Advancing Equity with Family Engagement
<table>
<thead>
<tr>
<th><strong>Gresham-Barlow Administrator Norms</strong></th>
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</thead>
<tbody>
<tr>
<td>I will listen, validate, value and support BIPOC and marginalized perspectives</td>
</tr>
<tr>
<td>I will hold myself and others accountable to our norms while giving grace</td>
</tr>
<tr>
<td>I will engage in conversations about race without questioning why we are talking about race</td>
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<tr>
<td>I will check my defensiveness and be aware of my own privilege</td>
</tr>
<tr>
<td>We will create and build a shared ownership of antiracist/equity work with a heavier responsibility on white/privileged educators</td>
</tr>
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**Norm Process Evaluation Form**
Advancing Equity with Family Engagement

**Why**
Deepening relationships, partnerships, and engagement with families is critical to achieve equitable outcomes and build healthy and inclusive school and district systems.

**What**
Strategically update and revise family engagement plans in each of our schools to develop a more inclusive experience for families.

**How**
Understand how a focus on Rightful Presence work alongside adaptive leadership approaches to operationalize our inclusion work.
Why
GBSD Strategic Goals

Inclusive Culture
- Strengthen SEL & Advisory
- Disciplinary Handbook Implementation & Restorative Practice Pilots
- **Strengthen Community Engagement**
- Equity PD - Counselors, Campus Monitors, Coaches

Instructional Alignment
- Foundational Reading Skill Development
- Intensification of Instruction
- Co-Planning & Co-Teaching Models
- EML/Sped Instructional Practice Pilot
- Math & Language Arts Implementation
- DLI Planning for Secondary

Equity Driven MTSS
- Common Vision & Language - Prevention
- Strengthen/Implement Teaming Structures
- Data Driven Decisions - Intersections & Non - Traditional Data Sources
- Classroom Teacher Use of Panorama
- Elementary Tiered Reading Model Implementation

CTE Access & Outcomes
- Further Develop Elementary Pathways
- New - Public Services Pathway Planning
- Pre-Apprenticeship Implementation
- Continued Work on Equitable Assignment to Advanced Coursework
- Implement PreAP for 9th Graders

Evidence-Based Decision Making

Teaching and Learning Environment

Accessible & Intentional Instruction

Student, Family & Community Partnerships

District Focus 2023-2024
Sticky Note Warm Up

Brainstorm family engagement events, activities, opportunities at your school.

Write one event on each sticky note.
Advancing Equity with Family Engagement: Connecting the Dots

GBSD Equity Lens

Adaptive vs Technical Responses to Dilemmas

Rightful Presence

GBSD Goals

ODE Engagement Continuum

Equity Driven MTSS TEAMS DATA SUPPORTS
We believe an environment conducive to learning and personal growth is established first and foremost through the cultivation of a culture of true belonging. Efforts toward that goal must begin with the presumption of the rightful presence and inherent value of the disenfranchised. Inclusion efforts alone cannot bring about substantial change because they adhere to the same guest/host power dynamic that serves to normalize the existence of a group who is “invited” and a group with the power to invite.

“I celebrate teaching that enables experiences - a movement against and beyond boundaries. It is that movement which makes education the practice of freedom.”

