

Family Engagement Theory to Practice

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BINGHAMTON UNIVERSITY

COMMUNITY SCHOOLS

Today we will ...

- Provide brief overview of Binghamton University Community Schools
- Introduce the Community Schools Forward Framework
- Explore the evolution of family engagement theories
- Review the Dual Capacity Framework for Family School Partnerships
- Review strategies that can be integrated for engagement and leadership opportunities
- Reflect on your next steps
- Provide a Family Engagement Toolkit

Deep Dive into the Key Practice ...

- Powerful Family Engagement

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BUCS Technical Assistance and Community Schools - Alignment and Integration Across Initiatives

NYSED C/W Community School Technical Assistance Center

- Outreach and network building
- Conduct regional events
- Webinars and virtual meetings on multiple topics
- Targeted technical assistance to districts
- Support alignment and integration with existing community and statewide initiatives
- Community schools supports across county lines

UACS Regional Training Center

- Assist program development for UACS in 2Y and 4Y higher ed in NY and NJ
- Webinars and virtual meetings topics including developing implementation plans
- Develop communities of practice for related institutions
- Support/host regional and statewide conferences
- Community schools supports across state lines

BUCS Regional Network

- Supports community school professionals in Broome County
- Weekly meetings to support ongoing professional development
- Undergraduate Community Schools class with service learning component
- Community schools supports between districts
- Collaborate with community, regional, and state partners

21st Century Community Learning Centers Technical Assistance Resource Center

- Serving Rest of State region
- Designed to improve quality of 21st CCLC programs including social and emotional outcomes and the literacy of their families
- 61 partners across NYS
- Monitoring to ensure compliance with state and federal 21st CCLC guidelines
- Technical assistance to address specific barriers

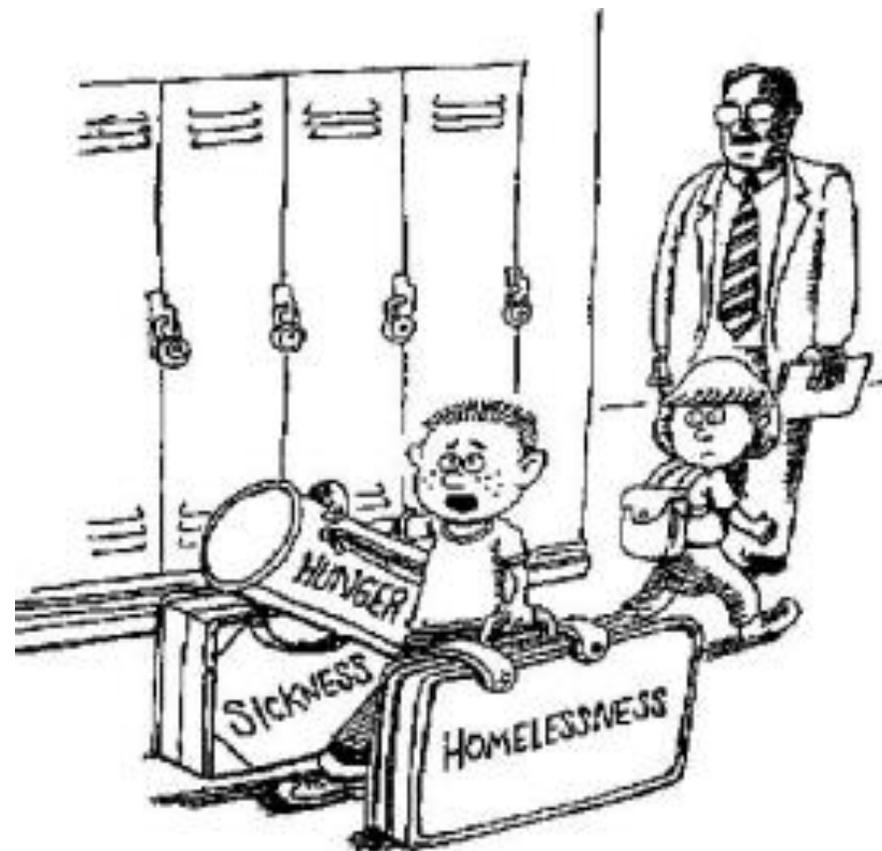
Mental Health Service Professionals Project

- Rural mental health in four schools
- Family engagement in two schools
- Leveraging social work field placement requirements to serve mental health needs within six schools
- Provide training and support to schools around mental health and family engagement

