

Roosevelt District FACE Working Group Strategic Session 2

March 23, 2022

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Current Reality Reflections from Session 1

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Our Learning Today

MBK FACE Overview

Exploring District Role in Strengthening
Home School Partnerships

Identify the Core Beliefs of Family
Engagement

Where Do We Go Next?

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Learning Outcomes

01

Provide Overview of MBK FACE Grant.

02

Articulate district role in strengthening and sustaining home school partnership practices.

03

Reflect on the Core Beliefs of engaging families and caregivers.

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Overview of
the MBK
FACE Grant

Purpose:

The purpose of the Family and Community Engagement Program (FACE) of the My Brother's Keeper Initiative Grant is to develop and sustain effective relationships with families in an effort to increase academic success and overall outcomes for all students.

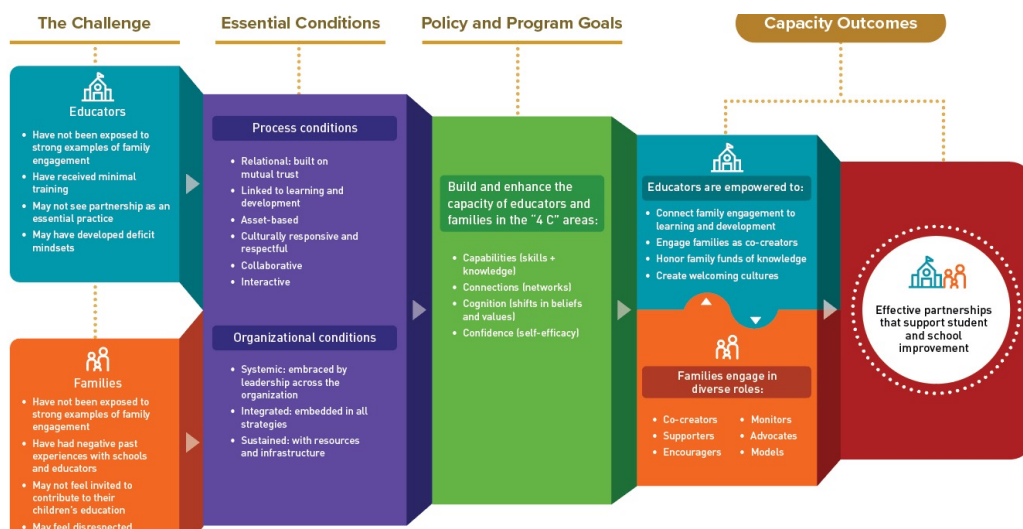
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Grant Goals

