



# Family Engagement and Family Academy Results NAZ

## Synthesis

November 17, 2016 | 3:30 p.m.

### Attendees:

**NAZ:** Sondra Samuels, Michelle Martin, Reggie Prince, Keary Saffold, Andre Dukes, Megan Normandin, Alysha Price, Vanessa Abanu, Lucretia Williams, Opal Robinson, Erin Lewis, Marin Byrne, Tiffany Willson-Worsley, Chris Heng, Rebecca Lahr, Hope Lockett, Jatou White, Chantelle Vaughn, Ayolanda Evans, Jillian Kahn.

**Partners (other):** None

**Wilder:** Ellen Shelton, Sarah Gehrig

### Directors Reports

#### Engagement

- New staff contribute to change in NAZ engagement culture. This includes new managers who bring a male presence and perspective, and the implementation manager.
- “Skip-a-level” process of interviewing staff led to emergence of Family Achievement Coach role, which increases the focus on supporting scholars.
- New tools, such as reports, Pathways and training materials support conversations, improve supervision and allows us to be proactive instead of reactive.
- The Parent Advisory Board mission and target have improved.

#### Family Academy

- Tools that support recruitment allow for increased family retention. They also surface gaps that need to be addressed.
- A class facilitated by a husband and wife team increases father engagement.
- The restructure led to the hire of an Operations Manager.

### Integrating Engagement and Education Strategies

#### Topic: How are assessment results utilized by NAZ?

- Assessments, such as MCA and MAPS, are not currently utilized by Engagement staff. Instead of using a blanket strategy for intervention, NAZ needs to be more strategic.
- At-Large staff are at a disadvantage in accessibility to teachers. Co-located staff have opportunity to build trusting relationships which lead to shared strategies.
- Parents do not share language around assessments. Some believe their children are doing fine, when assessments tell us otherwise.

- Addressing the boundary of role, authority, and tasks between Coach and School around Academic Support will help clarify when academic interventions are necessary and from whom.
  - Example: Collaboration meetings are set by NAZ at Ascension; meeting all players at schools, ExL, and family helps to understand scholar support needs.
- NAZ has a history of administering progress monitoring. We now have MPS data and MAPS data; the focus should be Achievement Planning.
- Coaches can be trained on teacher interaction to coordinate interventions (ie. WING time.) The degree of collaboration often rests on what the school allows. High achieving moments happen in schools where teachers, NAZ staff and parents work together.

## **Improving Team Approach**

### **Topic: What contributes to an effective team approach?**

- NAZ must provide training for Coaches on integrating what's already going on in the classroom with SAP.
- Coaches can be a bridge between the classroom and the home, addressing cultural gaps.
- Teachers who are invested with disposition toward cultural practice do well.
- Good leadership paves the way for the cultural practice to appear in the school.
- Parents spending time in the schools helps. Creating "parent friendly schools" handout was suggested.

## **Training and Professional Development**

### **Topic: What needs to be created in order to increase staff effectiveness?**

- High School Toolkit explaining school jargon would be useful for all engagement staff.
- Consider a categorization of levels of family involvement. (Ayolanda mentioned a therapist from the U of MN research.)
- Develop a rubric for core competencies of engagement jobs. Determine characteristics of a high performing coach.
- Addressed easing into coach expectations, hiring from a peer helping model. However, we must accelerate engagement, considering the grant's end.
- Expand training through partners, video, and resources that help coaches work with kids. Explain developmental growth in children.

## **Empower Families More through Internal Changes**

- Out of time. Michelle offered to find ways to have this dialogue.

**Next NAZ Results: March 2016**

