

# Community Schools, Family Engagement and Special Populations

Community Schools Community of Practice  
Office of the State Superintendent of Education

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# A Community School is...

- ▶ A school where:
  - ▶ The school and partners from across the community come together to educate and support kids creating collective impact
  - ▶ Community resources are strategically organized to support student success
  - ▶ There is a focus on the whole child, integrating academics, services, supports and opportunities

# Creating the Conditions for Learning

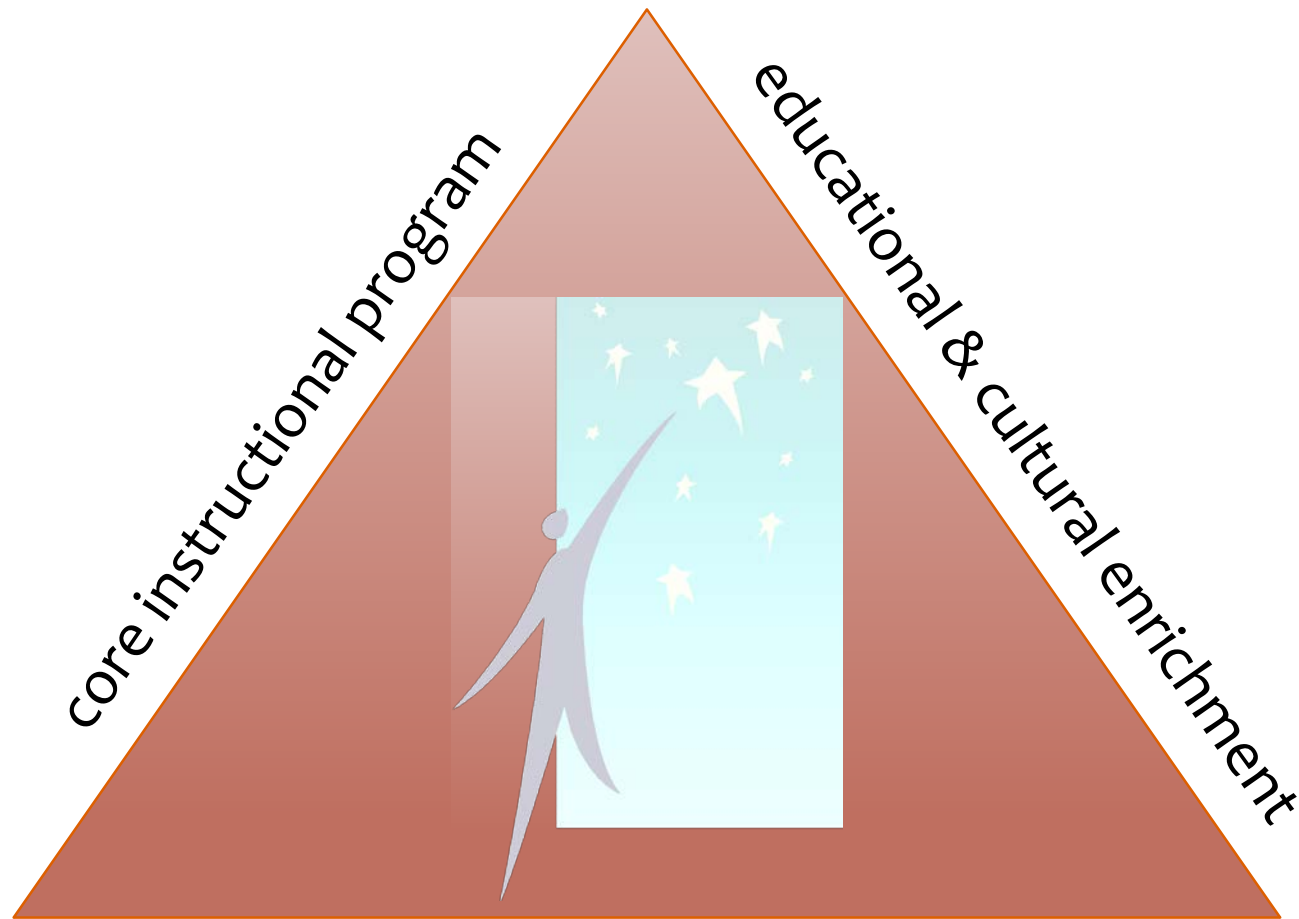
- ▶ Early childhood development opportunities
- ▶ Core instructional program, qualified teachers
- ▶ Students are motivated and engaged in learning
- ▶ Expanded learning opportunities
- ▶ The basic physical, mental, and emotional health needs met
- ▶ Parental engagement and collaboration
- ▶ A school climate that is safe, supportive, and respectful; connects students to a broader learning community

