

Learning Series 4

Co-Creating Solutions: Addressing Engagement and Attendance Challenges with Historically Underserved Populations

Session 1: The Dual Capacity-Building Framework for Family-School Partnerships

June 4, 2024



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SEACenter@westat.com

Introductions



Dr. Tracey Scott

Group Leader, U.S. Department of Education

Bryan Keohane

Project Officer, U.S. Department of Education

Elisabeth Lembo

Program Specialist, U.S. Department of Education



Jarle Crocker

Project Director, Westat



Sarah Frazelle

Project Director, American Institutes for Research

Learning Series Overview

- ▶ **Session 1:** The Dual Capacity-Building Framework for Family-School Partnerships *[Today]*
- ▶ **Session 2:** Working with Statewide Family Engagement Centers (SFECS) to Support State and Local Strategies *[June 11, 1:00 – 2:00pm ET]*
- ▶ **Session 3:** Working at the Community and School Levels to Co-Create Engagement Strategies with Historically Underserved Populations *[June 18, 1:00-2:00pm ET]*

Learning Series Objectives

- ▶ Understand the historical context and systemic barriers to engagement with school systems faced by underserved populations.
- ▶ Gain an understanding of the Dual Capacity Framework and how it can be applied to enhance collaboration with underserved populations and empower families and schools.
- ▶ Develop strategies to foster authentic and equitable partnerships between families and schools within underserved communities.

Session 1 Objectives

- ▶ Define historically underserved populations.
- ▶ Become familiar with the Dual Capacity-Building Framework for Family-School Partnerships and how it applies to these populations.
- ▶ Explore approaches for co-creating engagement strategies with historically underserved populations to improve student engagement and success.

Agenda



- ▶ Introduction to the Learning Series and Session (7 min)



- ▶ Introduction to the Dual Capacity Framework (25 min)



- ▶ The Dual Capacity Framework in action (25 min)



- ▶ Wrap-up and next steps (3 min)

Historically Underserved Populations

Communities that have been denied consistent and systemic fair, just, and impartial treatment, such as:

- ▶ Black, Latino, and Indigenous and Native American persons;
- ▶ Asian Americans and Pacific Islanders and other persons of color;
- ▶ Members of religious minorities;
- ▶ Lesbian, gay, bisexual, transgender, and queer (LGBTQ+) persons;
- ▶ Persons with disabilities;
- ▶ Persons who live in rural areas; and
- ▶ Persons otherwise adversely affected by persistent poverty or inequality.

Source: From 2021 Executive Order On Advancing Racial Equity and Support for Underserved Communities Through the Federal Government. Sec. 2.b

Presenters

Dr. Karen Mapp

*Professor of Practice, Harvard Graduate
School of Education*



Dr. Shadae Thomas Harris

*Professor in Residence, Virginia State
University & former Chief Engagement
Officer, Richmond Public School*

Introduction to the Dual Capacity Framework

Dr. Karen Mapp
Harvard Graduate School of Education



Goals for this Session

Define

Define Family Engagement

Discuss

Discuss why Family Engagement is important

Identify

Identify the conditions for effective practice,
and shifts YOU can make in your practice.



Defining Family Engagement

Definition of Family Engagement



Definition of Family Engagement

Family Engagement is a ***full, equal, and equitable partnership*** among families, educators and community partners to promote children's learning and development from birth through college and career.



Family *Involvement*



Involvement versus Engagement

Involvement


- Focuses on individual responsibility
- Communication to families is one-way
- Space for listening is a low priority
- Focuses on programming, not people
- Relationship is transactional

Engagement


- Focuses on collective responsibility and partnership
- Communication with families is two-way and listening is prioritized
- Family knowledge is valued and honored
- Focuses on collaborative practice
- Relationship is transformative



Larry
Ferlazzo,
author and
public school
teacher



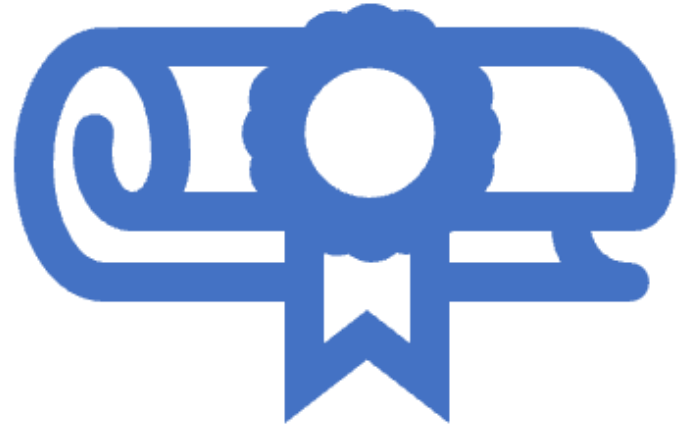
“A school striving for **family involvement** often leads with its mouth—identifying projects, needs, and goals and then telling parents how they can contribute. A school striving for **[family] engagement**, on the other hand, tends to lead with its ears—listening to what parents think, dream, and worry about. The goal of family engagement is not to serve clients but to gain partners.”



What have we learned about the impact
of Family-School partnerships?

