

Using an Equity Approach to Family & Community Engagement

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One Thing

In the Chat Box, share one thing that you learned (or was affirmed) about yourself, during the pandemic.

Impact of Covid-19 on Engagement Practice: Common Themes

- ▶ **Importance of Engagement:** Schools and/or district that have had a focus on connecting and building relationships with families fared better
- ▶ **Systemic Nature of Engagement:** Districts realized that engagement of families in support of student learning requires a cross-departmental collaboration
- ▶ **Differentiated Engagement:** Schools and districts have developed tools and strategies to support students and families based on their needs and resources

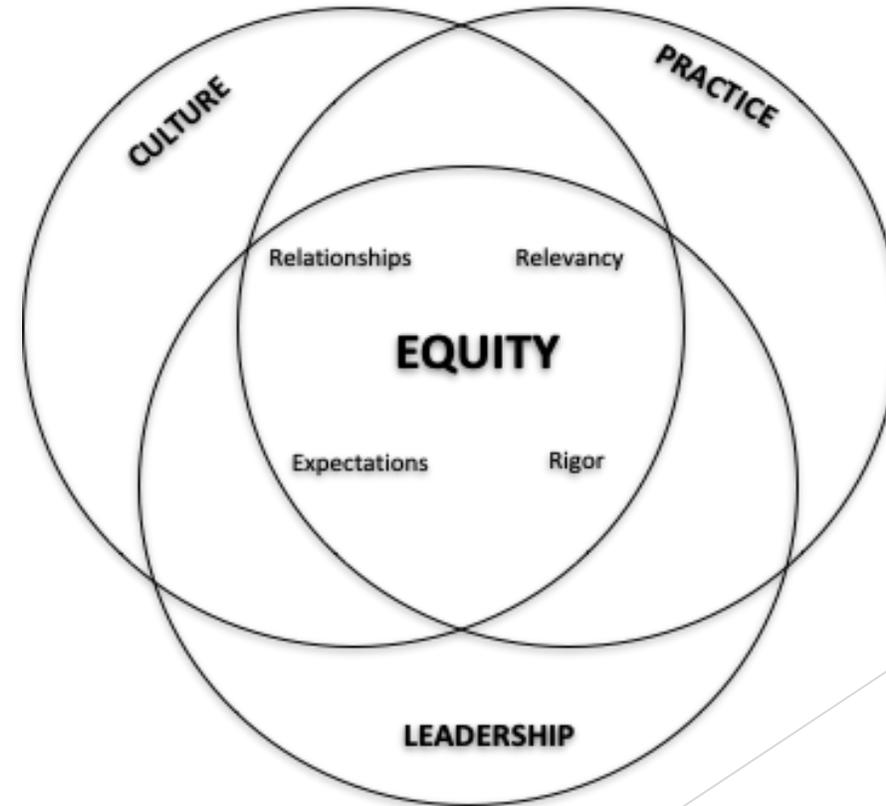
Systemic Defined

- ▶ **Systemic:** Related to a system, as opposed to a specific part
- ▶ **Systemic Problem:** A systemic problem is a occurs due to issues inherent in the overall system, rather than due to a specific, individual, isolated factor
- ▶ **Systemic oppression:** The historical and intentional disadvantaging of groups of people based on their identity while advantaging members of the dominant group
- ▶ **Systemic Racism:** A form of racism expressed in the practice of social and political institutions. It is reflected in disparities regarding wealth, income, criminal justice, employment, housing, health care, political power and education, among other factors

Educational Equity Defined

“Educators (and educational systems) provide all students (and families) with the individual support they need to reach and exceed a common standard”

-Curtis Linton, The Equity Framework



Defining Engagement

HarvardX

All credits for copyrighted materials are listed at the end of this work.

“Family engagement is a commitment to change school culture and, as such is ongoing and never-ending”

