

Building Opportunities to Engage Families and the Community

(DTSDE Tenet 6)

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All In: When Theory Meets Practice in School Reform
CUES Spring Symposium – April 28, 2018

FACE Role-Play!

Scenario 1: School-based Events

-  Teacher
-  Parent

Scenario 2: Communication

-  Administrator
-  Grandparent

→ 5 minutes: talk through the scenario with your partner

What is Family and Community Engagement?

1. Re-centering families and community
 2. Building collaborations among stakeholders
 3. Creating capacity for families and youth to transform themselves, their schools, and their communities
- Family counts as anyone a child identifies as part of his or her support network

(East EPO, p. 57)

DTSDE Tenet 6



Tenet 6: The school creates a culture of partnership where families, community members, and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Statement of Practice 6.2: The school leader ensures that regular communication with students and families fosters their high expectations for student academic achievement.

Statement of Practice 6.3: The school engages in effective planning and reciprocal communication with family and community stakeholders so that students' strength and needs are identified and used to augment learning.

Statement of Practice 6.4: The school community partners with families and community agencies to promote and provide training across all areas (academic and social and emotional developmental health) to support student success.

Statement of Practice 6.5: The schools shares data in a way that promotes dialogue among parents, students, and school community members centered on student learning and success and encourages and empowers families to understand and use data to advocate for appropriate support services for their children

Theories of Practice

- Funds of Knowledge (Moll & Gonzalez)
 - Growth Mindset (Dweck)
 - Asset-Based Community Development (McKnight & Kretzmann)
- Capital Theories (Bourdieu)
 - Social capital
 - Cultural capital
- Ecological Systems Theory (Bronfenbrenner)
- Six Types of Family Involvement (Epstein)



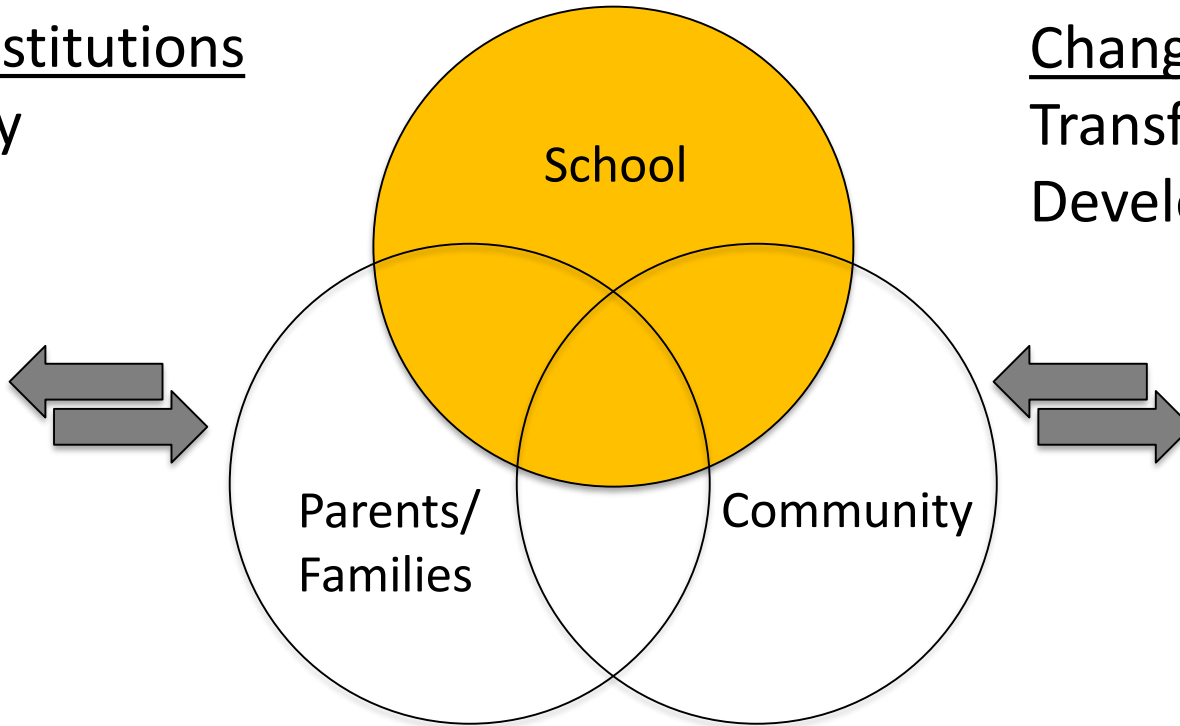
The FACE Ecology

Other Institutions

Economy
Work
Politics

Society

Culture
Beliefs
Values



Change Over Time

Transformation
Development

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Context: Start of the EPO

School

Legacy of:

- Poor performance
- Low involvement
- Low capacity
- Deficit perception

But also strength...