# Community School Core Principles

- ▶ Shared vision and accountability for results
- ▶ Strong partnerships
- ▶ High expectations for all
- ▶ Community strengths
- ▶ Respect for diversity
- ▶ Local decision making



# Developmental Triangle



removing barriers to learning & development

- health
- mental health
- dental
- social services







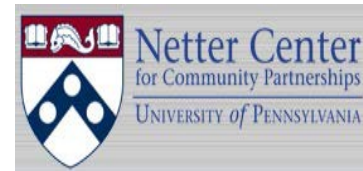
# Lots of Models, Frameworks & Approaches




Communities  
In Schools



Tulsa Area **Community Schools** Initiative





OAKLAND UNIFIED  
SCHOOL DISTRICT

*Community Schools, Thriving Students*

## Together, We Are Building

a full-service community school district that serves the whole child,  
eliminates inequity and provides each child with an excellent teacher, every day.



**Strive Together**  
Every child. Cradle to career.

# Family and Community Engagement is...

... a *shared responsibility* of families, schools and communities for student learning and achievement; it is continuous from birth to young adulthood; and it occurs across multiple settings where children learn.

(FSCE Working Group, 2009)



# Family and Community Engagement ...

- ▶ Should be *systemic, integrated, and sustained*.
- ▶ **Systemic** family engagement is purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround.
- ▶ **Integrated** family engagement is embedded into structures and processes designed to meet these goals, including training and professional development, teaching and learning, community collaboration, and the use of data for continuous improvement and accountability.
- ▶ **Sustainable** family engagement operates with adequate resources, including public–private partnerships, to ensure meaningful and effective strategies that have the power to impact student learning and achievement

(Harvard Family Research Project, 2010)

# The Challenge\*

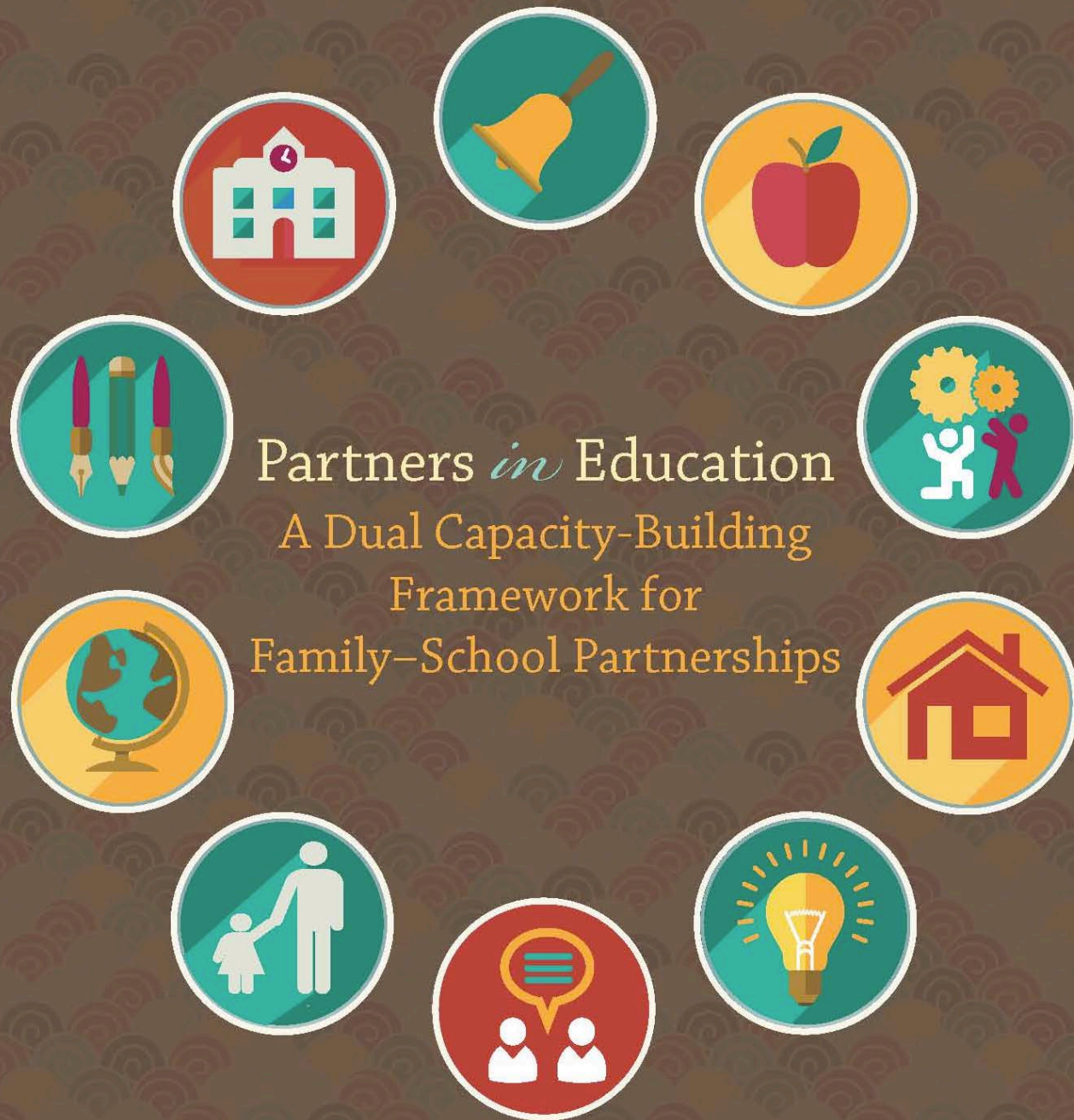
- ▶ Family engagement is rapidly shifting from a low-priority recommendation to an integral part of education reform efforts for schools and districts
- ▶ Many states, districts, and schools struggle with how to cultivate and sustain positive relationships with families
- ▶ Parents and families—particularly low-income and limited-English-proficient parents—face multiple barriers to engagement
- ▶ Principals and teachers report feeling under-prepared and receive little training for engaging families
- ▶ There is a lack of sustained, accessible, and effective opportunities to build capacity among school district staff and families

