



What is Culturally Responsive Family Engagement?

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Welcome!



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Welcome!



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Series Overview

This three-part series is intended to equip school and school district staff with knowledge and skills related to culturally responsive family engagement for Afghan refugee families

1. Understand and identify elements of culturally responsive family engagement with Afghan refugee students and families
2. Learn from experts about equitable and culturally relevant strategies, supports, and organizations to engage Afghan refugee families
3. Explore evidence-based tools and strategies to support equitable and culturally responsive family engagement



Session Objectives

Through this session, participants will be able to:

1. Understand the importance of culturally responsive family engagement
2. Understand the Pennsylvania Learning Community Standards
3. Begin to identify ways to incorporate the framework into your work with Afghan refugee families



Agenda

1. Icebreaker
2. Overview of Family Engagement
3. Pennsylvania Learning Community Standards
4. Family Engagement Framework in Practice
5. Closing



Group Commitments

1. Be present and participate as much as you are able.
2. Respect the diverse experiences and opinions of others.



In the chat, please share...

- Name
- Pronouns
- Role
- Location
- A hope for this professional development series



Definitions

- **Family Engagement:** intentional, meaningful, and impactful value and support to families in the role as the child's first teacher. It is a strength-based partnership that is inclusive, culturally and linguistically responsive, and relies on two-way communication focused on a shared goal of positive learning and development outcomes.
- **Equity:** every student has access to the resources and rigor they need at the right moment in their education.



Definitions

- **Refugee:** a person who has fled his or her country of origin because of past persecution or a fear of future persecution based upon race, religion, nationality, political opinion, or membership in a particular social group.
- **Afghan:** students or families from Afghanistan which is located in South Asia. Afghan students are not Arab or from the Middle East.



Why is family engagement critical to supporting student and family success?

- Higher grades, test scores, and enroll in advanced courses.
- Attend school more regularly.
- Have better social skills and improved behavioral outcomes.
- Be promoted to the next grade, graduate, and go onto post-secondary school.
- Improved parent-teacher relationships and teacher-student relationships.
- Increased parental attendance and investment in school events.
- Increased levels of community support, teacher satisfaction, and retention.



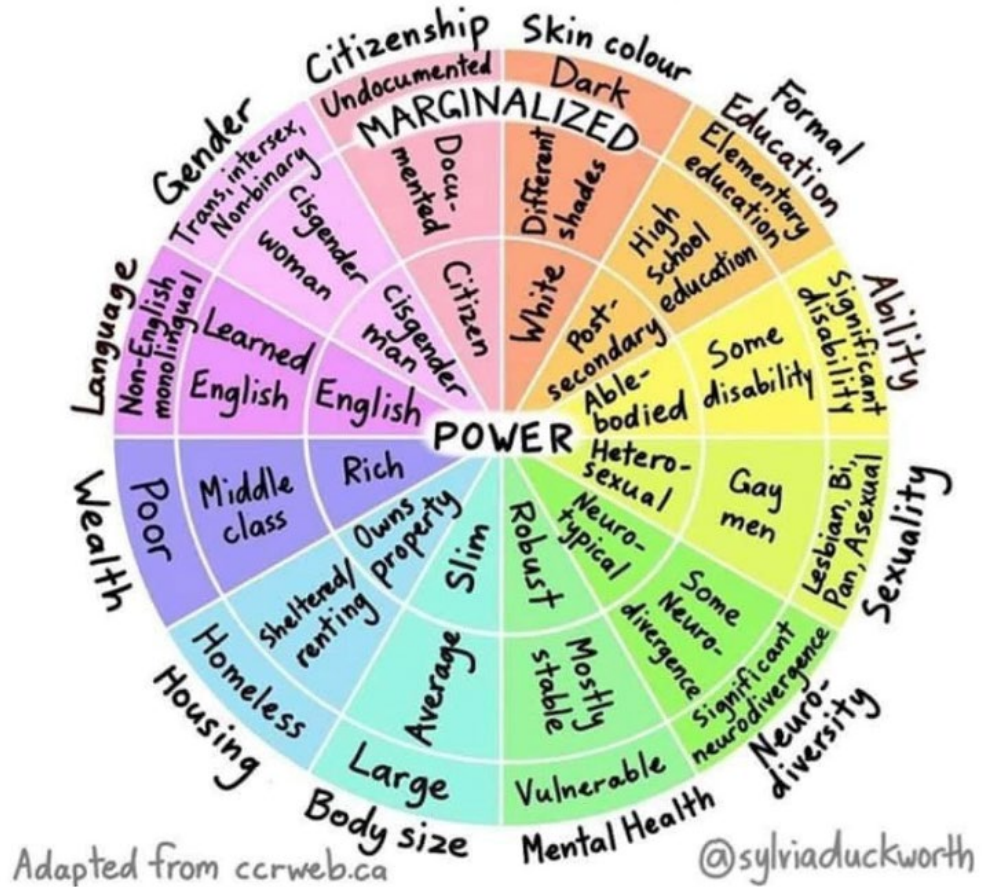
When working with Afghan refugee families

- Unfamiliarity with U.S. education system
- Linguistic and cultural diversity
- Family and culture as strengths
- Uncertainty in legal status



Self-Reflection Exercise

WHEEL OF POWER/PRIVILEGE



1. Identify the aspects of your identity.
2. Reflect on your privileges.
3. Reflect of your disadvantages.
4. Examine intersections.
5. Consider your experiences.
6. Explore the impact.
7. Take action.