Wins for Students:

- Higher grades and test scores
- Better attendance and engagement in class
- More positive attitudes and behavior
- Greater sense of efficacy and self-esteem
- Higher graduation rates and college/postsecondary attendance



Wins for Educators:

- Shift from deficit-to asset-based thinking about students and families
- Increased multicultural awareness and appreciation
- Greater success motivating and engaging students
- More support from families
- Stronger morale and professional satisfaction



Wins for Families

- Stronger parent-child relationships
- Better rapport with teachers and school staff
- Greater understanding of child's progress and how to help
- More knowledge and skill in advocating for their child
- Increased deep and supportive social connections



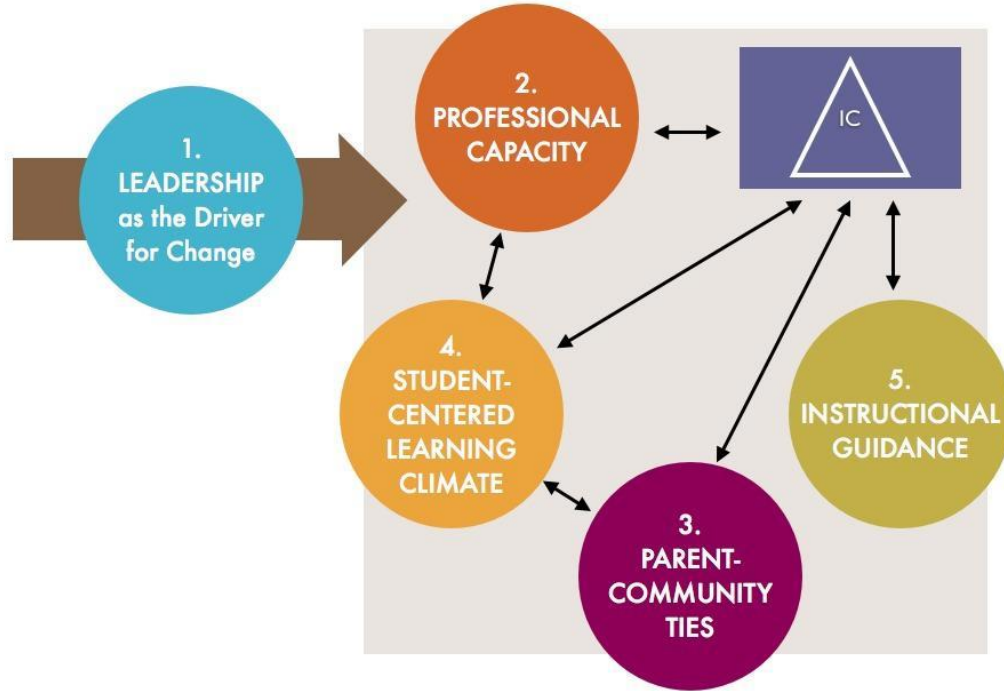
Wins for Schools

- More positive school climate
- Higher morale and greater retention of teachers
- Improved facilities, better curriculum, and higher-quality programs
- More responsive to community concerns
- Better reputation and more support from the community



FIVE ESSENTIAL SUPPORTS

The University of Chicago Consortium on Chicago School Research



“Arguing for the significance of one individual support over another is tempting, but we ultimately came to view the five supports as an organized system of elements in dynamic interaction with one another. As such, primary value lies in their integration and mutual reinforcement. In this sense, school development is much like baking a cake...Without sugar, it will be tasteless.


Without eggs or baking powder, the cake will be flat and chewy...if one ingredient is absent, it is just not a cake. “



Wins for Districts and Communities

- Reduced suspensions and high-risk behaviors
- Increased family and youth involvement in site-based decisions
- Expanded mental and physical health resources leading to improved health
- High levels of participation in afterschool programs
- Increased high school graduation rate





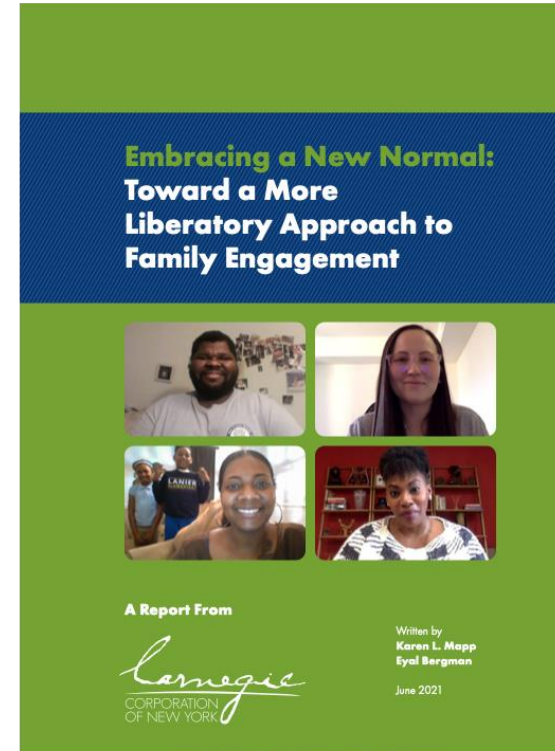
What kind of **practice**
do we need to embrace
to have full, equal and
equitable partnerships
with families?



Reflective Exercise

Discuss:

- What do these terms mean to you?
- What family engagement practices come to mind that exemplify them?
 - Liberatory
 - Solidarity-Driven
 - Equity-Focused





The Way Forward



*The moment is
meeting
The Dual
Capacity-Building
Framework for
Family School
Partnerships*

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



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



Mapp, K. L. & Bergman, E. (2019). Dual capacity-building framework for family-school partnerships (Version 2). Retrieved from: www.dualcapacity.org

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 undervalued

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)