\* *Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships*

# Special Populations

- ▶ English Language Learners
- ▶ Students with disabilities
- ▶ Homeless youth
  - ▶ McKinney-Vento Act and Title I Part A – *Does DC receive federal funds now?*
  - ▶ Most families and youth are likely unaware of the McKinney-Vento Act. Therefore, schools must ensure that families and youth are aware of the Act, who it covers, and what it provides.\*
  - ▶ Are there official liaisons or designees? How's that working? Are charters aware of their responsibility?
- ▶ Children in foster care
  - ▶ ESSA Regulations likely to change with new administration.
  - ▶ What's in the DC state plan?
- ▶ Others?

\* [http://www.naehcy.org/sites/default/files/dl/legis/2016-09-26\\_FAQ\\_FINAL.pdf](http://www.naehcy.org/sites/default/files/dl/legis/2016-09-26_FAQ_FINAL.pdf)  
<http://www.naehcy.org/essa-and-children-foster-care>



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



# The Framework was formulated

Using Research on:

- ▶ Effective home-school partnership strategies
- ▶ Adult learning and motivation
- ▶ Leadership development

# The Challenge

Lack of opportunities for **School/Program Staff** to build the capacity for partnerships

**Ineffective  
Family–School  
Partnerships**

Lack of opportunities for **Families** to build the capacity for partnerships

# Opportunity Conditions

## Process Conditions

- Linked to learning
- Relational
- Development vs. service orientation
- Collaborative
- Interactive

## Organizational Conditions

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

# Policy & Program Goals

To build and enhance the capacity of staff/families in the “4 C” areas:

- Capabilities (skills and knowledge)
- Connections (networks)
- Cognition (beliefs, values)
- Confidence (self-efficacy)

