



Effective Collaboration for Equity: Family and Community Partnerships

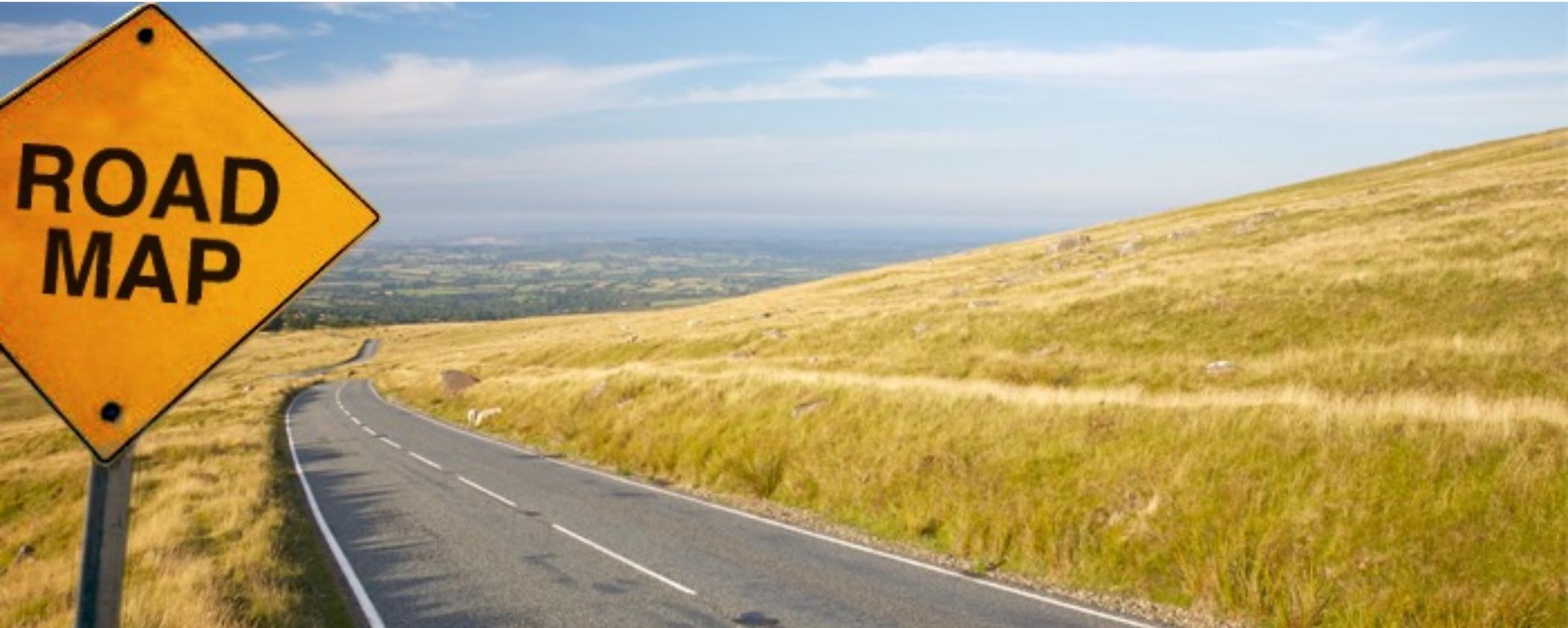
Kyle A. Reyes, Ph.D. | July 20, 2017

This workshop focuses on approaches K-16 educators can take to engage families and communities in educational access and equity work. Through a Collective Impact framework, this session will highlight both the principles of strong collaborative work and some concrete examples of effective partnerships.

Participants will begin the process of developing an action plan upon returning to their schools, colleges, and universities.

Road Map

- Unpacking the terms: Access and Equity
- Collective Impact: A Model for Family and Community Engagement



Access

Access

In education, the term **access** typically refers to the ways in which educational institutions and policies ensure that students have equal and equitable opportunities to take full advantage of their education.

Increasing **access** generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain academic programs or opportunities.

Source: www.edglossary.org

Access

Factors such as race, religion, gender, sexual orientation, disability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels —in addition to factors such as relative community affluence, geographical location, or school facilities —may contribute to certain students having less “**access**” to educational opportunities than other students.

