

WELCOME!

This event will start shortly. In the meantime,
visit us at OhioFamiliesEngage.osu.edu

Ohio Family Engagement — LEADERSHIP SUMMIT —

Family Engagement

BY DESIGN



Family and Community Collaboration

September 2024



Welcome & Introductions



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Purpose of the initiative

- Understand the **challenges** that get in the way of authentic family and community collaboration (FCC)
- **Highlight districts** that are overcoming those challenges
- Share **resources, tools, and stories** that other districts can learn from

Goals for Today

- **Provide an overview** of our *Connected and Engaged: Family and Community Collaboration* initiative
- **To share strategies and resources** from the *Connected and Engaged* family and community collaboration (FCC) guide





Ways You Can Engaged

As we walk through the resources, we would love to hear how you think you can use these in your work. Please put these **in the chat** as we go through this time!

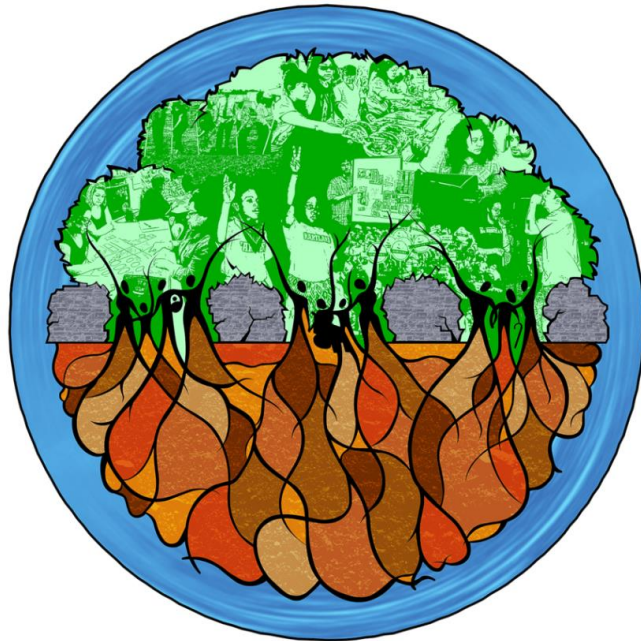
We also want to hear your questions! Please put these **in the chat box** and we will make sure to save time to address them. We will have Q&A time at the end if you'd like to come off mute and discuss.



**What are you
hoping to take
away from the
session?**

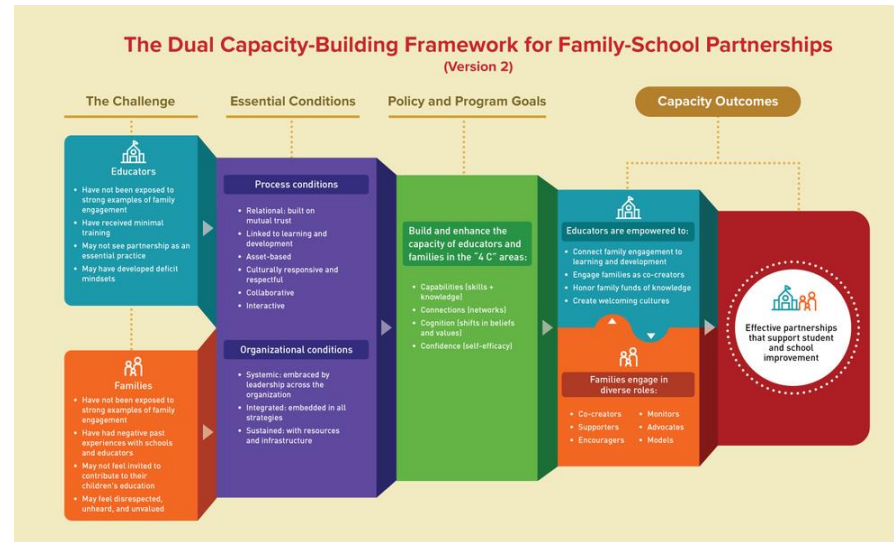
**Tell us using the annotation
feature! Add here->**

