Family Engagement in an Era of Dual Pandemics

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

November 18, 2020

Eyal Bergman

Doctoral Student (Ed.L.D)

Harvard Graduate School of Education

eyal_bergman@gse.harvard.edu

Agenda

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

- Breakout #1

- Share Out

- Children's Cabinet Community Council proposal
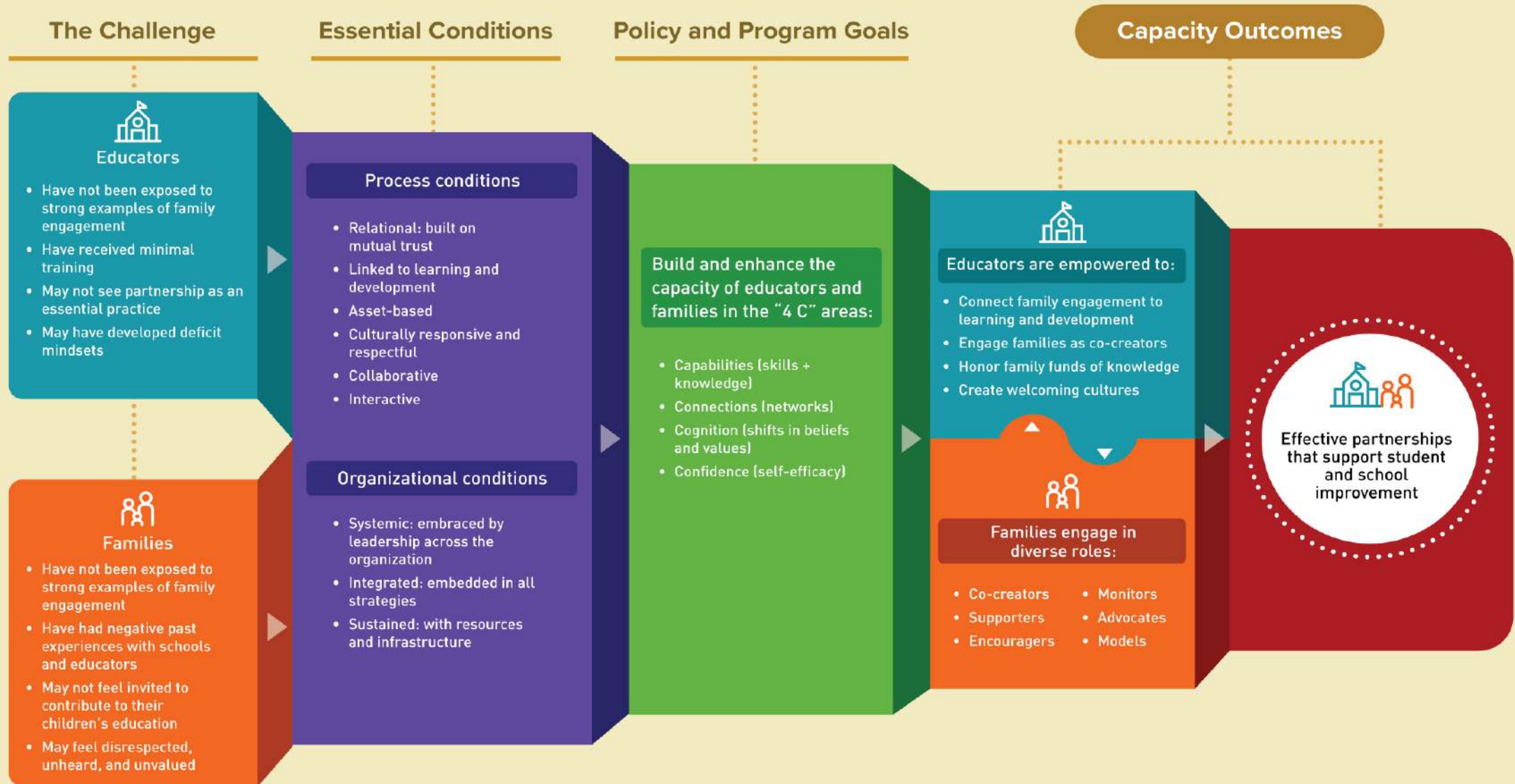
- Breakout #2

