

Good morning!

Please fill out the short survey on your tables

Do not write your name on it

Fold it twice, and set it aside when you are done

The Role of Community Engagement in Collective Impact

Lessons from the Dual Capacity-Building Framework for
Family-School Partnerships (Version 2)

October 30, 2019

By All Means Convening
Harvard Graduate School of Education



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Eyal Bergman

Goals for Today's Session

1. Introduce the Dual Capacity-Building Framework for Family School Partnerships (Version 2)
2. Connect the lessons of the Framework to the work of collective impact
3. Reflect on your own community engagement practice

First Version of the Dual Capacity-Building Framework for Family- School Partnerships

Released in 2014

Authored in collaboration
with the
United States Department of
Education



The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



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



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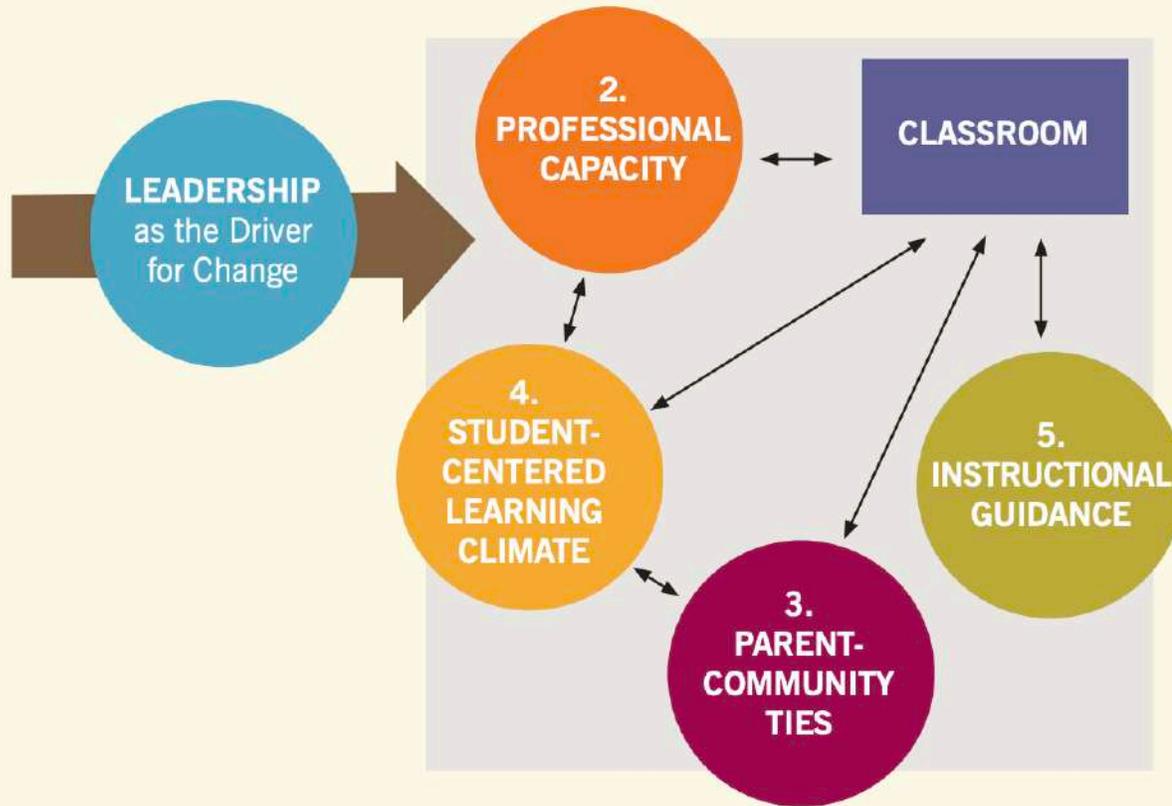
Discuss

How would you describe the historical relationship between the institutions you represent and the communities you serve?

How might this impact the way families view you?



