

Culturally Responsive Approaches to Family Engagement in Secondary Schools

MTSS Implementers' Forum
October 20, 2016

Presenters

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Outcomes

Participants will...

Understand the importance
of family-school partnerships
in student success

Discuss ways to transcend
challenges and barriers to
family-school partnerships;
and create opportunities for
meaningful family and school
collaboration

Learn about culturally
responsive strategies for
creating positive family
engagement

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.

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

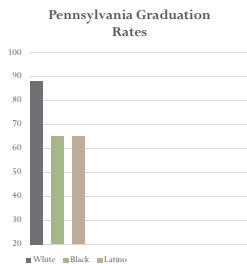
Why do we need culturally responsive approaches to family engagement?

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?



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 Bos, 2004).

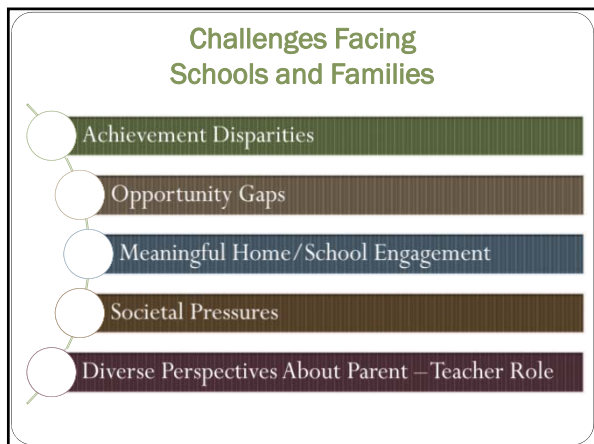
Socio-Historical Context

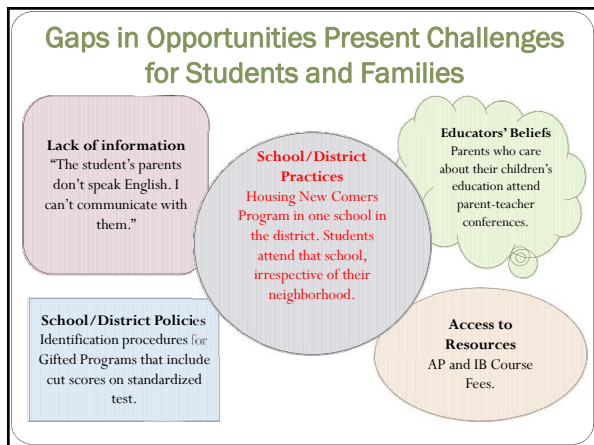
Culture is not inherited; rather we are socialized to behave according to traditions established over generations

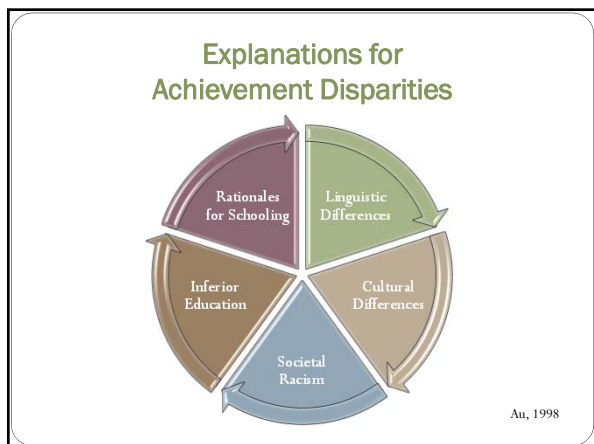
The cultures of schools may or may not be in harmony with the culture each student brings to school

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









Barriers to School-Family Partnerships

- Families' disconnection to the school community
- Communication differences
- Lack of information about school expectations, programs and resources
- Family isolation