- Share Out

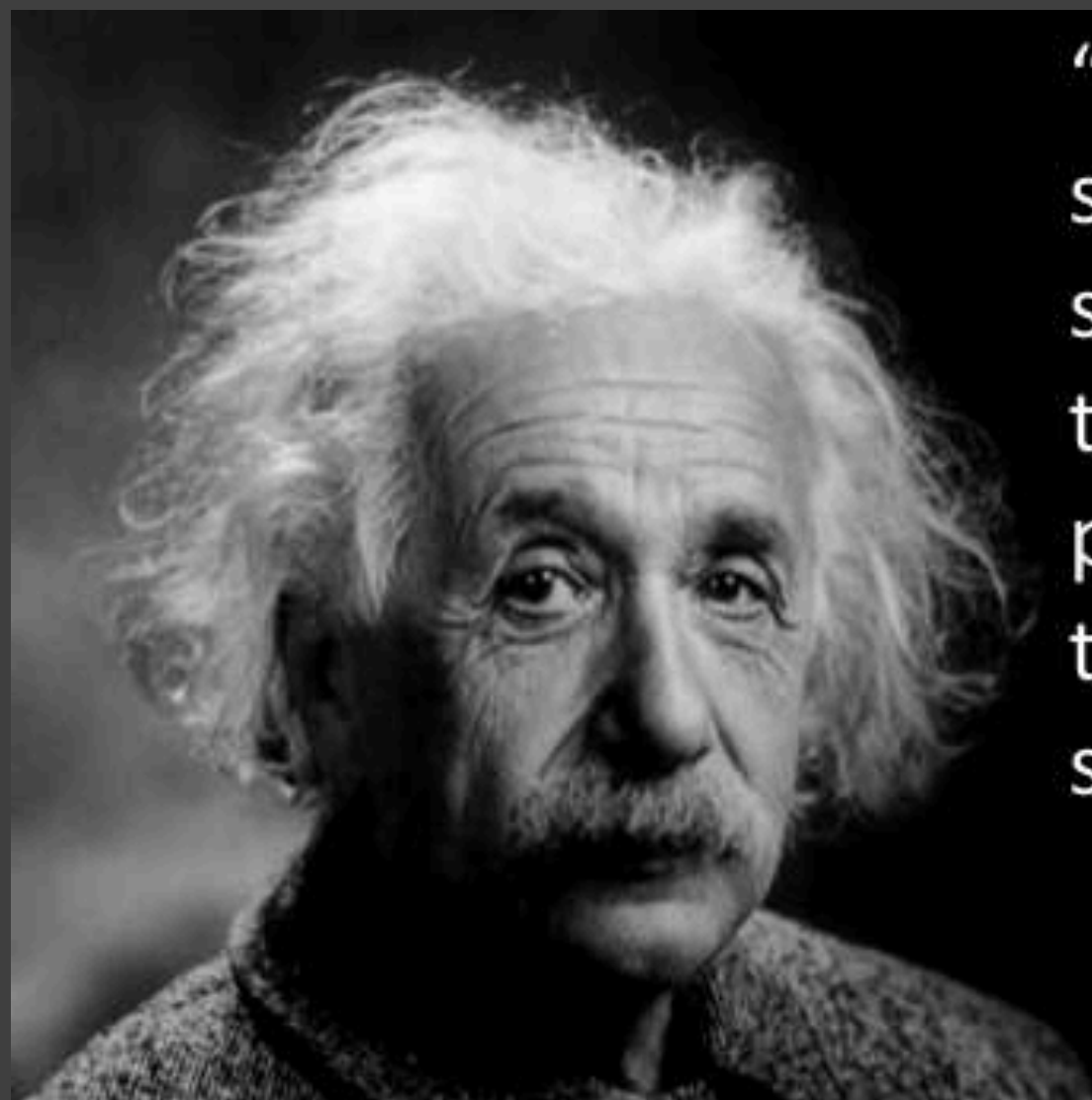**First Version of the Dual Capacity-Building Framework for Family-School Partnerships**

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 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)
- Cognition (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 funds 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

"If I had an hour to solve a problem I'd spend 55 minutes thinking about the problem and 5 minutes thinking about solutions."