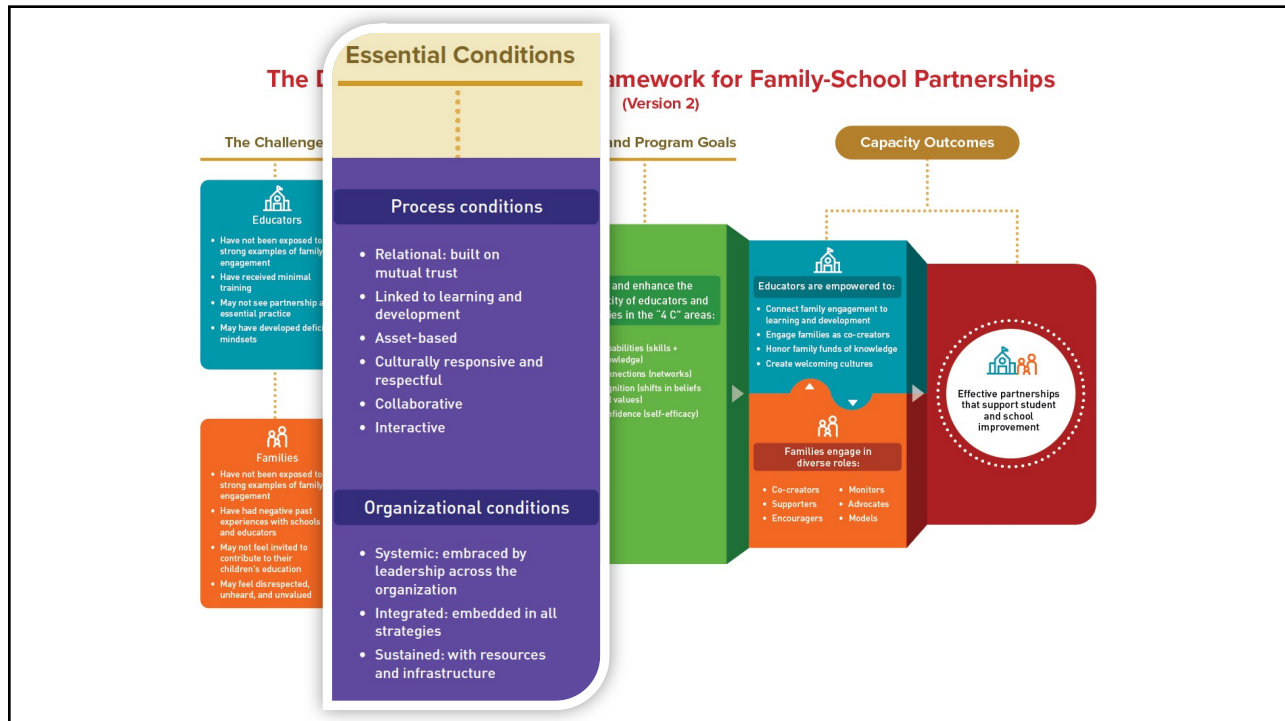
- Develop the knowledge and skills of school and district personnel, as well as families and community members to increase trusting relationships necessary to work together to address student learning needs and abilities at all grade levels.
- Provide access to multi-level networks that foster respect and trust in building relationships with the school and school community.
- Create an environment where partnerships thrive in a comfortable, culturally diverse, and engaging atmosphere.
- Commit to building and sustaining child centered roles for school, family, and community that values student learning and social emotional development.

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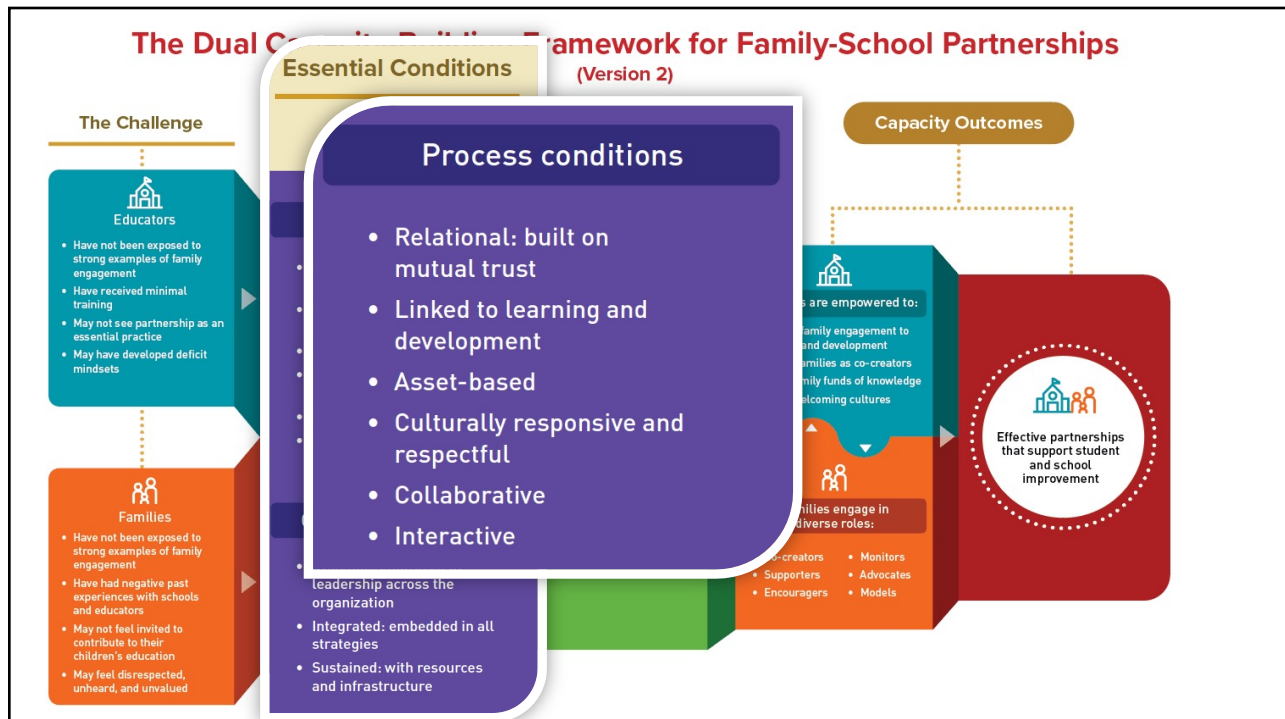
Philosophical Approach