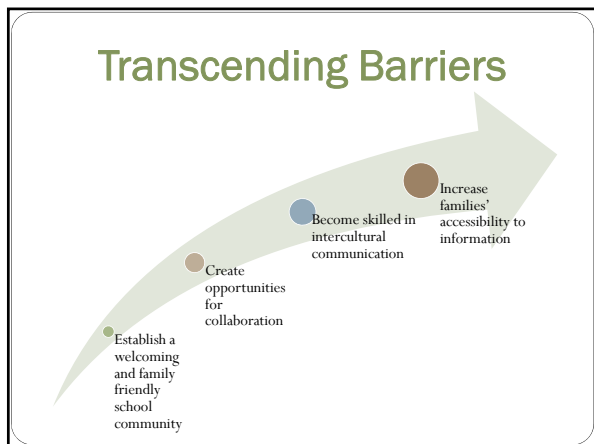
Turn and Talk

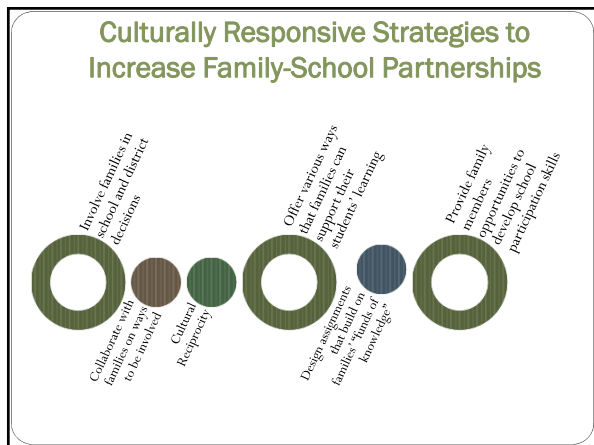
- Share barriers to authentic family engagement that exist in your current position?
- How relevant are the challenges presented for your school/district?
- What impact have families had on your current program?



Culturally Responsive Family Engagement: Three Key Qualities














- ### 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.

MIDDLE SCHOOL EXAMPLES
for a One-Year Action Plan
to Reach Results for **ATTENDANCE**


GOOD HEALTH GOAL 

- TYPE 1** "Attendance Summit" for parents featuring speakers on the importance of student attendance. Speakers may include school administrators, counselors, legal experts, teachers, health service providers, students, and family members
- TYPE 2** Recognition postcards for good or improved attendance
- TYPE 3** Family members volunteering as attendance monitors
- TYPE 4** Interactive homework for students and family partners to create a poster about why good attendance is important
- TYPE 5** PTA/PTO communications for all families on school goals and requirements for student attendance and on-time arrival, and guidelines on steps to take when students return to school after illness
- TYPE 6** Agreement with local businesses to post signs that students are welcome only during nonschool hours

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

Epstein, J. L. et al. (2009). *School, Family, and Community Partnerships: Your Handbook for Action (Third Edition)*. Thousand Oaks, CA: Corwin Press.

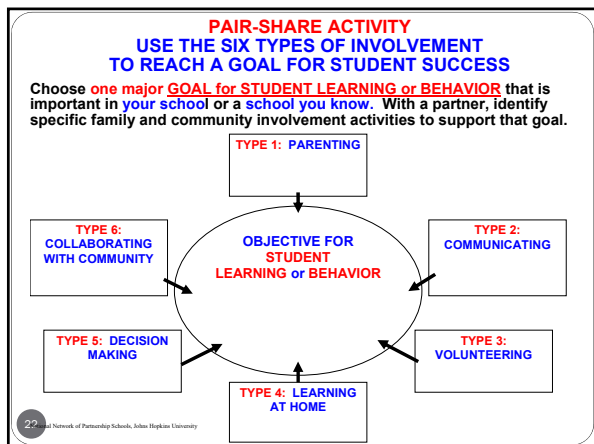
HIGH SCHOOL EXAMPLES
for a One-Year Action Plan
to Reach Results for **POSTSECONDARY PLANNING**

COLLEGE & CAREER GOAL 

- TYPE 1** Workshops for parents and students on course credits and requirements for high school graduation, college financial aid, college entry tests, and career planning
- TYPE 2** Series of videos on CDs for families to borrow to learn about high school requirements and postsecondary planning
- TYPE 3** Field trips for students and parents to local colleges and universities
- TYPE 4** Interactive homework that requires students to discuss their academic goals and career plans with a family partner and to outline strategies for reaching these goals
- TYPE 5** A postsecondary planning committee of parents, teachers, and students to implement a series of activities on college awareness and career options from 9th to 12th grade
- TYPE 6** College club for linking students and families with alumni to foster knowledge and actions on postsecondary opportunities

...AND MANY OTHER IDEAS FOR EACH TYPE OF INVOLVEMENT

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Turn and Talk

- 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.