Family

Willingness vs. Ability:

- Commitments (e.g. work, school, time)
- Child care
- School literacy
- Geography
- View of school (alumni)

Community

Needs:

- Poverty
- Resources

Assets:

- Service providers and partnerships
- Neighborhood
- Media attention

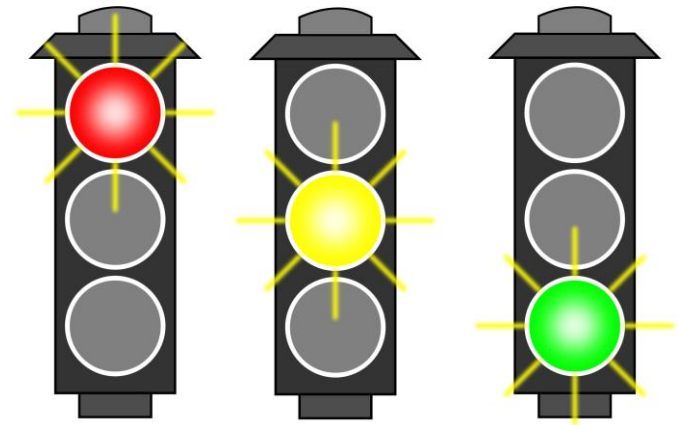
Role of the University

- Dedicated, on-site UR staff members
- Professional development
- Communications and media support
- Volunteer support (Handler Scholars, food drives, graduate students, student teachers)
- Broad university support and initiatives:
 - Research (CUES)
 - Funding/donors (Washington, DC trip)
 - Step-to-College
 - College 30
 - Commitment
- University reputation and partnership cultivation



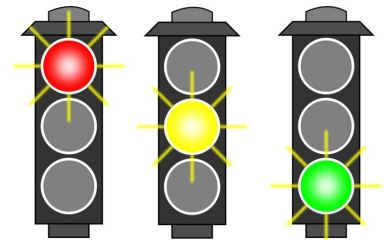
Evolution of the Initiative

- Year one – unstructured and not programmatic
- Year two – created a system to support parent engagement
- Year three – revisions to improve systematic structures and practices



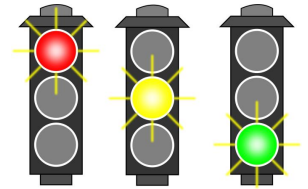
Evolution of the Initiative: Year 1

- FACE Room
- Collaborative Partners Handbook
- Home visits in collaboration with attendance system
- Volunteers
- Pairing Events
- Translation Services



Evolution of the Initiative:

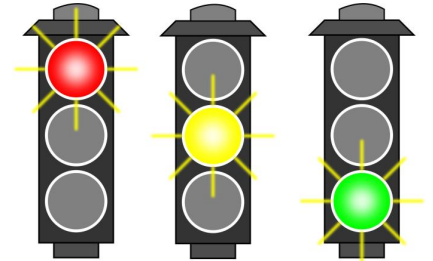
Year 2



- FACE Handbook
- Attendance Tracking
- Scholar-Led Parent-Teacher Conferences
- Community School Model
- Recruitment and Outreach
- Food Pantry
- Website Revamp
 - Community Calendar
 - Webinars
- New Events
 - RYCE
 - Tax Night
 - Celebrations
 - Neighborhood Open House

Evolution of the Initiative:

Year 3



- School #33 Partnership
- Community Schools Grant
- Connected Communities
- Parent Ambassadors
- New City Café
- Parent Workshops
- Increased FACE Attendance
- Expanded Event Services (barber, food, music)
- Agency Fairs
- FACES Forum
- 6th Grade Fun Night
- PD for Staff on Parent Engagement
- Families attending conferences

What We've Noticed

- Expanded community partnerships
 - Snowball effect of building community
- Tracking data and making revisions to practice based on trends
 - It can be hard to quantify engagement
- Student participation correlates to increased parent engagement

Attendance Tracking

	Attendance at...	Lower School	Upper School
'16-'17	At least one event	227 (65%)	258 (28%)
	More than one event	123 (35%)	84 (9%)
'17-'18 (As of April 2018)	At least one event	180 (55%)	167 (24%)
	More than one event	69 (21%)	45 (6%)

Parent Event Surveys

- Started in Sept. 2016
- Survey at each FACE event
- 9 events
- 164 survey responses

