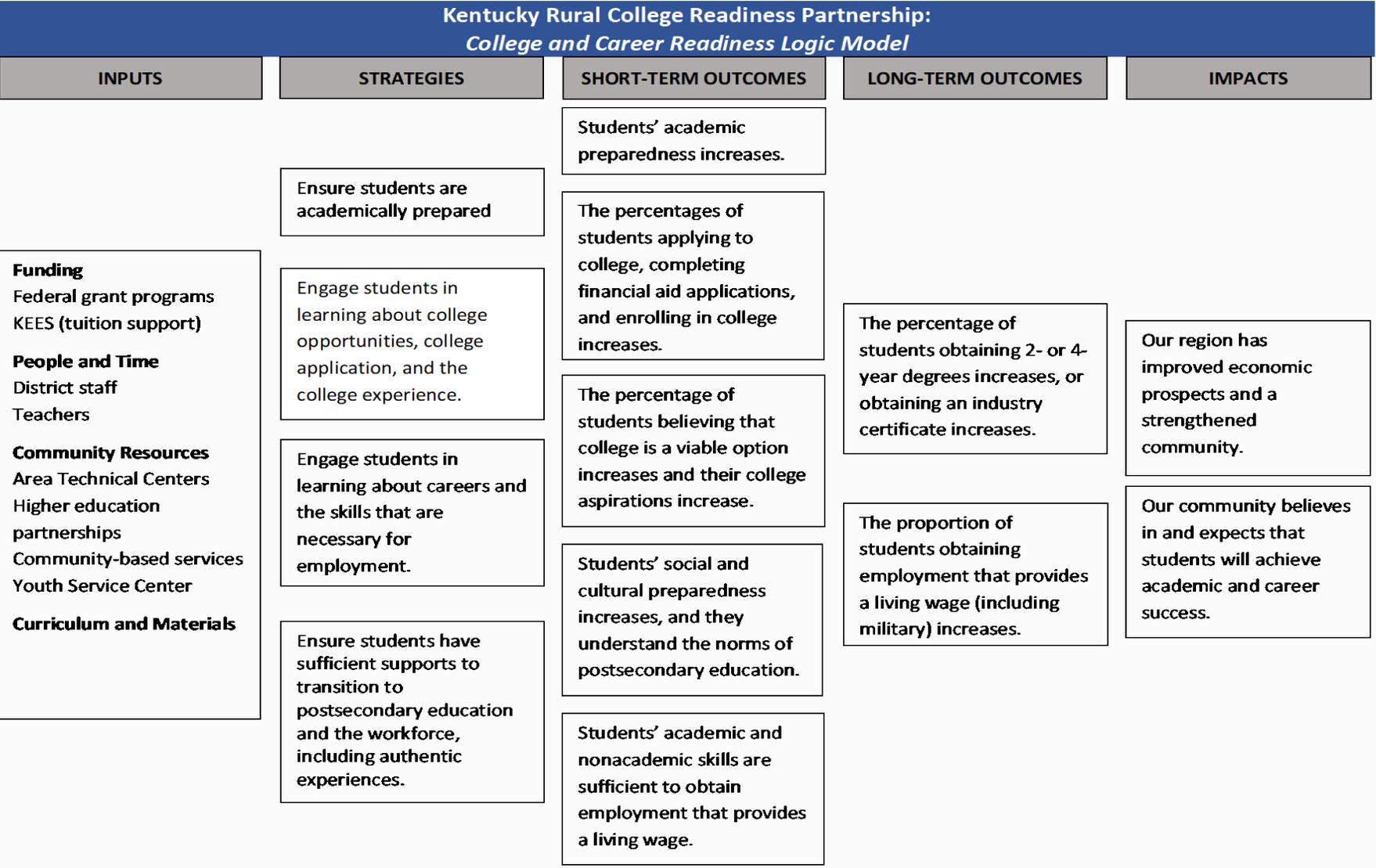
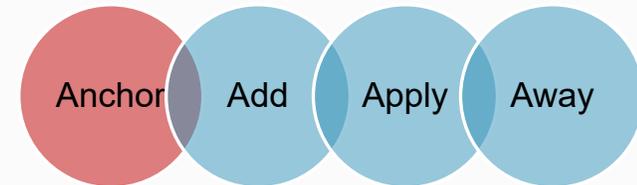
WHERE WE'VE BEEN

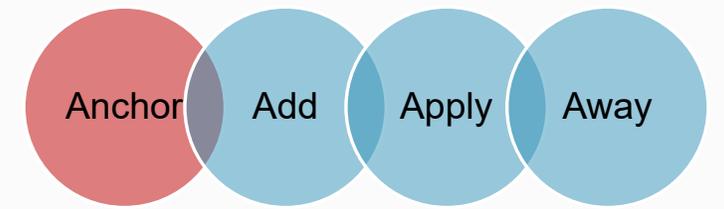
ANCHORING: BUILDING ON PRIOR WORK



Kentucky Rural College and Career Readiness partnership

- Clay, Jackson, and Owsley Counties
- Series of meetings and iterations in 2017/18
- Creation of a common agenda for rural college and career readiness work in the region





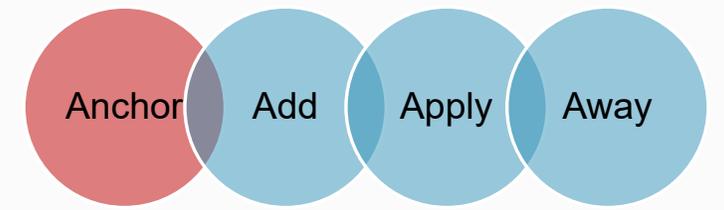
PROBLEM STATEMENT

Students in rural eastern Kentucky lack exposure to models of college and career success, lack confidence to pursue opportunities for college and career success, and have low college graduation rates and problems obtaining gainful employment.

THEORY OF ACTION

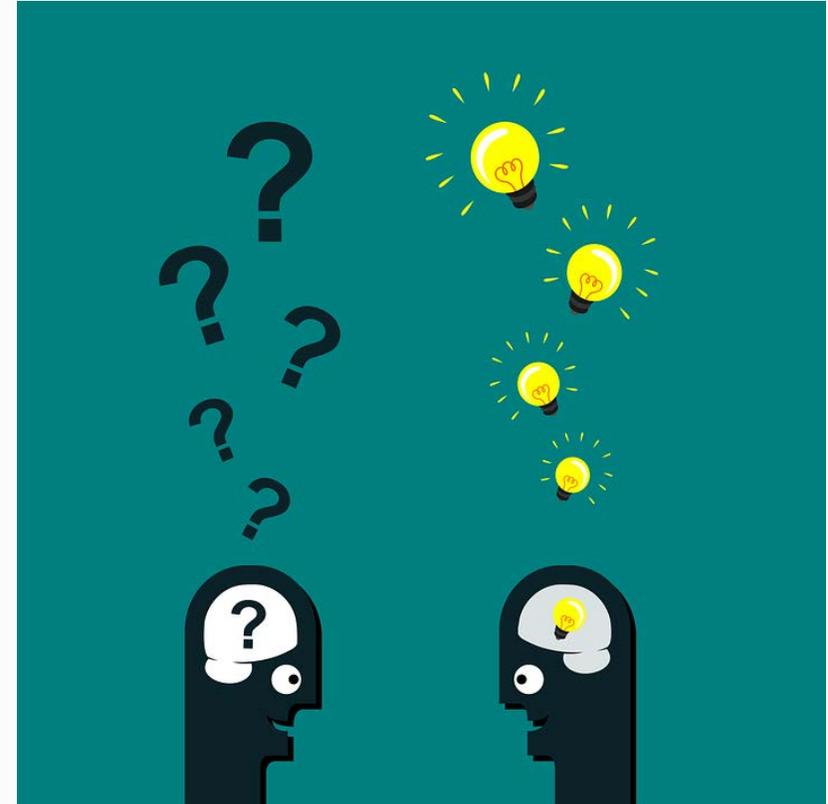
If students have exposure and access to college and career opportunities and increase their academic and life preparedness, then their confidence and pursuit of college and career will increase, and this will lead to better life outcomes.