Albert Einstein

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
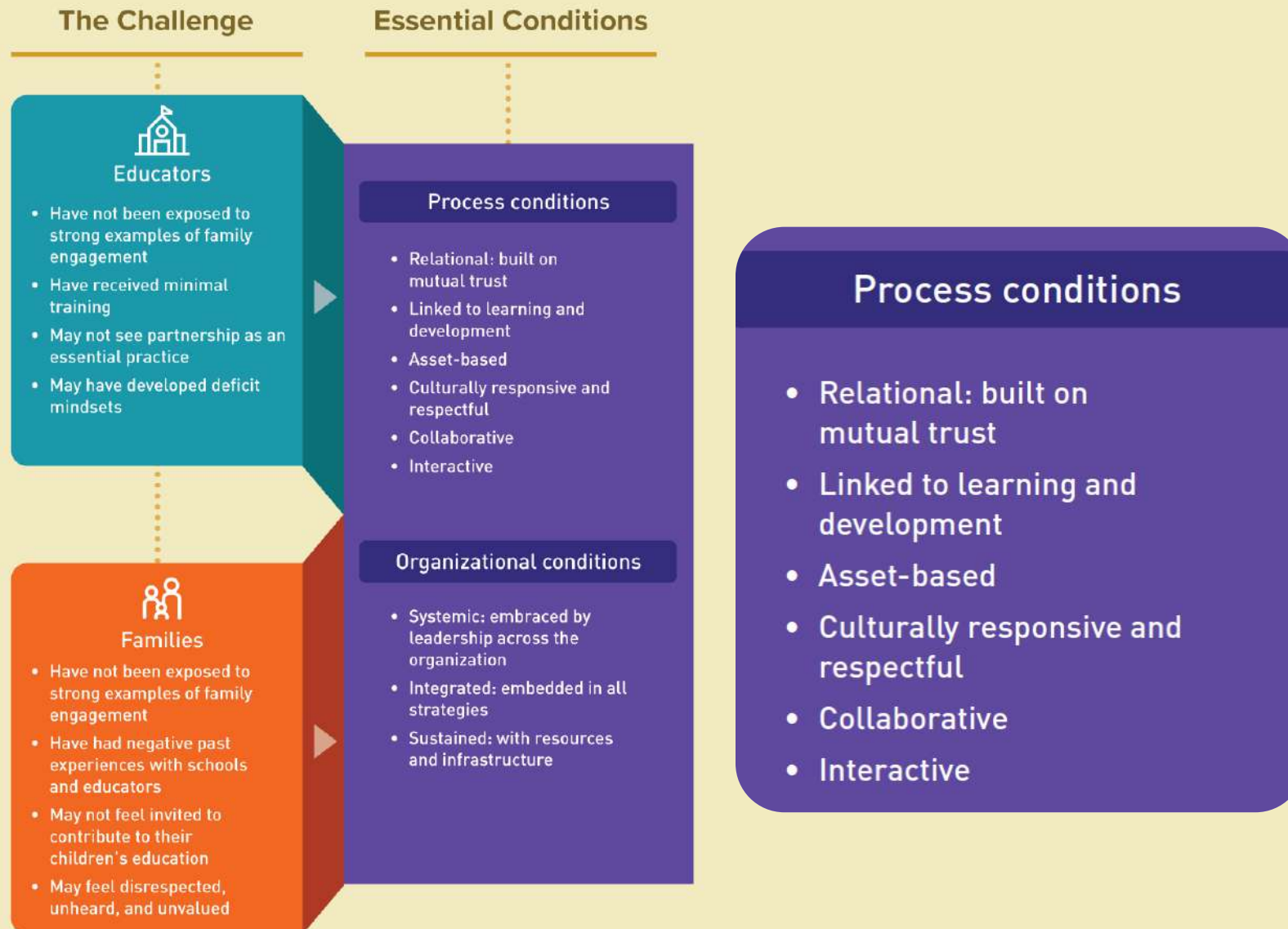- May have developed deficit mindsets