Foundational FCC Frameworks



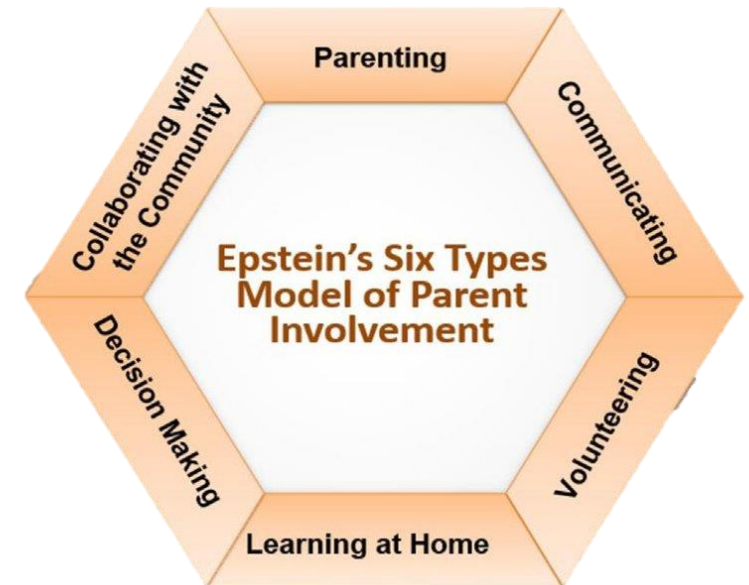
Family Leadership Design Collaborative

Ishimaru & Bang, 2016



Dual Capacity-Building Framework

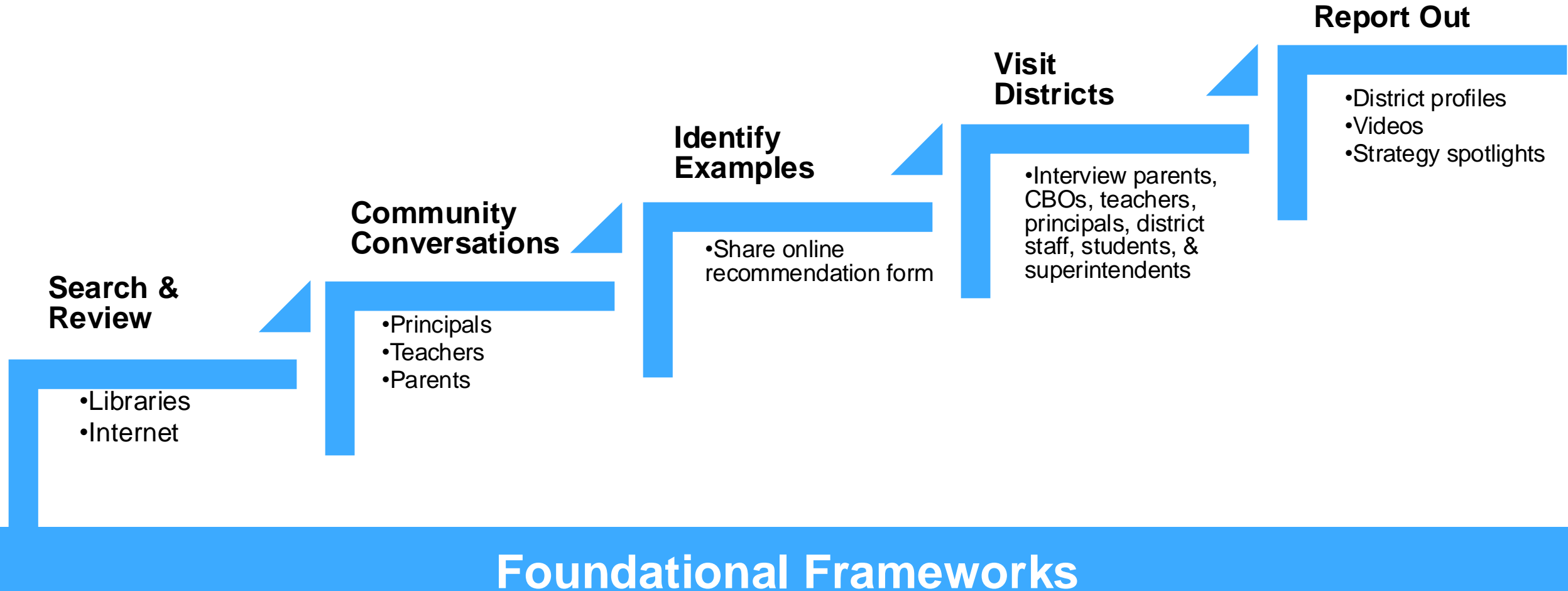
Mapp & Bergman, 2019



6 Types of Parent Involvement

Epstein, 1995

Our process



Resources Developed

Research Audiences



Practitioner & Other Audiences

DISTRICT PROFILE

Family and Community Collaboration in Practice: Cleveland Heights-University Heights City School District

This profile describes Cleveland Heights-University Heights (CH-UH) City School District's innovative approaches to promoting authentic family and community collaboration (FCC). It explores challenges that demonstrate a district-wide commitment to FCC and collaboratively make decisions with families. To achieve FCC, CH-UH used a few key strategies:

- Investing in dedicated staff to lead FCC initiatives:** Creating specific staff positions that focus on supporting and empowering families demonstrated a top priority, worthy of an investment of both resources and time. Two dedicated staff build the by becoming trained in evidence-based practices, leading initiatives, planning events, and connecting families and community groups.
- Empowering citizen task forces to co-create district plans:** CH-UH creates citizen-led task forces to serve as ongoing opportunities for community members to address district problem areas. CH-UH supports power sharing by encouraging task forces to be district planning and decision-making. The task forces reflect how CH-UH values the community's commitment to making shared decisions that serve all children and families.
- Ensuring the missions of community partners match district goals:** CH-UH collaborates with community organizations on initiatives that mutually benefit the district and its community partners, such as the Heights Wellness Center.
- Using feedback loops to support two-way communication:** At both district and school levels, CH-UH recognizes the need to communicate with families and the public about what is happening in the district. CH-UH frequently seeks community feedback about their services so they can improve. CH-UH uses surveys and community events to collect information from families and shares results with respondents so they see how their feedback informs district activities.

POLICY BRIEF