Source: www.edglossary.org

Types of Access

- **Access** to assistive technologies, accommodations, or modified school facilities and transportation vehicles that make full participation in school programs possible for students with various forms of disability (ADA, IDEA).
- **Access** to equal opportunities in educational programs and activities regardless of gender, race, or sexual orientation, including extracurricular activities and sports (Title IX).
- **Access** to adequate health care and nutritional services, including free or reduced-price school breakfasts and lunches to ensure that children living in poverty are not attending school sick or hungry.
- **Access** to adequate public transportation to attend public schools and charter schools that may or may not be located near student homes.

Types of Access

- **Access** to preschool or kindergarten so that students enter school prepared to learn and succeed academically regardless of income level or a family's ability to pay for early childhood education.
- **Access** to intensive instruction in the English language or academic language for students who cannot read, write, or speak English, and access to interpreters and translated documents for non-English-speaking students, parents, and families, including multilingual translations of school policies, academic materials, parent communications, event announcements, website content, etc.
- **Access** to counseling, social services, academic support, and other resources that can help students who are at risk of failure or dropping out remain in school, succeed academically, graduate with a diploma, and pursue postsecondary education.

Types of Access

- **Access** to individualized education programs (IEPs) for special-education students, access to mainstream classrooms and academically challenging content through inclusion strategies, which includes access to any trained professionals or specialized educational resources.
- **Access** to advanced-level learning opportunities such as honors courses or Advanced Placement courses, dual-enrollment opportunities, or other programs that historically required students to meet prerequisites before being allowed to enroll in a course or participate in a program.
- **Access** to technology, including high-speed internet connections and adequate hardware (computers, laptops, tablets) and software (particularly learning applications) so that students have equitable access to the same digital and online learning opportunities regardless of their family's income level or ability to pay for these technologies.

10 Types of Access

Access to:

- Assistive technologies or accommodations
- Equal opportunities regardless of race, gender, sexual orientation
- Adequate healthcare and nutritional services
- Adequate public transportation
- Pre-school or kindergarten
- Intensive English instruction and language learning
- Counseling, social services, and academic support
- Individualized educational programs
- Advanced-level learning
- Technology software, hardware and internet

What would you add to this list?

Source: www.edglossary.org

Equity

Equity

In education, the term **equity** refers to the principle of fairness. While it is often used interchangeably with the related principle of equality, **equity** encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal.

It has been said that “**equity** is the process; equality is the outcome,” given that **equity**—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally.

