Community Partnerships for Learning and Family Well-Being

Competency

Educator fosters a positive relationship among families, schools and communities to enhance Family Engagement within their school, district and/or community, resulting in the optimum well-being of the students and families.

Key Method

Educator collaborates with a community partner to design and implement a family-focused event, service, or program.

Method Components

Meaningful Family Engagement

Family engagement is about every adult in a child's life working together to help the child reach their full potential. Just like a space launch needs engineers, mathematicians, and physicists to work side by side to send astronauts to space, families, schools, and communities need to form partnerships for all children to have the opportunity to succeed. Strengthening family, school, and community bonds is a critical factor in raising student achievement, closing achievement gaps, and attaining school improvement goals. Research shows that engaged families and communities have a positive impact on students' academic achievement, aspirations, and well-being. Research also shows that family engagement and community engagement improves school climate and teacher satisfaction and retention, and is a common feature of high-performing schools. Most importantly, family engagement benefits all students regardless of their family income, education, or background.

Family engagement is not a one-size-fits-all approach. Families come in many different configurations, have different work schedules, speak many languages, and have different past experiences with schooling. Some parents have said they lack the resources to help their child, and some express frustration with school bureaucracies or policies they find hard to understand or change. Fortunately, teachers, administrators, and support staff can take steps to reach out, partner with, and engage with students' families, but they need to employ a wide range of skills to do so. This micro-credential stack is designed to promote the development of these much needed skills.

Community Partnerships for Learning and Family Well-Being

Decades of research make it clear that children and youth—in fact, all of us—learn anywhere, anytime, not just in school. Students thrive when, in conjunction with their school experiences, they engage in interest-driven learning in summer and afterschool programs, in the home, and through digital media, libraries, and museums, to name just a few. Educators can reach out and understand the community resources available to students for learning, as well to support family growth and well-being.

Gather Information: Community Needs Assessment and Community Mapping

Community Needs Assessments and Community Mapping are two ways to learn about your community and be a family-focused teacher.

Community Needs Assessment

A Community Needs Assessment is generally a survey or set of interviews that an educator conducts with a variety of family and community stakeholders to better understand their interests and needs. For example, you might survey families about their needs for afterschool programs or summer programming. You might also ask librarians or other community providers what their greatest needs are. Perhaps it is finding more students to enroll in a STEM or afterschool homework help program.

Community Mapping

Community Mapping is a way to understand where families spend their time. By knowing where families are, you can expand your reach and ensure the community partners can meet the needs of the local students and families. Generally, community mapping involves canvassing the vicinity of your school to understand what types of community partners exist (e.g., libraries, recreation centers, museums). As part of the community mapping, ask what staff at that location need to be successful to engage local students and families, their goals, and what the local school can do to support those goals.

Analyze

Once you've collected your data, you'll want to identify the needs or interests you've found. Look to see what gaps exist and where there might be opportunities to build collective impact and networks.

Apply

Connect what you've learned to a lesson within your classroom or a goal within your school. Creating and utilizing an action plan through this process will be helpful in monitoring your progress, and organizing and designing your event. An action plan should be co-developed with all of the partners involved and can include the following:

- What partners will you bring to the table to work with?
- How will families be engaged in the process?
- Purpose and reason for the project
- Goals for the project
- Description of project
- Task list
- Who is responsible for the tasks?
- Timeline

Supporting Rationale and Research

Bachman, H. F., Anderman, E. M., Zyromski, B. E. & Boone, B. J. (2019). Partnering with families for the middle school transition: Research-based strategies for middle level educators. Retrieved from https://ohiofamiliesengage.osu.edu https://ohiofamiliesengage.osu.edu/wp-content/uploads/2019/11/Middle-School-Transition-Research-Brief-FINAL-11.7.19-1.pdf

Epstein, J. L. (2005). Developing and sustaining research-based programs of school, family, and community partnerships: Summary of five years of NNPS research. Center on School, Family, and Community Partnerships, National Network of Partnership Schools (NNPS), Johns Hopkins University. http://nnps.jhucsos.com/wp-content/uploads/2014/08/Research-Summary.pdf

Global Family Research Project (2018). Joining together to create a bold vision for next generation family engagement: Engaging families to transform education. Retrieved from https://globalfrp.org/Articles/Joining-Together-to-Create-a-Bold-Vision-for-Next-Generation-Family-Engagement-Engaging-Families-to-Transform-Education

Redford, J., Huo, H., & McQuiggan, M. (January 2019). Barriers to parent-school involvement for early elementary students. U.S. Department of Education. https://nces.ed.gov/pubs2017/2017165.pdf

Stem Next. San Diego (2019). Changing the Game in STEM with family engagement: A white paper for practitioners and field leaders to empower families in STEM. https://drive.google.com/file/d/1wfrWPqN784ns5kqRnym2_EaJ-BSyZz2-/view?usp=drive_link

Wood, L., Bauman, B., Rudo, Z., & Dimock, V. (February, 2017). How family, school, and community engagement can improve student achievement and influence school reform. Nellie Mae Education Foundation, Washington, D.C. https://www.nmefoundation.org/resources/how-family-school-and-community-engagement-can-improve-student-achievement-and-influence-school-reform/

Resources

General Family Engagement Resources

Culturally Responsive Practice — Ohio HCRC

A Dual Capacity-Building Framework for Family-School Partnerships

Be A Learning Hero

NAFSCE Searchable Resource Library

Dual Capacity

Ohio Statewide Family Engagement Center

The School Community Journal

Action Planning Resources

How to Write an Action Plan | Step-by-Step Guide with Templates

7 Elaborating action plans | NSDS GUIDELINES

How to Write an Action Plan (Example Included) - ProjectManager.com

Needs Assessments

Section 7. Conducting Needs Assessment Surveys

Community Mapping

The Community Mapping Toolkit

Community Mapping

Section 8. Identifying Community Assets and Resources

Project Ideas

Parent Engagement: Ideas that bring parents to your school

70 Community Service Project Ideas | DoSomething.org

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must receive a passing score in Parts 1 and 3, and receive proficiency for all components in Part 2.