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

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

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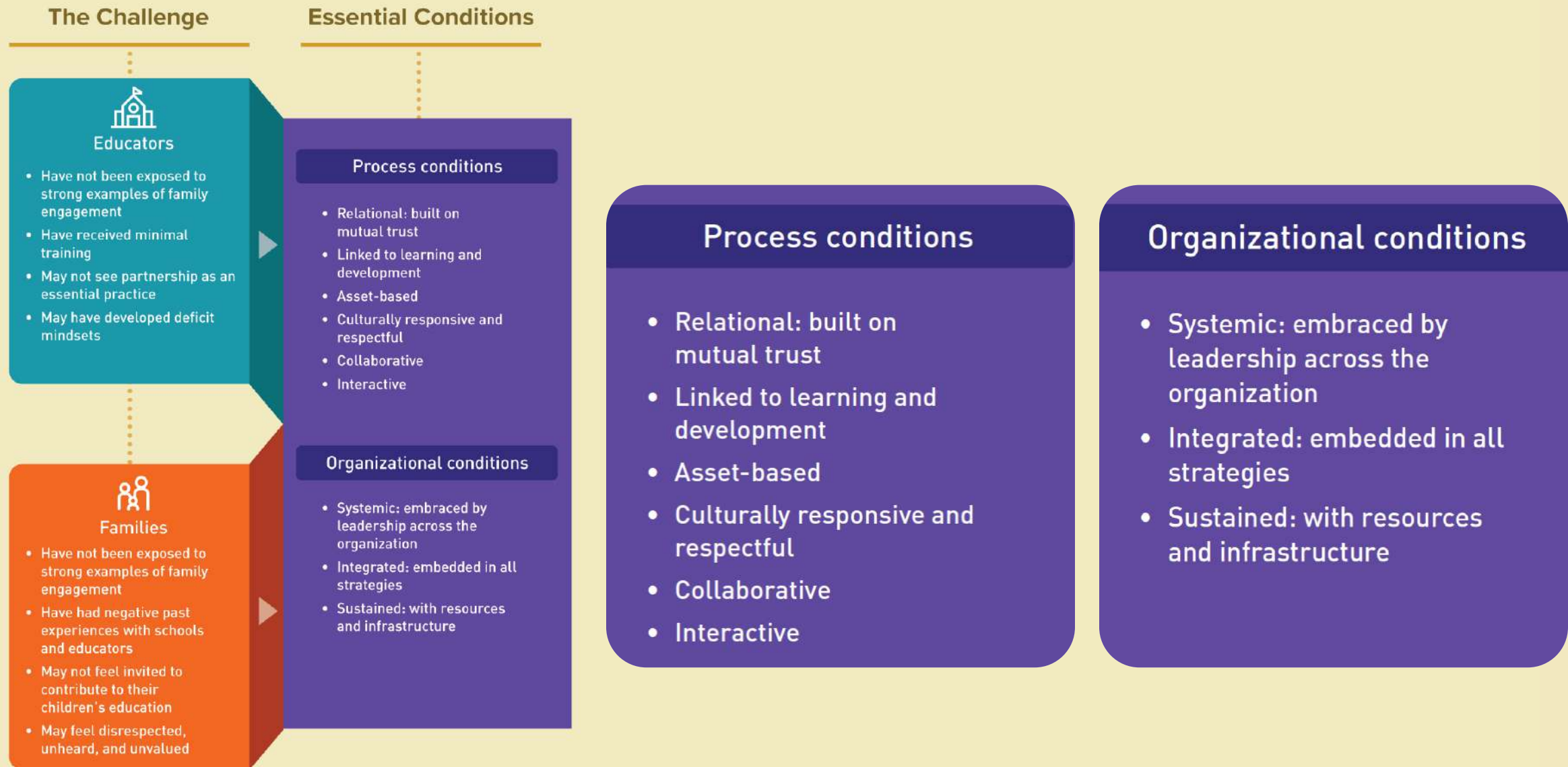**(Version 2)**

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

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

Process conditions

- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Poverty simulation

Home Visits

Collaborative work together

Community Visits

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

The Challenge

Essential Conditions

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

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

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

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

The Challenge

Essential Conditions

Policy and Program Goals

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

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

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)

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)

The New York Times

How One District Got Its Students Back Into Classrooms

Cajon Valley in California is doing something that many lower-income districts have postponed: offering in-person instruction.

