

Engaging Culturally and Linguistically Diverse Families and Communities in a MTSS Framework

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Outcomes

Participants will...

analyze the impact of Every Student Succeeds Act (ESSA) requirements to developing and sustaining visible culturally and linguistically diverse family and community engagement.

identify strategies to promote English learner's family and community engagement with a focus on the acculturation process.

identify the need to communicate the strong value placed upon family engagement regarding student's academic success in a MTSS Framework.

PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network, (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education and to build the capacity of local education agencies to serve students who receive special education services.

PDE's Commitment to Least Restrictive Environment

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of supplementary aids and services before considering a more restrictive environment.

Technical Adequacy: 9 Key Elements



Standards Aligned System	Universal Screening	Shared Responsibility
Data Based Decision Making	Multi-Tiered Interventions	Parent/Family Engagement
Using RtII for SLD Eligibility	Central Administration Support	Professional Development

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Every Student Succeeds Act (ESSA)

Impact on the Education of English Learners



The Every Student Succeeds Act (ESSA)

- Serves as the latest reauthorization of the Elementary and Secondary Education Act of 1965 (ESEA) which was last reauthorized in 2002 as the No Child Left Behind Act (NCLB).
- The intent of the law has been to raise achievement for low-income and otherwise disadvantaged children.

Gaps in educational opportunity and achievement will only be remedied . . .

...when those closest to the affected students –parents, families, and communities – **are driving decision-making.**

Required Parent and family engagement activities can be selected from the following:

- Supporting schools in training school staff regarding engagement strategies;
- Supporting programs that reach families at home, in the community and at school;
- Disseminating information on best practices focused on engagement, especially for increasing engagement of economically disadvantaged families;
- Subgranting to schools to collaborate with community-based organizations or businesses that have a track record of improving family engagement; or
- Engaging in any other activities that the district believes are appropriate in increasing engagement.

Parent and Family Engagement Provisions in the Every Student Succeeds Act (ESSA)

- Ensuring that information related to programs, meetings, and other activities is sent to parents in a format and a language the parents can understand;
- Providing other reasonable support for engagement activities;
- Providing opportunities for the informed participation of families with limited English proficiency or disabilities, and families of migratory children in a format and language they understand; and
- Providing reasonable support for parental involvement activities as parents request them.

Federal grants under *Title IV* will be awarded to statewide organizations to establish statewide family engagement centers to:

- assist parents in participating effectively in their children's education and helping their children meet state academic standards;
- develop and implement, in partnership with the state, statewide policy to provide services that will help to remove barriers for family engagement; and
- develop and implement parental involvement policies required in the ESSA.

Parent and Family Engagement Policies

- In order to receive Title I funds, districts must conduct outreach to parents and family members and must implement programs, activities and procedures for the involvement of parents and families in Title I-funded activities.

For Culturally and Linguistically Diverse Families

Consider the following:

- Communication in the preferred language and mode of communication of the family (e-mail, phone call, flyers, text...)
- Scaffolds to remove language and cultural barriers
- Transportation and child care needs
- Choose sites for meetings and times based on the family's needs and schedules
- Advertise events in local publications such as newspapers and radio stations in the first language of the families; visit community-based organizations and local churches
- Utilize dismissal time as an opportunity to share upcoming events and school news

Intent of the *Every Student Succeeds Act*

- Parents and communities have the right to engage and help drive, financial, programmatic and policy decisions.
- Although legally required engagement and consultation is enumerated in the law, parents and communities should seek to be involved far beyond those instances.

The successful implementation of the Every Student Succeeds Act (ESSA) and progress towards educational equity for all students depends on . . .

the meaningful inclusion of the **parents** and **communities** that represent students who are:

- low income
- of color
- English learners
- Native Americans
- immigrants, **OR**
- who have a disability

Positive Partnership Experiences

- A most inspiring family involvement activity
- A successful collaboration with a community partner
- An activity that made all families feel welcome at school
- An excellent way that volunteers helped a school
- One example of how teamwork produced a successful family involvement activity
- An example of how a principal's leadership improved school, family, and community partnerships
- A great strategy to increase communication between home and school
- One example of how a school district helped improve family and community involvement



Why do we need culturally responsive approaches to family engagement?

Every year, over 1.2 million students drop out of high school in the United States alone.