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.jhucos.com/>
- <http://www.ed.gov/parent-and-family-engagement>
- <http://equityallianceasu.org/>
- <http://educationnorthwest.org/>
- <http://www.sedl.org/pubs/framework/>

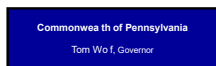
Contact Information

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HUNE'S YOUTH PROGRAM

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PHILADELPHIA, PA 19133
215-425-6203
WWW.HUNEINC.ORG

Funded by: Pennsylvania Department of Education,
State Systematic Improvement Plan (SSIP)

OVERVIEW:

- HUNE'S MISSION
- SSIP: BSE & HUNE
- YOUTH PROGRAM STRUCTURE
- HUNE HANDOUTS
- YOUTH PROGRAM TRENDS
- FAMILY ENGAGEMENT STRATEGIES




HUNE'S MISSION:

HUNE works to improve educational outcomes for children and youth with all disabilities (emotional, learning, mental, and physical) from 0-26 years of age.

SSIP: BSE & HUNE

BSE will also partner with the federally funded Community Parent Resource Center *Hispanos Unidos para Niños Excepcionales* (HUNE). Community and mentoring materials and resources developed through this partnership will be shared with other organizations.

STRUCTURE:



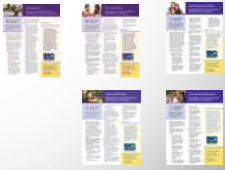
The structure of our program includes:

- Attendance 3 days a week (2.5 hours daily)
- 15-30 children enrolled yearly
- 60% of the children will be enrolled for two consecutive years.
- Staff/Mentor/Volunteer ratio (1 mentor to 6 students)
- Ongoing collaboration between HUNE and school district staff
- Ongoing communication and collaboration with students' parents

HANDOUTS:


Topics:

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



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

HUNE STATISTICS



Gender
Male – 78% Female – 22%

Age


- 14 – 22%
- 15 – 22%
- 16 – 22%
- 17- 22%
- 19 – 6%

• 21- 6%

Diagnostic (We have students with more than one diagnosis)

- ADHD/ADD – 39%
- SLD – 56%
- SLP – 6%
- None - 22%

HUNE STATISTICS (CON'T)



IEP

Yes – 61%

No – 39%

504

Yes – 6%

No – 94%

ELL/ESL

Yes – 50%

No – 50%

Absences

0-5 – 17% (3)

6-10 – 28% (6)

C – 44% (8)

D- 33% (6)

F – 11% (2)


Office Referrals

0 – 72% (13)

1 - 6 – 17% (3).

7 - 13 – 11% (2)

FAMILY ENGAGEMENT:



- HUNE's parent engagement initiative is anchored in research-based best practices for culturally and linguistically diverse families in an urban setting.
- Bilingual/bicultural staff
- Parents are invited to share information about their home: language, methods they use, family strengths and challenges, and goals for their children's education.
 - This information is used to plan parent engagement and family support activities.
- ALL Information—is provided in families' home languages and/or orally for families.

FAMILY ENGAGEMENT (CON'T):

- Various methodologies used to communicate with families:
 - individual meetings, group parent meetings, home visits, and the provision of home learning materials with easy-to-use guidance.
- Outreach efforts to parents help remove barriers to their participation in program-based parent engagement activities, such as:
 - meeting with the parent at a time that accommodates their work schedule, arranging a conversation by phone, and assisting with transportation.
- Facilitate Parent engagement through social networks.
- Professional Development on cultural and linguistic diversity



WRAP UP

- Questions or Comments?
 - HUNE'S MISSION
 - SSIP: BSE & HUNE
 - YOUTH PROGRAM STRUCTURE
 - HUNE HANDOUTS
 - YOUTH PROGRAM TRENDS
 - FAMILY ENGAGEMENT STRATEGIES

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