Leveraging Family Engagement for Equity & Achievement

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Transformative Solutions in Education

AGENDA

- Defining Family Engagement
- The Impact of Research on Policy and Practice
- Engagement Frameworks
- Reflection & Planning



LEARNING AGREEMENTS



BE PRESENT

Eliminate distractions (Devices, sidebars, etc..)

Commit to giving your undivided attention



BE OPEN

Allow yourself to explore new ideas and different approaches



BE RESPECTFUL

Acknowledge different experiences and opinions

Agree to disagree – respectfully



BE ENGAGED

Commit to fully participating; asking questions and sharing experiences



Defining Family Engagement

Broad Definition:

Any action by a parent, guardian or other caring adult in the life of a child or youth that supports their healthy development and well-being; physically, intellectually, emotionally and spiritually.

From To Isolated acts Systemic: Relevant to our academic needs Compliance driven Linked to Learning Developmental Service One-time project Sustained Select group of Equitable parents Only in some schools To Scale

From Involvement to Engagement





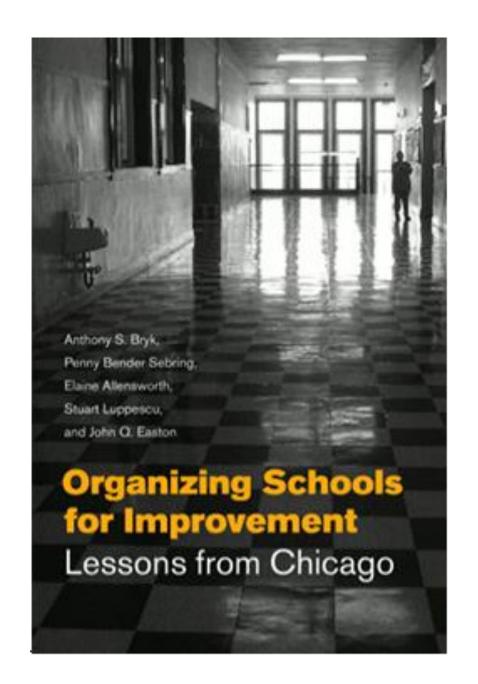
- Leadership that models and articulates core values regarding the engagement of families
- Expectations, Support & Accountability
- Clearly defined norms & rituals
- Time & resource allocation



Impact of Research on Policy & Practice

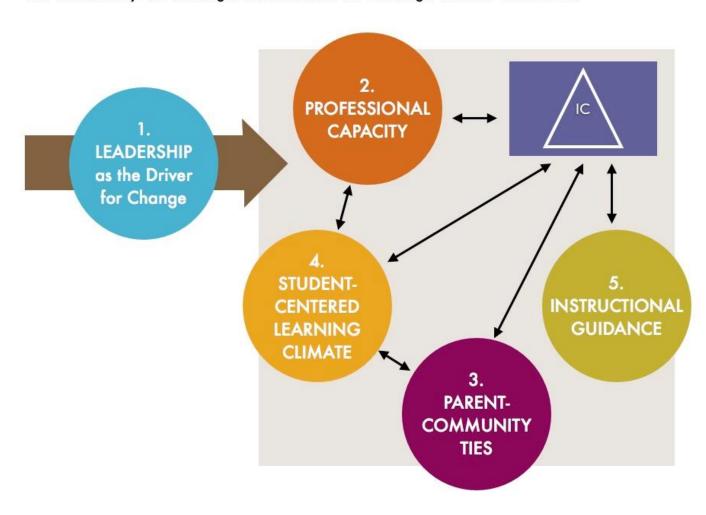
Organizing Schools for Improvement Lessons from Chicago (2010)

