

SECC EQUITY SUMMIT | NOVEMBER 2018

FAMILY, COMMUNITY, EQUITY AND STUDENT SUCCESS

MAKING
RESEARCH
RELEVANT

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Agenda

- Why Family and Community Engagement Matters
- Engagement Strategies That Work
- Equity Considerations
- Successful Outcomes

Meaningful Family Engagement

- Helps families to understand what is expected of their children
- Provides families with information they need to support their children's learning and healthy development
- Lets families know what they need to do to support their children's education



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“Recognize that all parents, regardless of income, education level, or cultural background, are involved in their children's learning and want their children to do well in school.”



Henderson & Mapp, 2002, p. 8

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Parent and community ties is identified as one of five essential supports for school improvement, along with leadership, professional capacity, instructional guidance, and a student-centered learning climate.

Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2010)

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Family Engagement Is . . .

- **A shared responsibility:**

Schools and other community agencies and organizations are committed to engaging families in meaningful and culturally respectful ways, and families are committed to actively supporting their children's learning and development.

- **Cradle to career:**

Continuous across a child's life, spanning from Early Head Start programs to college and career

- **Across contexts:**

Carried out everywhere that children learn—at home, in prekindergarten programs, in school, in after-school programs, in faith-based institutions, and in community programs and activities

National Family, School, and Community Engagement Working Group (2010)

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Teachers

Parents

Principals

Families

Communities

Educating Everyone Takes Everyone!

Elected Officials

Organizations

Businesses

Students



Collaboration allows us to accomplish together what we could not accomplish alone.

It's All About Relationships!

Equity Considerations

- Cultural and Linguistic Diversity
- Implicit Bias
- Nontraditional Engagement





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

Figure 2: The Dual Capacity-Building Framework for Family-School Partnerships


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 <ul style="list-style-type: none"> • Linked to learning • Relational • Development vs. service orientation • Collaborative • Interactive 		Organizational Conditions <ul style="list-style-type: none"> • Systemic across the organization • Integrated; embedded in all programs • Sited/linked with resources and infrastructure
POLICY AND PROGRAM GOALS	To build and enhance the capacity of staff/families in the "4 C" areas: <ul style="list-style-type: none"> • Capabilities (skills and knowledge) • Connections (networks) • Cognition (beliefs, values) • Confidence (self-efficacy) 		
FAMILY AND STAFF CAPACITY OUTCOMES	School and Program Staff who can: <ul style="list-style-type: none"> • Honor and recognize families' funds of knowledge • Connect family engagement to student learning • Create welcoming, inviting cultures 	Effective Family-School Partnerships Supporting Student Achievement & School Improvement	Families who can negotiate multiple roles <ul style="list-style-type: none"> • Supporters • Encouragers • Monitors • Advocates • Decision Makers • Collaborators

Mapp & Kuttner (2013)

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The Joining Process

- Welcoming
- Honoring
- Connecting



Mapp, K.L. (2003).

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Welcoming Strategies

- Post welcoming signs in hallways that direct families to a staff member who will make sure their needs are met.
- Invite family members to eat lunch with their children.
- Invite family members to visit their children's classrooms during instructional time so that they can experience what the children are learning firsthand.
- Create a family resource center or parent information corner.

Ferguson, C. (2005, September)

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Welcoming Strategies

- Feature family photos on classroom bulletin boards and walls.
- Start each school year with an event to welcome all families.



Ferguson, C. (2005, September).

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Honoring Strategies

- Train family ambassadors from different backgrounds to serve as mentors for other families.
- Make personal phone calls to solicit ideas from parents of various cultures on how to engage all families.
- Celebrate differences by creating family histories that can tell the story of the entire community.
- Provide child care and transportation services for both school-based and community-based events.

Henderson, A. T., Mapp, K. L., Johnson, V. R., & Davies, D. (2007)

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Honoring Strategies

- Honor families' hopes and concerns for their children.
- Acknowledge both commonalities and differences among students and families.
- Provide supports to help immigrant families understand how schools work and what's expected of both families and students.
- Recognize that it takes time to build trust.

Boethel, M. (2003)

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Connecting Strategies

- Help families learn strategies to support students' academic needs.
- Offer classes on strategies for improving home reading or other homework activities at a local community center, library, or church.
- Create take-home learning kits that include needed supplies.
- Engage families in opportunities to work with their children in setting their annual academic, college, and career goals.
- Build family and community engagement activities that link directly to student learning.

Ferguson, C. (2005, September)