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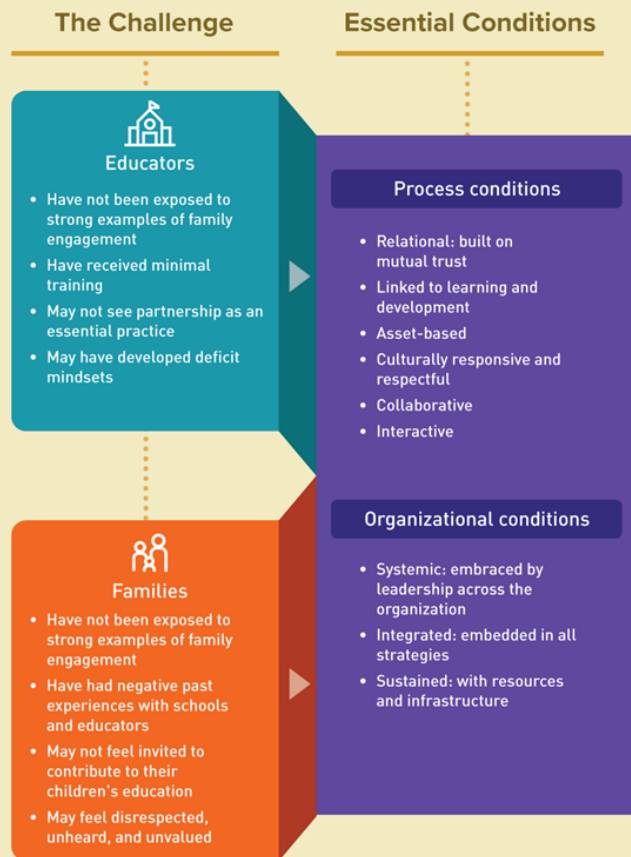


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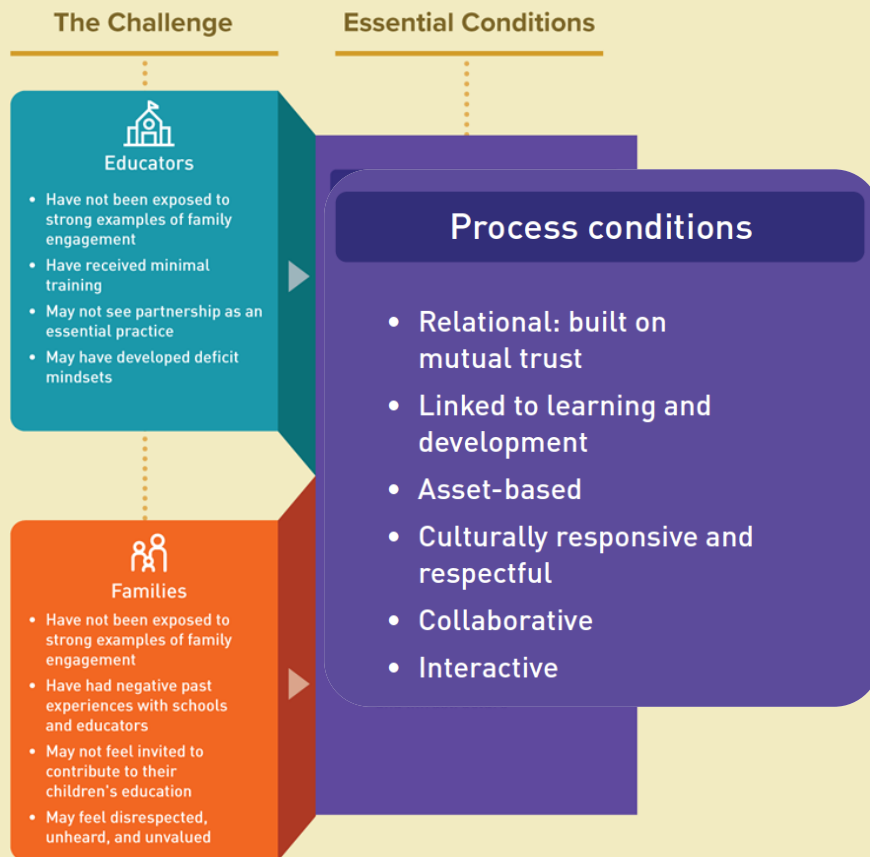
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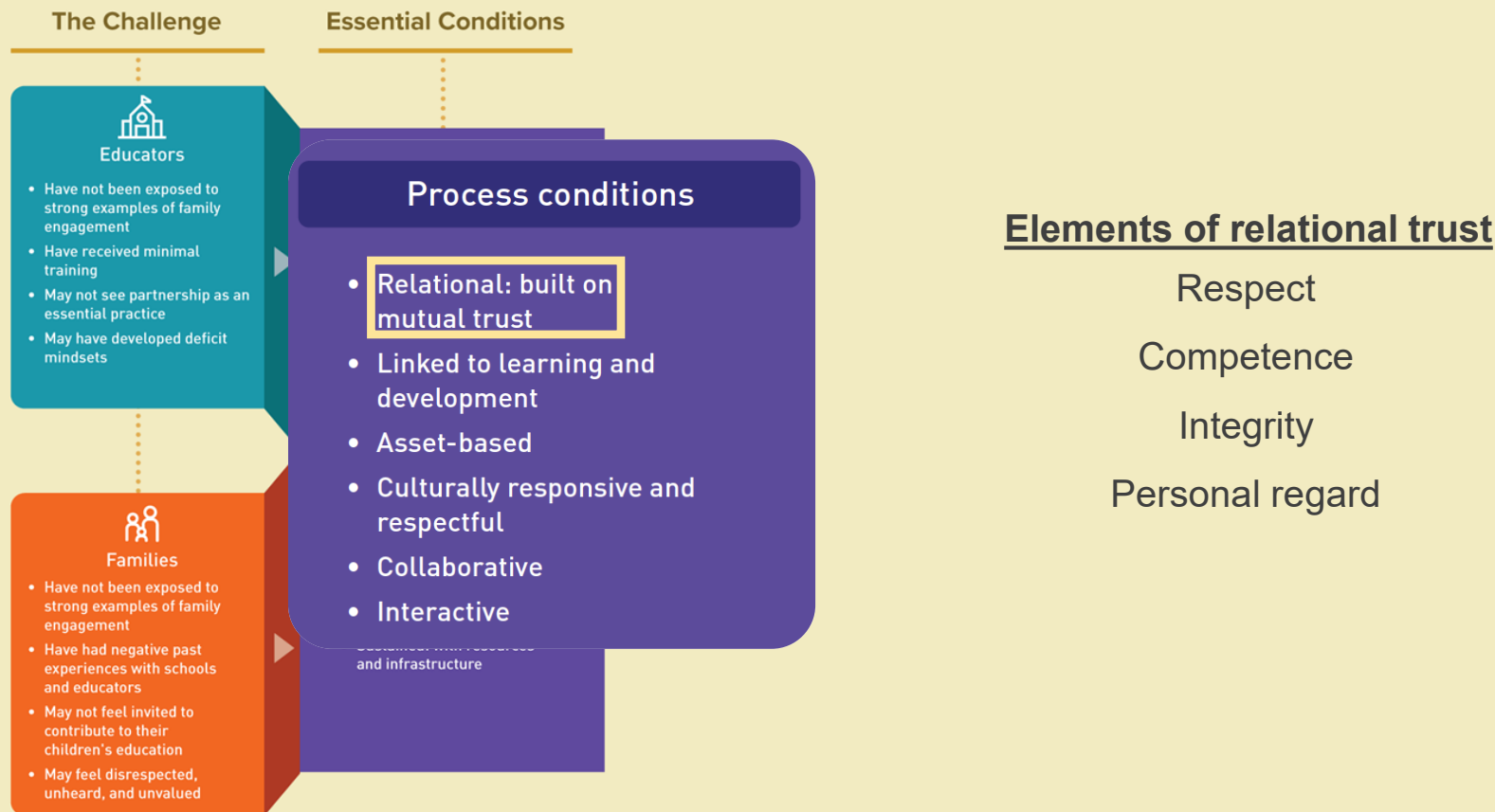
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(Version 2)