PDE Learning Community Standards

1. Connect families to community resources that support their goals, interests, and needs.
2. Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.
3. Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors, leaders, and advocates as they support their child's learning.
4. Provide intentional opportunities for families to connect and engage with each other.
5. Support families as they develop their leadership and advocacy skills.
6. Build partnerships with families during times of transition.



Standard 1: Connect families to community resources that support their goals, interests, and needs.

- Empower family members as decision makers. Facilitate connections with other agencies that support their goals, interests, and needs.
- Provide opportunities to families who have had success in accessing community resources to share their stories and experiences.
- Co-Create a family resource area accessible within the community, program, and/or school.
- Meet families where they are most comfortable, as a strategy to support the building of partnerships.
- Bring in knowledgeable individuals to address sensitive issues.



Standard 2: Build partnerships with families that are strengths-based, authentic, reciprocal, and respectful.

- Recognize family members are the primary teacher and expert of the child.
- Develop a family engagement plan that recognizes relationship building as a critical step in the process.
- Create ongoing opportunities to engage with families about their interests, strengths, expectations, concerns, joys, and achievements.



Standard 3: Partner with families to identify information, resources, and strategies to support them in their roles as teachers, models, encouragers, monitors and leaders.

- Share information about learning and developmental milestones, standards, and instructional practice.
- Leverage family's routines, experiences, and strengths to promote learning and development.
- Discuss progress with families including supports available.
- Develop two-way communication with families.
- Empower families to seek out information and support related to their goals.



Standard 4: Provide intentional opportunities for families to connect and engage with each other.

- Create intentional opportunities and spaces for families to connect with each other (Parent Café, face to face, social media).
- Create intentional opportunities for families to share personal experiences, resources, and provide information and support to each other.
- Strategize innovative way to ensure families are aware of and can connect to other families to share skills, interests, and expertise to create a greater community.



Standard 5: Support families as they develop their leadership and advocacy skills.

- Recognize and acknowledge when families share concerns they are acting as advocates. Support families to advocate and participate in solution-based conversations.
- Encourage families to develop effective ways to navigate support systems.
- Support families to build their youth's leadership identity. Provide supports as developmentally appropriate.
- Empower families as active participants and leaders in groups, to share skills culture, language, and talents.
- Offer varied roles to initiate and expand leadership opportunities.



Standard 6: Build partnerships with families during times of transition.

- Provide networking and mentoring opportunities for families experiencing similar transitions.
- Be knowledgeable about community resources.
- Identify strategies and supports for families to ease the child into the program and ensure ongoing reciprocal communication.



Family Engagement in Practice

Step 1:

Divide into 6 groups.

Each group will be assigned 1 of the 6 standards.

Step 2:

Answer the guiding question:

What practices does your institution already implement to engage refugee families that align with your assigned standard?

Goals:

1. Share how we engage refugee families.
2. Connect our strategies with each standard.



Coming Back Together





How can FACE help?

- Professional development
- Needs assessments
- Community resource connections
- Community of Champions

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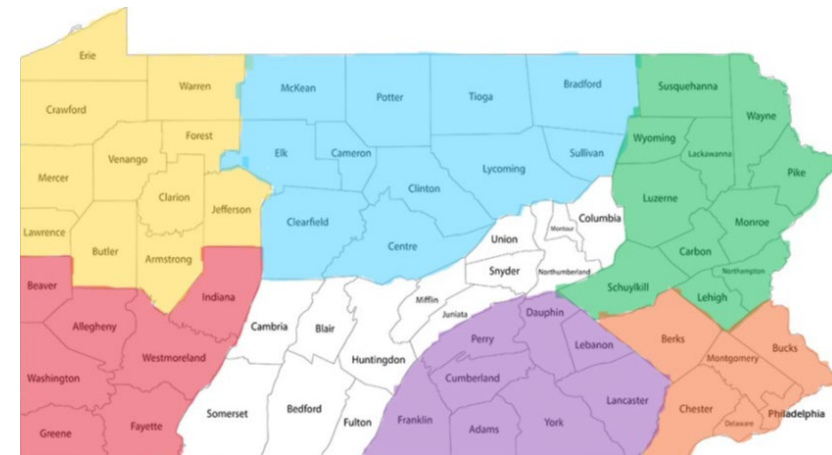
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Family and Community Engagement Program (FACE)

We are focused on working directly with learning communities to cultivate equitable and culturally responsive family and community engagement experiences that value family funds of knowledge and experiences throughout the commonwealth.

This webpage contains resources for educators, parents, and professionals serving children and youth in school and out-of-school settings.





My Personal Commitment

What is one thing you plan to do differently as a result of what you learned today?

The image shows a digital whiteboard interface. At the top center, the text "My personal commitment" is displayed. On the left side, there is a vertical toolbar with icons for erasing, deleting, moving, adding text, adding a shape, adding a circle, adding a table, and adding a drawing tool. On the whiteboard itself, there are four colored squares arranged horizontally: a yellow square, a green square, a cyan square, and an orange square.



Questions/Comments?

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Scan to learn more about Child
Trends





Session 2: Engaging Afghan Refugee Families: Learning from the Experts

Wednesday, February 7, 3:00 – 4:15 PM

Learn from refugee-serving specialists at [HIAS Pennsylvania](#) about equitable and culturally relevant strategies to engage Afghan refugee families. Participants will also hear directly from Afghan refugee families about ways to involve them in their children's education.