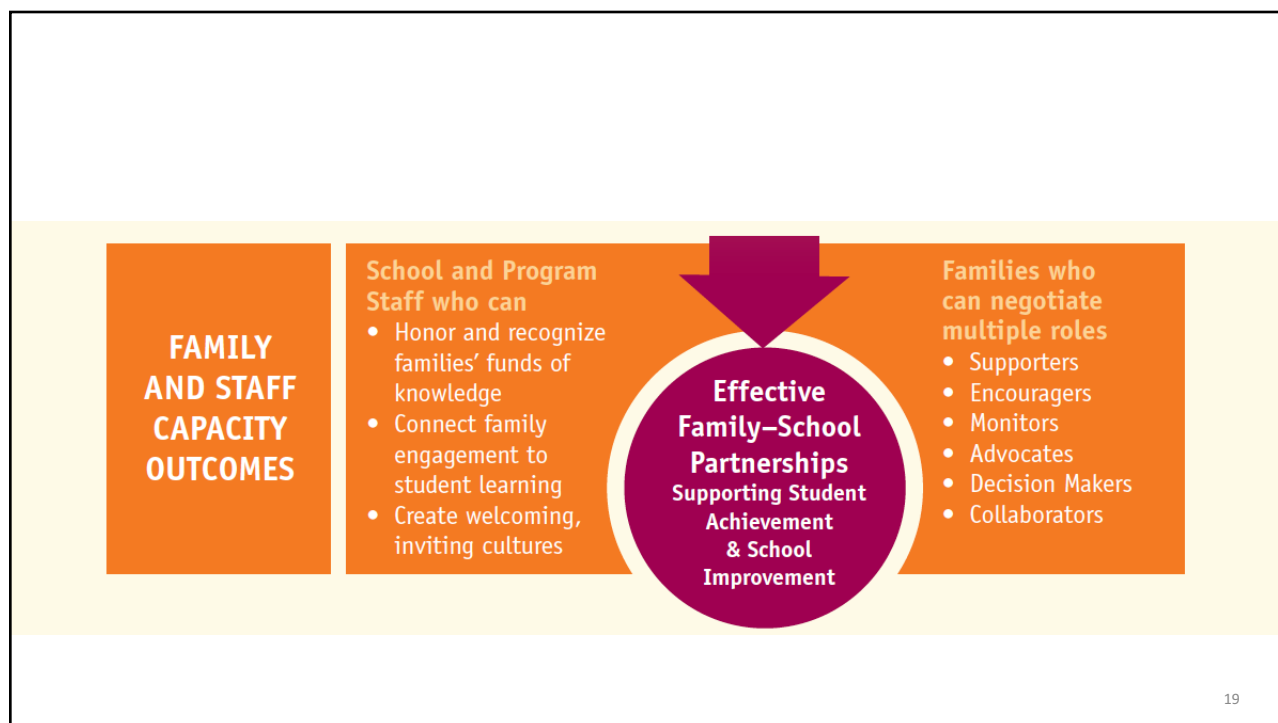
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Connecting Strategies

Interactive Homework:

- Builds students' confidence by prompting them to share their work and ideas with family members
- Encourages family members and children to talk about schoolwork.
- Helps families learn more about what's happening in the classroom.
- Facilitates communication between families and teachers.

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Successful Outcomes

- In multiple ways, all families are involved.
- Printed materials in the languages of all families help keep everyone informed.
- Families feel welcomed.
- Families are engaged in student learning and social development.
- The school is viewed as a community hub and resource.
- Parents and families feel connected to the school.
- Parents and families feel the school belongs to them.



All students graduate ready
for postsecondary education
and a career.

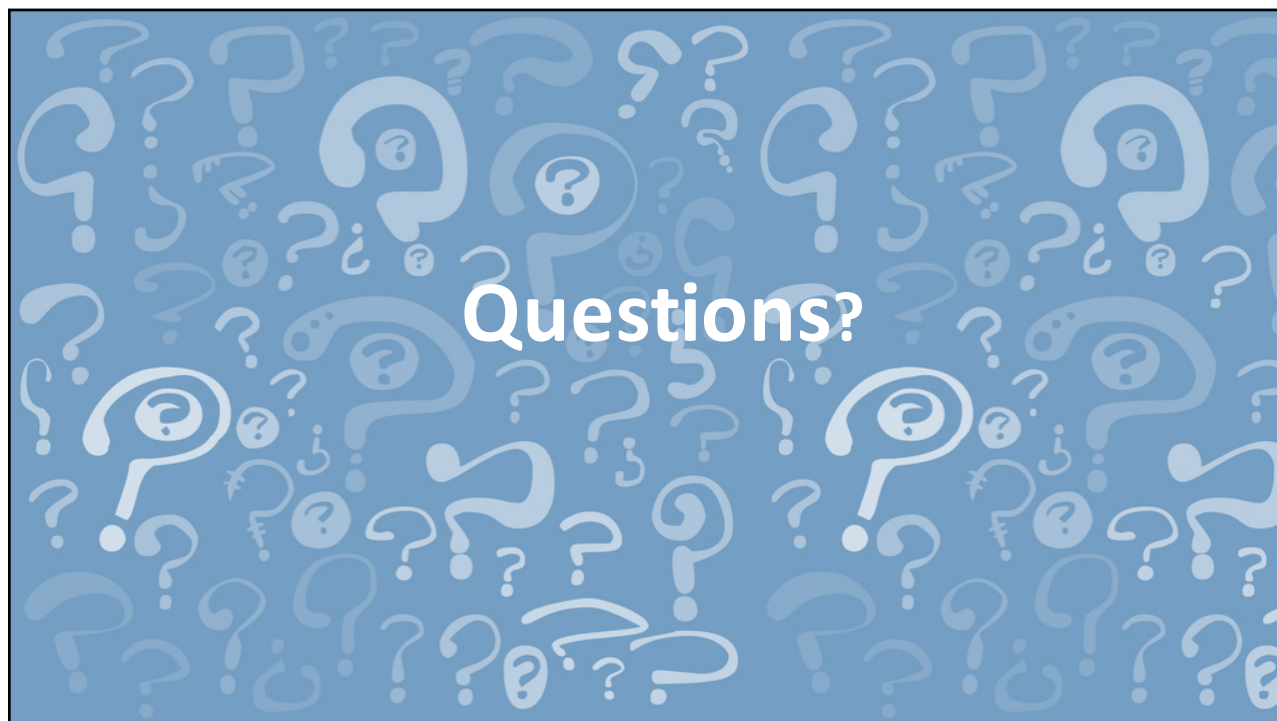
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3-2-1 Protocol

- List **3** things you learned today.
- List **2** things you want to share with someone else.
- List **1** thing you plan to do within the next week.



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