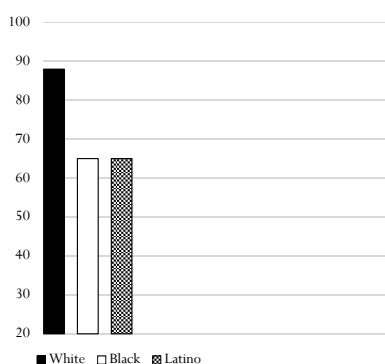


That is...1 student every 26 seconds = 7,000 students/day!

Why do we need culturally responsive approaches to family engagement?



Pennsylvania Graduation Rates



Family Engagement and School Completion

Middle school and high school students whose families remain involved tend to:

- Make better transitions
- Maintain the quality of their work
- Develop realistic plans for their future
- Have higher graduation rates
- Advance to postsecondary education



(Clark, 1993; Henderson & Mapp, 2002; Mapp, 2004; Schargel & Smink, 2001; Williams Bost, 2004).

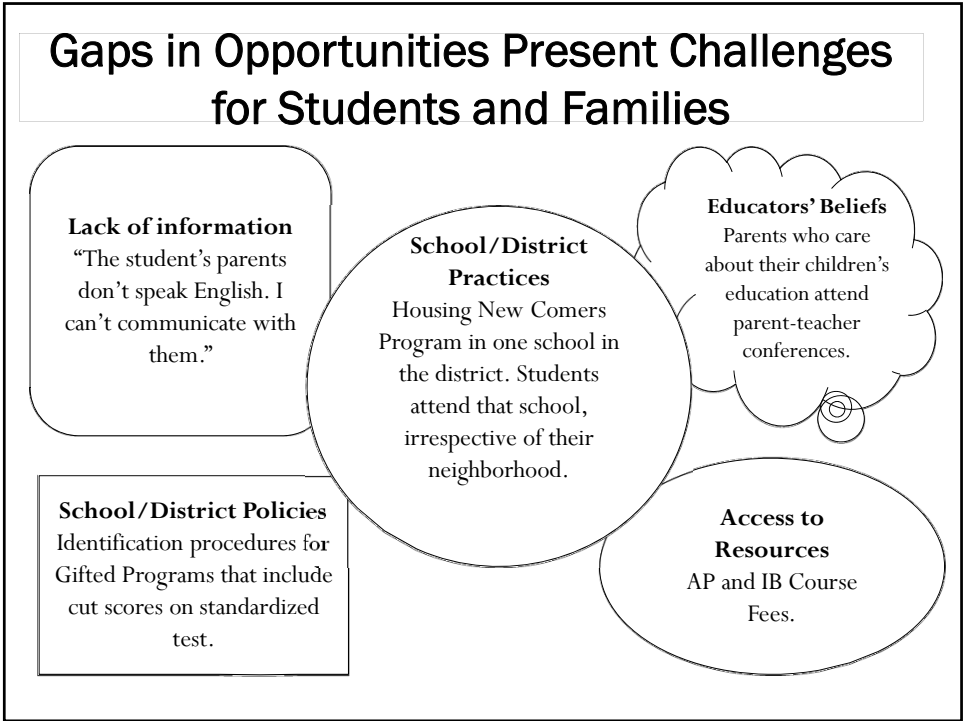
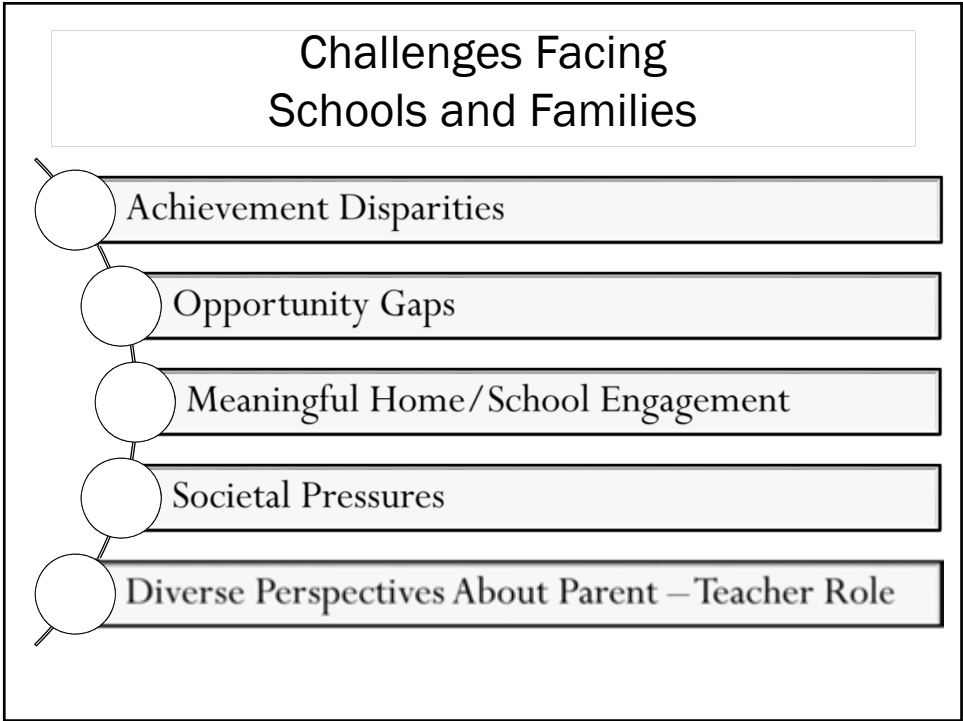
Socio-Historical Context