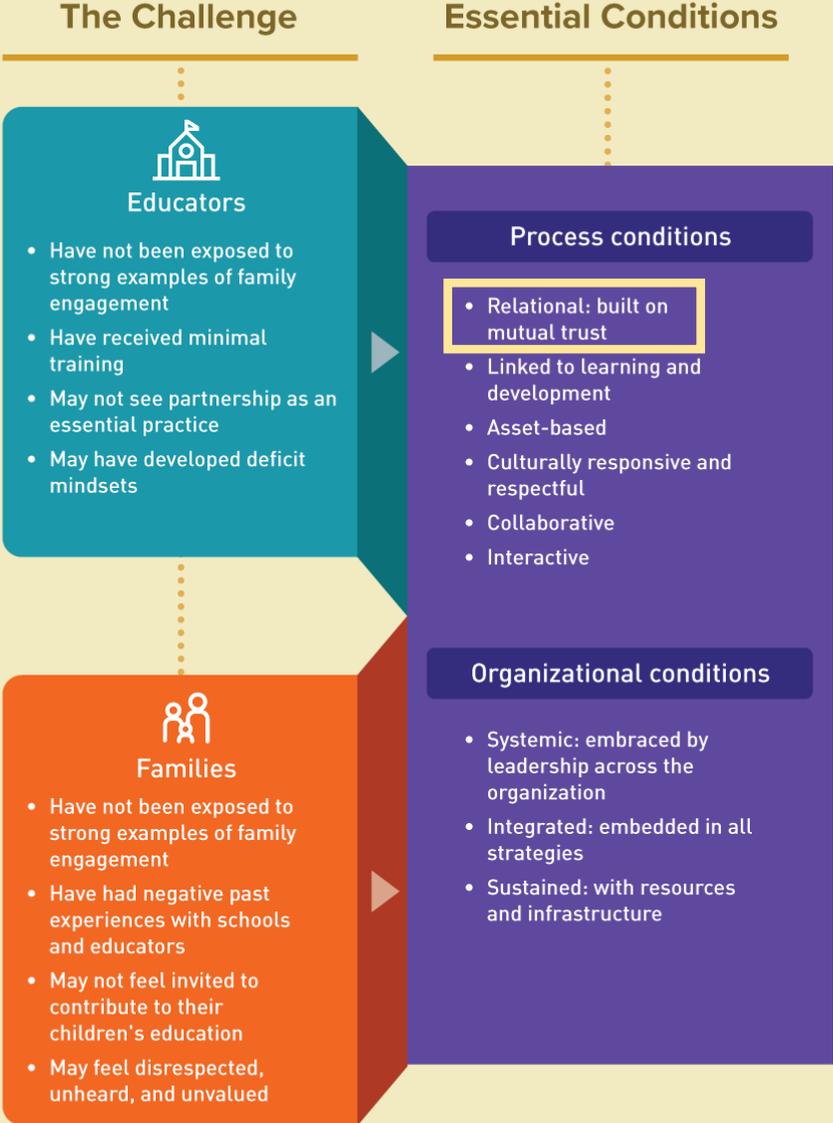
University of
Chicago
Consortium on
School Research
Five Essential
Supports



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The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



Elements of relational trust

Respect

Competence

Integrity

Personal regard

Bryk, A., & Schneider, B. (2002). Trust in schools: A core resource for improvement. Russell Sage Foundation.

Relational Trust - How Do You Know?

Am I showing trustworthiness to this parent?