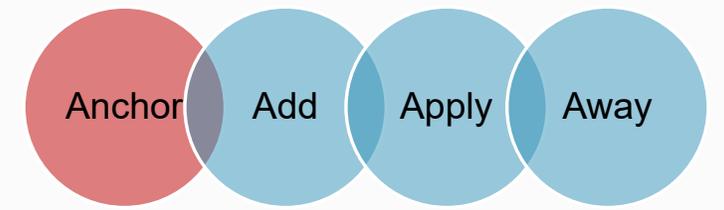
WB p. 5



What are you currently doing in your districts?

- To support successful transitions to college or other post secondary training?
- To engage parents and families?





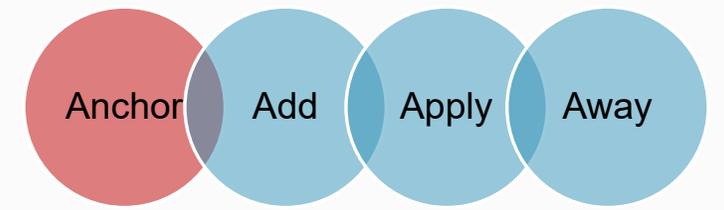
THE RURAL CONTEXT

ANCHORING: ADVANTAGES AND CHALLENGES



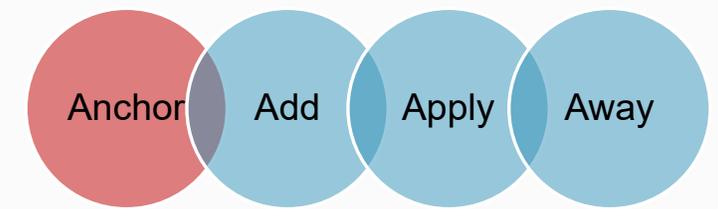
Start where you are,
Use what you have,
Do what you can.

Arthur Ashe



Advantages and challenges





Let's hear from you.

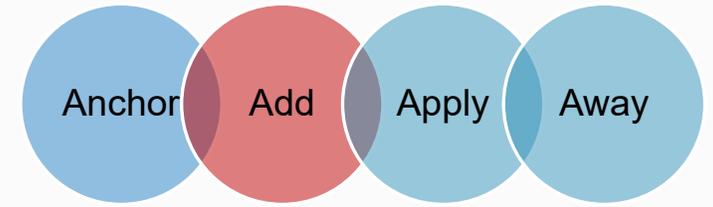
Advantages

- Schools are central.
- Administrators and teachers have multiple roles, providing greater access.
- There is a strong sense of and pride of place.
- There is a can-do attitude.

Challenges

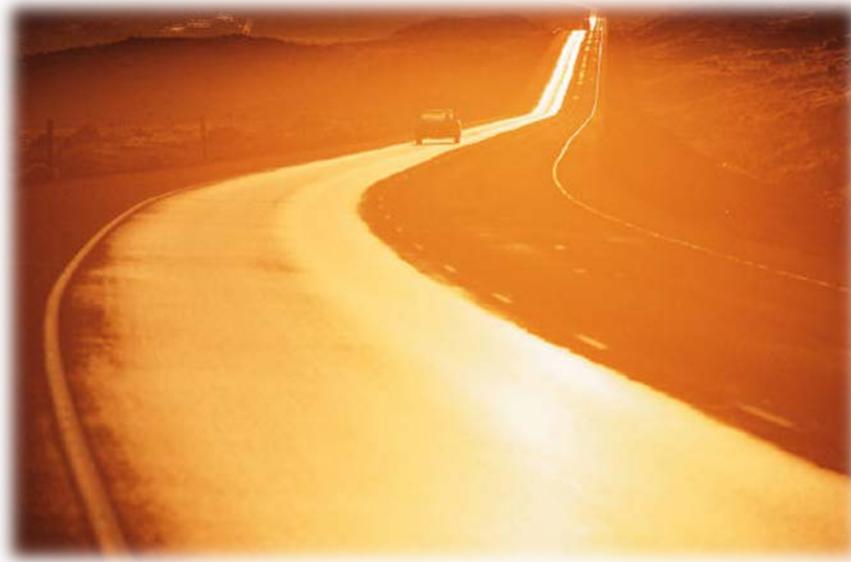
- Remote, technology access poor
- Teacher recruitment and teacher turnover
- Poverty
- Lack of employment opportunities
- School closures and consolidation = greater distances, fewer resources
- Limited social and behavioral services; stigma associated with seeking help