East EPO Event Survey

Event: _____

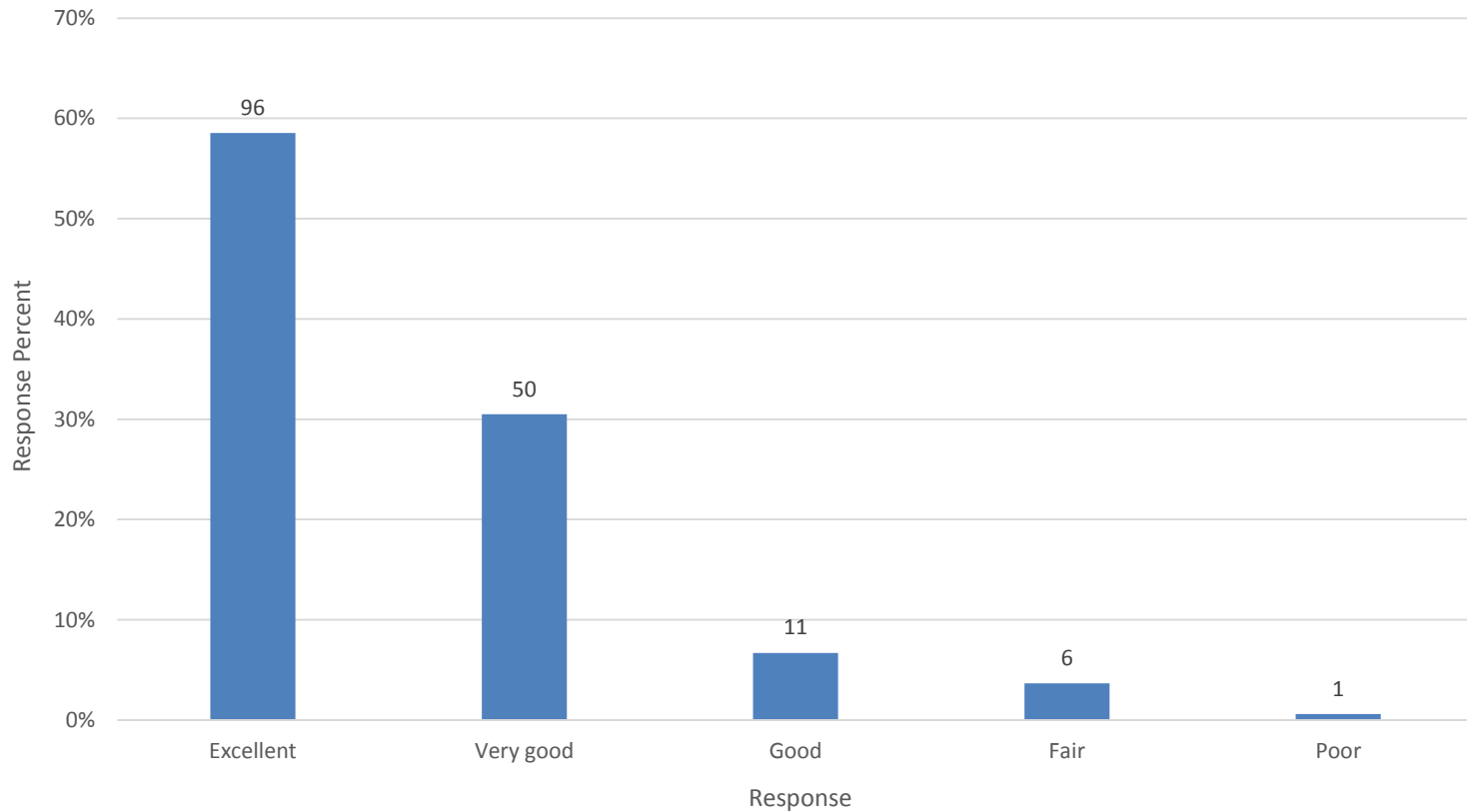
Date: _____

EAST
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Please take a minute to tell us about your experience at this event.

