3D - Developing Equitable Family-School Partnerships with Racially & Ethnically Diverse Families

Presenters:
Clynita Grafenreed, PhD, University of Washington; Angela Hernandez & Eric Phillips, Arlington Independent School District (TX)

- **Topic:** Family
- **Keywords:** Ethnicity
Angela Hernandez, M.A.
Positive Behavioral Supports and Interventions Coordinator
PBIS Department
Arlington Independent School District
Arlington, TX

Eric Phillips, M.Ed.
Family Engagement Specialist
Family and Community Engagement Department
Arlington Independent School District
Arlington, TX
Learning Objectives

1. Learn strategies for effectively communicating with diverse families
2. Learn about cultural influences that impact Black and Latinx students and families
3. Understand the homogeneity and heterogeneity that exists with and among Black and Latino families
Myths

- Parents who don’t visit the school don’t care about their child’s education
  - Schools often see physical presence as the only sign of parental concern/involvement
    - Parent may feel
      - Intimidated by the school
      - Reluctant
      - Providing basic necessitates is their form of caring
Myths

- Good parental involvement “looks” a certain way
  - Applying middle-class norms of parental involvement to all families
    - E.g., reading to your child every night
- All parents respond to the same strategies
  - One size does not fit all
Myths

- All parents have the same goals for their children
  - Value in communicating with parents
- Parents may also have misconceptions
  - I didn’t do well in school so I can’t help my child
  - The school does not understand my reality
  - I work full-time so I can’t be as active in my child’s school/learning as I want to be
Myths

• Parents who are involved, represent the views and needs of all parents.
  • Parental involvement is inclusive only if it represents the school population in terms of race, class, gender, socioeconomic status, geography, family structure, etc.
  • Often, the parents who are involved are those who feel the most comfortable in schools (e.g., White, English-speaking and/or middle-class)
Benefits of Home-School Collaboration

• Good grades
• Positive peer and adult relationships
• Greater social emotional skills (i.e., decision-making, engagement, respect for diversity)
• Greater mental health outcomes (i.e., less anxiety and depression)
• Improved self-esteem in children
• Positive school climate
• Parents feel welcome at school and see themselves as partners in their children’s education
• Increased staff morale
• Greater teacher job satisfaction and retention ★

National PBIS Leadership Forum
Why is the Home-School Collaboration Important for Racially Diverse Families?

- Black parents are often viewed as being uninterested and uninvolved in their children’s education. (Cooper, 2005; Fine, 1993)
- Black mothers are viewed as loud and uneducated. (Morris, 2016)
- Black parents’ involvement with the school is often misinterpreted as being confrontational and uninformed. (Diamond & Gomez, 2004; Lareau & Howard, 1999)
- Black parents are often met with rejection and exclusion when they are involved with the school. (Allen & White-Smith, 2018)
- Nondominant parents are perceived to lack knowledge and skills. (Baquedano-López, Alexander, & Hernandez, 2013; Valencia & Black, 2002)
Latinos

- Largest minority group in US
  - A growing minority
    - 2025
    - 2050

- Mexican Americans, Puerto Rican Americans, and Cuban Americans
  - Common language
  - Different histories, sociopolitical influences, and economic resources
Terms

- Hispanic, Latino, Chicano
  - Used interchangeably but not accepted by all
  - Hispanic- “person of Mexican Puerto Rican, Cuban, Central or South American, or other Spanish culture of Origin.”
  - Term comes from Spain, excluding others from Latin America with indigenous roots
- Hispanic
  - Controversial, demeaning, gross overgeneralization
    - Ethnicity vs. linguistic grouping
- Oversimplification
  - Food
  - Music
  - Vocabulary
  - Language
- Latino
  - More inclusive of Latin American countries
  - Includes those whose native language is not Spanish (e.g. persons from Brazil speak Portuguese)
African Americans

- Second largest minority group in the U.S.
- Includes
  - Persons with total or partial ancestry from populations in Sub-Saharan Africa.
  - West Indies, Central and South America, Caribbean (Cuba, Jamaica, DR, Haiti)
  - Black vs. African American
African Americans

- **Family Values**
  - Despite oppression still have rich cultural identity, traditions, and achievements
  - Value extended family networks and nonrelated individuals
  - More egalitarian family cultures
  - Males seen as head of household - family protector
  - Female - caretaker
  - Spirituality is fundamental
Latino(a)/Hispanic Culture: Implications for Classroom Learning