Identified 5 essential supports for improving and sustaining school improvement



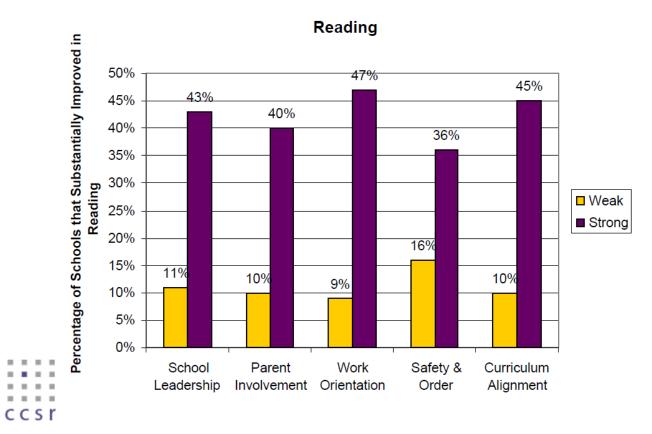
FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



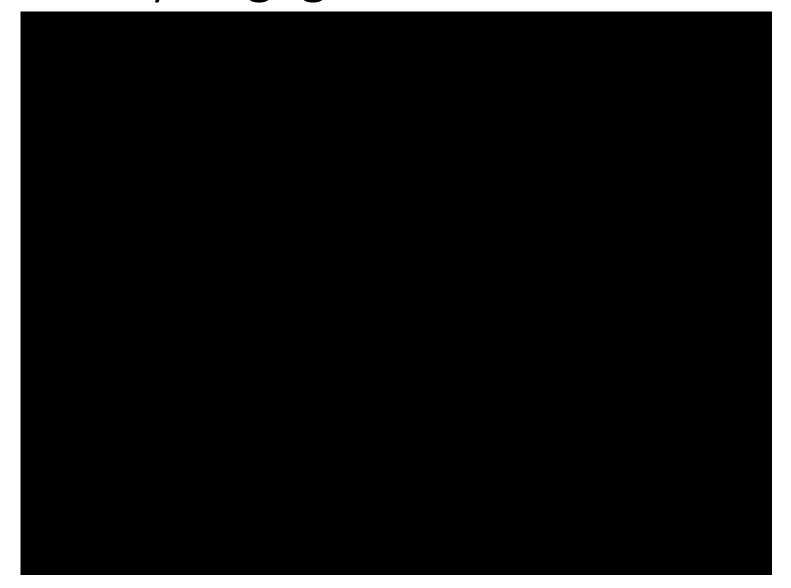
Factors for School Improvement

Likelihood of Substantial Improvement, Given Weak or Strong Supports



http://ccsr.uchicago.edu/downloads/5272ccsr symposium organizing schools final (2).pdf

Does Family Engagement Matter?



Family Engagement Frameworks

Policy Implications

Every Student Succeeds Act [ESSA]

- Biggest shift from Parent Involvement to Parent/Family Engagement
- Acknowledging the dual-capacity building component
- Parent engagement in school improvement with educators
- Professional Development for educators
- Compacts and policies must accessible to families and must be living documents
- Meeting the needs of the families that need support the most

2012- Dual Capacity Building Framework for Family-School Partnerships

- Released by the U.S. Department of Education in 2012
- Grounded in research and best practice from the field
- Serves as a "compass" to guide the development of effective practice at both the school & district level



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

The Challenge

Essential Conditions

Policy and Program Goals

Capacity Outcomes



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

Process conditions

- Relational: built on mutual trust
- · Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions

- · Systemic: embraced by leadership across the organization
- · Integrated: embedded in all strategies
- · Sustained: with resources and infrastructure

Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)



Educators are empowered to:

- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures



Families engage in diverse roles:

- Co-creators
- Monitors
- Supporters
- Advocates
- Encouragers Models

Families

- Have not been exposed to strong examples of family
- 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



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EDUCATORS:

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FAMILIES:

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The Challenge **Essential Conditions** Educators Process conditions Have not been exposed to strong examples of family engagement Relational: built on mutual trust · Have received minimal training Linked to learning and development May not see partnership as an essential practice Asset-based May have developed deficit Culturally responsive and mindsets respectful Collaborative Interactive Organizational conditions · Systemic: embraced by leadership across the **Families** organization Have not been exposed to • Integrated: embedded in all strong examples of family strategies · Sustained: with resources Have had negative past and infrastructure experiences with schools and educators May not feel invited to contribute to their children's education

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Elements of relational trust

Respect

Competence

Integrity

Personal regard

Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. Russell Sage Foundation.