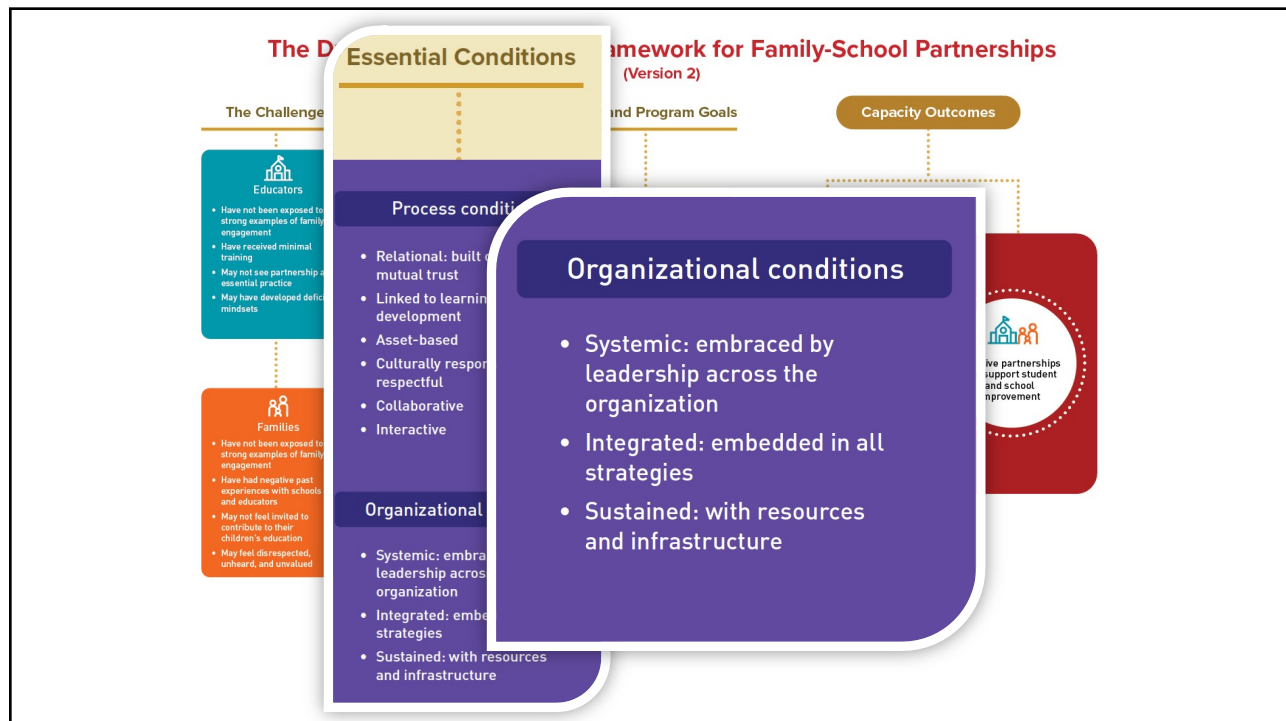
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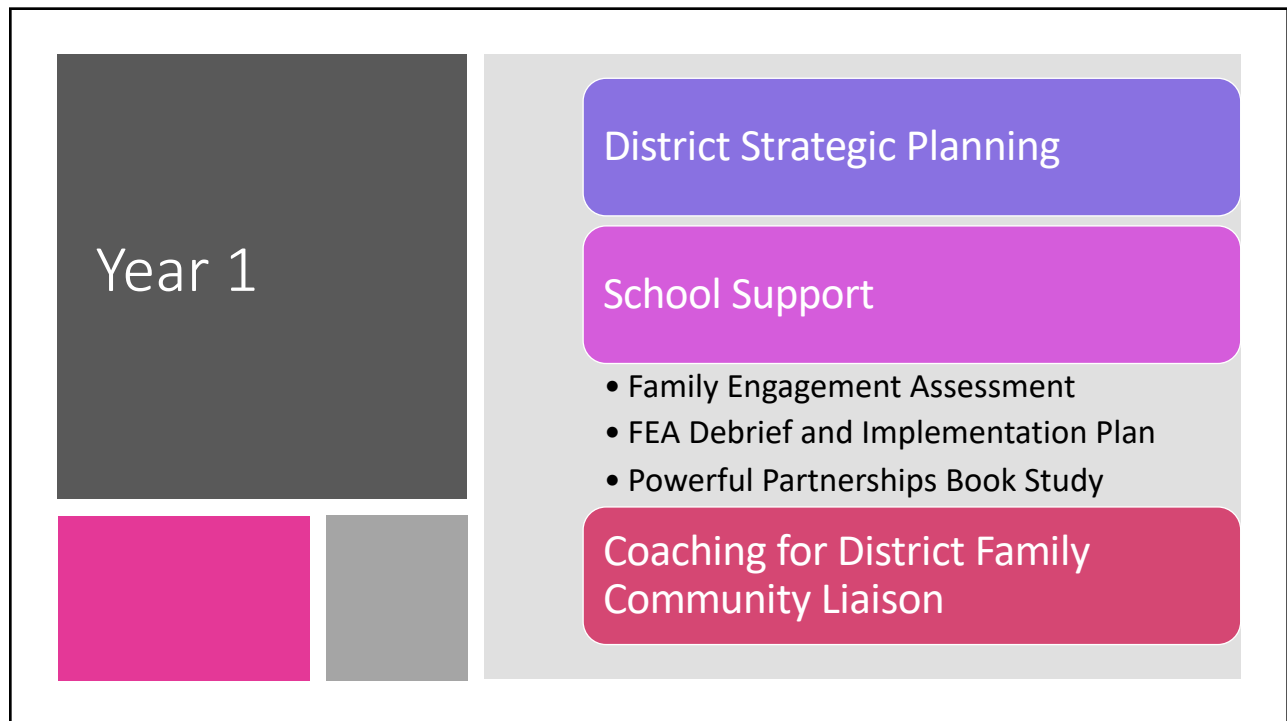
