Series Workshop #2: The Power of Family, School and Community Partners to Accelerate Learning

December 15, 2021
Who is the Education Trust?

• The Education Trust is a national nonprofit that works to close opportunity gaps that disproportionately affect students of color and students from low-income families.

• Through our research and advocacy, Ed Trust supports efforts that expand excellence and equity in education from preschool through college, increase college access and completion particularly for historically underserved students, engage diverse communities dedicated to education equity, and increase political and public will to act on equity issues.
Introductions

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Goals

**Workshop Series**

- **Increase your understanding** of strategies to address unfinished learning and meet students’ social and emotional needs in their districts and communities.

- **Build your knowledge** of the federal funding available to support these strategies and the opportunities to influence how those dollars are spent.

- **Build your skill and capacity** to leverage your power to fully partner together to support the social, emotional and academic well-being of all students.

- **Establish and/or strengthen relationships** with a diverse set of stakeholders around the country.

**Session #2**

- Learn about the **current best practices** in family and community engagement as they relate to covid-recovery.

- Build awareness of **policies that mandate and support family and community engagement** as a lever for tackling unfinished learning.

- **Grow your toolkit** of practices and policies that support effective family, school and community partnership.
Agenda

Welcome - 10 min

Topic Deep Dive - 10 min

Community & Advocate Panel - 30 min

Breakout Discussion - 20 min

Survey & Close Out - 10 min
Family, Community, and School Partnerships to Address Unfinished Learning
"When schools shut down in March 2020 due to the pandemic, we finally broke the imagined boundary that existed between home and school. Parents suddenly had a front row seat to their children’s learning, gaining new visibility into their education. Family engagement, the concept of schools partnering with families to help them support their children’s learning and development, is not new, but the pandemic brought its importance front and center."

- Karen L. Mapp & Eyal Bergman in *Embracing a New Normal: Toward a More Liberatory Approach to Family Engagement*
Why Does Family and Community Engagement Matter?

• Partnerships between schools, families, and communities can significantly improve how systems serve their students, especially those who have been traditionally underserved.

• Schools with strong family and community engagement are more likely to improve students' academic outcomes, have better parent-teacher relationships, and create a more positive school environment for students and families.

• Family and community engagement is a key to addressing students' unfinished learning.

Given staffing shortages in districts across the country, we can leverage the assets of families and community members to bring in additional people and supports to meet our students' needs.
What opportunities does the American Rescue Plan offer states, districts, and schools to expand and improve their family and community engagement strategies?

The U.S. Department of Education has said that ARP funds can – and should - be used to support family and community engagement strategies, such as:

- Targeted, intensive tutoring and extended learning opportunities (e.g., summer or afterschool programs) in partnership with non-profit and community-based organizations
- Family education and family literacy services
- Family engagement and dual capacity building for staff and families of English learners
- Ongoing outreach, translation services, and surveys of families, students, educators, and other staff to better understand and address their perceptions, needs, and concerns about creating a safe and positive learning environment.

How Much K-12 Education Relief Funding Will Your State Receive?

✓ Find the map at http://edtrust.org/strategies-to-solve-unfinished-learning

✓ How much is your state receiving? Once you find out, share it in the chat.
To build authentic partnerships with families and communities during COVID-19 recovery – and beyond – district and school leaders should:

BUILD TRUST
BUILD TRANSPARENCY
BUILD CAPACITY
Building Trust
The solutions:

POSITIVE SCHOOL CLIMATE: Improving how the school community experiences school requires systemic change (e.g. making the discipline policy less about punishment and more about learning and growing).

BELONGING: Celebrating Cultural and racial diversity in classrooms and in the wider community

SYSTEMIC CHANGE: It also requires making individual changes, like addressing teaching practices that influence how students feel in school.

INFORMATION SHARING: Purposeful, clear, and consistent communication with families and the school community
What is included in a positive and inclusive school environment?

Positive relationships among and between staff and students and school buildings and families.

A safe environment where students feel they belong, and equitable supports to meet high expectations.

The opportunity for all students to be challenged to reach their full potential.
FOSTERING BELONGING THROUGH STRONG RELATIONSHIPS

Strong relationships and connections to schools and the caring educators who teach and work within buildings will be key to the successful implementation of any evidence-based academic intervention to address unfinished learning.
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<thead>
<tr>
<th>Elements</th>
<th>Sample Actions (and Explanations)</th>
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<tbody>
<tr>
<td><strong>Express Care</strong></td>
<td>Be dependable (Be someone I can trust)</td>
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<td>Listen (Really pay attention)</td>
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<td>Encourage (Praise my efforts and achievements)</td>
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<td>Believe in me (Make me feel known and valued)</td>
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<td><strong>Challenge Growth</strong></td>
<td>Expect my best (Expect me to live up to my potential)</td>
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<td>Hold me accountable (Insist I take responsibility for my actions)</td>
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<td></td>
<td>Help me reflect on failures (Help me learn from my mistakes)</td>
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<td>Stretch me (Push me to go further)</td>
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<td><strong>Provide Support</strong></td>
<td>Navigate (Guide me through hard situations)</td>
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<td>Empower me (Build my confidence to take charge of my life)</td>
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<td></td>
<td>Advocate (Defend me when I need it)</td>
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<td>Set boundaries (Establish limits to keep me on track)</td>
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<tr>
<td><strong>Share Power</strong></td>
<td>Respect me (Take me seriously and treat me fairly)</td>
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<td></td>
<td>Include me (Involve me in decisions that affect me)</td>
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<td></td>
<td>Collaborate (Work with me to solve problems and reach goals)</td>
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<td></td>
<td>Let me lead (Create opportunities for me to take action)</td>
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<td><strong>Expand Possibilities</strong></td>
<td>Inspire (Inspire me to see possibilities for my future)</td>
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<td>Broaden Horizons (Expose me to new experiences, ideas, and places)</td>
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<td>Connect (Introduce me to more people who can help me)</td>
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**HOW EFFECTIVE IS RELATIONSHIP BUILDING?**

We looked at the research to help leaders navigate these complicated decisions. The chart below shows the most effective elements of relationship building strategies in schools.