WB p. 7



WHAT THE RESEARCH TELLS US

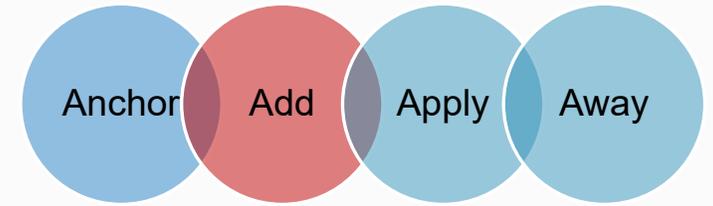
ADDING: NEW INFORMATION



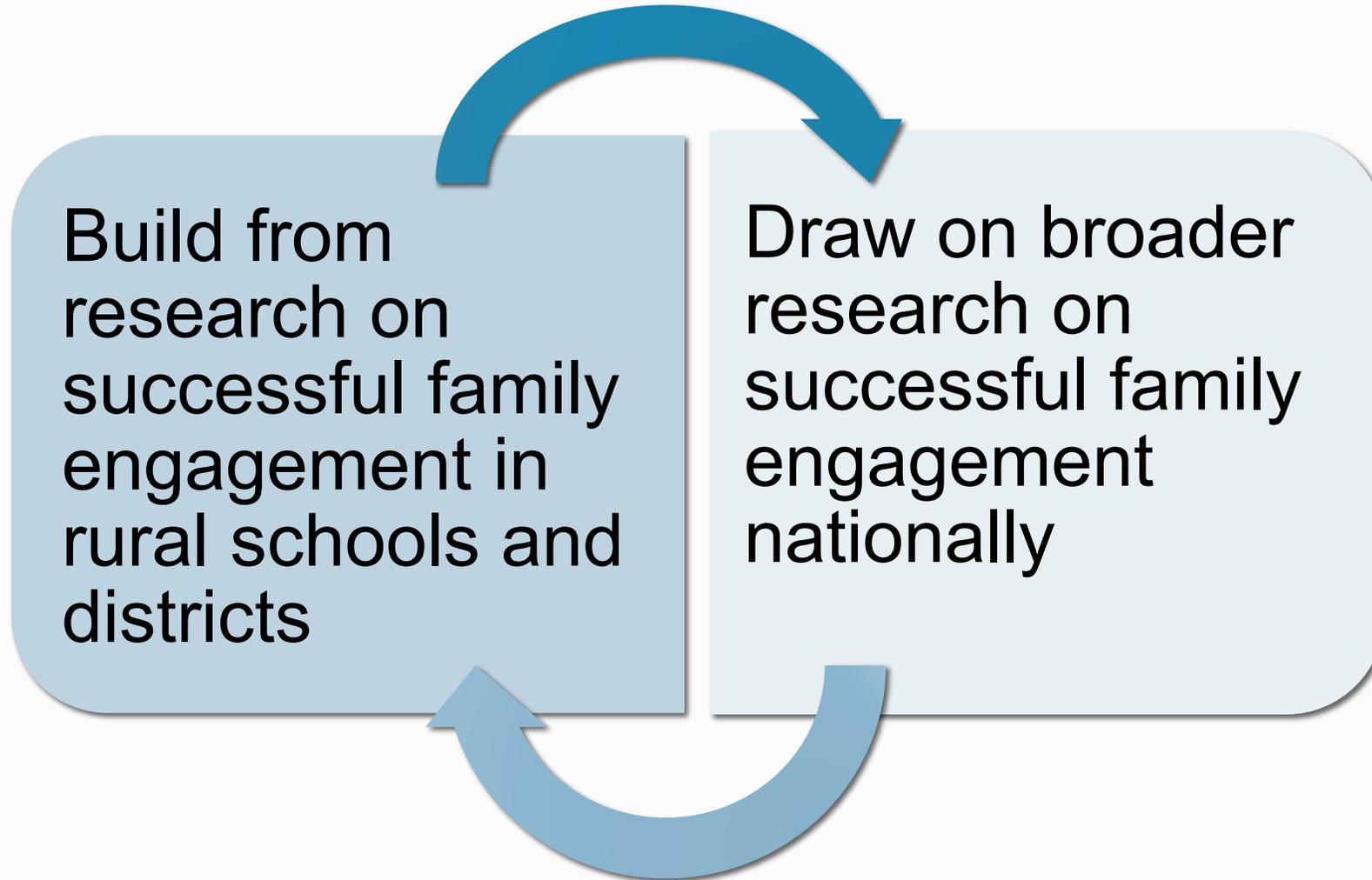
Start where you are,
Use what you have,
Do what you can.

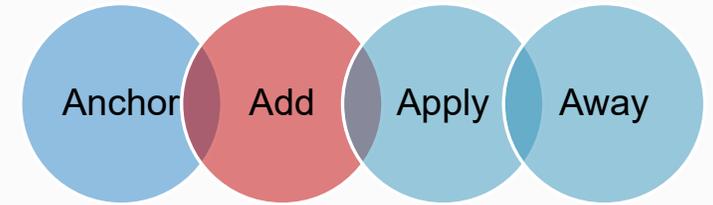
Arthur Ashe

WB p. 8



Start with a strong foundation

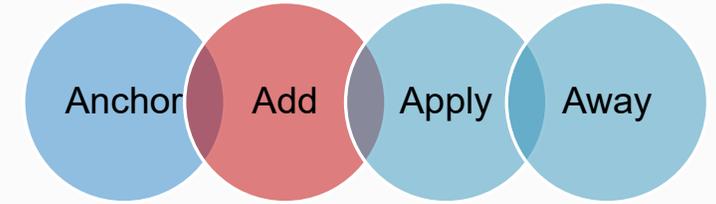




Research on successful engagement of families in rural schools and districts shows us that:

- Family expectations matter
- Families influence achievement
- Rural families are present in school

Family expectations matter



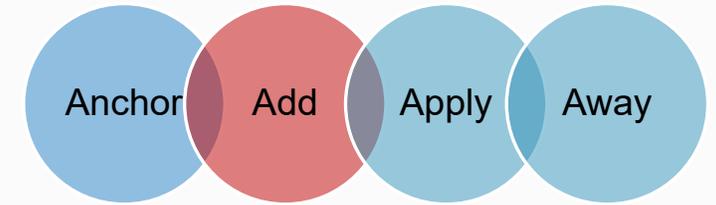
What is your experience with family expectations for children in your community?

What influences family expectations in your experience?

What the research says:

- Even after controlling for student and family background, students had higher educational aspirations when they thought that their parents expected them to attend college and talked with their parents about college.
- Rural Appalachian students were more likely to expect to attend college if they perceived parent support.

Families influence achievement



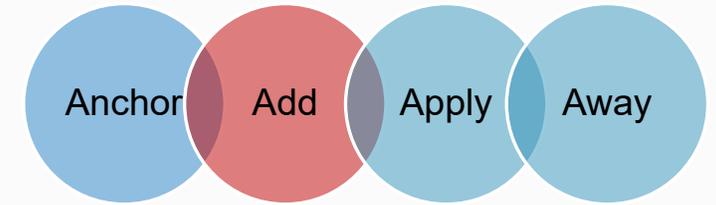
Do you believe family involvement supports student achievement?

Can you share a time you saw that in action?

What the research says:

- Parental involvement has the same effects on student achievement, regardless of whether a school is urban, suburban, or rural.
- Parental involvement positively effects student achievement; effects are small, but significant.

Rural families attend school events



How do families participate in your schools and district?

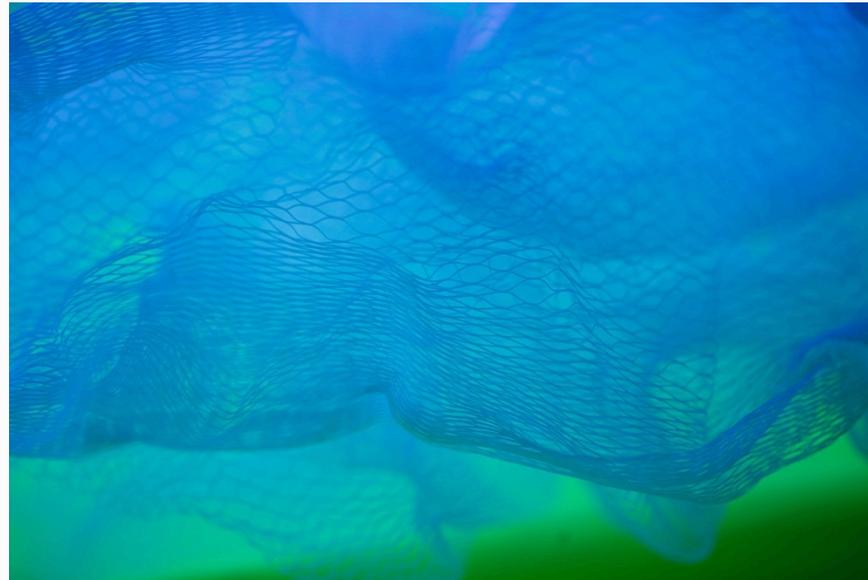
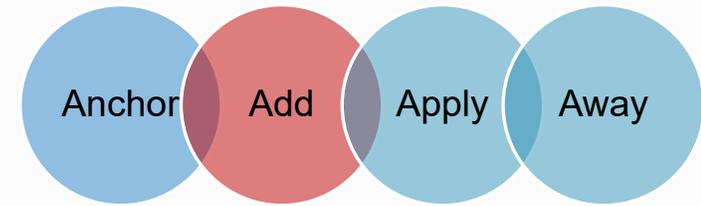
What do they show up for?