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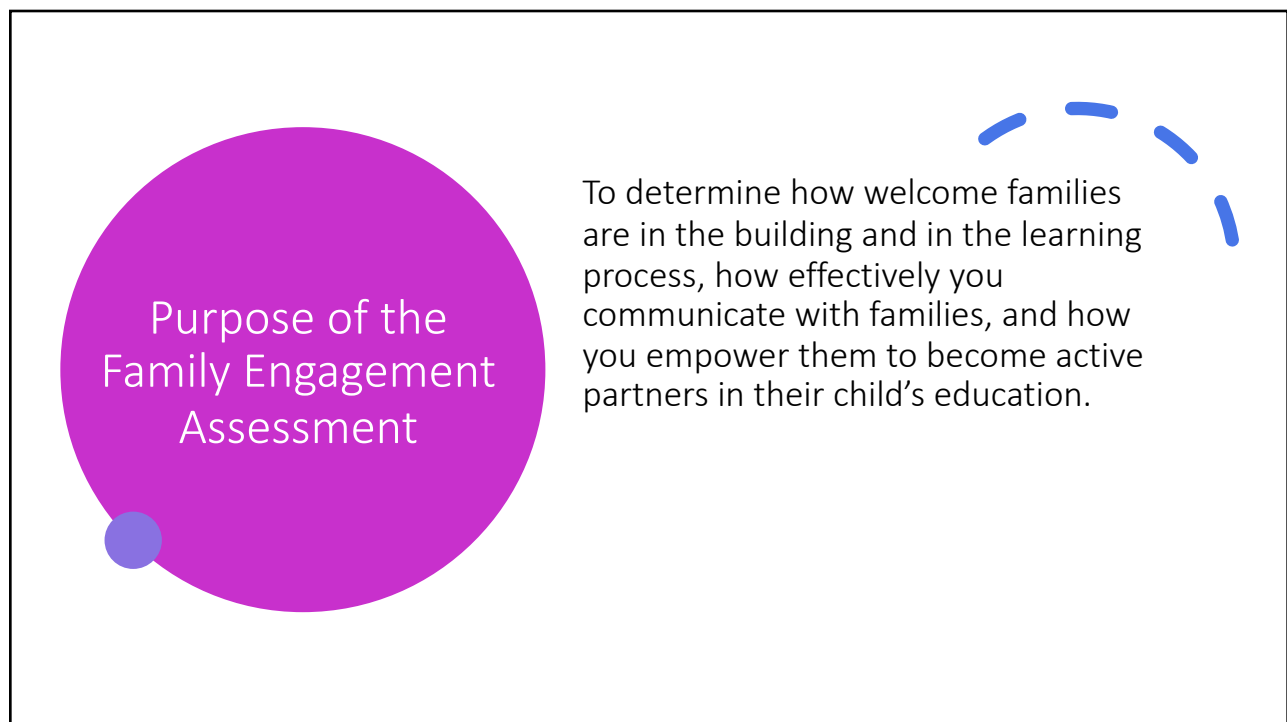
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Scholastic Support – Year 1