Systemic Supports for Family and Community Collaboration: Equitably Funding Education

EXECUTIVE SUMMARY

For family and community collaboration (FCC) with school districts to be effective and authentic, engagement activities require teacher time, dedicated staff positions, specialized training, and ongoing communication — all elements that rely on substantial funding. Yet throughout the United States, many school districts struggle to fund these core services. School districts that serve communities of color and low-income areas are especially underfunded, making it even more challenging for them to build strong partnerships with their families and communities and sustain collaboration in the long term.

Without adequate baseline funding, teaching, and learning cannot occur — much less FCC. State and federal governments must address resource inequities that limit districts' capacity for FCC. Until this reform is achieved, school district leaders should continue to build partnerships with community organizations and philanthropic organizations to fund essential components of FCC.

RECOMMENDATIONS

For states and school districts to improve funding infrastructure for FCC, it is critical to tackle much broader issues in funding equity. Our recommendations for state and district policymakers include:

- Revise funding formulas to increase resources for high-needs districts.** Correct decades of funding inequities by increasing resources for students from low-income households and multilingual students, districts in impoverished areas, and social support programs.
- Leverage existing federal funding streams to support family and community engagement,** such as Title I and the Statewide Family Engagement Centers program. States can use these existing funds to pay for their FCC initiatives.
- Braid state and federal funds to cover necessary components of FCC,** like teacher time and communication technology. By combining sustainable funding from state and federal sources, school districts can better integrate families and communities into decision-making and invest in evidence-based FCC strategies.
- Engage foundations and philanthropic organizations to fill in gaps in public funding.** Though private funds cannot guarantee systemic, sustainable, or equitable school resourcing, they can offer financial support, technical assistance, and connections to broader funding networks.