- bell hooks
# Technical vs. Adaptive

**The single biggest failure of leadership is to treat adaptive challenges like technical challenges.**

<table>
<thead>
<tr>
<th>Technical Challenges</th>
<th>Adaptive Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easy to identify</td>
<td>1. Difficult to identify (easy to deny)</td>
</tr>
<tr>
<td>2. Often lend themselves to quick and easy</td>
<td>2. Require changes in values, beliefs, roles, relationships, &amp; approaches to work</td>
</tr>
<tr>
<td>(cut-and-dried) solutions</td>
<td></td>
</tr>
<tr>
<td>3. Often can be solved by an authority or expert</td>
<td>3. People with the problem do the work of solving it</td>
</tr>
<tr>
<td>4. Require change in just one or a few places; often</td>
<td>4. Require change in numerous places; usually cross organizational boundaries</td>
</tr>
<tr>
<td>contained within organizational boundaries</td>
<td></td>
</tr>
<tr>
<td>5. People are generally receptive to technical solutions</td>
<td>5. People often resist even acknowledging adaptive challenges</td>
</tr>
<tr>
<td>6. Solutions can often be implemented quickly—even by</td>
<td>6. “Solutions” require experiments and new discoveries; they can take a long time to</td>
</tr>
<tr>
<td>edict</td>
<td>implement and cannot be implemented by edict</td>
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Adapted from Heifetz & Laurie (1997) & Heifetz & Linsky (2002)
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<th><strong>Gresham-Barlow Equity Lens</strong></th>
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<tr>
<td><strong>Who are the racial/ethnic &amp; underserved groups affected? What is the potential impact of the resource allocation &amp; strategic investment to these groups?</strong></td>
</tr>
<tr>
<td><strong>Does the decision being made ignore or worsen existing disparities or produce other unintended consequences? What is the impact on eliminating the opportunity gap?</strong></td>
</tr>
<tr>
<td><strong>How does the investment or resource allocation advance student mental or behavioral health and well-being and/or increase academic achievement and address gaps in opportunity?</strong></td>
</tr>
<tr>
<td><strong>What are the barriers to more equitable outcomes? (e.g. mandated, political, emotional, financial, programmatic or managerial)</strong></td>
</tr>
<tr>
<td><strong>How have you intentionally involved stakeholders who are also members of the communities affected by the strategic investment or resource allocation? How do you validate your assessment in questions 1,2,3?</strong></td>
</tr>
<tr>
<td><strong>How will you modify or enhance your strategies to ensure each learner and communities' individual and cultural needs are met?</strong></td>
</tr>
<tr>
<td><strong>How are you collecting data on race, ethnicity and native language?</strong></td>
</tr>
<tr>
<td><strong>What is your commitment to professional learning for equity? What resources are you allocating for training in culturally responsive and sustaining instruction?</strong></td>
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# Levels of Community Engagement

<table>
<thead>
<tr>
<th>Level</th>
<th>Stance Towards Community</th>
<th>Intention &amp; Unintended Impact to Consider</th>
<th>Community Engagement Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Ignore</td>
<td>Protecting School, District, Regional Interests</td>
<td>Deny access to decision-making processes</td>
</tr>
<tr>
<td>1</td>
<td>Inform</td>
<td>Keeping Communities Updated</td>
<td>Provide students, families &amp; community with relevant information for them to support district, school or regional goals</td>
</tr>
<tr>
<td>2</td>
<td>Consult</td>
<td>Receiving Community Input</td>
<td>Gather input from students, families &amp; community without including them in decision-making</td>
</tr>
<tr>
<td>3</td>
<td>Involve</td>
<td>Meaningfully Engaging Community Voice</td>
<td>Ensure students, families &amp; community needs and assets are integrated into applicant process &amp; planning</td>
</tr>
<tr>
<td>4</td>
<td>Collaborate</td>
<td>Collaborating and Sharing Power with Communities</td>
<td>Ensure student, family &amp; community capacity play a leadership role in implementation of decisions</td>
</tr>
<tr>
<td>5</td>
<td>Defer</td>
<td>Communities Drive and Own the Work</td>
<td>Foster lasting educational equity through community-driven schools that are culturally rooted and responsive to whole and sovereign people and communities</td>
</tr>
</tbody>
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**Unintended Impact to Consider:**
- Marginalizing Communities
- Tokenizing & Gatekeeping Community Engagement
- Community Voice is Not Heard
- Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust
- Sovereignty and Core Agreements are Not Honored
What
Reflection & Discussion

Analyze **family participation** data in your school:

- Who comes to the events/meetings/opportunities provided?
- How do you know who is responding/attending/participating?
- Who answers the surveys?
- Who is determining/monitoring “who is coming”? 
Reflection & Discussion

Identify **groups who are not showing up in the data** as frequently or are not as engaged in your building. These are your **focal groups**.

- What’s going well in serving our focal groups? (celebrations)
- Are there groups for whom some strategies do not work? (gaps)
- What strategies could involve more participants from focal groups?
- Is there work to communicate out to those who did not participate? What might that look like?
Place your sticky notes on the continuum.

Find 3 people that were not in your group to share what you notice and wonder about the results.
How
Small Group Discussion & Planning

Review your **SIP Goals** for Family Engagement through the lens of the Engagement Continuum

**Action Plan** - Pick one to two things that have been more technical in nature and work to make it more adaptive.

How can you **enhance your level of engagement** to encourage authentic engagement with your focal groups?

What are your **next steps**? How/what will you share with your building team? What will you do in the next 4-8 weeks?
Next Steps:
➢ Work with your building teams to implement a change.
➢ Be prepared to share your shifts and reflection on how it went at our January 8th meeting.

Helpful Resources
ODE Engagement Toolkit (Appendix A)
ODE Engagement Modules - Canvas Course
Technical vs Adaptive Visual - new resource

Norm Process Debrief
Thanks.

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