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)

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PROCESS CONDITIONS:

Relational

- Linked to Learning and Development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

ORGANIZATIONAL CONDITIONS:

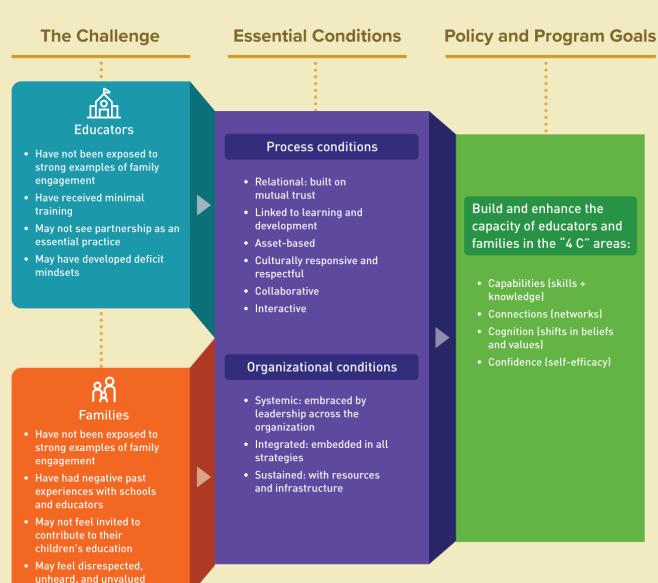
Systemic: embraced by leadership across the district

Integrated: embedded in all strategies

Sustained: with resources and

infrastructure

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



4 C's
Capabilities (skills and knowledge)
Connections (Networks)
Cognition/Consciousness (shifts in beliefs and values)
Confidence (self-efficacy)

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

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Family Engagement Practice

Building Relationships of Trust



THE OPPORTUNITY

Every parent wants the best for their child

Parents have the capacity to help their children regardless to immigration status, socioeconomic status or education level (Hoover-Dempsey & Sandler)

Parents are their child's first teacher and are experts on their children

THE CHALLENGE

Beliefs about who our families/students are and what they value

Failure to acknowledge the experiences of our families and the impact of historical disregard for their values and culture.

Unclear expectations and misaligned supports to build capacity for effective engagement practice

WHO ARE OUR FAMILIES? Use ONE word to describe your families

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 can our assumptions get in the way of our efforts to make change?

OUR ASSUMPTIONS & BIASES ARE WIRED IN OUR BRAIN

- For socialization
- For protection
- For learning

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



Families often resist our efforts to engage them because it is one thing they feel they can control

HOW DO OUR FAMILIES EXPERIENCE US?

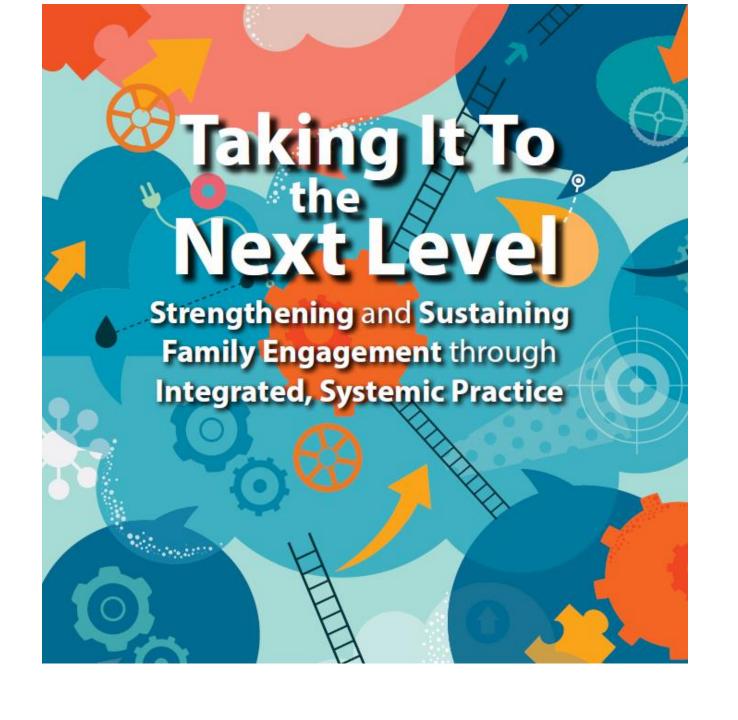
At your tables, discuss the following:

- How would we describe our families' experiences in our schools?
- What does that experience look like for our most marginalized families?
- What are we doing well? What are our challenges?

Systemic Engagement

Implications for Policy and Practice





Strengthening and Sustaining Family Engagement through Integrated, Systemic Practice

Leadership Drives Systemic Engagement



Key Elements of Systemic Engagement

- District leadership champions and deeply values engagement, which is evident in how families and community are leveraged as assets.
- Policies, plans, and protocols contain clearly-defined expectations and accountability for engagement across all levels of the district.
- Systems of support are in place to build capacity for district and school leaders and staff to meet expectations.



Key Elements of Systemic Engagement

- Systems connected to the district's overarching goals and targets monitor engagement practice, measure outcomes, and assess impact
- Engagement practices are integrated across departments, and there are structures to support collaborative efforts to ensure longterm sustainability.



Key Elements of Systemic Engagement

- ☐ Engagement structures, goals, and practices are aligned to the district's strategic vision, goals, and targets.
- ☐ Time and resources allocated for engagement are aligned to provide sustainable support and coherence.



Challenges to Systemic Engagement

- Leadership Mindset and Capacity: Greatest threat or asset for systemic engagement
- Leadership Shifts: New leaders with an agenda that doesn't value or include family engagement
- Accountability: No clear measures of accountability for implementing effective practices
- Capacity: No clear processes for building staff capacity or establishing data collection for continuous improvement
- **Relevance**: Marginalization of family engagement within the district

Reflection and Planning



REFLECTING ON FAMILY ENGAGEMENT PRACTICE

Complete the Reflection Tool individually, once everyone is done discuss your reflections

What common themes arise? List them on Post-it Notes

Assessing Readiness for Engagement Practice

Inventory

 What engagement practice currently exist in your school/district?

Capacity [Capabilities, Connections, Cognition & Confidence]

- What do you do well? (Knowledge & Skills)
- Who has an engagement mindset (Beliefs & Values) and/or implements effective practice(Self-efficacy)?
- What resources exist to support the planning and implementation of effective engagement practice (Networks)?