Where are the “touch points” for interaction?

What the research says:

- Rural parents attend school events (such as Friday night football) more often than urban/suburban parents, but they also. . .
 - Talk less often with their kids about school programs
 - Interact less often with teachers

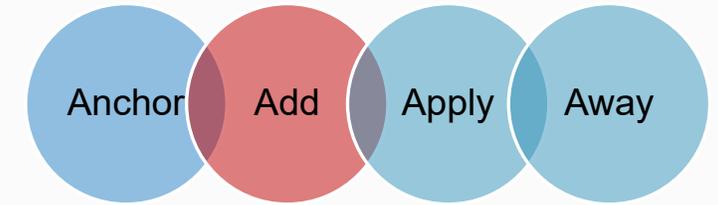
Casting a broader net



The following ideas come from a broad literature on successful family engagement.

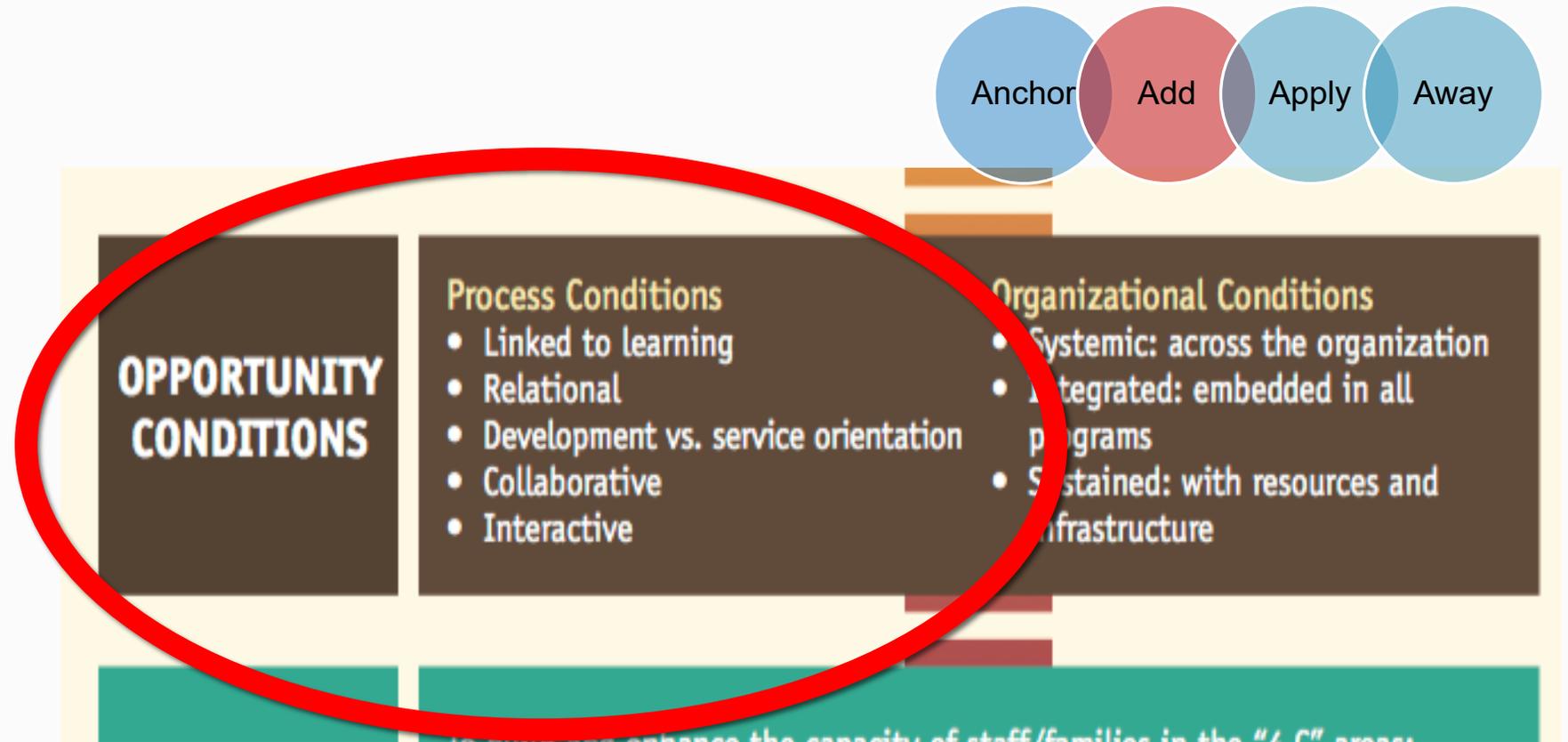
A dual capacity-building framework for family-school partnerships

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships

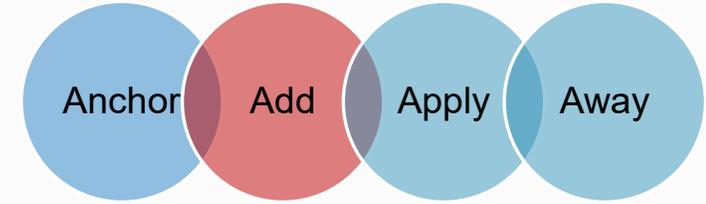


Source: Mapp, K. L., & Kuttner, P. J. (2014). Partners in education: A dual capacity building framework for school-family partnerships. Austin, TX: Southwest Educational Development Lab.

A dual capacity-building framework for family-school partnerships



Process conditions— Characteristics of successful strategies



Linked to Learning:
Aligned with school and district achievement goals, connect families to the teaching and learning goals for the students