Am I seeking input and listening carefully to what families have to say? (Respect)

Am I demonstrating to families that I am competent *and* that I think they are doing a good job as parents? (Competence)

Do I always keep my word with families? (Integrity)

Do I show families that I care about them as people versus objects? (Personal regard)

Elements of relational trust

Respect

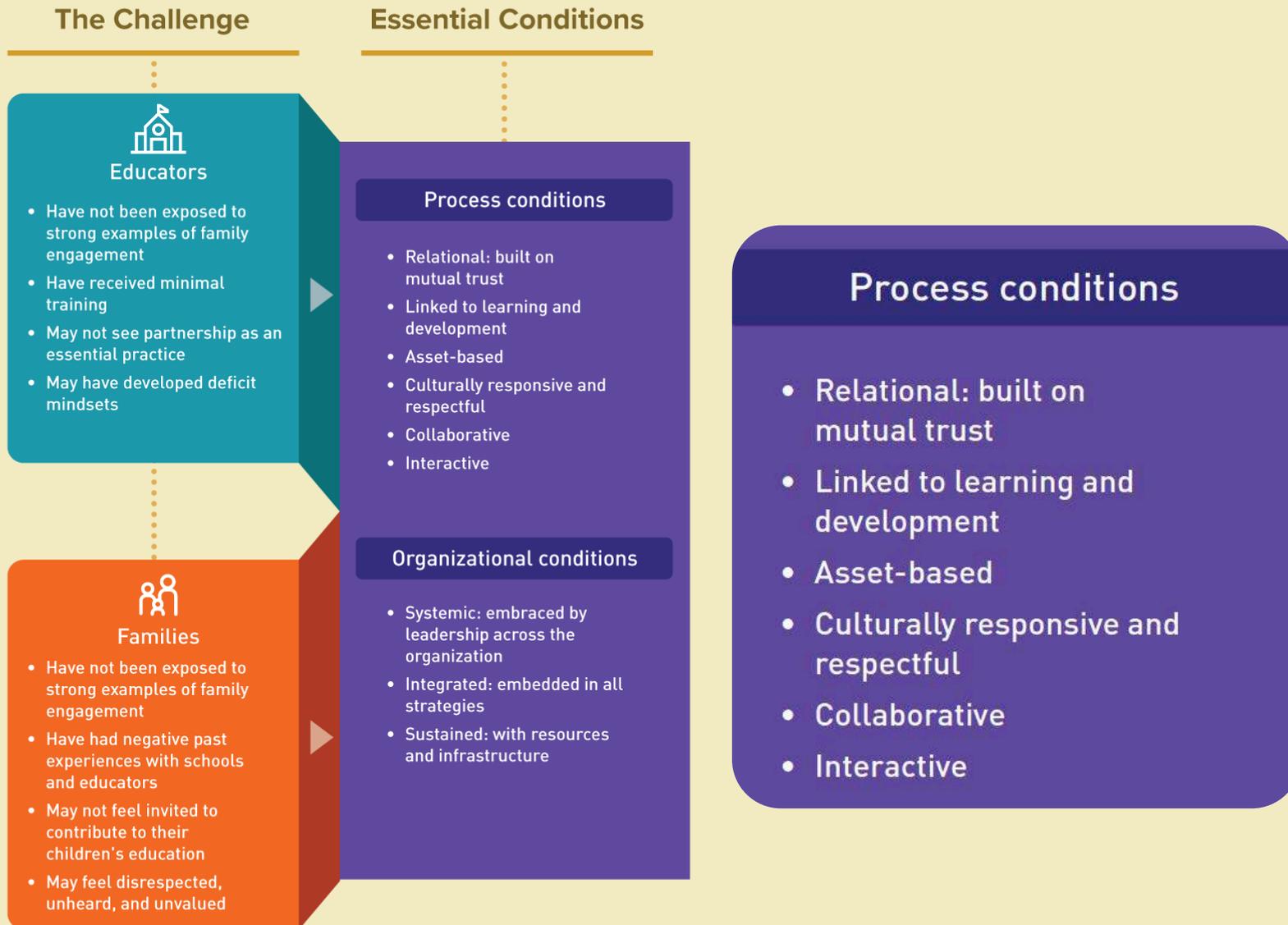
Competence

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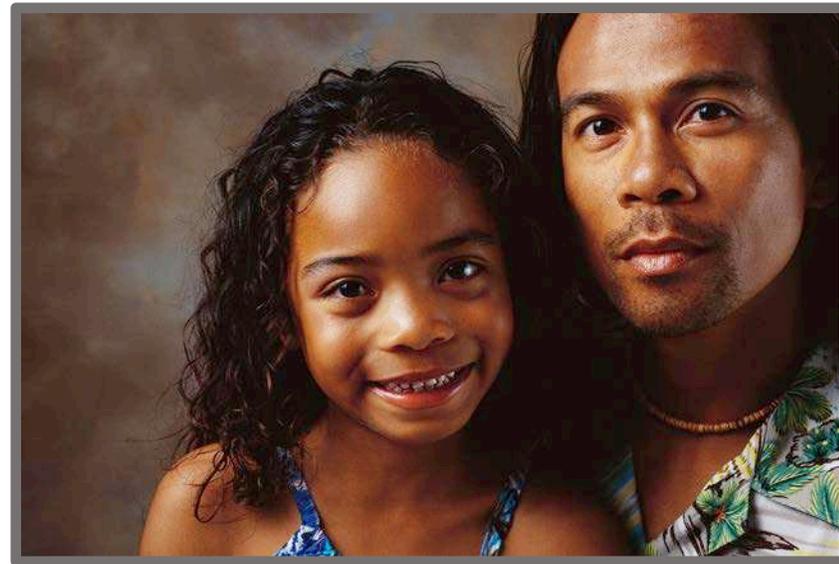
Core Belief One

All parents have dreams for their children and want the best for them.

“...I believe that all parents hold big expectations for the role that schools will play in the life chances of their children. They all harbor a large wish list of dreams and aspirations for their youngsters. All families care deeply about their children’s education and hope that their progeny will be happier, more productive, and more successful than they have been in their lives.” (Lightfoot, 2003)

Core Belief Two

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



Core Belief Three

Families and school/program staff should be equal partners.



Core Belief Four

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



The Dual Capacity-Building Framework for Family-School Partnerships

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



Build and enhance the capacity of educators and families in the "4 C" areas:

- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

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Discuss

What could you achieve if you engaged families as full partners?





Family Leadership Design Collaborative