Role of Community Schools

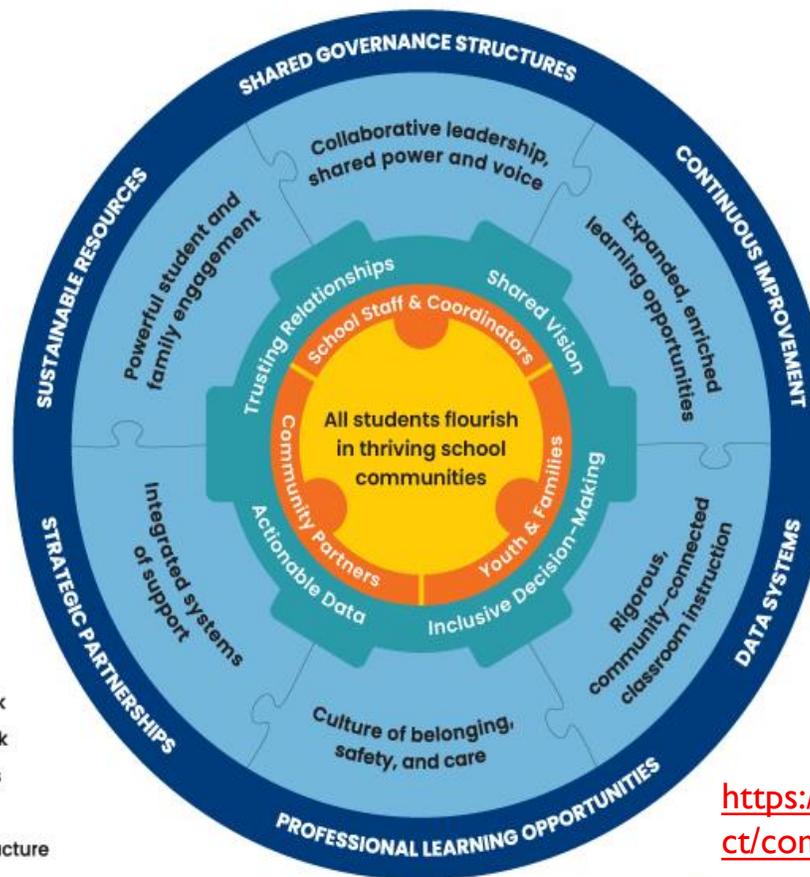
- A **community school** is a strategy (not a program) whose integrated focus on academics, services, supports and opportunities leads to improved student learning, stronger families and healthier communities.
- When universities are lead partners in long-term engagement of faculty, staff, students, and institutional resources, they are **university-assisted community schools**. (Netter

Center for Community Partnerships)