Relational Trust - How Do You Know?

Am I showing trustworthiness to this parent?

Am I seeking input and listening carefully, without bias, to what *all* families have to say? (Respect)

Am I demonstrating to families that I am competent *and* that I am honoring their role as valued and competent caregivers? (Competence)

Do I keep my word with families? (Integrity)

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

Elements of relational trust

Respect

Competence

Integrity

Personal regard

The Dual Capacity-Building Framework for Family-School Partnerships

(Version 2)



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Shift from seeing
engagement as a **goal** to
engagement as a **strategy**.



Shift the conditions for family engagement to be within your sphere of influence.

Additional Support and Resources

- *Everyone Wins!*
- www.dualcapacity.org
- *Powerful Partnerships* (2017)
- Harvard Professional Education Institute (PPE) - Family Engagement in Education: Creating Effective Home and School Partnerships for Student Success, July 22-25, 2024
- National Association of Family, School and Community Engagement (NAFSCE) National Assembly, October 23-25, 2024
- Scholastic Workshop Series for district/school teams
- Annual IEL National Family and Community Engagement Conference, 2025 – Date TBD

Audience Questions



Creating a Strong System of Engagement

Improving Student Attendance & Family Partnership

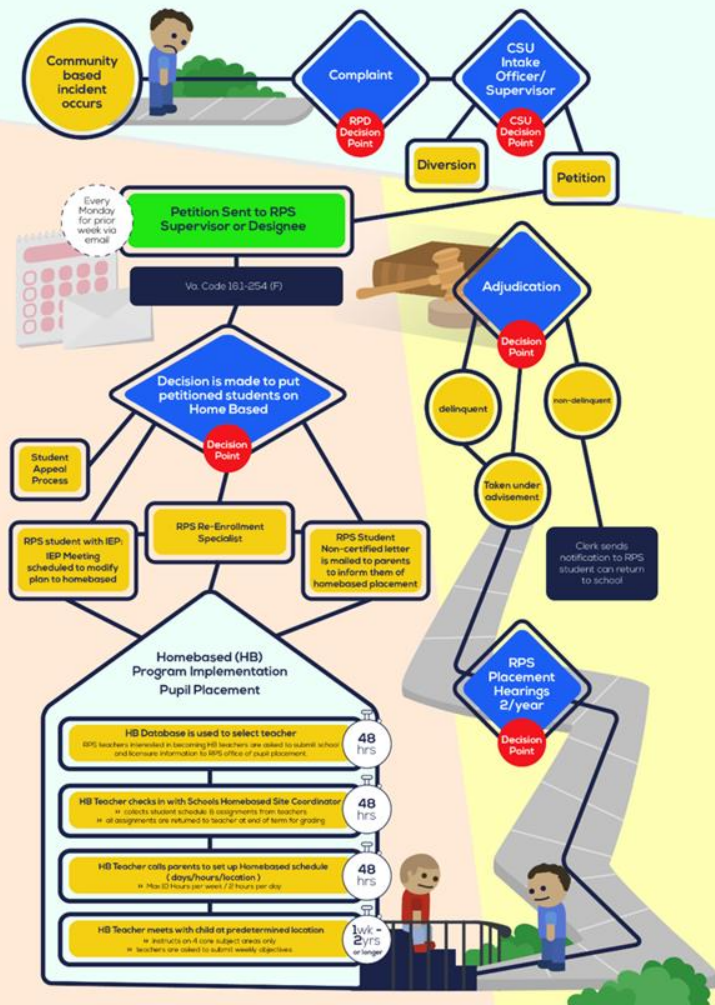
Presented by: Dr. Shadae Harris

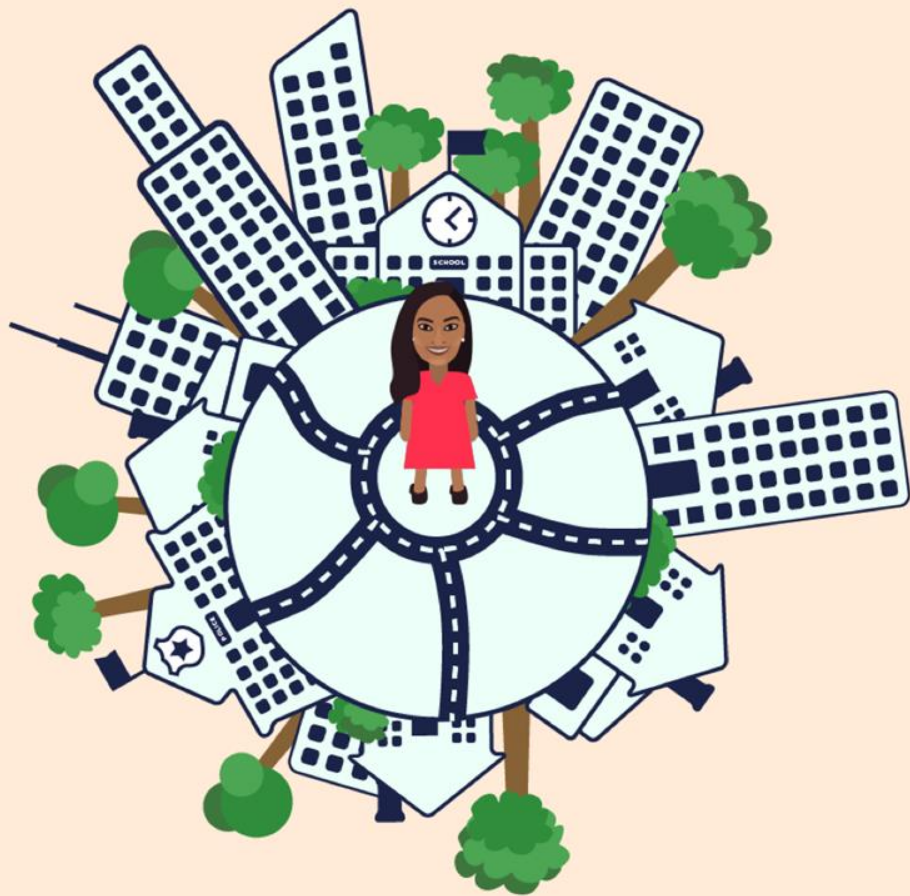
Former Chief Engagement Officer, Richmond Public Schools

President & CEO, Groundwork Consulting

Professor in Residence, Virginia State University

SUPPORTING RPS JUSTICE INVOLVED YOUTH





The Dual Capacity-Building Framework for Family-School Partnerships

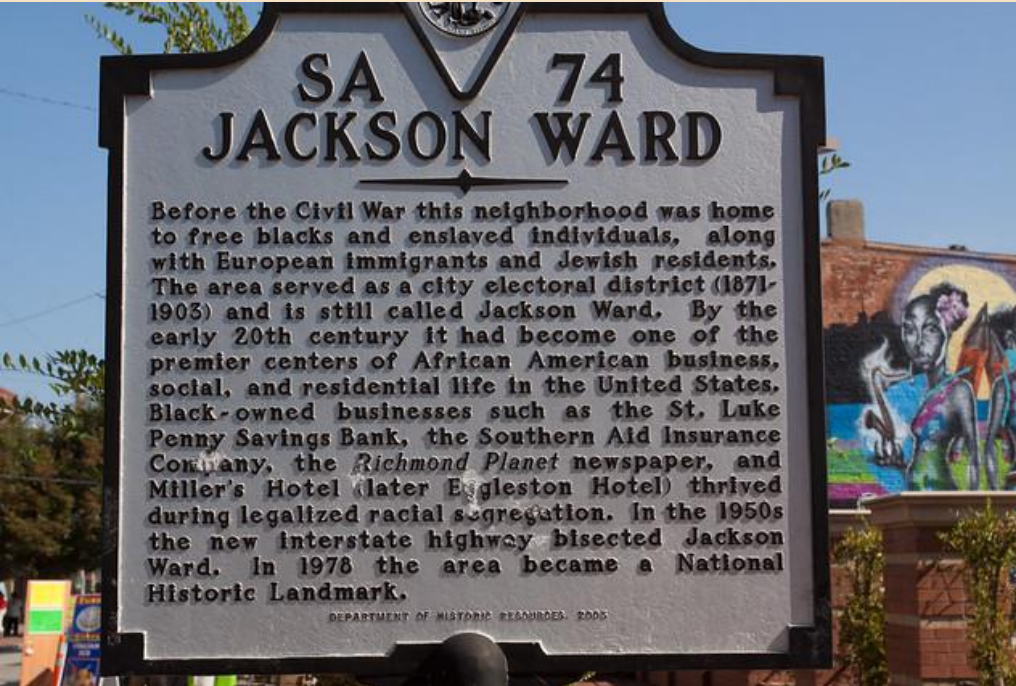
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Honor History