After a set of marathon negotiations in late August, the Cajon Valley Union School District announced a hybrid plan with a mix of in-person and at-home instruction. Sandy Huffaker for The New York Times

Breakout

Describe your organization's current capacity to partner with families.

What would it look like to build your organization's capacity?

Children's Cabinet Community Council

Proposal to Create a Community Council for a BAM Children's Cabinet

Why do we need a Community Council in the COVID era?

- The lines between home and school have never been more blurred. Now that educators and families rely on each other more than ever, how else can we make a difference for kids if we're not seeking genuine partnership with families?
- Cabinets can't be authentic in their response to community needs unless the beneficiaries of their services have a voice in shaping their work.
- Cabinets need to generate the political demand for their work in order to ensure long term viability. We'll never get there unless the community sees it has a voice at the table, particularly in marginalized communities that are accustomed to being neglected.
- Most collective impact efforts struggle with community engagement. It's a common critique.[1] This is a chance to offer an alternative roadmap for collective impact.

What would the Community Council look like?

- The Community Council would serve as a hub of authentic community voice and action. It's a place where community leaders would gather to organize coordinated responses to the issues that mattered to them.
- It should include community leaders with strong informal authority (ie. well-known barbers, pastors, the neighborhood lady who knows everyone, etc). Community groups would be invited to nominate members.
- Just as Cabinet members represent an organization, two members of the Council would be elected by the group to represent it as voting members on the Children's Cabinet.
- The Community Council would receive leadership and organizing training so that members could be more effective in their advocacy and organizing work.
- In addition to serving on the Children's Cabinet, other members could be invited to serve on different advisory groups in the community.
- The Council should be built on co-design principles (see next page for details).
- The Cabinet's backbone organization should establish the Council and allocate funding for trainings and ongoing operations. If this work is to succeed, it'll need to be sustained with thoughtful investments.

Why can't we use existing advisory groups?

- They serve the needs of the organizations that convene them, which are different than the purpose of the Community Council and the Children's Cabinet.
- They are not typically engaged through co-design principles, nor do they receive training.
- They are not always a genuine representation of the community.

Solidarity-Driven Co-Design Principles

These principles are taken from the Family Leadership Design Collaborative.[1] Some of the original principles have been slightly modified to fit this document.

Build and set the co-design table

- Tap into collective leadership of families of color, rather than programs that seek to change parent behaviors to better support your agendas.
- Design family engagement agendas and activities *with* family and community members, rather than approaching them as passive recipients.
- Allocate funding and resources for sustained, reflective work
- Do not do "one-off" events focused on "listening" to families in order to "inform" predetermined goals & agendas
- Partner with community-based organizations
- 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, and that patterns of inequity tend to reassert themselves despite good intentions. Support strategies that intervene in the interactions that reinforce hierarchical power.
- Begin processes with the priorities, experiences, concerns, and issues that already exist in the communities, rather than with the agendas of schools, funders or policymakers. Policies and funding should strengthen work that is already happening in communities, rather than impose a new program

Sustain co-design

- Redesign key educational decision-making processes (such as hiring, policy development, resource allocation) to ensure that those directly impacted by racial inequities have influence, not token "input."
- Provide support for partnerships to reclaim data for reflection, improvement, and measuring progress towards educational justice and community well-being. Partner with researchers to identify or co-develop "metrics that matter" to local communities.