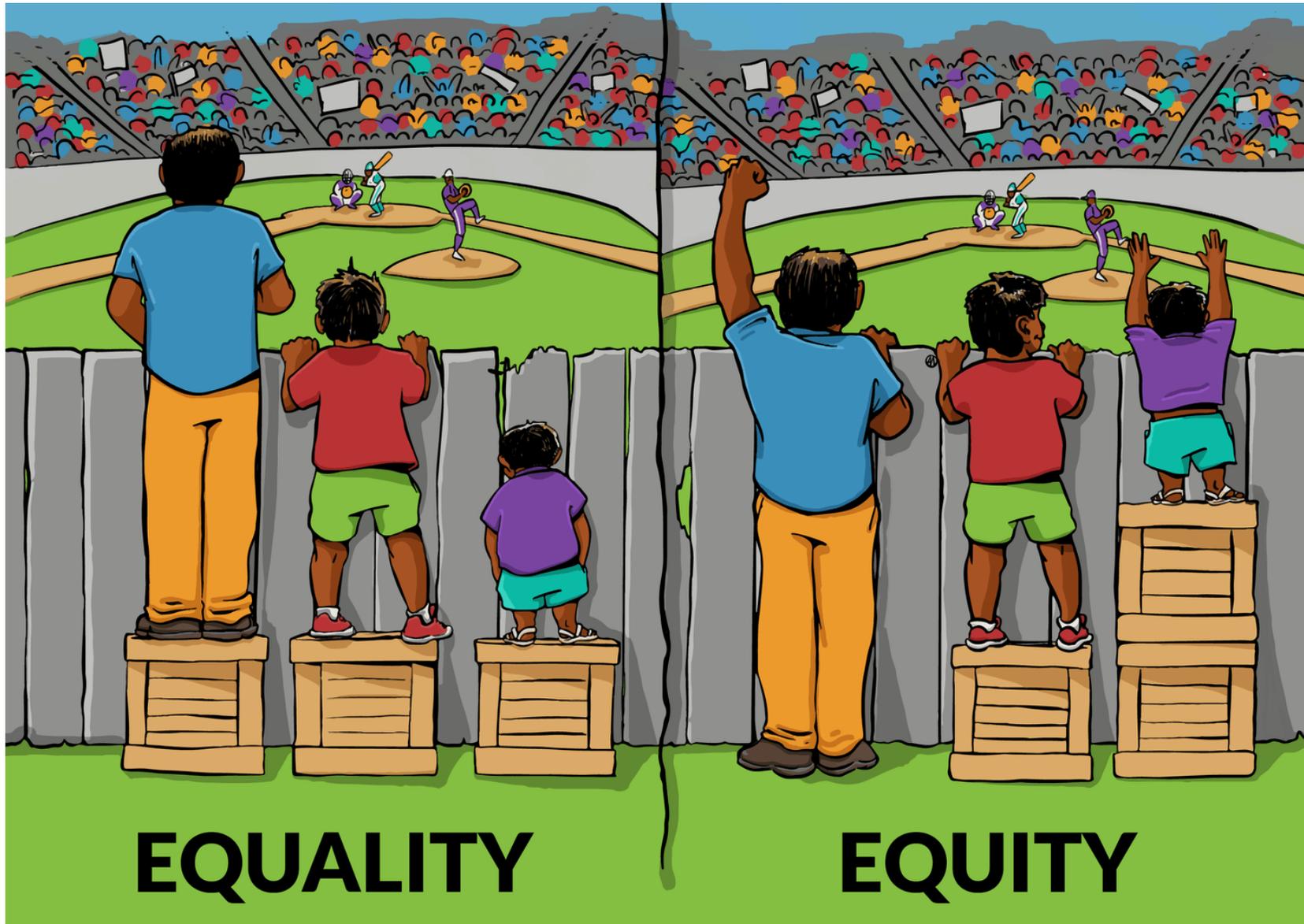
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Equity

Inequities occur when biased or unfair policies, programs, practices, or situations contribute to a lack of equality in educational performance, results, and outcomes.

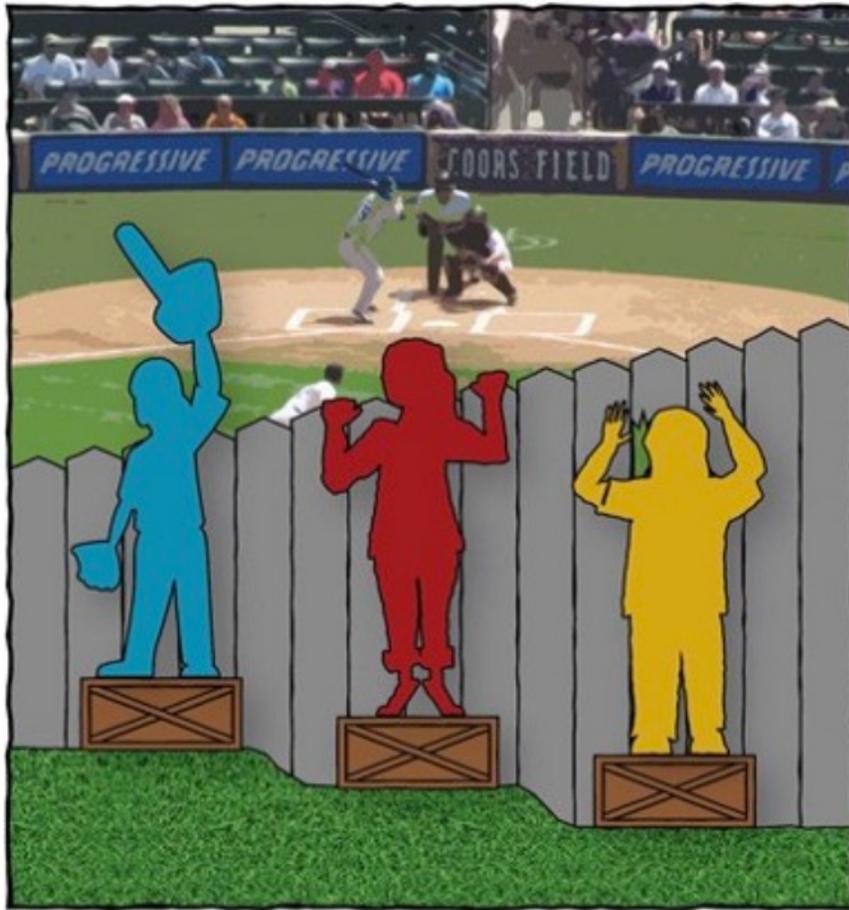
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Equality vs. Equity