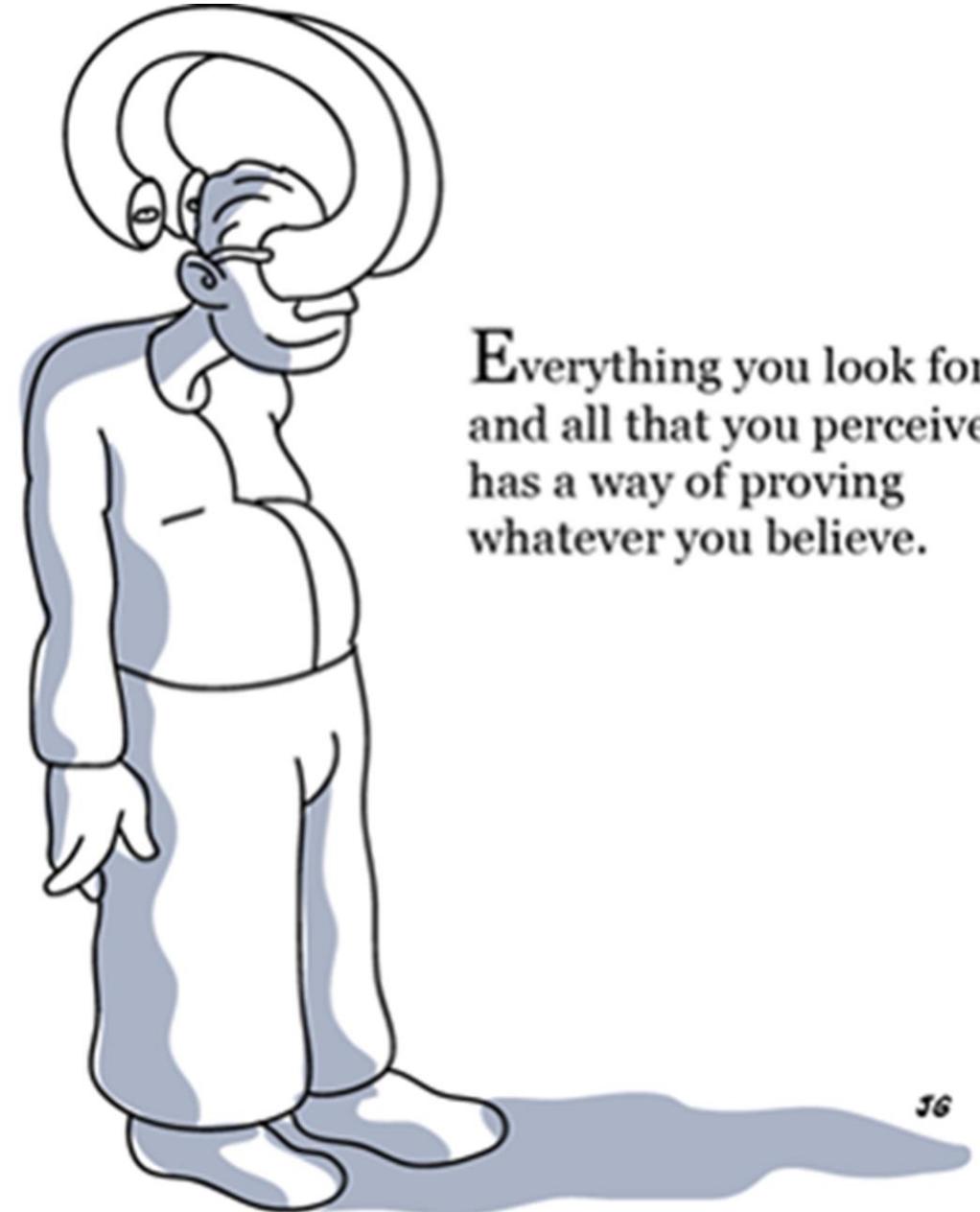
Essentials for Community School Transformation

- Inner **yellow** circle denotes **WHY** we do this work.
- The surrounding **orange** circle outlines **who drives** the work.
- The **turquoise** circle represents **enabling conditions**
- The **light blue** circle highlights the **key practices**
- The **dark blue** circle represents **supportive infrastructure**



<https://learningpolicyinstitute.org/project/community-schools-forward>

Mental Models



What does “Family Engagement” mean to you?



Why Family Engagement Requires Attention?

Historical View

- Schools are not designed to engage families
- Beginning in 1700s through late 1900s - community support consisted of infrastructure (buildings/grounds)
- Kids brought to the door - school took it from there!
- This approach ignores the social impact and influence that schools can have.
- Lack of engagement does not mean absence of strong opinions about who should attend “my” school!
- Think about who the system is built to serve?

The Complexity

- Two conflicting dynamics:
 - Education is the means to advancing
 - Higher degrees make more money and have more job stability
 - Parents demand more of schools for **MY** child to succeed
 - Education has increasingly worked to become more inclusive
 - Government mandates and requirements for inclusive practices
 - Addressing disproportionality and opportunity gaps