Articles for understanding the critique of collective impact on the grounds of poor community engagement:

Burton, D. & Barnes, B. (2017) Shifting Philanthropy from Charity to Justice. Stanford Social Innovation Review. https://ssir.org/articles/entry/shifting_philanthropy_from_charity_to_justice#

McAfee, M., Blackwell, A. G., & Bell, J. (2015). Equity: The soul of collective impact. https://www.policylink.org/find-resources/library/equity-soul-of-collective-impact

Wolff, T., Minkler, M., Wolfe, S. M., Berkowitz, B., Bowen, L., Butterfoss, F. D., & Lee, K. S. (2017). Collaborating for equity and justice: Moving beyond collective impact. Nonprofit Quarterly, 9, 42-53. https://nonprofitquarterly.org/collaborating-equity-justice-moving-beyond-collective-impact/

[1]Ishimaru, A. M., Bang, M., Valladares, M. R., Nolan, C. M., Tavares, H., Rajendran, A., & Chang, K. (2019). Recasting Families and Communities as Co-Designers of Education in Tumultuous Times.

Community Council Proposal

Built on research from the Family Leadership Design Collaborative*

- Build and set the co-design table

- Engage in co-design

- Sustain co-design

*Ishimaru, A. M., Bang, M., Valladares, M. R., Nolan, C. M., Tavares, H., Rajendran, A., & Chang, K. (2019). Recasting Families and Communities as Co-Designers of Education in Tumultuous Times.

Children's Cabinet Community Council
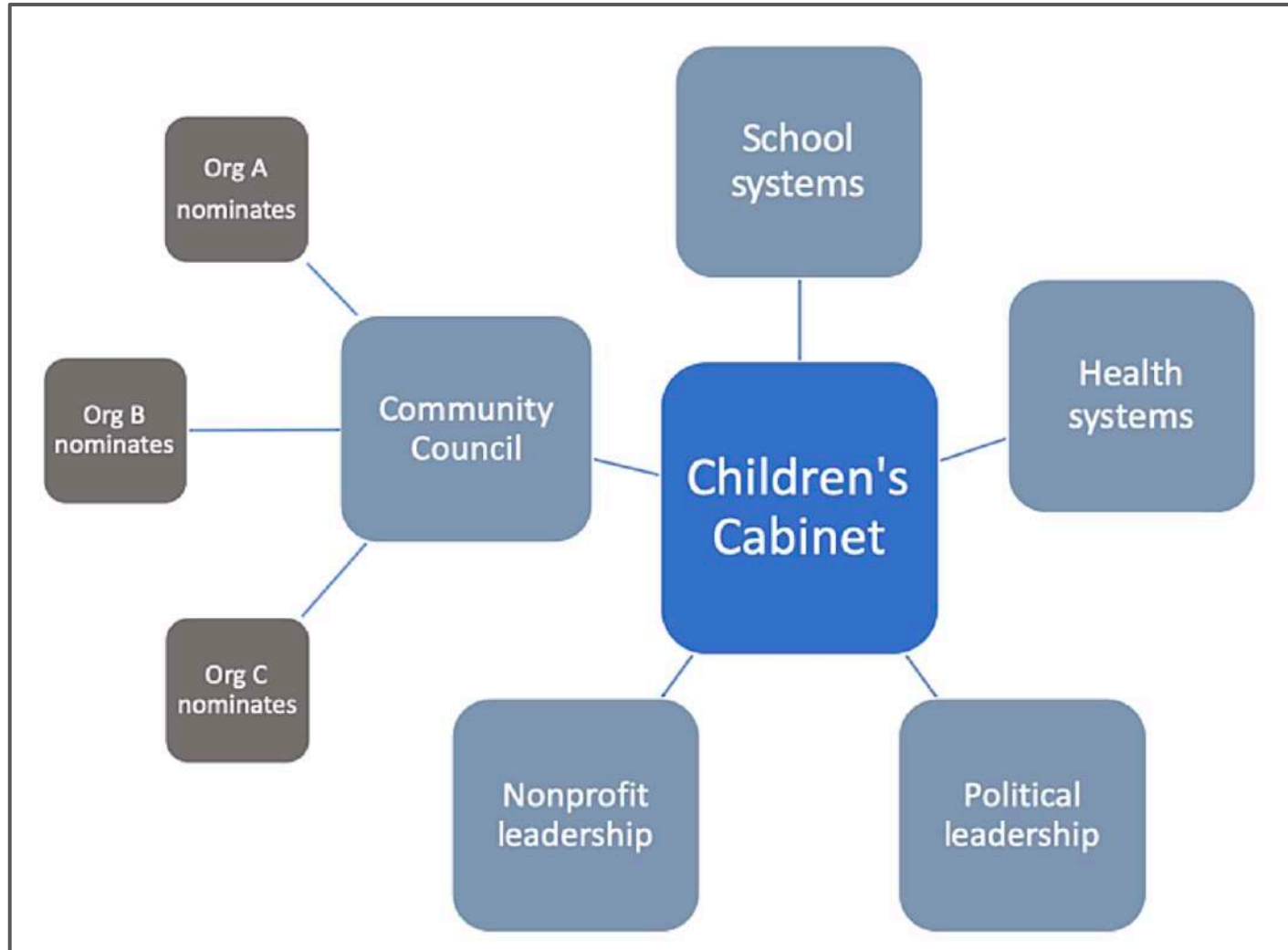
Context Matters: The City of Poughkeepsie