**Cultural Characteristics**
- Personal and interpersonal relationships highly valued
- Strong extended family networks
- Direct physical contact expected (e.g., hugs, kisses on the cheek)
- Relaxed with time
- Value cooperation not competition
- Collective orientation - group identity
- More traditional family roles
- More overt respect for the elderly
- Subgroups of highly educated and very affluent
- Subgroups of extremely poor (e.g., migrant farmers)
- High context (nonverbal communication, gestures, and expressions)

**Implications for the School**
- Value cooperative learning
- Likely to communicate fluently in native language
- Possible language barriers
- Youth initiate and maintain meaningful interaction with adults
- Physically closer during conversations/class/etc.
- Value kinesthetic learning, history, oral tradition.
Black/African American Culture: Implications for Classroom Learning

• Cultural Characteristics
  – Expressive (in language, emotion, and gestures)
  – Strong kinship bonds, extended family networks, and connections others in their community
  – Strong oral tradition (humor and imagery in language)
  – High-context communication (nonverbal cues, gestures, and expressions)
  – Strong religious/spiritual ties
  – Use of slang (ebonics) in some groups

• Implications for the School
  – Learn by doing- learn quickly through hands-on-experiences
  – People oriented (focus more on people than objects) as a way of learning
  – Ability to express themselves orally
  – Tend to view things in their entirety- not as separate pieces
  – Use of inferences, may approximate time/space/number
Family Engagement

- Families and educators coordinating and collaborating to support children (Sheridan, Clarke, & Christenson, 2014)
- Embedded in cultural beliefs and ideologies (Hill, 2010; Leverson, Smith, McIntosh, Rose, & Pinkelman, 2016)
- Active, interactive, and dynamic (Sheridan, Knoche, Kupzyk, Edwards, & Marvin, 2011)
  - Active: Equal partners in planning, decision-making, and implementation (Fette et al., 2009)
  - Interactive: Work with other stakeholders (Sheridan, Rispoli, & Holmes, 2014)
  - Dynamic: Changes over time (Eccles & Harold; Epstein & Dauber, 1991)

Garbacz (in press)
Angela Hernandez, M.A.  
Positive Behavioral Supports and Interventions Coordinator  
PBIS Department  
Arlington Independent School District  
Arlington, TX

Eric Phillips, M.Ed.  
Family Engagement Specialist  
Family and Community Engagement Department  
Arlington Independent School District  
Arlington, TX

National PBIS Leadership Forum
13th Largest School District in the State of Texas

Nearly 55,000 students are enrolled.

The largest employer in Arlington and the sixth largest in Tarrant County, with a staff of approximately 8,000.

Seventy-five percent of secondary students are enrolled in the career and technical education program.
<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>48%</td>
</tr>
<tr>
<td>Black</td>
<td>28%</td>
</tr>
<tr>
<td>White</td>
<td>16%</td>
</tr>
<tr>
<td>Asian</td>
<td>5%</td>
</tr>
<tr>
<td>Two or More</td>
<td>5%</td>
</tr>
<tr>
<td>American Indian/Hawaiian</td>
<td>0%</td>
</tr>
</tbody>
</table>

Arlington ISD is 74% Socio-Economically Disadvantaged based on 2022-2023 data.
We will prioritize a high-quality personalized learning experience for all students founded in the best practices to mitigate and protect against unfinished learning.

We will strategically align initiatives to increase focus, increase student achievement, and reduce burnout.

We will guarantee every AISD student, staff, and parent has equitable access to all AISD programs and resources.

We will prioritize the social and emotional well being of our students, teachers, and staff.
Conducted Needs Assessment by

1. Analyzing representation and outcomes data across student demographic groups.
2. Soliciting meaningful feedback from stakeholders regarding their perceptions of equity and access within the district across demographic groups and priorities for equity and access work moving forward.
3. Holding focus group sessions to identify barriers to access and explore how the district can address unmet needs and support the community.
4. Conducted Listening Leader sessions (1:1 interviews from the field) to collect feedback from current AISD staff regarding perceptions and barriers to access.
Definition of Equity in Arlington ISD

Providing every student, family and staff member with access to opportunities, resources and support while collectively addressing and overcoming barriers to closing student achievement gaps and extending pathways to academic success.

How did we get here . . .
The Family and Community Engagement Department serves the Arlington ISD learning community by fostering relationships, engaging, and, empowering the community to support student success.

- Parenting
- Home-to-School Connections
- Health & Wellness
- Personal & Professional Development
Family engagement is a shared responsibility between families, students, and school staff as a community. It creates partnerships between home and school that actively promotes learning and achievement. It builds inclusive environments that are supportive and individualized for students from diverse cultures, languages, backgrounds, and educational needs for future success.
CORE Values

All families have dreams for their children and want the best for them.