Equality vs. Equity

Equality



Equity



Types of Inequity

- **Societal Inequity:** Inequity in education is most commonly associated with groups that have suffered from discrimination related to their race, ethnicity, nationality, language, religion, class, gender, sexual orientation, or disabilities. These groups may be disadvantaged by preexisting bias and prejudice in American society, with both conscious and unconscious discrimination surfacing in public schools in ways that adversely affect academic achievement, educational aspirations, and post-graduation opportunities.
- **Socioeconomic Inequity:** Evidence suggests that students from lower-income households, on average, underperform academically in relation to their wealthier peers, and they also tend to have lower educational aspirations and enroll in college at lower rates (in part due to financial considerations). In addition, schools in poorer communities, such as those in rural or disadvantaged urban areas, may have comparatively fewer resources and less funding, which can lead to fewer teachers and educational opportunities—from specialized courses and computers to co-curricular activities and sports teams—as well as outdated or dilapidated school facilities.

Types of Inequity

- **Cultural Inequity:** Students from diverse cultural backgrounds may be disadvantaged in a variety of ways when pursuing their education. For example, recently arrived immigrant and refugee students and their families may have difficulties navigating the public-education system or making educational choices that are in their best interests and may struggle in school because they are unfamiliar with American customs, social expectations, slang, and cultural references.
- **Familial Inequity:** Some students may live in dysfunctional or abusive households, or they may receive comparatively little educational support or encouragement from their parents (even when the parents want their children to succeed in school). In addition, evidence suggests that students whose parents have not earned a high school or college degree may, on average, underperform academically in relation to their peers, and they may also enroll in and complete postsecondary programs at lower rates. Familial inequities may also intersect with cultural and socioeconomic inequities. For example, poor parents may not be able to invest in supplemental educational resources and learning opportunities—from summer programs to test-preparation services—or they may not be able pay the same amount of attention to their children’s education as more affluent parents—perhaps because they have multiple jobs, for example.

Types of Inequity

- **Programmatic Inequity:** School programs may be structured in ways that are perceived to be unfair because they contribute to inequitable or unequal educational results for some students. For example, students of color tend, on average, to be disproportionately represented in lower-level classes with lower academic expectations (and possibly lower-quality teaching), which can give rise to achievement gaps or “cycles of low expectation” in which stereotypes about the academic performance of minorities are reinforced and perpetuated because they are held to lower academic standards or taught less than their peers.
- **Instructional Inequity:** Students may be enrolled in courses taught by less-skilled teachers, who may teach in a comparatively uninteresting or ineffective manner, or in courses in which significantly less content is taught. Students may also be subject to conscious or unconscious favoritism, bias, or prejudice by some teachers, or the way in which instruction is delivered may not work as well for some students as it does for others.

Types of Inequity

- **Staffing Inequity:** Wealthier schools located in more desirable communities may be able to hire more teachers and staff, while also providing better compensation that attracts more experienced and skilled teachers. Students attending these schools will likely receive a better-quality education, on average, while students who attend schools in less-desirable communities, with fewer or less-skilled teachers, will likely be at an educational disadvantage. Staffing situations in schools may also be inequitable in a wide variety of ways. In addition to potential inequities in employment—e.g., minorities being discriminated against during the hiring process, female educators not being promoted to administrative positions at the same rates as their male colleagues—students may be disadvantaged by a lack of diversity among teaching staff. For example, students of color may not have educators of color as role models, students may not be exposed to a greater diversity of cultural perspectives and experiences, or the content taught in a school may be culturally limited or biased—e.g., history being taught from an exclusively Eurocentric point of view that neglects to address the perspectives and suffering of colonized countries or enslaved peoples.