Embracing & Honoring Richmond's History



Embracing & Honoring Richmond's History

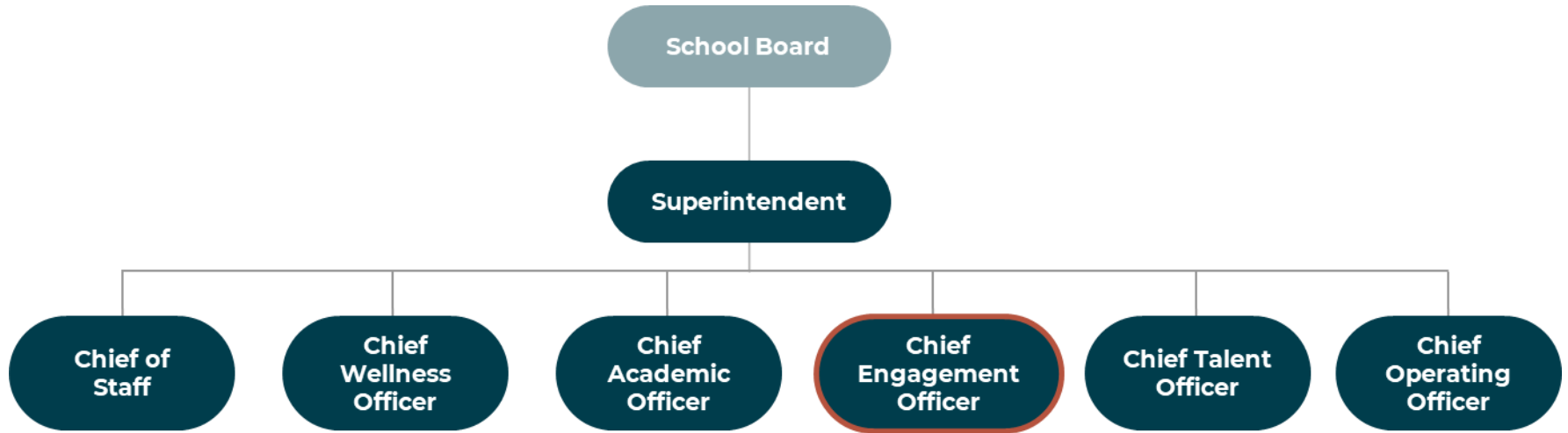


Embracing & Honoring Richmond's History



Organizational Conditions

Organizational Conditions



DREAMS 4 RPS

★ *Let's Keep Dreaming!* ★

PRIORITY 4

Deep Partnership with Families & Community



Community Teams

Launch teams in every school that are inclusive and reflect the diversity of the student and family population



Home Visits

Train every teacher to conduct home visits so each student receives at least one home visit per year



Welcome Center

Double staff capacity so immigrant families have the support to navigate RPS and connect with social services



Mentorship

Leverage partnerships with local organizations to offer mentorship opportunities to young men of color



Customer Services

Provide customer service training for school front office staff



Family Academy

Provide training for families on topics such as special education, student advocacy, and adult literacy



Richmond History

Deepen student and staff understanding of the unvarnished history of Richmond



Out-of-School Time

Collaborate with the city to increase out-of-school opportunities for RPS students

Asset Based: Neighborhood Centered Model

Each Family Liaison has a variety of neighborhoods that they are deeply immersed in. The Liaisons learn about the strengths, resources, and neighborhood leaders to better support families living there and build on the assets that already exists within these communities. Below are some of the neighborhoods that the hubs have worked to serve in addition to many others.

East End Squad

NEIGHBORHOODS

Brauers	Mosby Court
Church Hill	Montrose Heights
Chimborazo	Oakwood
Creighton Court	Peter Paul
Fairfield Court	Union Hill
Fulton	Whitcomb Court
Fulton Hill	Woodville

Southside Squad

NEIGHBORHOODS

Castlewood	Worthington Farms
Davee Gardens	Chippenhams Place
Cullenwood	Brookbury
Hillside Court	Broad Rock
Forest Hill	Swansboro
Westover Hills	Midlothian Village
Westlake	Blackwell
Lafayette Gardens	Manchester
Rudd Trailer Park	Afton
Southwood	Bellemeade
Beaufont	Oak Grove
Hioaks	

West End/Northside Squad

NEIGHBORHOODS

Carver	Randolph
Jackson Ward	Southern Barton
Battery Park	Heights
Edgewood	Brookland Park
Ginter Park	Highland Park
Laburnum	Gilpin
Maymont	

Engagement Essentials

Key Dimensions of Engagement

Building Relationships

Building authentic and trusting relationships between home and school.



Supporting Advocacy

Provide training, assistance, and support to ensure all are informed on critical issues.

Sharing Power

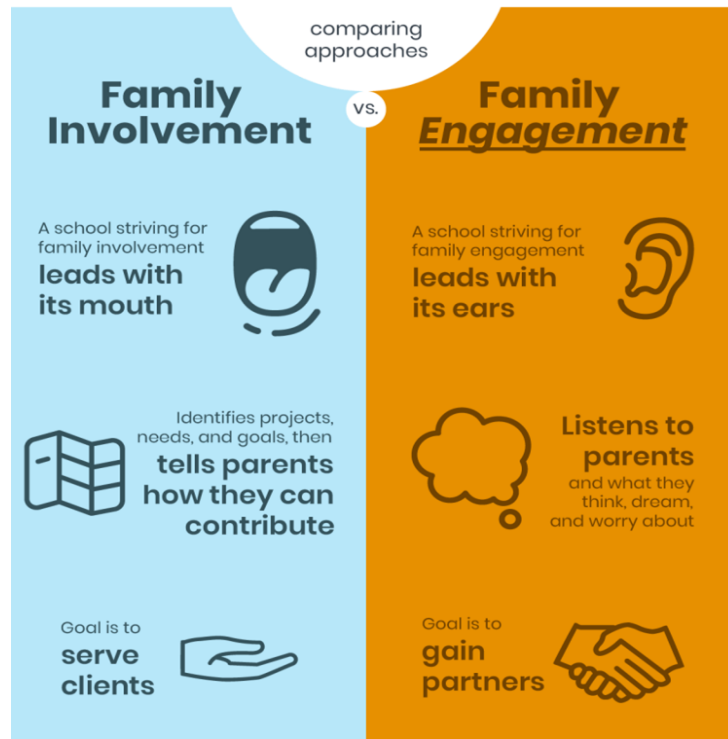
Equal partners in decisions and together inform, influence and create policies, practices, and programs.

Affirming Differences

Addressing and affirming differences so that all feel welcomed, supported, and diversity is valued.