– Dr. Steven Constantino

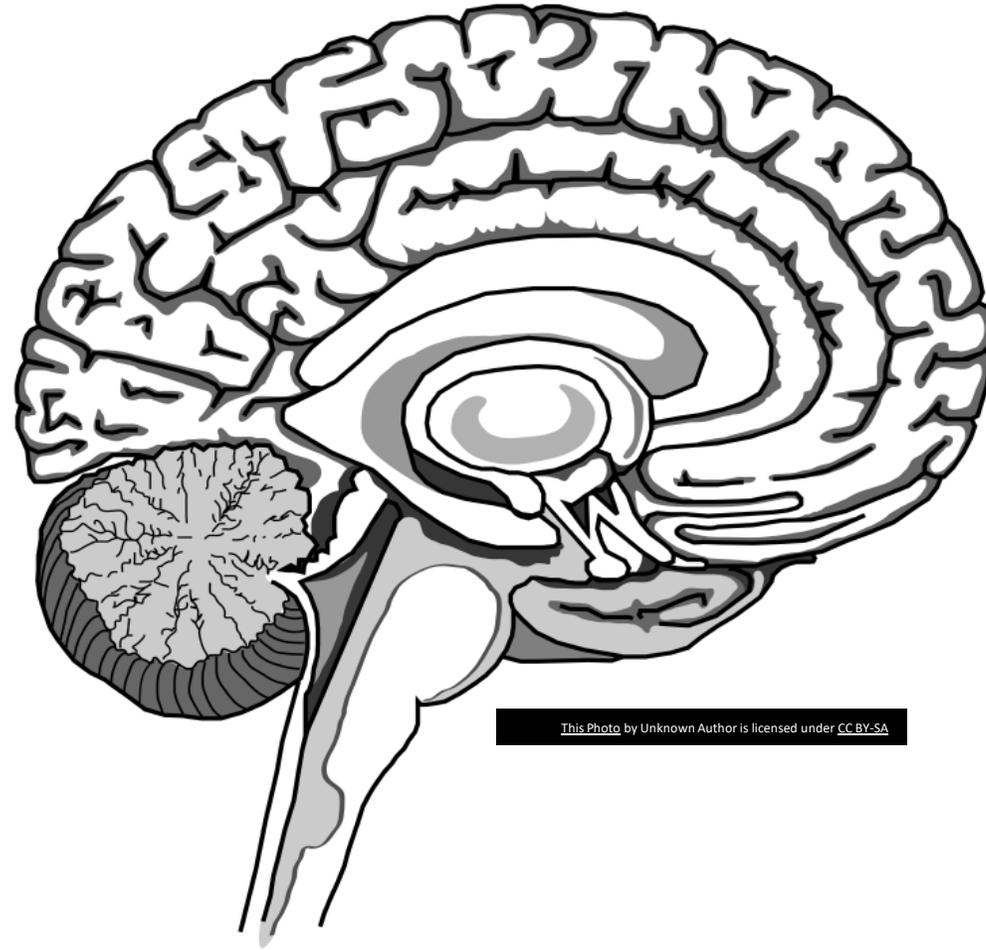
Who Are Your Families?

In the chat box describe your families using ONE word.

OUR ASSUMPTIONS & BIASES ARE WIRED INTO OUR BRAIN

- ▶ For socialization
- ▶ For protection
- ▶ For learning

Our experiences impact how our brain is wired and responds to situations.



CHECKING OUR ASSUMPTIONS

- ▶ **Assumptions:** a thing that is accepted as true or as certain to happen, without proof.
- ▶ **Bias:** cause to feel or show inclination or prejudice for or against someone or something.

How do our assumptions/biases get in the way of our efforts to engage families?

5 Minute Break

A Framework for Engagement

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

The Challenge



Educators

- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets



Families

- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Elements of relational trust

Respect

Competence

Integrity

Personal regard

Relational Trust - how do you know?

Am I showing trustworthiness to this parent?

Am I seeking input and listening carefully to what this parent has to say? (Respect)

Am I showing this parent that I think they are doing a good job as a parent? (Competence)

Do I always keep my word with this parent? (Integrity)

Do I show this parent that I care about them as a person? (Personal regard)

Elements of relational trust

Respect

Competence

Integrity

Personal regard

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Process Conditions

Relational: Built on Mutual Trust

Linked to Learning and Development

Asset-based

Culturally Responsive and Respectful Practice

Collaborative

Interactive

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Organizational Conditions

Systemic Engagement: Embraced by leadership across the organization.

Integrated: Embedded in all strategies.

Sustained: with resources and infrastructure.

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



4 C's of Capacity Building

Capabilities: Skills + Knowledge

Connections: Networks

Cognition: Shifts in Beliefs and Values

Confidence: Self-efficacy

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



Process Conditions

- ▶ Relational – Built on mutual trust
- ▶ Linked to Learning and development
- ▶ Asset-based
- ▶ Culturally responsive and respectful practice
- ▶ Collaborative
- ▶ Interactive

What do the Process Conditions look like in practice?

Exemplars of Effective Practices

- ▶ Parent Teacher Home Visits
- ▶ Academic Parent Teacher Teams
- ▶ Shared decision-making structures within the school
- ▶ Parent University/Academy
- ▶ Structured conversations
- ▶ Student led conferences

COVID-19 Adapted Practices

- ▶ Parent University/Parent Academy offered online
- ▶ Virtual Town Halls
- ▶ Online Informational Sessions
- ▶ How-To Videos for Families
- ▶ Parent Guardian Connection/Support Groups
- ▶ Virtual Play Groups

COVID-19 Adapted Practices

- ▶ Creation and integration of FCE Department – “Our district has created a FACE division for the first time. In the past it was housed in individual departments such as Title I, ELL, Migrant, Headstart etc. Now we are aligning our efforts into one division.
- ▶ One way is that we have revised our Three-year-old program. Instead of just students coming to school for a full-day of learning, we are now offering a two-generational learning group model for a parent/guardian/caregiver and child. Program will begin virtually.

COVID-19 Adapted Practices

- ▶ Transition to virtual platforms: Teachers are grateful for the help and so are some families. We've been able to reach more families (700) with a single event. *Topics have included: "Let's Talk About Race", "Title I Annual Family Engagement Meetings", STEM and Art workshops, etc.*
- ▶ Took on additional roles such as food distribution, technology, partnerships
- ▶ Increased integration across departments: Partnering with other departments as an advisor or voice for what parents need and how departments should expand the scope to create opportunity for all families.

Things to Consider:

1. Develop strategies that are aligned with the capacities of families.
2. Ensure strategies are collaboratively developed and provide comprehensive information.
3. Ensure strategies encompass the process conditions outlined in the DCBF.

Implementing Effective Practice

Is there a strategy or practice that you will explore implementing?

And/Or...

Is there a currently implemented strategy or practice that you can tweak to make more effective?

Want to Learn More about Family Engagement?