Culture is not inherited;
rather we are socialized
to behave according to
traditions established
over generations

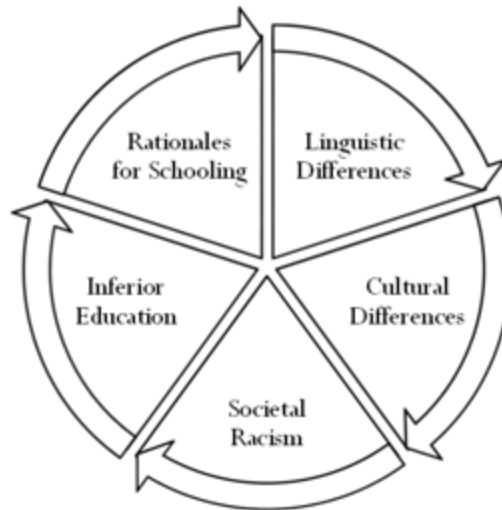
The cultures of schools
may or may not be in
harmony with the culture
each student brings to
school

Schools greatly influence
how young people see
themselves and therefore
need to understand and
validate their
backgrounds





Explanations for Achievement Disparities



Au, 1998

Barriers to School-Family Partnerships

Families' disconnection to the school community

Communication differences

Lack of information about school expectations, programs and resources

Family isolation

Turn and Talk

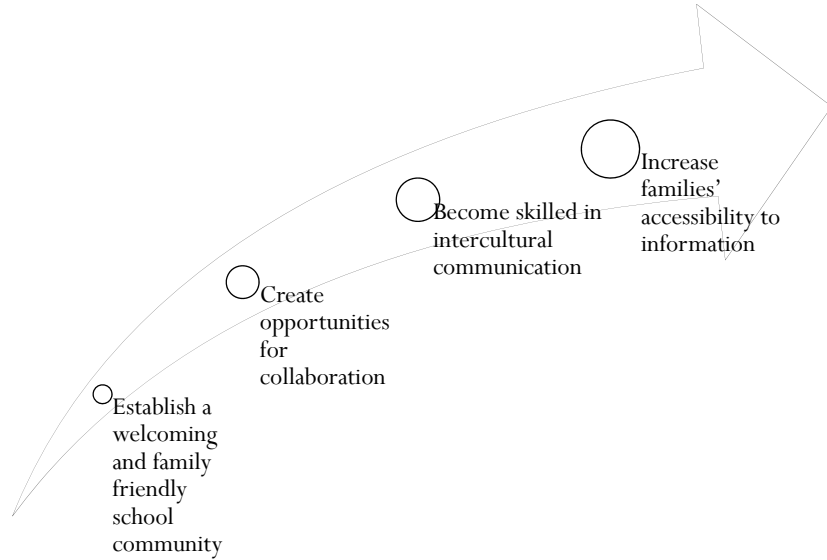
- Share barriers to authentic family engagement that exist in your current position?
- How relevant are the challenges presented for your school/district?
- What impact have families had on your current program?