Types of Inequity

- **Assessment Inequity:** Students may be disadvantaged when taking tests or completing other types of assessments due to the design, content, or language choices, or because they have learning disabilities or physical disabilities that may impair their performance. In addition, situational factors may adversely affect test performance. For example, lower-income students who attend schools that do not regularly use computers may be disadvantaged—compared to wealthier students with more access to technology at home or students who use computers regularly in school—when taking tests that are administered on computers and that require basic computer literacy.
- **Linguistic Inequity:** Non-English-speaking students, or students who are not yet proficient in English, may be disadvantaged in English-only classrooms or when taking tests and assessments presented in English. In addition, these students may also be disadvantaged if they are enrolled in separate academic programs, held to lower academic expectations, or receive lower-quality instruction as a result of their language abilities.

9 Types of Inequity

- Societal inequity
- Socioeconomic inequity
- Cultural inequity
- Familial inequity
- Programmatic inequity
- Instructional inequity
- Staffing inequity
- Assessment inequity
- Linguistic inequity

What would you add to this list?

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School, Family, & Community Partnerships Model



Model by Dr. Steve Constantino

Achieving Large-Scale Change through Collective Impact Involves 5 Key Conditions for Shared Success

Common Agenda

All participants have a **shared vision for change** including a common understanding of the problem and a joint approach to solving it through agreed upon actions

Shared Measurement

Collecting data and measuring results consistently across all participants ensures efforts remain aligned and participants hold each other accountable

Mutually Reinforcing Activities

Participant activities must be **differentiated while still being coordinated** through a mutually reinforcing plan of action

Continuous Communication

Consistent and open communication is needed across the many players to build trust, assure mutual objectives, and appreciate common motivation

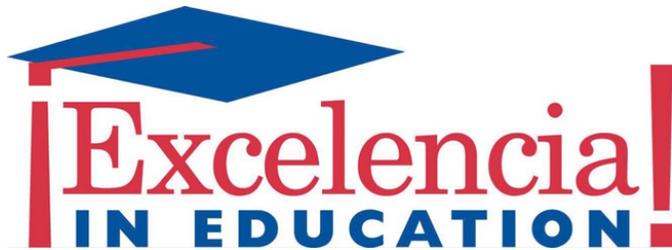
Backbone Support

Creating and managing collective impact requires a separate organization(s) with staff and a specific set of skills to **serve as the backbone for the entire initiative and coordinate participating organizations and agencies**

Collective Impact Efforts Tend to Transpire Over Four Key Phases

<i>Components for Success</i>	<i>Phase I Generate Ideas and Dialogue</i>	<i>Phase II Initiate Action</i>	<i>Phase III Organize for Impact</i>	<i>Phase IV Sustain Action and Impact</i>
<i>Governance and Infrastructure</i>	Convene community stakeholders	Identify champions and form cross-sector group	Create infrastructure (backbone and processes)	Facilitate and refine
<i>Strategic Planning</i>	Hold dialogue about issue, community context, and available resources	Map the landscape and use data to make case	Create common agenda (common goals and strategy)	Support implementation (alignment to goal and strategies)
<i>Community Involvement</i>	Facilitate community outreach specific to goal	Facilitate community outreach	Engage community and build public will	Continue engagement and conduct advocacy
<i>Evaluation And Improvement</i>	Determine if there is consensus/urgency to move forward	Analyze baseline data to ID key issues and gaps	Establish shared metrics (indicators, measurement, and approach)	Collect, track, and report progress (process to learn and improve)

National Recognition: Latinx Initiative



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Lessons Learned From Family & Community Engagement

- Has to be deliberate
- Reciprocity and a true mutually beneficial partnership
- Cultivation of relationships is the heaviest and most important investment up front
- Planning team has to be representative of the broader community and the diverse voices must be valued
- It takes time and resources

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Mahalo

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