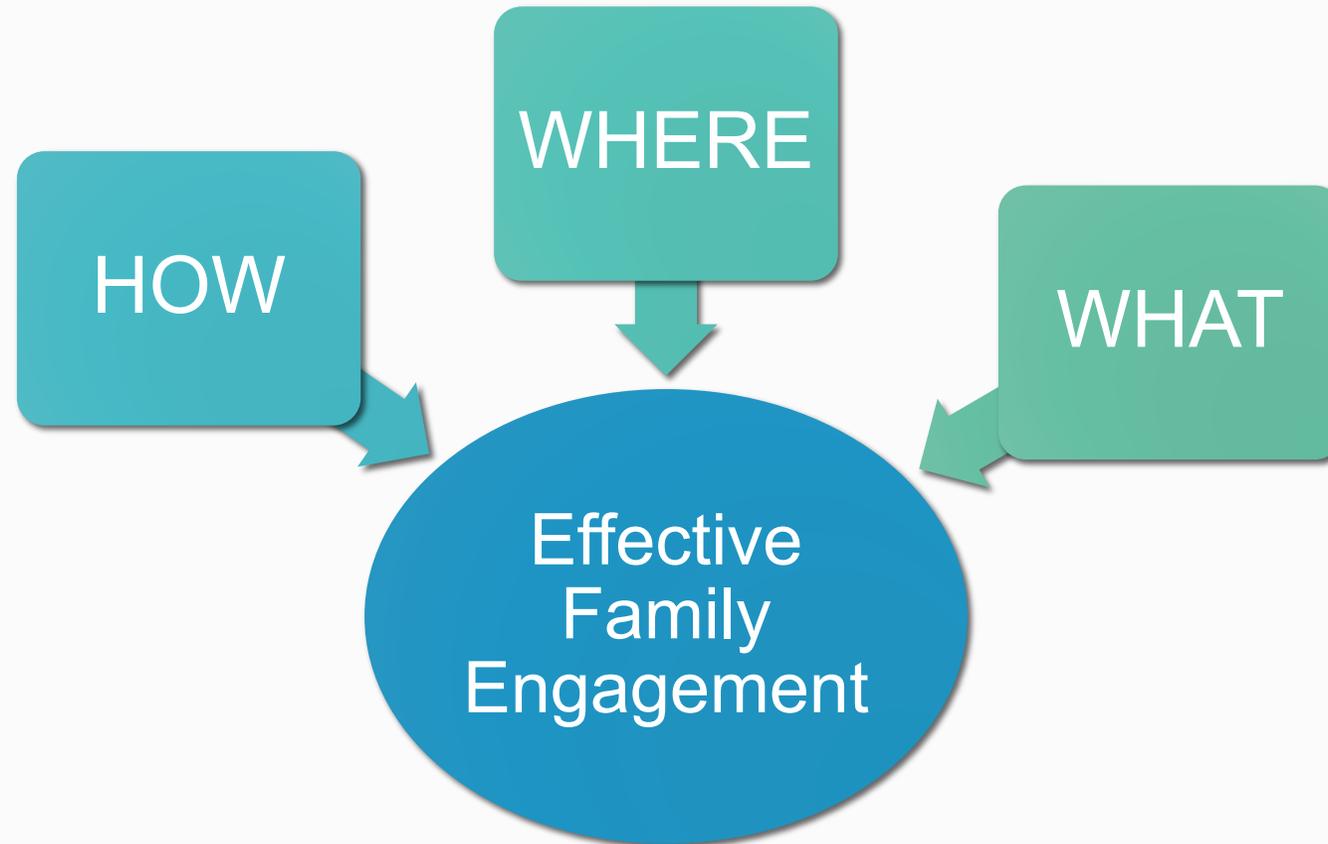
Relational: Major focus on building respectful and trusting relationships between home and school

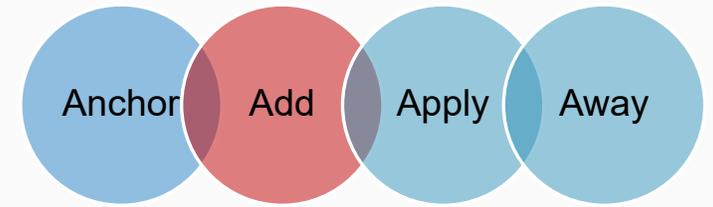
Developmental: Builds intellectual, social, and human capital of all stakeholders

Collaborative: Learning is conducted in groups and focused on building networks and learning communities

Interactive: Participants are given opportunities to test ideas and actions

Practical considerations for implementation





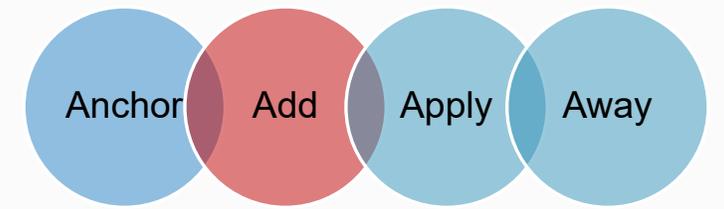
HOW: Communicate in multiple ways

How do you stay in touch with families?

Some evidence-based strategies:

- Include school specialists in outreach
- Use multiple channels:
 - Phone calls
 - Newsletters
 - Emails
 - Texts
 - Social media





WHERE: Meet families where they are

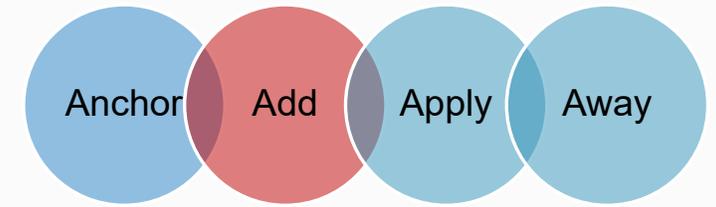
How do you meet families where they are?

Some evidence-based strategies:

- **Show up** in appropriate places to interact
 - Churches, libraries, and community events
 - School athletic events
- **Start** where the family is **ready** to engage
 - Home visits support improved relationships

WB p. 9

WHERE: Bring families to you



How do you bring families to your school?

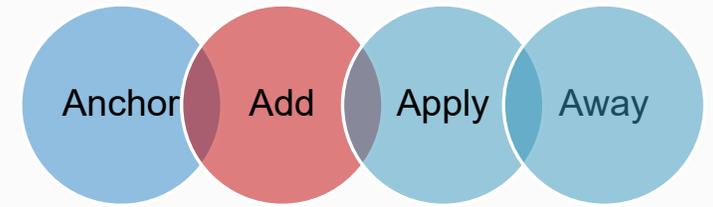
Invite parents to:

- Chaperone college visits
- Volunteer in the school or at events

Create parent-friendly spaces and events

- College application kickoff, not just for seniors
- Create a family space in your school
- Vary format and timing





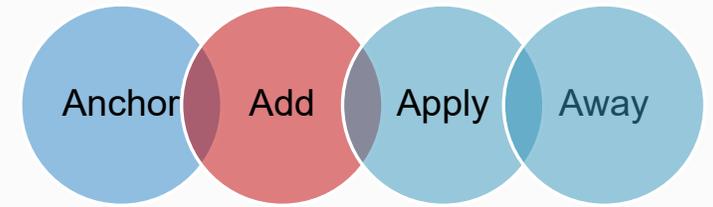
WHAT: Focus on academics and skills

How are you “linking to learning” and including a focus on academics and skills?

Engage families in:

- Homework help—provide concrete support for families
- Homework assignments that link home and school (e.g., Interview a grandparent on the history of the community)
- Sharing student data





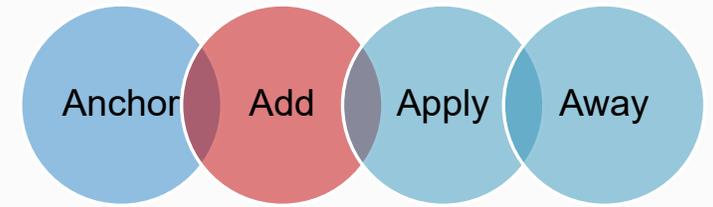
WHAT: Explain the nuts and bolts

How are you helping families with the nuts and bolts?