Policy Recommendations

- **Build and set the co-design table**
- **Engage in co-design**
- **Sustain co-design**



Build and Set the Co-Design Table

Tap	Tap into collective leadership, rather than programs that seek to change parent behaviors to better support schools' agendas.
Design	Design family engagement agendas and activities <i>with</i> family and community members, rather than approaching them as passive recipients.
Allocate	Allocate funding and resources for sustained, reflective work
Do not	Do not do "one-off" events focused on "listening" to families in order to "inform" predetermined goals and agendas
Partner	Partner with community-based organizations
Invest	Invest in building and supporting the capacity of local leaders (not policy elites) to facilitate meetings and conversations across lines of difference

Engage in Co-Design

Recognize that histories and systemic inequalities shape how families and communities experience and participate in formal spaces

Patterns of inequity tend to re-assert themselves despite good intentions.

Begin processes with the priorities, experiences, concerns, and issues that already exist in the communities

Policies and funding should strengthen work already happening in communities, rather than impose a new program.

Sustain Co-Design

Redesign educational decision-making processes (hiring, policy, etc) to ensure that those directly impacted by racial inequities have influence, not just token “input.”

Provide support for partnerships to reclaim data, and partner with researchers to identify or co-develop “metrics that matter” to local communities, reflecting community-determined accountabilities.