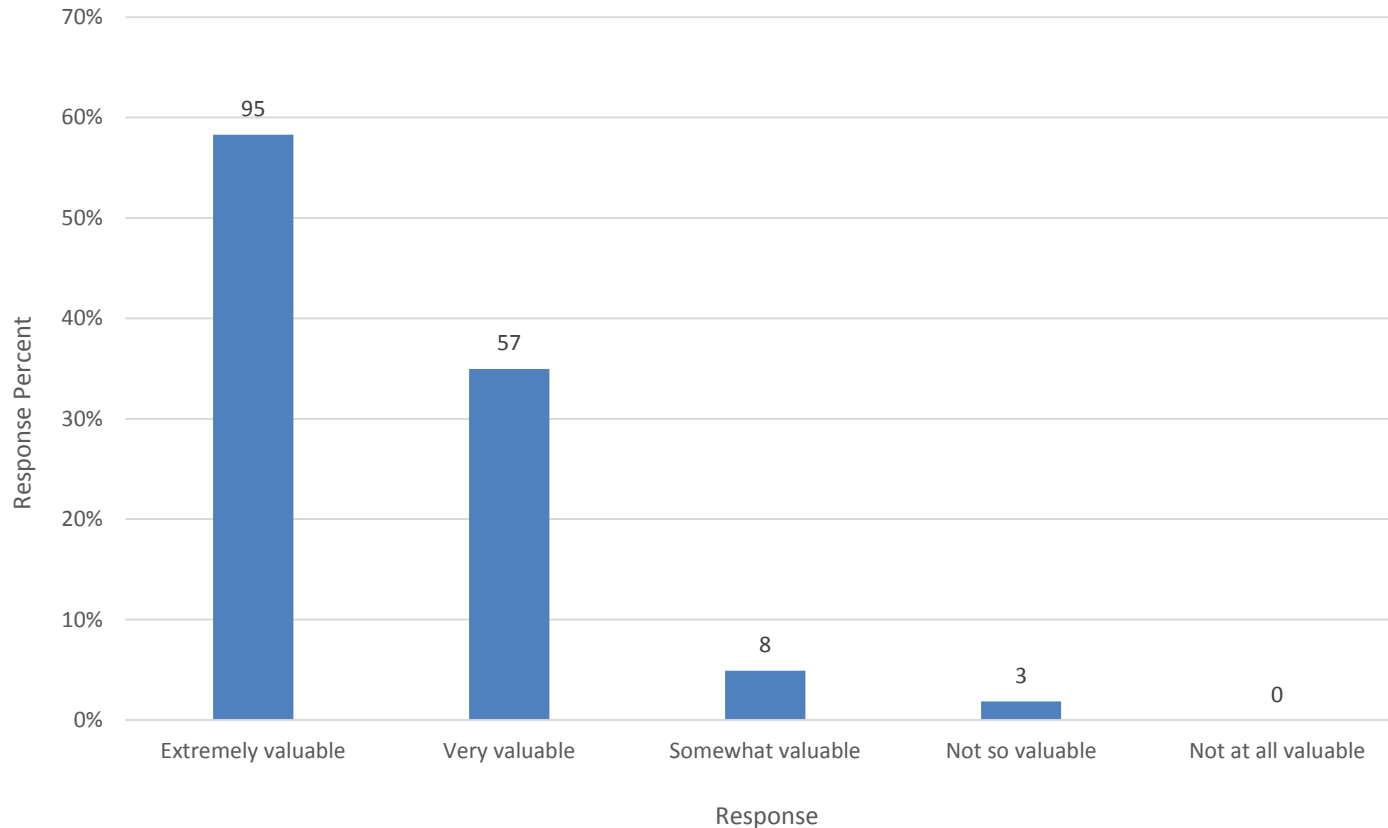
1. Overall, how would you rate the event?
 - Excellent
 - Very good
 - Good
 - Fair
 - Poor
2. How valuable was the event in terms of feeling connected to your child's school?
 - Extremely valuable
 - Very valuable
 - Somewhat valuable
 - Not so valuable
 - Not at all valuable
3. How informative was the staff?
 - Extremely informative
 - Very informative
 - Somewhat informative
 - Not so informative
 - Not at all informative
4. What suggestions do you have for improving school events?

Q1. Overall, how would you rate the event?