Redefining Engagement

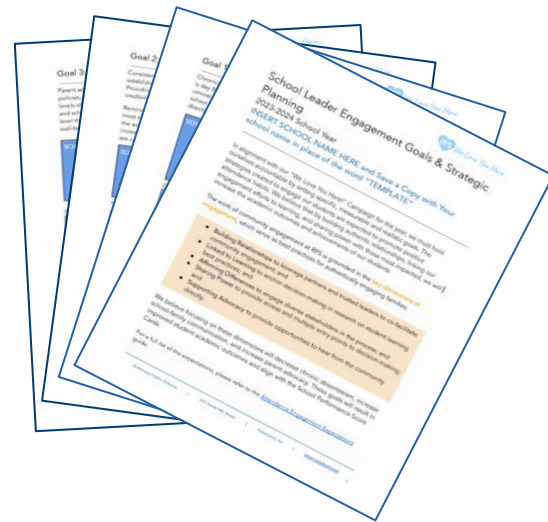


Strategic Planning for Engagement Goals for SY 2023-2024

Strategic Engagement Plan created by each School for the SY 2023-24 around the following Goals:

1. Decrease Chronic Absenteeism
2. Increase School-Family Communications
3. Increase Parent Advocacy

[2023-24 School Leader Engagement Goals & Strategic Planning](#)



Mindset Shift

~~Attendance~~ → **Engagement**

Mindset Shift

VS.

Truancy

Counts only unexcused absences

Emphasizes compliance with
school rules

Relies on legal & administrative
solutions

Chronic Absenteeism

Counts all absences: excused,
unexcused, & suspensions

Emphasizes academic impact of
missed days

Uses community-based, positive
strategies

Removing Barriers

Center for Families in Transition (C-FIT)

- Program that connects students and their families in the Richmond Public School district with stable housing.
- In SY 2022-23, C-FIT helped more than 130 students and their families find stable housing through an innovation housing grant that provided the division support families with financial payments on housing.



PASS Docket (Partnership w/ Justice System)

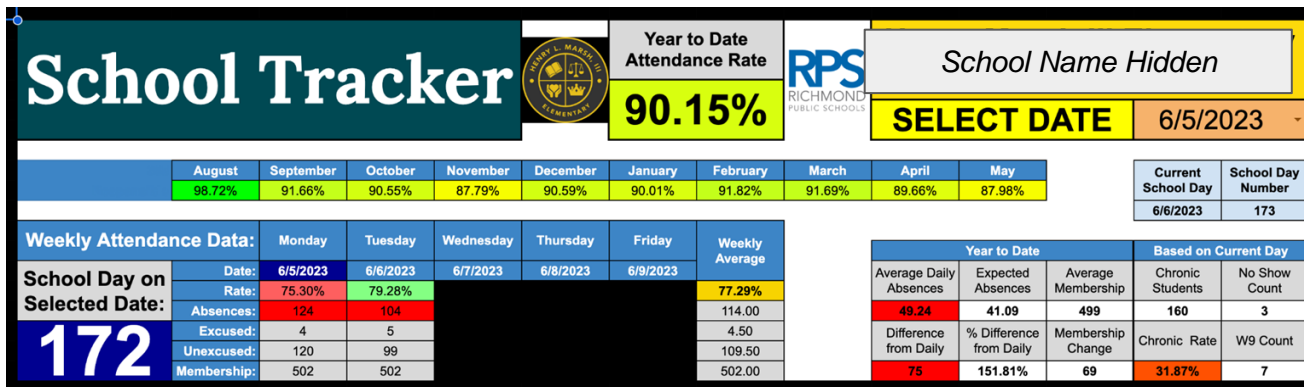


School Attendance Dashboard

What data insight does the School Attendance Dashboard provide?

The School Attendance Dashboard is designed to give school teams insight into their attendance trends.

1. **Chronic Absenteeism** - students missing 10% or more days
 - We are ultimately held accountable for this data.
2. **Average Daily Attendance (ADA)** - average days attended over average membership
 - This gives insight into daily attendance trends. Our internal goal is 95% ADA.



Source: District student information system Power School with all information deidentified.

Data Resource - School Attendance Tracker

How do schools use the attendance trackers?

- Gain insight on individual student attendance trends
 - I.e. excused, unexcused, absences last 30 days, consecutive absences, 5 & 10 day plan status
- School attendance team make outreach through the 'form link'
- Outreach comments are centralized and accessible
 - *This gives us the ability to observe trends in attendance barriers.*