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FEA PROCESS

A physical walk through of each building

A review of printed materials distributed to families

A review of the school web site, social media and parent portal

"Shopper Calls" in English and other languages as appropriate to family population

A survey of all building administrators, instructional staff and families

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Data-Driven Solutions



Your FEA report will include:

- A thorough assessment of underlying family engagement beliefs as well as current practices
- Visual Images
- Quantitative Data
- Celebrations and Recommendations for Growth in four areas

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FEA's Four Essential Metrics

Welcoming	Welcoming – How welcome are families in the school and in the learning process?
Communicating	Communicating - Do your home-school communication practices foster mutual engagement?
Informing	Informing – Does the information you provide to families enable them to support their child's learning?
Empowering	Empowering – Do you empower families to play an active role and take-action at home?

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FEA Timeline

Calendar

From start to finish the FEA process takes between 2-3 months to complete.

The length of time depends primarily on the return rate on the family surveys.

We aim for a 40% return rate on the family surveys.

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The Onsite Walkthrough

Max of 90 minutes

Only general areas of the campus are visited –
No classrooms

We would love for you to join us, but we are
comfortable walking solo

We take pictures and videos to document our
visit

We will ask for sample documents you share
with families

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Powerful Partnerships Book Study for School Teams

- 3 1-hour virtual sessions based on Powerful Partnerships by Dr. Karen Mapp
 - Explore the Core Beliefs of Family Engagement
 - Identify what it means to be a Partnership School
 - Overview of the Dual-Capacity Framework
- Individual book study sessions for each school

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Exploring District Role in Strengthening Home-School Partnerships

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Things to Think About as You Watch

- Is it desirable for every teacher to be able to say this or share a testimonial like Annie?
- What would it take to make this happen?
 - Think about this from your specific role in the district?
 - HR – What questions need to be asked candidates about family engagement when we are hiring teachers?
 - Professional Learning – What onboarding sessions do we need to add for new teachers? Ongoing PL for current staff?
 - Business Office – How can we leverage funds or seek out funding opportunities to support this work?

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District Leadership Role

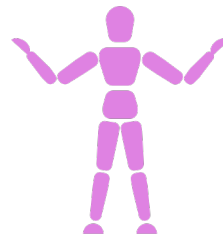
3 “BIGGIES” for District-Level Leadership:

1. Model the Way
2. Support the Journey
3. Encourage the Heart

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Model the Way

- Engage families/communities in ways that reflect:
 - Intentional relationship building
 - Links to learning/student success
 - Authentic participation for shared decision making
 - Promote membership that reflects diverse views, backgrounds, ethnicity, experiences
 - Actions congruent with messages
 - Follow through on plans and data reflection for continual improvement



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Support the Journey

Generate	Build	Develop	Provide
Generate clarity about your commitment to robust engagement.	Build capacity at district and school level for effective engagement for all families.	Develop equitable district-wide policies and programs that are responsive to the needs of all families.	Provide resources that help schools reach all families such as information in multiple languages and formats.