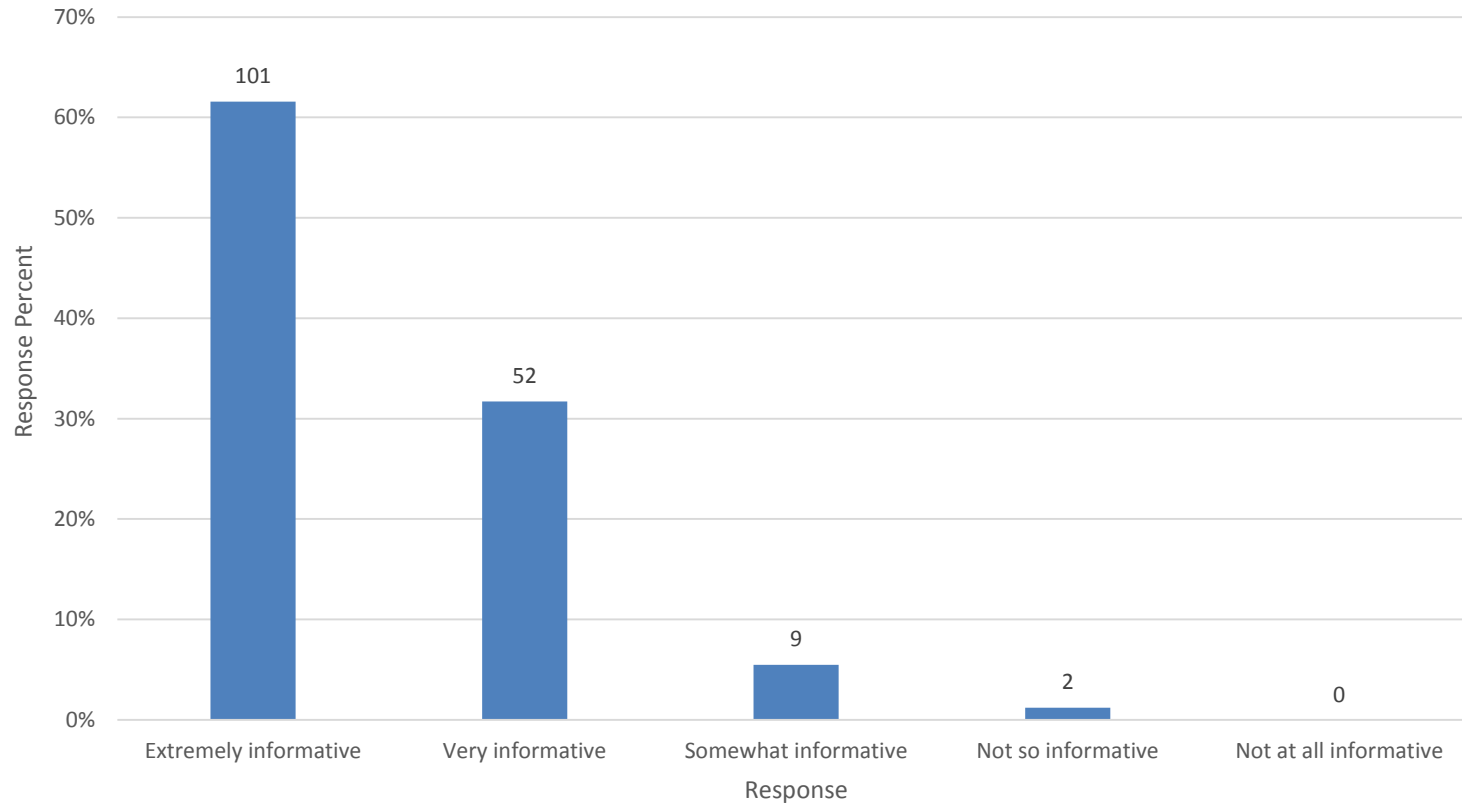


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Q2. How valuable was the event in terms of feeling connected to your child's school?



Q3. How informative was the staff?



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Q4. What suggestions do you have for improving school events?

- As a result of parent comments we now:
 - Provide school maps
 - Provide scholar schedules
 - Place parking signs
 - Modify event start times
 - Implement a communication strategy
 - Developing process for e-mail communication

Q4. from 4/12 Parent-Teacher Conference

Keep up the good work

Love the music!
Bring back the Barber!

I thought this was awesome today!
So many teachers were here
and available. Perhaps ^{put} a few
staff stationed in each hall to
help lost parents

Por lo general me gusta la
coordinación un poco lejos
de salón pero en general muy buena.

More notice to parents

Q4. from 4/12 Parent-Teacher Conference

Providing more activities at family events
Have family night more often. Provide games,
raffles, etc. This way the families can
connect with staff and each other. I love
the music.

We are all about the dinner. 😊

Keep the teachers or rather no one can't find them
to talk about my son academy. Have more cameras
on hallways. And have armed police inside
school. or armed security guards.

Just to keep me informed when
he doesn't do his work.

The events have been great!
This school & the teachers
are wonderful. Everyone
does an excellent job.

Discussion / Questions

- What does family and community engagement mean to you?
 - What is the school's role beyond academics?
 - What are parents'/families' roles in engagement?
 - What is the community's role in providing resources?
 - Who are the stakeholders in supporting FACE?
-
- ❖ Using the ecological systems framework, how can school utilize the assets of families and communities to support students' successful transitions into adulthood?

Take Aways

- Take an expansive (ecological) view of FACE
- Identify assets
- Be reflective
- Be patient