Joyce Epstein



- 1990s - Six Types of Involvement

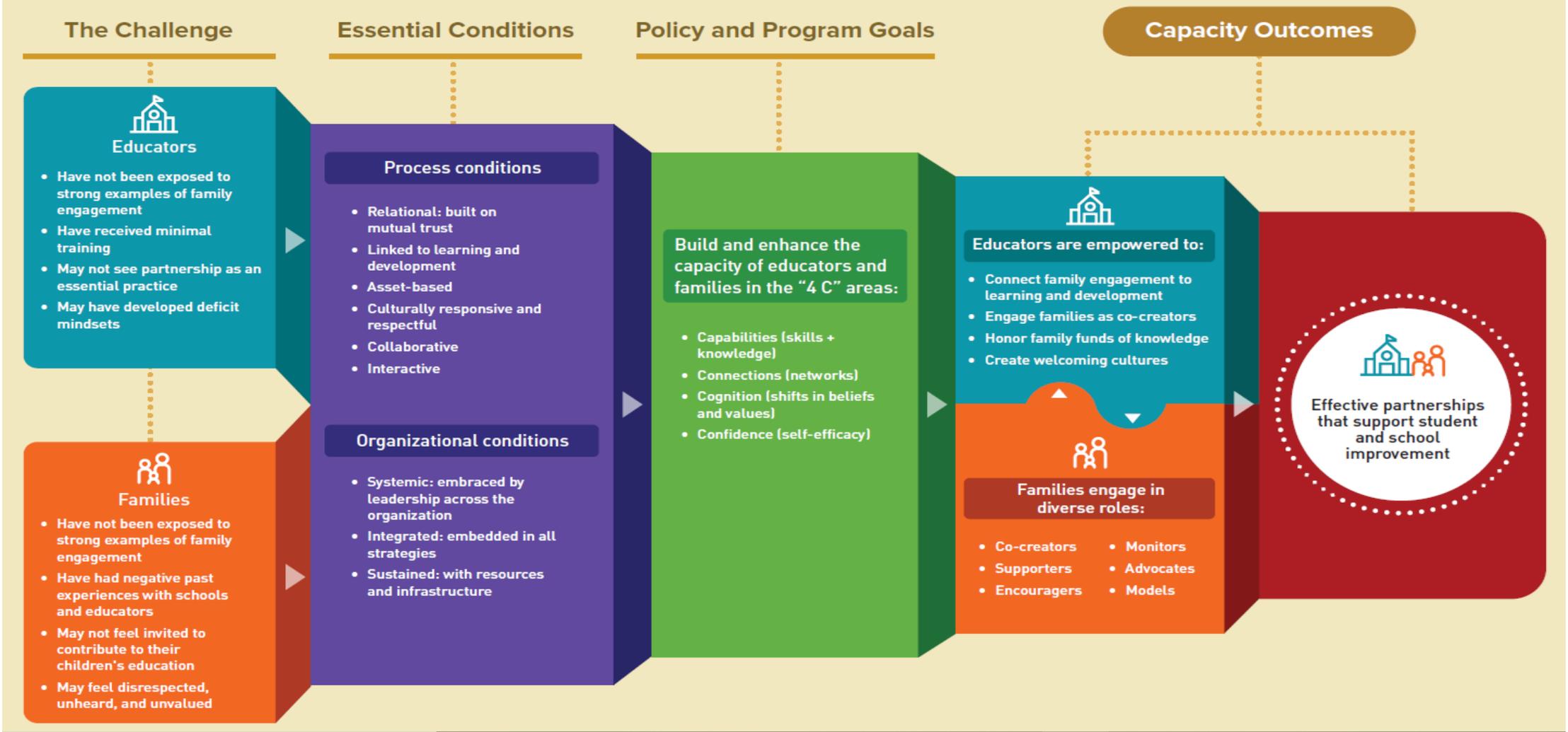
- Parenting = family practices/home environment (think culture and traditions)
- Communicating = home/school and school/home communication
- Volunteering = helping with events and activities
- Learning at Home = how to support education at home
- Decision Making = involving parents in decisions
- Community Collaboration = integrating community services

- 2019 School, Family, and Community Partnerships Framework:

- School-based action teams
- Action planning
- Evaluation

<https://organizingengagement.org/models/framework-of-six-types-of-involvement/>

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



Dr. Karen Mapp - Dual Capacity Model

Recognizing the power in building on the strengths and capacity of the two most important systems who serve children!

Dr. Mapp calls this a guide or compass - not a roadmap. This should be developed to meet your program.



https://youtu.be/tmEk_TcVVul

- <https://www.youtube.com/watch?v=SgoRN4n0GGs>

Thinking About Capacity:

- What opportunities have your staff had to build their capacity around family engagement?
- What opportunities do you have for families to practice partnership?

Process Conditions:

- Linked to learning
- Relational
- Development versus service orientation
- Collaborative
- Interactive

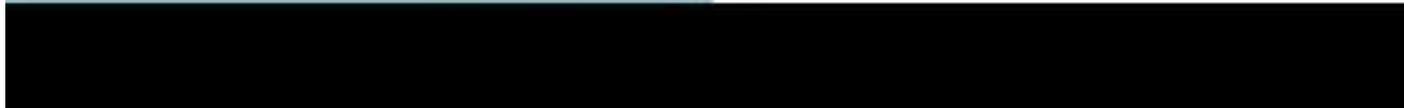
Organization Conditions:

- Systemic: across the organization
- Integrated: embedded in all programs
- Sustained: with resources and infrastructure

Capacity - Goals and Outcomes

- . Where you want to see grow - 4 Cs
 - o Capabilities
 - Skills and knowledge
 - o Connections
 - Networking
 - o Cognition
 - Changing assumptions and beliefs
 - o Confidence
 - Feeling competent promotes engagement

Why We Need To Engage Families!



What Would That Look Like?