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<th>Elements</th>
<th>More Effective</th>
<th>Less Effective</th>
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<tbody>
<tr>
<td>Adults</td>
<td>Certified teachers and other staff</td>
<td>Outside mentors</td>
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<tr>
<td>Group size</td>
<td>Individual or small groups</td>
<td>More than 8 students</td>
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<tr>
<td>Activity</td>
<td>Social activity around a student’s goal</td>
<td>Activity not structured around student’s goals</td>
</tr>
<tr>
<td>Training and Supervision</td>
<td>Pre-service &amp; ongoing training, &amp; feedback</td>
<td>No Training</td>
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SYSTEMIC CHANGE:

POLICY CHANGE: updating policies and working with schools, community groups, parents and student advocates to improve implementation.

TRANSPARENCY: sharing disaggregated data, regular communication, student and family engagement strategies.

PRACTICE CHANGE: regular professional development, addressing educator mindset, addressing the well-being of educators, recruiting and retaining educators of color
Building Transparency
INFORMATION SHARING

• Making sure all school materials are translated into family's home languages
• Being aware of who the loudest voices typically are and inviting families racially and culturally diverse parents to offer solutions
• Ensuring all school policies are clear, transparent and evenly applied (discipline policies, grading policies, enrollment in advanced coursework)
• Ensuring students and families understand the value of different course offerings
• Professional development
If adults don’t engage with families, welcome the cultures and values from their communities, and work to change the system to affirm and support students of color, this rift will continue to place additional social-emotional burdens on their students.
Building Capacity
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.

Essential Conditions

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.

Policy and Program Goals

Build and enhance the capacity of educators and families in the “4 C” areas:
- Capabilities (skills + knowledge).
- Connections (networks).
- Cognitions (shifts in beliefs and values).
- Confidence (self-efficacy).

Capacity Outcomes

Educators are empowered to:
- Connect family engagement to learning and development.
- Engage families as co-creators.
- Honor family tunes of knowledge.
- Create welcoming cultures.

Families engage in diverse roles:
- Co-creators.
- Supporters.
- Encouragers.
- Monitors.
- Advocates.
- Models.

Effective partnerships that support student and school improvement.

www.dualcapacity.org
Panel

Tia Hatchett
Senior Manager of Family Engagement
Future Forward

Stephanie Parra
Executive Director
All in Education

Dr. Eyal Bergman
Senior Vice President
Learning Heroes

Dr. Keri Randolph
Chief Strategy Officer
Metro Nashville Public Schools

Lakisha Young
Co-Founder & CEO
The Oakland REACH
Questions?
Breakout Groups

**Group 1:** Eyal Bergman, Learning Heroes

**Group 2:** Tia Hatchett & Kate Bauer-Jones, Future Forward

**Group 3:** Stephanie Parra & Livier Delgadillo, All in Education

**Group 4:** Keri Randolph, Metro Nashville Public Schools

**Group 5:** Lakisha Young, The Oakland REACH
Whole Group Share Out
We love your feedback!

https://tinyurl.com/ULworkshop2
Resources for Family & Community Partnership

• Collaborating to Transform and Improve Education Systems: A Playbook for Family-School Engagement, Brookings

• District Guidebook for Launching Tutoring Program(s) in Partnership with Community Organization(s), Chiefs for Change

• ED COVID-19 Reopening Handbook – Volume 1

• Embracing A New Normal: Toward A More Liberatory Approach to Family Engagement, Carnegie

• Family Engagement is Key for Student Success During COVID-19 Recovery and Beyond, The Education Trust

• Impact of Family Engagement, Youth.gov

• Strategies to Solve Unfinished Learning, The Education Trust

• Student-Teacher Relationships Matter: 4 Strategies for Building a Positive School Climate, Panorama

• The School Community Journal Vol 31, Issue 2, School Community Network

• U.S. Department of Education Use of ESSER Funds Guidance
The Education Trust’s partners at the University of Chicago’s TMW Center for Early Learning + Public Health are giving parents and advocates an opportunity to pre-order a free copy of “Parent Nation: Unlocking Every Child’s Potential, Fulfilling Society’s Promise,” a forthcoming book by Dr. Dana Suskind, founder and co-director of the center. “Parent Nation” examines the neuroscience of early childhood development and how it can guide us toward a future where all children have an opportunity to live up to their potential. The book blends the science of foundational brain development with history, political science, and the lived experiences of families around the U.S. Sign up here to receive a copy of this resource.
Workshop Series

- **Session 1**: Setting the Stage
- **Session 2**: School, Family & Community Partnerships
- **Session 3**: Addressing Unfinished Learning Given Staffing Shortages – January/February 2022
- **Session 4**: Supporting Social Emotional AND Academic Development – February/March 2022
- **Session 5**: Continuing to Support Student Learning Through the Pandemic & Beyond – April 2022
- **Session 6**: Synthesizing our Learning – May 2022
Keep in touch

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