Provide support to parents with

- Selecting a pathway
- Financing
- Application processes
- FAFSA completion





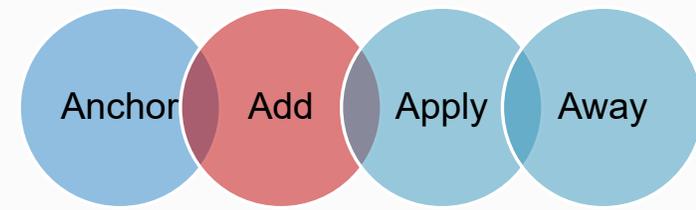
Reflections



WB p. 10

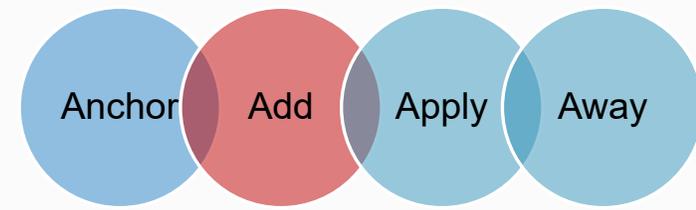


Wall of Strategies



LEARNING FROM LOCAL EXPERTS

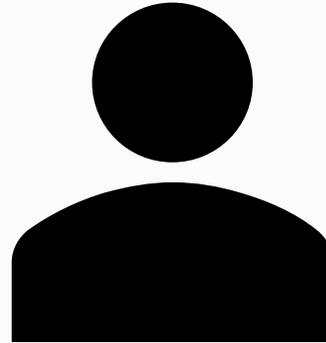
ADDING: SHARING LOCAL NEEDS AND RESOURCES



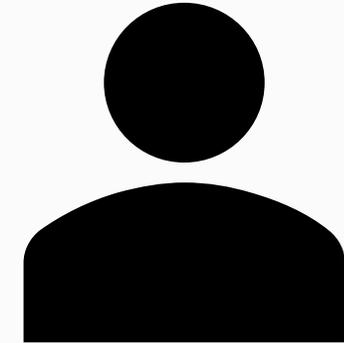
Meet your panel



Rochelle Garrett,
Director of Family
Partnerships,
Partners for
Education,
Berea College

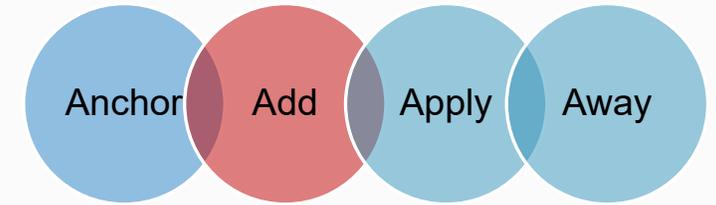


Russell Jones,
Region 9 Program
Manager,
FRYSCKy



Karen Skees, Youth
Services Center
Director,
Elizabethtown Ind.
School District

Questions and answers



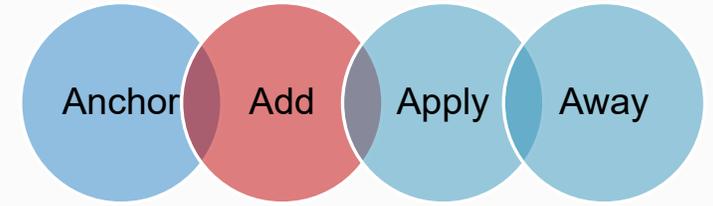
What clarifying questions do you have? (What did you mean by...?)

What practical questions do you have? (How did you...?)

What other questions do you have?



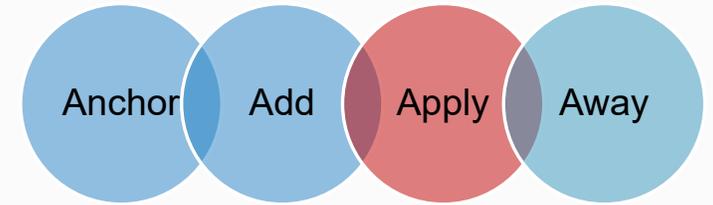
Reflections



WB p. 12



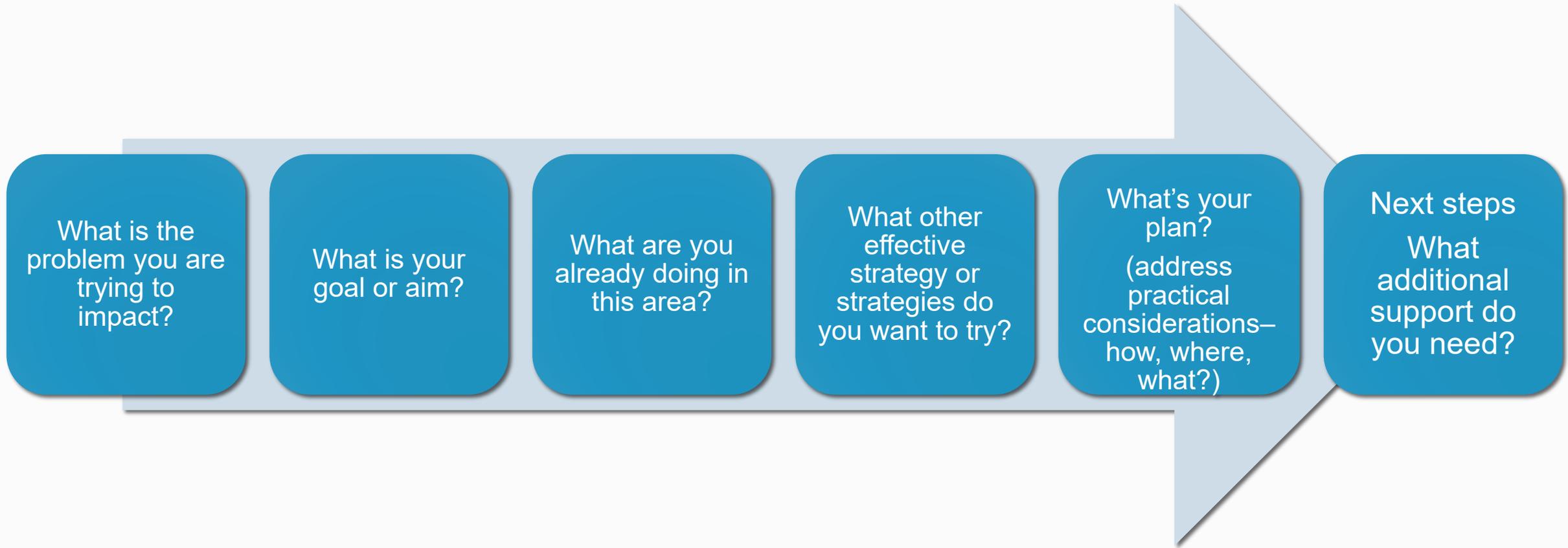
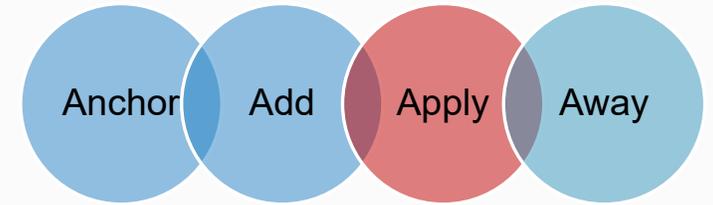
Wall of Strategies