***Race and  
Equity work***



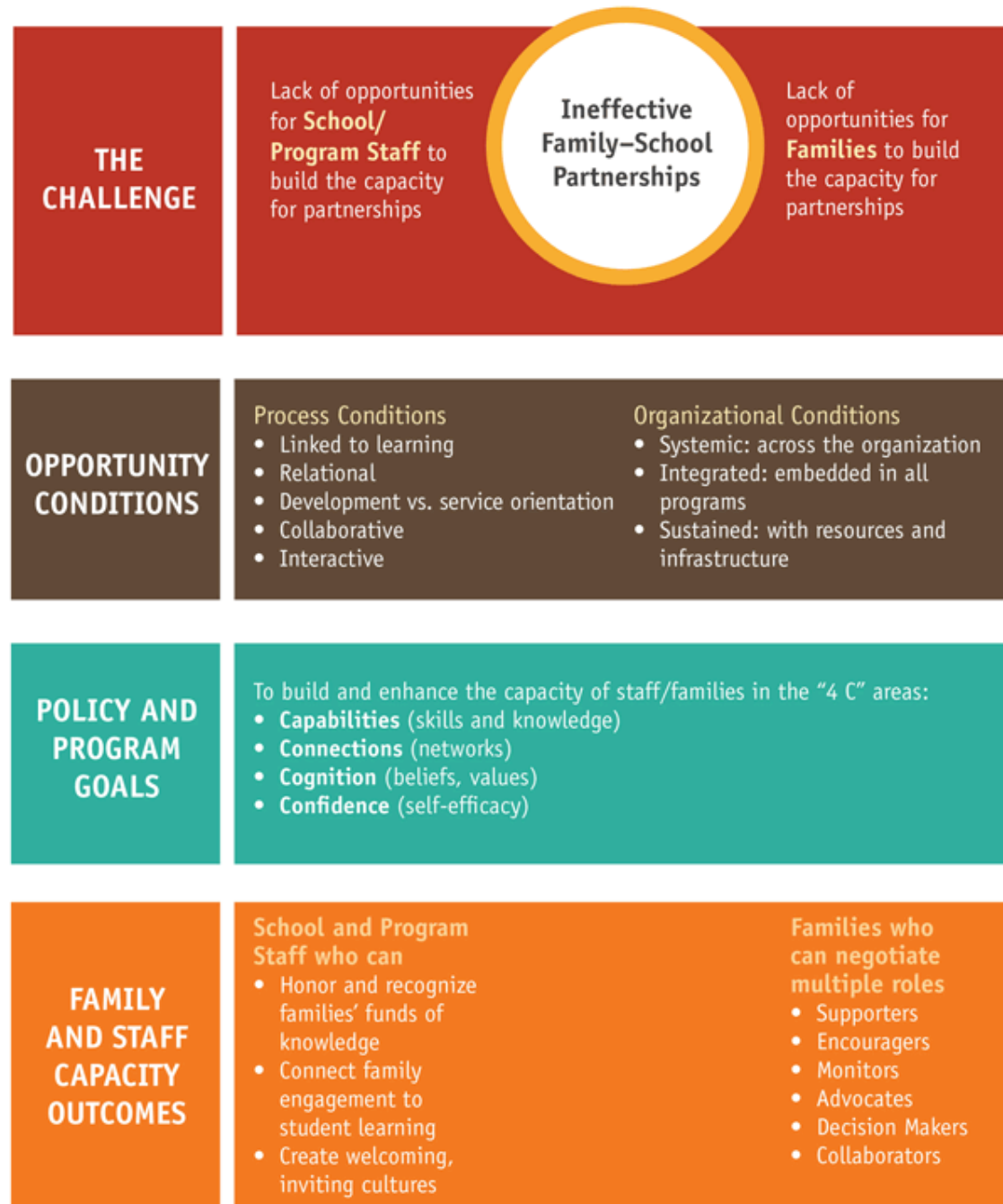
# Family & Staff Capacity Outcomes

## School and Program Staff who can

- Honor and recognize families' funds of knowledge
- Connect family engagement to student learning
- Create welcoming, inviting cultures

## Families who can negotiate multiple roles

- Supporters
- Encouragers
- Monitors
- Advocates
- Decision Makers
- Collaborators





# Building Adult Capabilities to Improve Child Outcomes: A Theory of Change

By Jack P. Shonkoff, M.D.  
Center on the Developing Child  
at Harvard University

[https://www.youtube.com/watch?v=urU-a\\_FsS5Y](https://www.youtube.com/watch?v=urU-a_FsS5Y)



# Combine High-Impact Strategies



**Home Visits +  
Share data with families**

- ▶ Build relationships
- ▶ Share knowledge and goals for child
- ▶ Explain class data
- ▶ Focus on skills
- ▶ Develop a plan
- ▶ Share progress
- ▶ Evaluate

**Improved student performance**

# Combine High-Impact Strategies

- ▶ Home Visits & Academic Parent Teacher Teams

[https://www.youtube.com/watch?v=pEn06v3Pl\\_4](https://www.youtube.com/watch?v=pEn06v3Pl_4)

- ▶ Stanton E.S. Academic Parent Teacher Teams

<https://www.youtube.com/watch?v=1YNsWrFiYfY>

- ▶ Wheatley E.S. Academic Parent Teacher Teams

<https://www.youtube.com/watch?v=pYK5fVIZ7qE>

# Keys to Powerful Partnerships

**Building Relationships**



**Linking to Learning**

**Addressing  
Differences**

**Equalizing  
Power**

# Institute for Educational Leadership

- ▶ Working in education since 1964
- ▶ Connecting Families, Schools and Communities
- ▶ Building Pathways to Adulthood
- ▶ Preparing and Supporting Leaders

[www.iel.org](http://www.iel.org)

[www.iel.org/fce](http://www.iel.org/fce)

[www.iel.org/lt2](http://www.iel.org/lt2)

[www.communityschools.org](http://www.communityschools.org)

[www.ncwd-youth.info](http://www.ncwd-youth.info)

<http://epfp.iel.org>