Flamboyan Foundation D.C.
Family Engagement Theory of Change

Strategies

Teacher strategies
- Curricula development
- Champion identification and leverage
- Pre-service preparation
- In-service training and coaching

Principal strategies
- Curricula development
- Champion identification and leverage
- Pre-service preparation
- In-service training and coaching

District strategies
- Expectations and accountability mechanisms
- Teacher and principal PD system integration
- Data-driven instruction and systems integration
- Curriculum integration

School strategies
- Comprehensive school partnerships
  - Strategic planning
  - Professional development
  - Home visits
  - Principal coaching
  - Parent training

Stakeholder strategies
- Educating local and national funders
- Educating local and national practitioners
- Local non-profit capacity-building

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Short-term outcomes

D.C. teachers are trained on effective family engagement.

D.C. principals are trained on effective family engagement.

D.C. teachers and principals are held accountable for effective family engagement.

D.C. schools receive support (coaching, systems, TA, etc.) to use effective, school-wide approaches to family engagement.

D.C. families who need training to effectively engage in their children's education receive it.

Local stakeholders align their work and messages with effective family engagement.

National stakeholders align their work and messages with effective family engagement.

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Intermediate outcomes

D.C. schools/educators effectively engage families in ways that drive student learning.

D.C. families have beliefs, knowledge, and skills to engage in their children's education in ways that drive student learning.

State and local systems, policies, and org structures scale and sustain family engagement efforts.

There is sufficient public and private funding of effective family engagement initiatives in D.C.

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Long-term outcomes

D.C. families are guides, partners, and advocates for their children's education.

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Impacts

Higher levels of achievement among D.C. public and public charter school students.

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