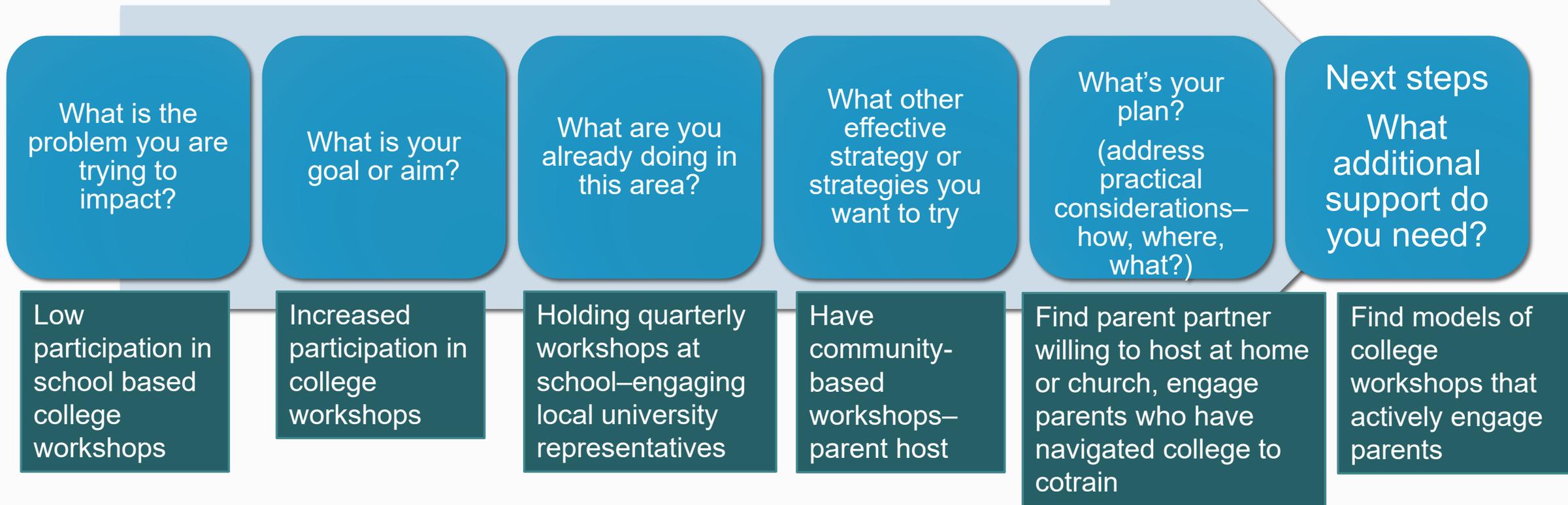
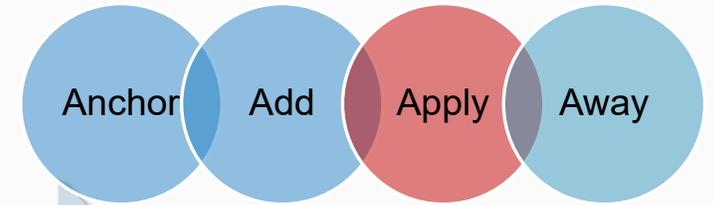
PLANNING FOR SUCCESS

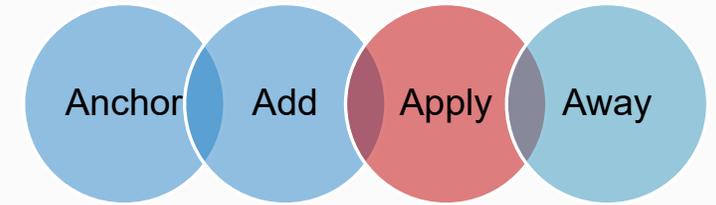
APPLYING: WHAT WILL YOU DO WHEN YOU GET BACK HOME?

Bringing it all together...



An example:

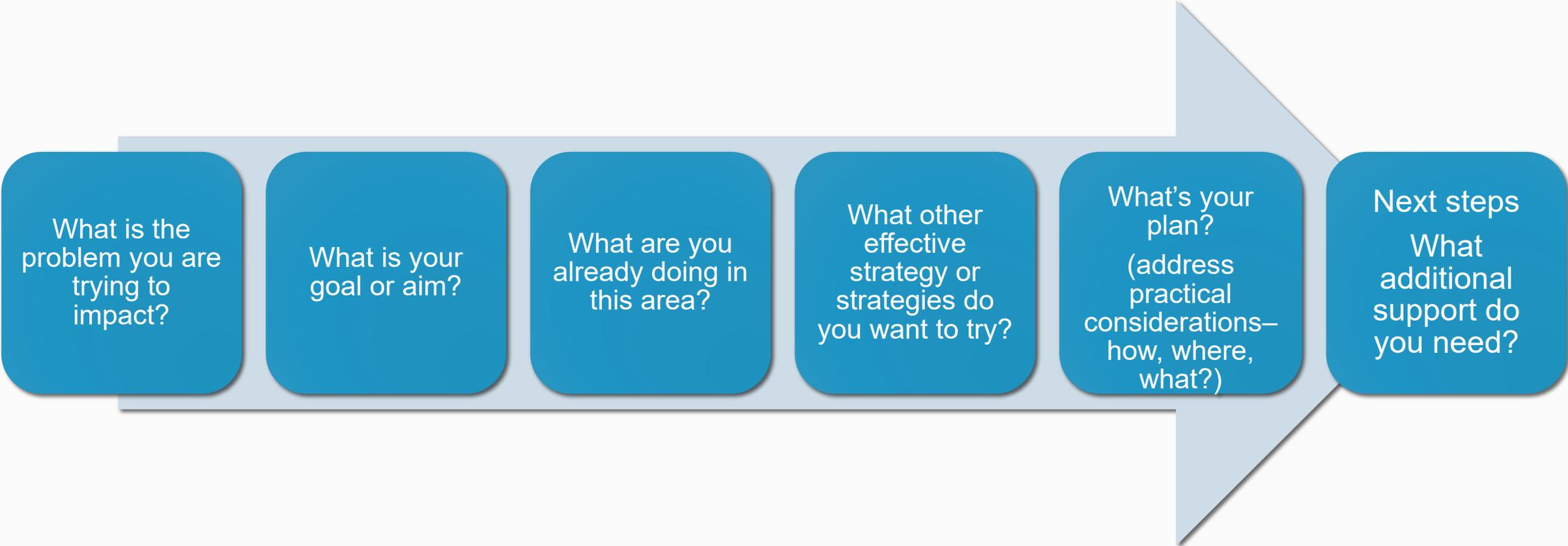
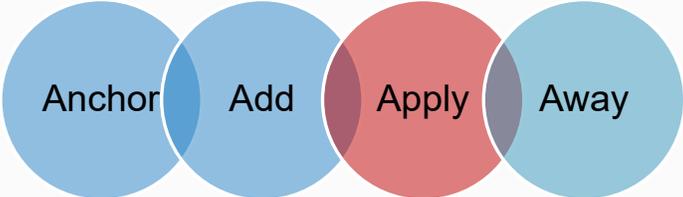