- Approximately 30,000 residents in the City of Poughkeepsie

- The City of Poughkeepsie at is 46.6% White, 37.6% Black, 17.1% Hispanic or Latino, 1.2% Asian and 6.3% two or more races. While the Poughkeepsie City School District is 49% African-American, 36% Hispanic or Latino, 7% multiracial and 6% white.

- **73%** of students in Poughkeepsie are **economically disadvantaged** compared to 38% in Dutchess County.

- The graduation rate was 54% in 2019 and **21% for English Language Learners.**

Context Matters: The City of Poughkeepsie Children's Cabinet

Phase 1: Launch the Executive Committee

Phase 2: Staggered launch of 4 time-limited & solution-oriented working groups
    (1) Early Childhood
    (2) Integrated Health and Human Services
    (3) Out-of-School Enrichment and Learning
    (4) College, Career and Civic Readiness.

NOTE: We will also, separately, be enlisting community partners to form a Cabinet Connections team, which will be a core group of stakeholders collaborating across working groups to support strategic communications and community engagement.

The Vision:

Phase 1: Launch a youth-led & adult supported qualitative research study in partnership with Marist College's Center for Social Justice Research.

Phase 2: Co-design, launch, and implement a citywide civic engagement infrastructure that sustains youth decision-making in the long term.

POUGHKEEPSIE YOUTH COUNCIL

20-25 Youth Council Members

Civic Engagement - Examples of Skills Built:

- Understanding the local legislative + policy processes
- Testifying at the County & City levels
- Presenting to key leaders and the Executive Committee
- Public speaking
- Messaging & communications

Base building & Mobilizing - Examples of Skills Built:

- Social media outreach & engagement
- Rapid response ex. Young people mobilize to turn out to a SNUG event, young people are asked to vote on an issue that directly impacts their lives
- Crafting newsletters
- Community Engagement

An engaged base of young people representative of the City of Poughkeepsie that can be called on by PCSD, the City, Providers, and the County for input, decision-making, or feedback in strategic ways and who hold a wide array of skills.

Contact Information:

The Poughkeepsie Children's Cabinet
Kylynn Grier
Grier88@gmail.com
(845)264-8459

$$ - Children's Cabinet Community Council - $$

	New Funding	In-kind
Children's Cabinet Leadership time		
Backbone Org Staff member time		
- Initial outreach & recruitment		
- Ongoing coordination & support		
- Time to step away and reflect on the process (AAR)		
Community Council meetings		
- Supplies	?	?
- Childcare		
- Interpretation		
- Food		
- Incentives		
Community engagement training for CC & Backbone org		
Allocation to community-based organization		
Communication strategy		

Breakout

How can we add authentic community voices to our Children's Cabinet?

What would we need to launch a Community Council?

What questions come up for us?

Thank you!

Eyal Bergman

Doctoral Student (Ed.L.D)

Harvard Graduate School of Education

eyal_bergman@gse.harvard.edu

🐦 @eyalbergman