Culturally Responsive Family Engagement: Three Key Qualities



Transcending Barriers



Culturally Responsive Strategies to Increase Family-School Partnerships

Involve families in school and district decisions

Offer various ways that families can support their students' learning

Provide family members opportunities to develop school participation skills

Collaborate with families on ways to be involved

Cultural Reciprocity







Design assignments that build on families' "funds of knowledge"

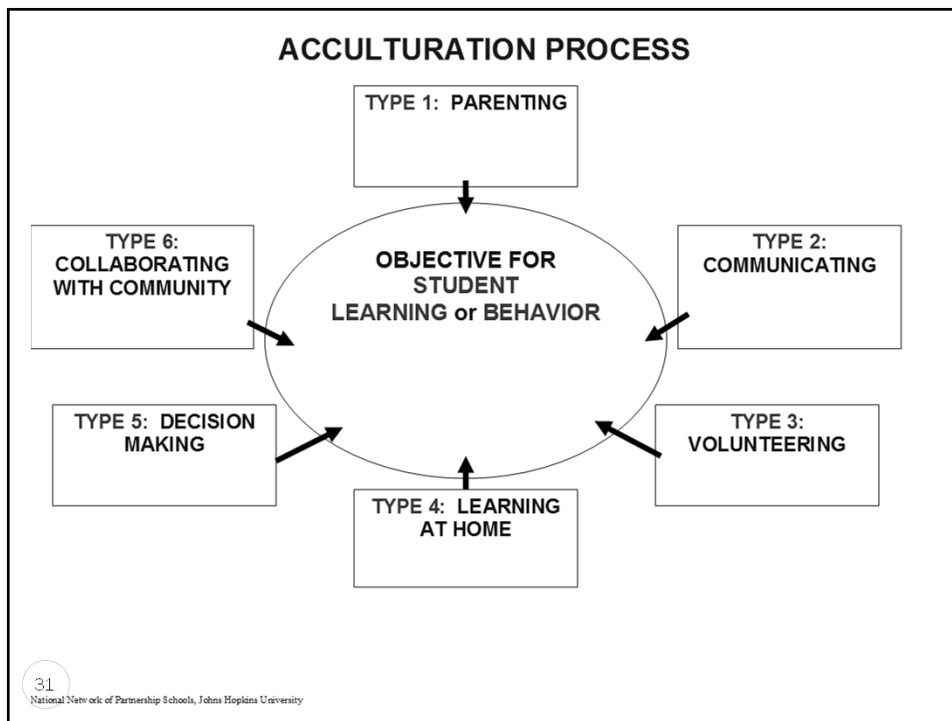
Culturally Responsive Educational Systems

- Are concerned with instilling caring ethics in the professionals that serve diverse students
- Support the use of curricula with ethnic and cultural diversity content
- Encourage the use of communication strategies that build on students' cultures
- Create spaces for teacher reflection, inquiry, and mutual support around issues of cultural differences

NCCREST, 2009

THE KEYS TO SUCCESSFUL SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS EPSTEIN'S SIX TYPES OF INVOLVEMENT

 Type 1	PARENTING: Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
 Type 2	COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
 Type 3	VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school or in other locations to support students and school programs.
 Type 4	LEARNING AT HOME: Involve families with their children in learning activities at home, including homework, other curriculum-related activities, and individual course and program decisions.
 Type 5	DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
 Type 6	COLLABORATING WITH COMMUNITY: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.



Discuss at your LEA

- What is something that you could do in your classroom, school or district to advance culturally responsive family engagement practices?





By building school classrooms and school climates in which parents and families are **integrally** and **constructively involved** as **participating partners** in their children's education, the likelihood of academic success increases for every child.

Hispanos Unidos para Niños Excepcionales (HUNE) Briefs

Topics:

- Family Engagement
- After-School Program
- Summer Program
- Culturally Responsive Practices
- Community-Based Engagement



<http://www.pattan.net/Search?st=global&search=hune>

HUNE Briefs (soon to be released)

- *Early Warning Systems Supports to Increase Graduation Rates*
- *Alignment of HUNE Youth Programs to Pennsylvania Core Standards = Overcoming Graduation Barriers*
- *Students' Voices*
- *How to Increase Graduation Rates of Students with Disabilities*
- *Informing Families of the Importance of Oral Language in Literacy Development*

RESOURCES

- National Network of Partnership Schools Promising Practices
- Dual Capacity-Building Framework
- The Equity Alliance at ASU, JoEtta Gonzales, Ed. D, Seena M. Skelton, Ph.D
- Northwest Regional Educational Laboratory
- Oregon 21st Century Community Learning Centers

Website Resources

- www.pattan.net
- <http://nnps.jhucsos.com/>
- <http://www.ed.gov/parent-and-family-engagement>
- <http://equityallianceatasu.org/>
- <http://educationnorthwest.org/>
- <http://www.sedl.org/pubs/framework/>

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Commonwealth of Pennsylvania
Tom Wolf, Governor