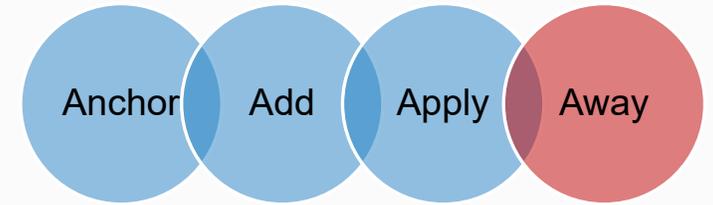


HARVESTING THE BEST IDEAS

WB p. 13

Small group discussions



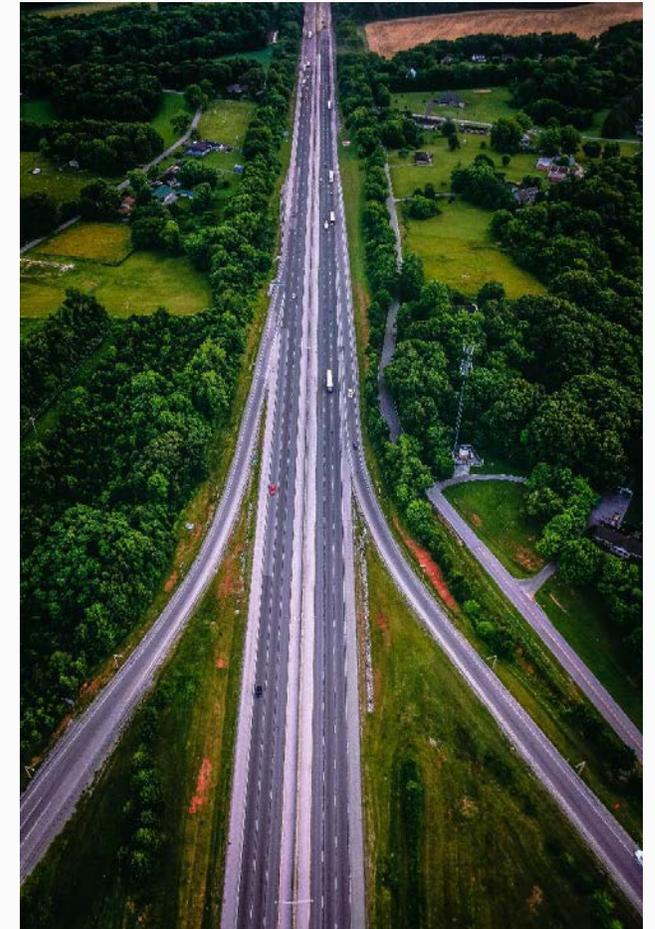
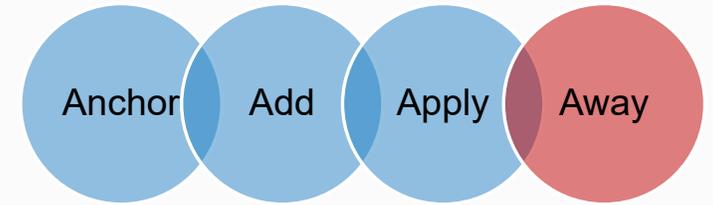


NEXT STEPS

AWAY-WHAT ARE YOUR NEXT STEPS? REVIEW REL NEXT STEPS

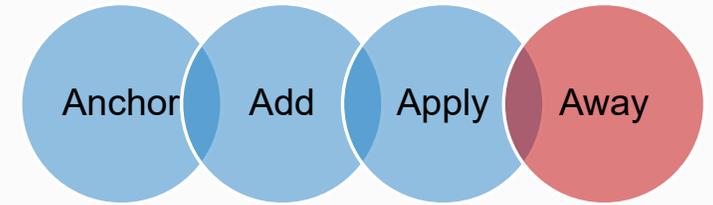
What's your *AWAY*?

Please share one or two immediate next steps you'll do in the next couple of weeks as a result of our work today.



WB p. 15

Key takeaway



Words
Words
Words
Words
Words
Words
Words
Words

**Connect at:
Pollev.com/relap416 or
by texting your
response to 22333.**



Resources



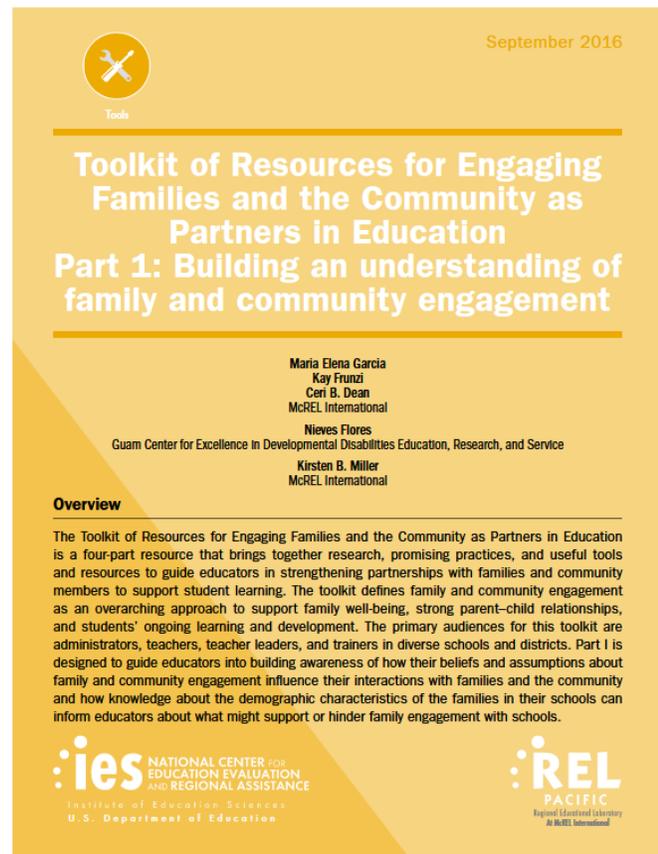
Ask A REL

- Provides references, referrals, and brief responses in the form of citations for research based education questions
- Submit questions here:
<https://ies.ed.gov/ncee/edlabs/askarel/>

Two relevant examples

- What are strategies for successfully engaging families in postsecondary planning and transitions?
- What are successful strategies for family engagement in rural schools?

Resources (cont.)



- Activity 1.1.1: Thinking about family engagement activity
 - Facilitated discussion to initiate thinking and dialogue on family engagement among school or district staff
- Activity 1.2: Investigating demographic data and other characteristics
 - Facilitated discussion to deepen understanding of how characteristics of students and families can inform family engagement

REL Appalachia is excited to continue this work with you!

What types of support would be most valuable? For example...

Join a virtual discussion group

Quarterly calls with others in the region to discuss specific evidence-based programs, the feasibility of applying such programs in your work, and best practices for implementation

Develop and carry out an action plan

Intensive support for schools or school divisions interested in implementing a particular strategy or program

If either of these options sounds interesting or if you have other ideas about partnering with REL Appalachia, we want to hear from you!

Additional workshops

- April 2019: Developing “college-knowledge”
- August 2019: Supporting students social-emotional skills

HOW DID WE DO?

SURVEY

For our
growth...

Leave feedback on the day
(content, instruction, supports, technology
tools, etc.).



Photo by Markus Spiske on Unsplash



Thank you!



Ashley Campbell,
SRI International
REL AP partnership lead
ashley.campbell@sri.com



Dodi Swope, EDC
REL AP workshop
facilitator
dswope@edc.org



Victoria Schaefer,
SRI International
REL AP workshop
facilitator
victoria.schaefer@sri.com



Lydotta Taylor,
L-ovation
REL AP workshop
facilitator
lydotta@levation.com