Involve families in Individual Student Success Planning



Include community engagement in Measures of Success, using co-design principles



Bring your Children's Cabinet into the community



Incorporate design thinking principles



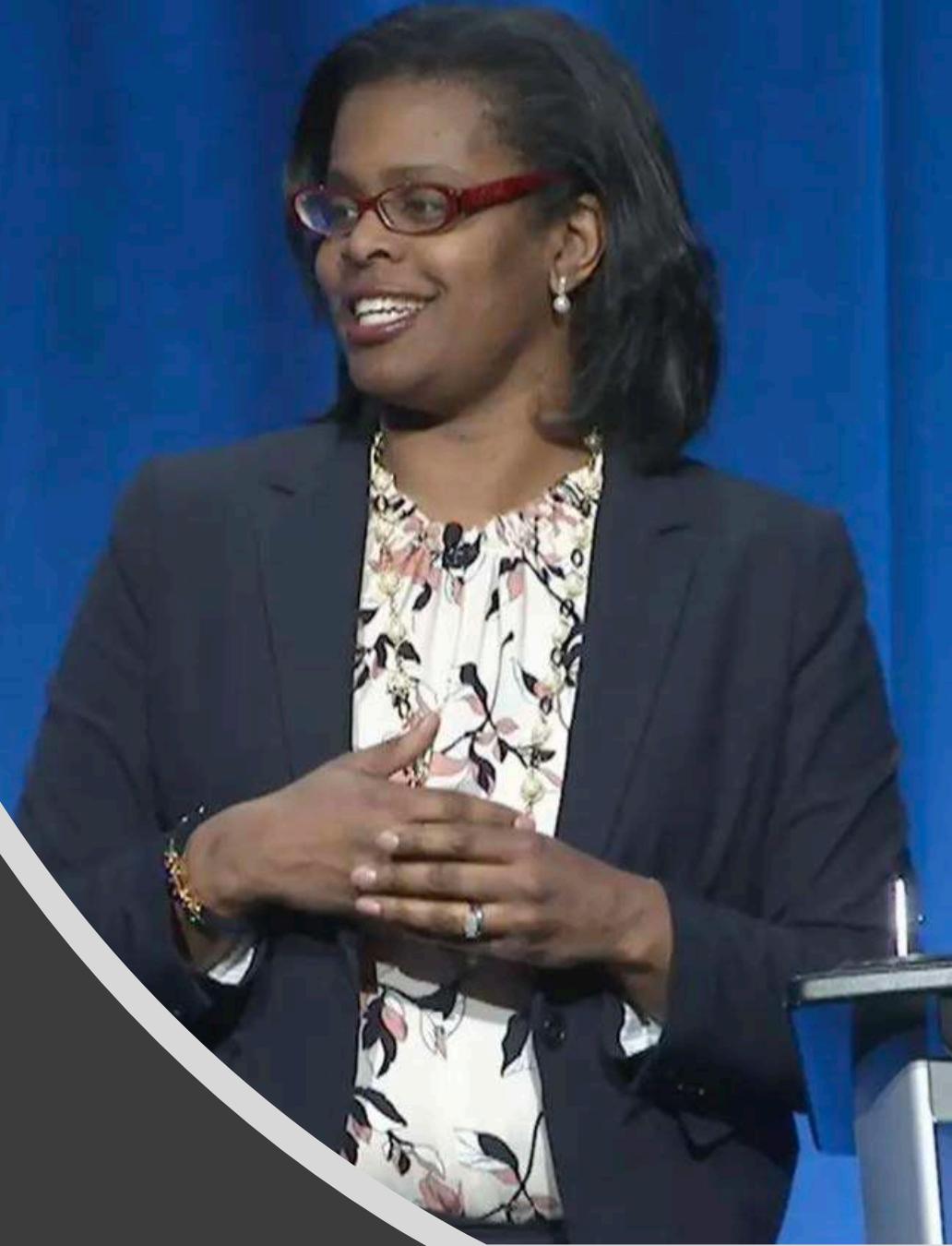
Spend less time in meetings, and more time listening to stories

A couple ideas for Monday morning

Let's Start Planning your Wedding!

Discuss how you can apply
the lessons of co-design to:

- Your Children's Cabinet
- Your Backbone
Organization
- Your Measures of Success



Thank you!

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