Part 1. Overview Questions (Provides Context)

(250–400 words)
Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Why did you choose to complete this micro-credential? What are your professional goals for family engagement?
2. What is the demographic make-up of your classroom/school? Please include free and reduced lunch rate; ethnicity; special needs; second language learners; and any other important information as it pertains to this micro-credential.
3. How do you think working with community partners will enrich the work you do in your school?

Passing: Response provides reasonable and accurate information that explains the choice of this micro-credential to address specific needs of both the teacher and the student. Educator included a learning goal that describes what they hope to gain from earning this micro-credential.

Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential please submit the following **four artifacts** as evidence of your learning. Please do not include any information that will make you or your students identifiable to your reviewers.

Artifact 1: Needs Assessment
Create and upload a needs assessment to help determine the needs of your school community. You should have 10–20 questions that will help you home in on a need that you can plan to address. Your needs assessment could include questions that address:

1. Academic needs

2. Health and safety needs
3. Social-emotional needs
4. Parenting needs

Artifact 2: Community Map and Analysis
Use the resources in the Resources section of this micro-credential to complete and upload a community map. Your map should include:

1. 5–8 community assets
2. A description of each asset
3. Contact information for each asset
4. How each asset can benefit the school community

Artifact 3: Action Plan
Bring together a team of stakeholders and work together to create an action plan using the resources found in the Resource section, or use a template that you are already familiar with. Your action plan should cover 5–8 weeks from beginning to end and should include:

1. List of 3–5 stakeholders who are representative of your school community and who will be engaged in the planning and implementation of the project (include role, gender and ethnicity). At least one stakeholder needs to be a community partner listed on your asset map.
2. Purpose and justification for the project
3. Goals for the project
4. Description of project
5. Task list
6. Who is responsible for the tasks
7. Timeline

Artifact 4: Photo Essay
Complete a photo essay that documents the process of this project from beginning to end. Your photo essay may be in the form of a slide deck, document or video compilation and should include:

- 10–20 photos or scanned artifacts
- Dates and description for each photo
- Photos showcasing conducting the needs assessment
- Photos showcasing community mapping
- Photos of the action planning team work
- Photos taken during the event, program implementation or service project

Part 2. Rubric

	Proficient	Basic	Developing
Artifact 1: Needs Assessment (survey)	Needs assessment(survey) was administered to a diverse group of families representative of your school community. The survey was sent to at least 20 families. Return rate is 80% or above.	Created a needs assessment (survey) in collaboration with the community partner. The survey was sent to at least 20 families. Return rate is 75-89%.	Created a needs assessment (survey). The survey was sent to a select group. Return rate is under 75%.
Artifact 2: Community Asset Map	The map shows 5–8 community assets with: -description -contact information -benefits to the school community	Map shows fewer than 2-4 community assets with: -description -contact information -benefits to the school community	Map shows one or two community asset and/or Description, contact information and benefits for each one are missing.
Artifact 3: Action Plan	An action plan was created with a diverse group of 3–5 stakeholders representative of the school community. At least one stakeholder is a community partner listed on your asset map. Plan includes **all** of the following:	Action plan was not created with at least 3 stakeholders. Stakeholder group doesn't represent the school community. Plan includes **some** of the following: -Purpose and reason for the project	Action planning did not include stakeholders. Plan does not include **most** of the following: -Purpose and reason for the project -Goals for the project -Description of the project -Task list

	-Purpose and reason for the project -Goals for the project -Description of the project -Task list -Who is responsible for the tasks -Timeline	-Goals for the project -Description of the project -Task list -Who is responsible for the tasks -Timeline	-Who is responsible for the tasks -Timeline
Artifact 4: Photo Essay	Photo essay clearly documents the project from start to finish over a 5–8 week span of time. All points from list above are represented in the photos. Includes 10–20 photos with dates and descriptions for each.	Photos document only some of the project and do not show evidence of a 5–8 week time period. Not all points in the process are represented. Fewer than 10 photos and/or descriptions and/or dates are missing.	Photos do not showcase the project. Date and descriptions are missing. Fewer than 6 photos were included.

Part 3 Reflection

(250–500 words)
Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

How Do I Write a Good Personal Reflection?

Please do not include any information that will make you identifiable to your reviewers.

1. What would you have done differently with your survey?
2. How was the community partner important to this collaboration?
3. What did the community partner(s) bring to the table for the event?
4. What do you hope your students/families will gain from this collaboration?
5. How would you rate your success in the overall process between meeting the needs of your students and families and community partner?
6. Will your school community, your class, or a specific group benefit from this collaboration? Why or why not?

Passing: Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from partnership experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.