This policy brief was developed as part of the FHI 360 Connected & Engaged: Supporting Family and Community Partnerships with School Districts initiative. This brief is one of a series that highlights policies, strategies, and programs that can be implemented at the local, state, or federal levels to promote successful FCC in all school districts — especially those serving students from marginalized groups and communities. To explore the other policy briefs in this series, visit the [Connected & Engaged](#) website.

STRATEGY SPOTLIGHT

Family and Community Collaboration Spotlight: Working Together to Improve Student Attendance

Districts can collaborate with families and communities to support student attendance by:

- Collaborating with families to identify barriers to attendance.**
- Building partnerships with community groups to address barriers to school attendance,** like students' transportation and housing.
- Using student attendance interventions as opportunities for holistic assessments and service referrals.**

Strategic to positive student outcomes challenge in many schools. Districts assess in place to address this opportunities for increased family and causes of absenteeism. Asking, and providing additional immunities to work together to.

Strategies in Action

Side Union High School District's Student Attendance Review Board

Example of a supportive attendance can be seen in East Side Union High District (East Side), a district in San Jose, a population of over 20,000 students. District has a holistic, family-focused Attendance Review Board made up of caregivers and community partners. All of East Side's Student Attendance Board is to support students and struggling with chronic absenteeism lany.

Video Highlight: Improving Equity



Key Opportunities for FCC

Four Key Opportunities to Improve Family & Community Collaboration



Fostering Collaborative Decision-Making

Districts, families, and community organizations must create a common vision and make shared decisions around topics that matter to children's learning and wellbeing. Districts often struggle to share power.



Building Trust

Developing shared trust and respect is critical to creating an environment that nurtures and supports authentic collaboration. Many districts struggle to find the time and space to build trust with families, students, and community groups.



Strengthening Commitment and Values

Collaboration must be prioritized and championed by district leaders and embedded throughout district policies and practice. All levels of district staff must value family and community voices and elevate diverse perspectives.



Developing Capacity and Infrastructure

Districts must provide the funding, staff time, and resources needed to support long-lasting engagement efforts. This is often not easy given competing priorities and capacity shortages.

Tour of C&E Guide



[CONNECTED] & ENGAGED
Nurturing Instructional Leadership

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Family and Community Collaboration Guide ▾ Post-Pandemic Teaching and Learning Guide ▾ Remote and Hybrid Teaching and Learning Guide ▾

Family and Community Collaboration

Introduction Opportunities to Strengthen FCC Collaboration in Action Innovative Strategies Policy Solutions

Home

Introduction

About This Initiative

Research affirms that student outcomes improve when schools engage families as valued partners. Despite the strong evidence base and motivation from families and communities to collaborate with school districts, many districts still struggle to implement evidence-based practices.

Watch on YouTube

Watch later Share

Introduction

Rationale for Family and Community Collaboration

Leading Frameworks

Final Report

FHI 360's Connected & Engaged: Family and Community Collaboration with School Districts highlights opportunities for districts to use research-based strategies to foster authentic FCC. This guide aims to support school districts, community-based organizations and caregivers as they consider their own FCC practices and work to successfully nurture and promote a connected and engaged school community.

Resource Scavenger Hunt

We would like to give you time to explore how you use these resources!

Can you find at least 2 of the following:

- A resource that you could pass along to someone in your district *related to an identified area of growth*
- A resource on building trust with families or community organizations
- Information or a topic you want to learn more about





Q&A

Contact Us

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Thank You!

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Family Engagement
BY DESIGN



THANK YOU FOR WATCHING!

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