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Encourage the Heart

- Moving FROM involvement TO engagement...

Family Engagement is any way that a child's adult caretaker (biological parents, foster parents, siblings, grandparents, etc.) effectively **supports learning** and healthy development **at home**, at school and in the community.

--Karen Mapp (Harvard GSE)

Community Engagement—when the school, families and the community actively work together to create networks of **shared responsibility for student success**.



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Core Beliefs



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1

All families have dreams
for their children and want
the best for them

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2

All families have the capacity to support their children's learning.

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	All families have dreams for their child and want the best	All families have the capacity to support student learning
Strongly Agree	68%	18%
Agree	32%	25%
Disagree		50%
Strongly Disagree		6%

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A pink background with several concentric circles of varying shades of pink and white, creating a ripple effect.

3

Families and school/program staff should be equal partners.

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A white background with several concentric circles of varying shades of pink, creating a ripple effect.

4

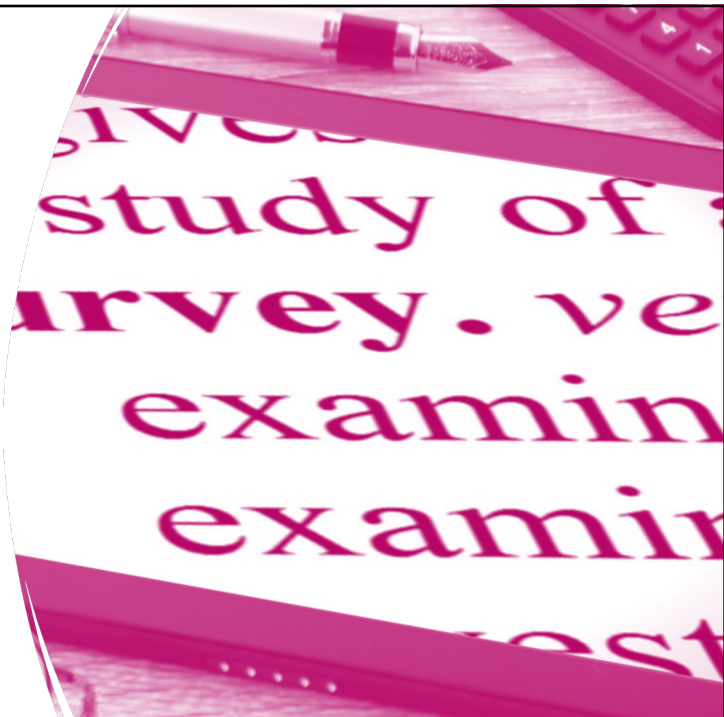
The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially school/program leaders

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	Families and school staff should be equal partners	The responsibility for building and sustaining partnerships rests primarily with the school, especially leaders
Strongly Agree	68%	25%
Agree	32%	43%
Disagree		25%
Strongly Disagree		6%

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If you had the chance to go back and take the **Core Belief Survey** again, would you respond differently?



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Encourage the Heart

- How might the beliefs of various people impact family/community engagement?
 - School staff
 - Families
 - Community members



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The Differences

Involvement

- One-way communication
- Compliance-based
- School-designed activities
- Exclusive
- Do “to”
- Select group of families or active parents

Engagement

- Two-way communication
- Authentic interactions
- Co-created activities
- Inclusive
- Do “with”
- Partnership, working together

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Desired Future

What are you moving toward?



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A digital form titled "Desired Future" with the subtitle "Roosevelt District Working Group". The form has three input fields with labels: "What are you moving toward?", "What support is needed?", and "Anyone additional that needs to be part of this work?". Each field has a plus sign icon below it. There is an "ADD SECTION" button to the right of the third field. A QR code is located to the right of the form. The form is set against a light gray background with a blue triangle in the bottom right corner.

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Closing



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Where do we go next?

Spend more time looking at what you are moving towards aligned with what is currently in place

Drill down on the Organizational Conditions of the Dual-Capacity Building Framework

- What is needed organizationally to support and sustain the work the schools will begin to implement?

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