MTSS MODEL OF SUPPORT

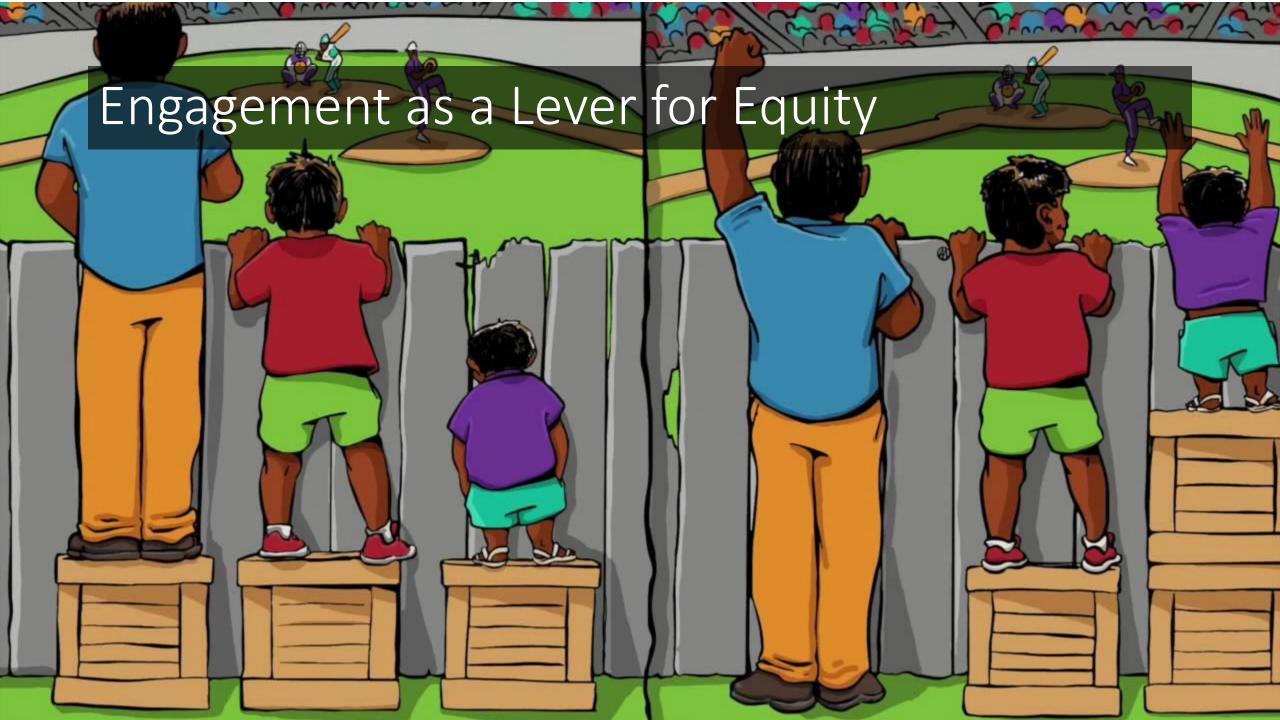
FEW – Intense supports

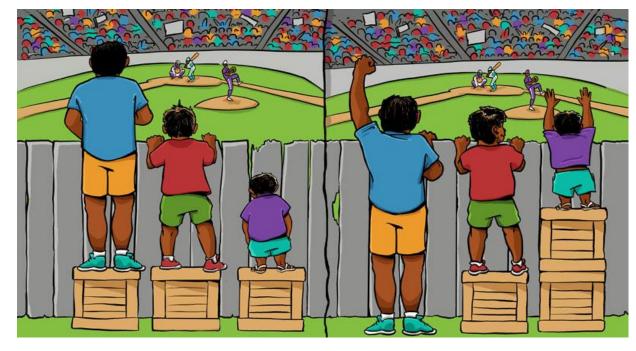
SOME – Targeted supports/strategies

ALL – Universal supports/strategies

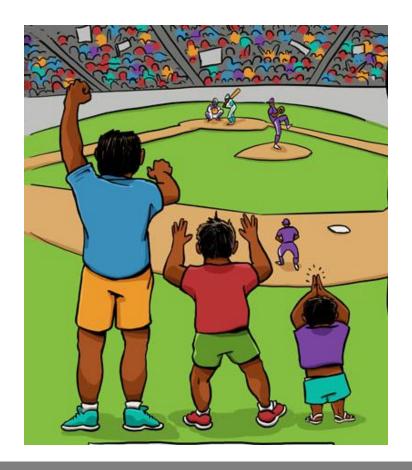
Family engagement is grounded in relationships of trust, which requires

- Respect for the human dignity of ALL people
- A heightened level of self-awareness
- A shift from a deficit mindset to an assetbased mindset





http://culturalorganizing.org/the-problem-with-that-equity-vs-equality-graphic/



What happens when we move FROM providing accommodations to overcome barriers and disparities TO eliminating the source of the barriers and disparities?