First Name	Last Name	DoB	Grade	Excused	Unexcused	Total	Absences in Last 30 Days	Consecutive Absences	5 Day Plan	10 Day Plan	Form Link	Number of Comments	Most Recent Comment
			1	4	32	36	9	1	11/18/2021 - Completed	11/18/2021 - Completed	Form Link	17	1/27/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] saw sent text to parent reminding to send student to school tomorrow (early release day)
			2	1	3	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed.
			4	2	3	5	1	0			Form Link	4	On 1.7.22 CIS spoke with mom to inform her school was open. 2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] On 2.11 Mom called CIS to inform that student is absent today due to doctor's appointment. Encouraged mom to bring students to school after appointment if possible.
			3	0	3	3	0	0			Form Link	3	2/17/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [redacted] Left message to inform about great behavior and good classroom productivity
			5	2	5	7	2	0	1/25/2022 - Completed		Form Link	2	2/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] On 2.11 Mom called CIS to inform that student is absent today due to doctor's appointment. Encouraged mom to bring students to school after appointment if possible.
			K	0	4	4	0	0			Form Link	1	1/11/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] On 1.6.22 CIS spoke with mom who reported that she did not know school was open and thus student and siblings were absent. Discussed chrome book distribution and encouraged mom to send students to school on 1.7.22 unless she received text from CIS indicating school was closed.
			4	10	21	31	10	0	10/18/2021 - Completed	11/12/2021 - Completed	Form Link	14	On 1.7.22 CIS spoke with mom to inform her school was open. 3/9/22 - Alternative Contact (phone, text, email, etc.) - No Contact Made - [redacted] On 3.9 CIS texted mom daily morning greeting encouraging student's attendance. Mom did not respond to text. Student was tardy but present.
			4	3	3	6	4	0			Form Link	2	3/9/22 - SAST Meeting Note (Only used during SAST Meeting) - No Contact Made - [redacted] Discussed student during SAST - student may be out of zone - living in townhomes across from Armstrong
			K	3	0	3	3	0			Form Link	5	2/22/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] Admin. Office Associate-Student's mother called to inform staff that he had a really bad nose bleed last night, and he was up really late so he did not get any sleep. Mother stated student would not be in school today due to his lack of sleep. Student should be returning the following day.
			3	2	2	4	2	0			Form Link	1	2/23/22 - Alternative Contact (phone, text, email, etc.) - Contact Made - [redacted] Staff talked with mother about student not feeling well today (2/23/22) when she woke up for school. Mother stated that she would be taking her to the doctor to get her checked out and tested for Covid. Staff asked that mother send a note when student returned to school upon feeling better.

Source: District student information system Power School with all information deidentified.

Outreach Dashboard Overview:

- The **Outreach Dashboard** allows us to quantify the impact of successful attendance outreach.

Engagement



Source: District student information system Power School with all information deidentified.





Division Impact: Data Celebrations

Celebration 1 – Overall Improvements

Throughout the school year, the Division has made significant progress in reducing chronic absenteeism, achieving the division-wide goal of decreasing chronic absenteeism to below 20%.

Celebration 2 – Subgroup Improvements

The division has seen significant decreases in chronic absenteeism among English Learners and Hispanic students, with reductions of 8.4 and 7.8 percentage points, respectively.

Celebration 3 – Increased Instruction

The increase in student attendance from SY22-23 to now means that RPS students have collectively gained an estimated **89,316 class hours**.



Goal 8: Attendance - Chronic Absenteeism Rate Overview

Reporting Group	SY 21-22 CA Rate	SY 22-23 CA Rate	SY 23-24 Day 90 CA Rate	SY 23-24 Day 161 CA Rate	Difference
All Students	27.7%	25.3%	24.6%	18.5%	-6.1%
Black	33.6%	30.1%	29.9%	23.8%	-6.1%
Economically Disadvantaged	34.1%	30.4%	29.8%	24.2%	-5.6%
English Learners	20%	20.7%	20.4%	12.3%	-8.1%
Hispanic	21.5%	21.6%	20.9%	13.8%	-7.1%
Students with Disabilities	33.4%	31.7%	30.5%	24.5%	-6.0%
White	9.6%	9.3%	9.2%	5.3%	-3.9%

Source: District student information system Power School

Student Impact

It's important to remember that behind all these percentages are RPS students. Put very simply, the increase in student attendance from SY22-23 to now means that RPS students¹ have collectively *gained an estimated* **89,316₃ class hours**. That's **545₁ class hours per day**. **Fairfield Court ES** in particular gained **6,396₃ hours** or **37₂ class hours per day**.



¹ Comparing first 160 days of SY 22-23 vs first 138 days SY 23-24

² Comparing first 173 days of SY 22-23 vs first 158 days SY 23-24

³ At 6/hrs per absence

School Highlights

~85% of schools are on track to decrease their chronic absenteeism rates for the 2023-2024 school year, with several schools seeing decreases of more than 10 percentage points.

District	School	SY 22-23 CA Rate	SY 23-24 Day 161 CA Rate	Difference
District 1	Albert Hill Middle School	22%	17%	-5%
District 2	William Fox Elementary	15%	6%	-9%
District 3	Thomas H Henderson Middle School	20%	14%	-6%
District 4	Huguenot High School	28%	17%	-11%
District 5	Dogwood Middle School	14%	8%	-6%
District 6	Martin Luther King Jr Middle School	27%	20%	-7%
District 7	Bellevue Elementary	18%	11%	-7%
District 8	Boushall Middle School	17%	8%	-9%
District 9	Cardinal Elementary School	13%	5%	-8%

Source: District student information system Power School with all information deidentified.

Joy



Audience Questions



Contact

Dr. Karen Mapp

Email: karen_mapp@gse.harvard.edu

LinkedIn: www.linkedin.com/in/karen-mapp-4aa04a174

Dr. Shadae Harris

Email: drharris@gwccconsulting.com

LinkedIn: www.linkedin.com/in/dr-shadae-thomas-harris

Wrap-Up and Next Steps



Upcoming Sessions

- ▶ **Learning Series 4.2:** Working with Statewide Family Engagement Centers (SFECs) to Support State and Local Strategies
 - Tuesday, June 11, 1:00-2:00pm ET
- ▶ **Learning Series 4.3:** Working at the Community and School Levels to Co-Create Engagement Strategies with Historically Underserved Populations
 - Tuesday, June 18, 1:00-2:00pm ET
- ▶ **Learning Series 5: Student and Family Engagement**
 - July 18, July 25, August 1 (all 3:00-4:00 ET)

We love to hear your feedback!

- ▶ Please fill out our end of session feedback form.



What's Next?

- ▶ Follow-up email will include session slides and resources
- ▶ Interested in working one-on-one with subject matter experts?
Let us know!



Questions?

Taneco Reid

SEACenter@westat.com

Sarah Frazelle

sfrazelle@air.org

Contact the SEAC:
SEACenter@westat.com

<https://www.ed.gov/teaching-and-administration/supporting-students/seac>



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