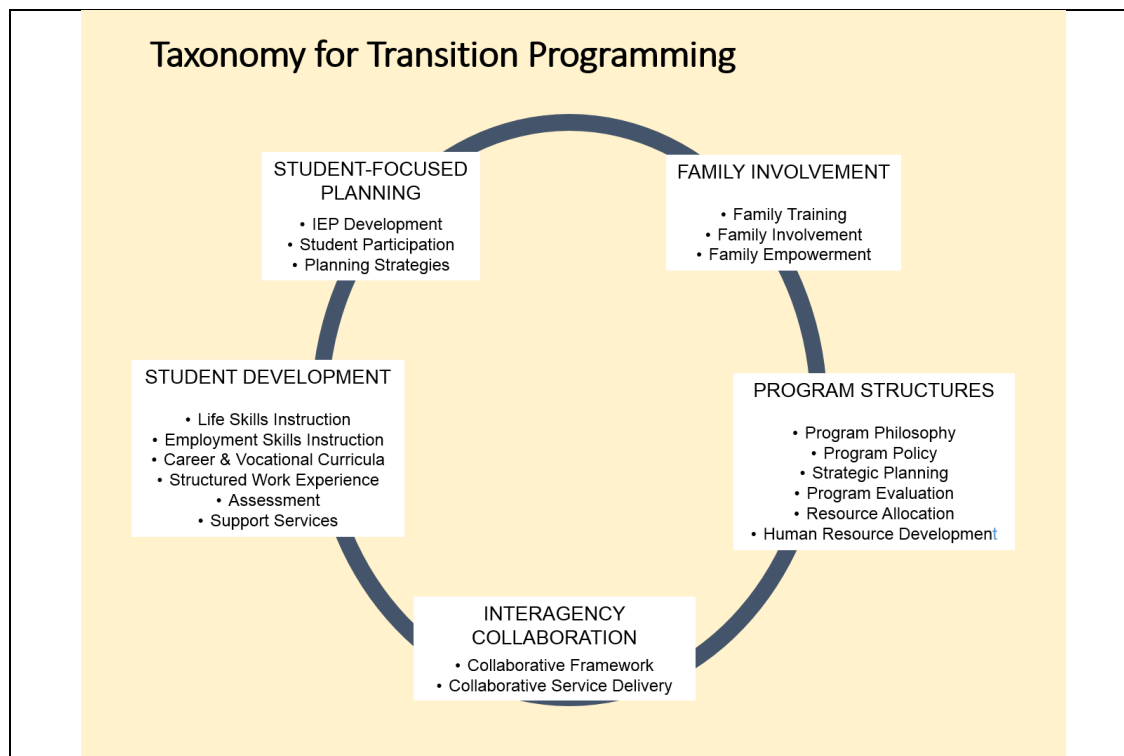


## Secondary Transition Family Engagement Frameworks



### Families Engaging In Successful Transition for All Youth: The Guideposts

The book cover includes the following text: NCWD/YOUTH, GUIDEPOSTS for SUCCESS, SCHOOL PREPARATION, CAREER PREPARATION, CONNECTING ACTIVITIES, YOUTH DEVELOPMENT & LEADERSHIP, FAMILY INVOLVEMENT, SECOND EDITION, NATIONAL COLLABORATIVE ON WORKFORCE AND DISABILITY.

- **Become Fully Informed**
- **Support Your Youth**
- **Advocate for Improvement**

1. School-Based Preparatory Experiences
2. Career Preparation & Work-Based Learning Experiences
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April 8, 2014

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### Department of Education Releases New Parent and Community Engagement Framework

The fourth quarter of the school year is generally a time of preparation for schools and districts as they finalize next year's budget, student and teacher schedules, and professional development for the upcoming school year. During this time of preparation, it is important that schools and districts discuss ways that they can support parents and the community in helping students to achieve success.

To help in this work, the U.S. Department of Education is proud to release a framework for schools and the broader communities they serve to build parent and community engagement. Across the country, less than a quarter of residents are 18 years old or younger, and all of us have a responsibility for helping our schools succeed. The Dual Capacity framework, a process used to teach school and district staff to effectively engage parents and for parents to work successfully with the schools to increase student achievement, provides a model that schools and districts can use to build the type of effective community engagement that will make schools the center of our communities.

An example of how the elements of the framework can lead to improved engagement is exhibited in my hometown of Baltimore. Baltimore City Public Schools worked to support 12,000 pre-kindergarten and kindergarten homes, and to engage families in home-based literacy practices. Each week students received a different bag filled with award-winning children's books, exposing children, on average, to more than 100 books per year. The book rotation also includes parent

**Figure 1: The Dual Capacity-Building Framework for Family-School Partnerships**

|   |  |  |   |
|---|--|--|---|
| <b>THE CHALLENGE</b><br>• Lack of opportunity for schools to engage parents in their own capacity for partnership<br>• Lack of opportunity for families to engage schools in their own capacity for partnership | <b>OPPORTUNITY CONDITIONS</b><br>• Shared leadership<br>• Mutual respect<br>• Openness to new information<br>• Flexibility | <b>POLICY AND PROGRAM GOALS</b><br>• To build and enhance the capacity of all partners in the "C" team<br>• To establish clear roles and responsibilities<br>• To develop shared vision<br>• To build trust and capacity | <b>FAMILY AND SCHOOLS CAPACITIES</b><br>• Shared and distinct roles and responsibilities<br>• Mutual respect<br>• Openness to new information<br>• Flexibility<br>• Shared leadership |
|---|--|--|---|