All families have the capacity to support their children’s learning.

Families and schools/program staff should be equal partners.

The responsibility for building and sustaining partnerships between school, home, and community rests primarily with school/program staff, especially the school/program leaders.

Beyond the Bake Sale, Karen Mapp

National PBIS Leadership Forum
Standardization of Family Engagement

Arlington ISD
Domains of Family Engagement

1. Create a Welcoming Environment
   Establish family friendly norms to create a culture that engages every family.

2. Effective Two-way Communication
   Create systems to ensure communication between family, teacher, campus, and district builds strong partnerships that are respectful and student centered.

3. School Support for Home Learning
   Schools help families understand what their children are learning through programs, activities, displays, and progress reports.

4. Degree of Engagement of Every Family
   Schools are intentional in reflecting the diversity of families, creating multiple avenues of access, and involve families in decision making.
Create a Welcoming Environment

Establish family friendly norms to create a culture that engages every family.

- Signage that is welcoming as well as informative; multiple languages
- Staff use welcoming behaviors through greetings and acknowledgments, respectful language and tone; works toward solution and help
- Family resource room or center for information and assistance
- Ask campuses to do a self-assessment of utilizing survey.
- Culturally Relative Signage for all families.
- Customer Service training for:
  - Clerks
  - Security
  - Transportation
- Teacher & Staff Professional Development
- Family Engagement Support:
  - Family Engagement Liaisons
  - Family Engagement Representatives

4 Versions of Family-School Partnerships

Campus Evaluation

National PBIS Leadership Forum
Effective Two-way Communication

Create systems to ensure communication between family, teacher, campus, and district builds strong partnerships that are respectful and student centered.

• Welcoming process for new families
• Conferences with families; encourage classroom observation
• Schools and families have face-to-face events
• Positive contact is made with each family
• Language Lines, interpreters, and other methods are used to break language barriers; information is sent out in multiple languages
National PBIS Leadership Forum

- Campus Academic Events (3 per year)
- Parent Connectivity Trainings
- District level capacity building Events
  - Arlington Back to School
  - Explore Arlington ISD
  - College and Career Expo
  - Family Resource Fair
  - Volunteer Appreciation
  - Father FEST
- District mandatory days for Parent/Family/Teacher Conferences
School Support for Home Learning

Schools help families understand what their children are learning through programs, activities, displays and progress reports.

• Student work is displayed throughout the building.
• Programs and activities focus on student achievement and helping families understand what their children are learning.
• Workshops show families how they can support their children at home.
• Progress reports and information on how parents and teachers can work together to make improvements.
• Campuses display student work in the hallways and District display work in district buildings.
• Family Empowerment Workshops that align with department strands
  • Early Childhood
  • Adult Literacy Program (GED)
  • Family Literacy Program
  • Mental Health Presentations
  • Care Clinic
Degree of Engagement of Every Family

Schools are intentional in reflecting the diversity of families, creating multiple avenues of access, and involve families in decision making.

- Families are involved in planning the school programs
- School committees reflect the diversity of the school
- School is open and accessible to families (principal, teachers, counselors)
- Families help develop school improvement plans
● District Family Engagement Advisory Team
● Campus Level
  ○ Family Engagement Teams
  ○ Campus Improvement Team
  ○ PTA/PTO
● Language Support at all meetings
1. Coalesce leadership and stakeholders
2. Diverse representation of families
3. Sounding board
4. Subcommittee advisory and work

District Family Engagement Council

National PBIS Leadership Forum
District Family Engagement Council

- Engagement, Equity & Access
- Instruction, Special Education
- Counseling
- Leadership Research & Accountability
- Campus Family Representative
- Early Childhood, Title I & Title III
- Student Outreach Services, PBIS

National PBIS Leadership Forum
Integrating FCE with School-wide PBIS in Arlington ISD
Thank You!

Contact Us:

ahernan5@aisd.net  |  ephilli3@aisd.net
Please Complete this Session’s Evaluation

10/26/2023

Session ID– 3D - Developing Equitable Family-School Partnerships with Racially & Ethnically Diverse Families

Four options, pick one!

1. Mobile App
   Click “Take Survey” under the session description.

2. QR Code
   Scan the code on this slide.

3. Online
   Click on the link located next to the downloadable session materials posted online at:
   www.pbis.org/conference-and-presentations/pbis-leadership-forum

4. Direct Link
   Click the link provided in the email reminder you receive after your session ends.

After you submit each session evaluation, click the link to enter the gift card raffle!

Evaluations are anonymous! We send reminder emails to all participants.

National PBIS Leadership Forum