Seven success strategies:

1. Infrastructure for family engagement
 - a. Someone in charge of the work - always bringing the family engagement lens
2. Linked to teaching and learning goals
 - a. Look at data and see where there are challenges and that is where you focus - avoids random acts of family engagement
3. Policies are addressed to make sure they enhance family engagement
 - a. Schedules, parent/teacher conferences, volunteer policies
4. Prioritize cultivating and sustaining relationships
 - a. Opportunity for face to face - think about ice breakers to get to know each other
5. Opportunity for authentic engagement in decisions
 - a. Not false engagement where the decisions are already made
6. Robust professional development
 - a. More than workshops - coaching and continuous improvement
7. Measure family engagement
 - a. Using data for accountability

EXAMPLE: FAMILY LEADERSHIP TRAINING

Designed to **build community and confidence**

Scheduled, regular training (ex: 20 hours)

Families determine schedule based on their needs

Topics may include:

- Defining leadership skills and identifying strengths
- Outlining how to gauge if someone is trustworthy
- Building support networks for success
- Communication
- Trauma and toxic stress

The training ends with a graduation ceremony and party

EXAMPLE: FAMILY LEADERSHIP IN CLASSROOMS

- Designed to build partnership
 - Families are trained to serve in classrooms/after school programs
 - Families and teachers/staff work together on common goals
 - Families are seen as equals in the work and help to design interventions and programming

EXAMPLE: FAMILY CAFÉS

Designed to **solicit the voice of the families**

Meetings where families are invited to the school

Meeting school administrators and understanding/informing protocol	Advocacy training around hunger and food insecurity	Tutoring, GED classes, and support with accessing higher education
Understanding grade level academic expectations	Health coaching and wellness – how to make the most of your doctor visit	Living wills and end of life planning
Conflict resolution	Understanding Child Protective Services	Access to mobile health – dental, mammograms, etc.
Workforce activities – resumes, interview coaching	Chair yoga and mindfulness	Understanding trauma and the impact on brain development
Access to health insurance carriers	Narcan trainings	Understanding Special Education

EXAMPLE: SMALL BUSINESS TRAINING PROGRAM



The Building Blocks for Starting and Growing a Business

When: Thursday, August 6th
Time: 10:00 to 11:15 am
Where: Virtual Zoom Event
Cost: FREE

Presenter: Dr. Patricia Laino



Have you been considering starting your own small business but were unsure of where to begin?

Need help growing your business?

Come and learn the building blocks to starting or growing your own business by attending this virtual FREE session.

[Register Here](#)

About the Presenter:
Dr. Patricia Laino

She is the founder of The Business Training Institute, Inc. Dr. Pat continues to direct and manage this Entrepreneurial Assistance Center, and the Women's Business Center of New York State, serving twenty-nine counties.

Sample of Curriculum Topics:

- Business Name & Purpose
- Product & Service
- Customer Profile
- Management
- Employees
- Location
- Setting Up Your Financial Books
- Pricing
- Marketing & Advertising
- Competitors
- Super Selling
- Sample Business Plans
- Sub-Contractors
- Business Advisors
- Loan Rationale

Families who started a business by participating in the program (sample):

- Spanish Delight Catering
- Certified Real Estate
- Clothing Store
- Ting's Twist on Thai Food Truck
- Live Long at Home
- Valley Photography
- Computer Repairs

Families who secured jobs with support from the program (sample)

- Hotel Front Desk
- School Food Service
- Teacher Assistant
- School Security
- Hotel Food Service

RESOURCES

“Meaningful Family Engagement Strategies for Expanded Learning Programs” Toolkit



Meaningful Family Engagement Strategies for Expanded Learning Programs



January 2023

GLOW & GROW

Tip #1: Establish trust and build authentic relationships

Glow:

Grow:

Tip #2: Identify and understand family needs

Glow:

Grow:

Tip #3: Provide opportunities for empowerment and leadership

Glow:

Grow:

Tip #4: Develop meaningful and equitable opportunities for engagement

Glow:

Grow:

Tip #5: Provide relevant adult learning opportunities

Glow:

Grow:

RESOURCES

Needs Assessments



- Scan QR code to get to shared BOCES folder
- Included are 2 needs assessment resources for your reference

ACTION PLANNING DOCUMENT

Tip:	
Goal:	
Action/Task:	
Deadline:	
Necessary Resources:	
Lead Staff Member:	
Supporting Staff Members:	
Measure(s) of Success:	

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Questions?

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**Please take the
last few minutes
to provide
feedback for the
21 CCLC TARC
Team!**

Thank you!