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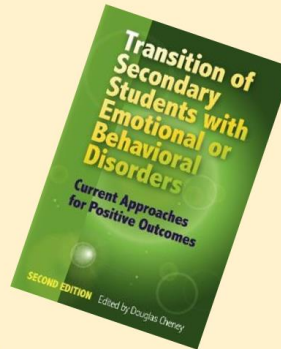
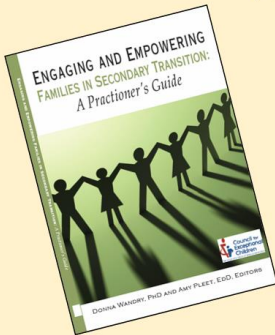
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## What roles do parents play?



- Collaborators in the IEP process
- Instructors in their youth's emergent independence
- Decision makers and evaluators
- Peer mentors
- Systems change agents

- Pleet & Wandry, 2009



## Leading by Convening

*Coalescing Around Issues*

### Seeds of Trust

You have decided to work on an issue by bringing people together. Congratulations! You are on your way to better outcomes through relationships. However, making the decision is not enough. Many of the people who you want and need to work with may be reluctant to engage. You will need to plant the seeds of trust. These seeds may grow quickly with some and slowly with others, but you need to plant and tend them just the same.

Building a relationship takes effort, and your stakeholders will take in messages about your sincerity in both direct and indirect ways. Changing your habits of interaction means knowing what drives and constrains your choices.

We have included some lessons we have learned throughout the years. Read and react to each. Identify what might encourage you and what might keep you from taking this particular action.

#### Lesson Learned #1

Create an invitation that goes beyond the basics of time, place and topic. Tell people why you want to do things differently. Ask them to join you.

#### Lesson Learned #2

Not all the stakeholders will accept your invitation. What you do next matters a lot: you must keep reaching out. If you have identified someone or some group as a key stakeholder, they are no less important because they do not take your invitation. The work cannot stop, but neither can the outreach to this group and to others.

### **Lesson Learned #3**

Some stakeholders may bring their old perceptions into the new collaboration. Be honest with yourself: You probably do this too! Think about how people have enabled you to trust when trust is at risk. Your tone and your ability to show authentic appreciation for the participation of others build trust. This does not mean any one person or group can always have their way; it does mean that each person and/or group is consistently treated with respect for their role and their views. Be alert and by your behavior set a different tone!

### **Lesson Learned #4**

We sometimes think about people who do not agree as resisters. We often fail to look at the role resistance does or does not play in achieving our goals. Organizational development author Rick Maurer says that, “resistance causes a fog that permeates the message about what you are trying to accomplish.” When people say, “I don’t get it,” they honestly don’t! Making participation safer for important stakeholders is essential to the initial effort and to sustainability of the change you envision. Think about what is at risk for your stakeholders and actively work on addressing it as part of your overall strategy.

**Your Idea:** From an experience you have leading or participating, what lesson have you learned about building trust?

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<http://www.ideapartnership.org/building-connections/the-partnership-way.html>

## Resources

- The Guideposts for Success: A Framework for Families Preparing Youth for Adulthood  
<http://www.ncwd-youth.info/family-guideposts-information-brief>
- Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention  
<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>
- The 411 on Disability Disclosure: A Workbook for Families, Educators, Youth Service Professionals, and Adult Allies Who Care About Youth with Disabilities  
<http://www.ncwd-youth.info/411-on-disability-disclosure-for-adults>
- Graduation Requirements and Diploma Options for Students with Disabilities: What Families and Advocates Need to Know  
<http://www.ncwd-youth.info/information-brief-22>
- National Collaborative on Workforce & Disability for Youth  
[www.ncwd-youth.info](http://www.ncwd-youth.info) publications by topic - families, parents & family page
- Parent Training and Information Centers <http://www.parentcenterhub.org/find-your-center>
- Independent Living Centers <http://www.virtualcil.net/cils/>
- Protection and Advocacy System <http://www.ndrn.org/>
- Center for Self-Determination <http://www.self-determination.com/>
- National PTA – standards [http://www.pta.org/national\\_standards.asp](http://www.pta.org/national_standards.asp)
- National Network of Partnership Schools <http://www.csos.jhu.edu/P2000/>
- PACER [www.pacer.org](http://www.pacer.org)
- PACER’s National Parent Center on Transition & Employment  
<http://www.pacer.org/transition>
- Families and Advocates Partnership for Education [www.fape.org](http://www.fape.org)
- National Technical Assistance Center on Transition [www.transitionta.org](http://www.transitionta.org)
- National Secondary Transition Technical Assistance Center [www.nsttac.org](http://www.nsttac.org)  
WOW! Nomination
- Institute for Educational Leadership [www.iel.org](http://www.iel.org) Stories from ADA Generation